

Folkparksskolan, Norrköping Sweden

- Our aim is to achieve successful learning and social development for all the pupils who attend our school.
- Teachers with different training and focuses who work in teams, provide good education to all pupils.

Evy Dahlin

Principal

Pia Romberg

Special Needs teacher

Agneta Runo

Pre-school teacher

Margareta Dott

Teacher (Swedish and Social Studies)

The Swedish School System

School type	Period	Pupils' age
➤ Day care pre-school (optional)	4 years	1 - 5
➤ Pre-school class (optional)	1 year	6
➤ Compulsory school	9 years	7 - 16
➤ Leisure-time centre (optional)	4 years	6 - 10
➤ Upper-secondary school	3 years	16 - 19

A group of children are playing on a large, fallen log in a park. The log is light-colored and has several branches extending from it. The children are of various ages and are engaged in different activities: some are climbing, some are sitting on the log, and some are standing nearby. The background is filled with lush green trees and a grassy area. The scene is bright and sunny, suggesting a pleasant day in a park.

Folkparksskolan

- Pre-school - school year 5
- Multicultural
- 26 languages
- 200 pupils

Folkparksskolan, Norrköping Sweden
Autumn 2007

The mission from the curriculum for the compulsory school system, pre-school class and leisure-time centre

- Knowledge
- Social learning
- A good democratic education
- The school shall be a school for all

Our organisation

- Promotes an overall view with the child at the centre
- Promotes continuity from the child's perspective
- The teachers shall have a collective understanding of their task
- The teachers shall have a collective view of what the pupils shall understand and learn
- Promotes participation
- Easy to gain support for and take decisions
- A flexible organisation
- Common premises for all school types
- Teachers shall work in teams - no one alone

Folkparksskolan's organisation

Management group

Principal
One teacher/team

Cooperation with the union

Principal
Trade union

Cooperation with the parents

Principal
Two parents/department
One teacher/department

Teacher staff
Development
group

Two mixed-age
department

Pre-school – school year 2

Pre-school – school year 2

school year 3

school year 4

school year 5

Three age specific
department

Teams

- Teams with broad and specialised expertise
- The teams have a common task; that the pupils shall achieve the targets set by the curriculum
- Each teacher, based on his/her area of responsibility, has an individual focus on and responsibility for the pupil
- The teacher shall develop activities with the team and with others with the same responsibility at the school
- Professional groups plan/develop together

Department 's organisation

- P-2 (ca 45 pupils)
 - 1 preschool teacher with responsibility for play and language
 - 1 preschool teacher with responsibility for motor skills and Maths
 - 1 compulsory school teacher with responsibility for Maths and Natural Sciences
 - 1 compulsory school teacher with responsibility for Swedish and Social Studies
 - 1 leisure-time pedagogue with responsibility for leisure-time centre and Art
 - 1 leisure-time pedagogue with responsibility for leisure-time centre and Physical Education and Health
 - 1 special needs teacher with responsibility for socio-emotional problems

Department 's organisation

- School year 3, 4 or 5 (ca 35 pupils)
 - 1 compulsory school teacher with responsibility for Maths and Natural Sciences
 - 1 compulsory school teacher with responsibility for Swedish and Social Studies
 - 1 special needs teacher with responsibility for socio-emotional problems
 - 1 leisure-time pedagogue with responsibility for Textiles and Physical Education and Health

Music teacher, drama pedagogue, teacher for special needs education with reading and writing

Leisure-time centre

- In the same premises as the school
- 80 % of the children are registered
- Open from 6:15 a.m. until school starts and until 6:30 p.m. after school, serves breakfast and snacks
- Also serves lunch during the holidays

Learning

- To develop social skills
- To develop good group/co-operative skills
- To develop a good identity
- To develop a good emotional competence
- To develop a leisure interest

Special education



Folkparksskolan Norrköping Sweden

The Double Commission

➤ The double commission

- The education shall provide the pupils with knowledge and skills and, in co-operation with the homes, promote their harmonious development into responsible human beings and members of the community.
- Particular attention shall be paid to pupils who need special support (Swedish Education Act).

The Social Commission

➤ Social goals in the curriculum

School shall strive so that each pupil can...

- develop their ability to consciously form and express ethical standpoints based on knowledge and personal experience,
- respect the intrinsic value of other people,
- reject the oppression and abusive treatment of other people and assist in supporting them,
- can empathise with and understand the situation other people are in and also develop the will to act with their best interests at heart,
- show respect and care for the immediate environment as well as for the environment in a wider perspective.

(Page 8 in the curriculum)

Our perspectives of special education



- System-theoretical outlook
- A school for all
- Inclusive working methods
- Relational perspective
- Common approach

Special educational tasks

- analyses of the teaching environment
- guidance for other professional groups
- external co-operation
- surveying needs - planning actions
- action programme
- social and educational investigations
- network mapping
- parental co-operation

The Importance of play...



Have they just played today?

observation

problem solving

disappointment

body awareness

communication

planning

creativity

release

joy

togetherness

responsibility

experience of the senses

attention

thinking

consideration

flexibility

fantasy

fine motor skills

empathy

concentration

understanding of concepts

language

identity

rules and norms

safety

equality

independence

conflict solving

gender roles

gross motor skills



From the curriculum...

for the compulsory school system, pre-school class and leisure-time centre

- “Pupils shall have opportunities to take the initiative and show responsibility. They shall be provided with the conditions in which to develop their ability work independently and solve problems. *Play*, particularly during the early school years, is of great significance for the pupils’ acquisition of skills and knowledge”.

Play is...

- the foundation of learning and all human activity
- the pupils' way of exploring and understanding reality
- an opportunity to reflect on their experiences and thoughts about the world around them
- play takes place in the brain and switches between the left and right hemispheres
- the language of play, spoken language and metaphorical language

Birgitta Knutsdotter Olofsson

is Professor emerita at the Stockholm Institute of Education

- Stresses that the best things about children's play are that they train their imaginations, they learn to quickly continue into play's conscious state, where inner pictures become alive, where they forget time and space.
- Play offers an intensive presence and a strong feeling of reality.
- In play is where they learn to understand that things can be interpreted in many ways.
- Not all things are as they appear.

We work towards pupils being able to recognise/use different abilities

- The power of the imagination
- Kinship
- Play signals
 - Mutual understanding - Taking turns - Reciprocity
- Perseverance

Common approaches

- We give the pupils time for free play and don't disturb them unnecessarily.
- We help and inspire the pupils with material.
- We make possible, in agreement with the pupils, a suitable place for play.
- We have a liberal environment.
- We are close to the pupils and take part in play on their terms.
- When making reflections with the pupils we use good abilities as positive examples.
- We play with the pupils who need to practise play signals, imaginative ability and perseverance.

The police are out looking for thieves



The Police Station



Folkparksskolan Norrköping Sweden

The police at the office



Fines for speeding



The Meaning of Play

- George Bernard Shaw
 - “We don´t stop playing because we grow old, we grow old because we stop playing”



Astrid Lindgren

The Importance of Literature...



Folkparksskolan's "corner stones"

- Moved
- Meaningful/put into context
- Pupils' ordinary lives/experiences

- Open questions/authentic issues
- Dialogue
- Reflection

Compulsory School Syllabus

Subject - Swedish

- “The subject of Swedish provides pupils with opportunities to use and *develop their ability* to speak, listen, see, read and write, as well as experience and learn from literature, films and theatre”
- “Work with language and literature creates opportunities for satisfying pupils’ needs to express what they feel and think. It provides common experiences to reflect over and discuss”

Language

- “ Language is developed *in social interaction with others* ”



- “When pupils use their language - speaking, listening, reading, writing and thinking - in *meaningful contexts*, they are able to develop good language skills”

Compulsory School Syllabus

Subject - Swedish

“The school in its teaching of Swedish should aim to ensure that pupils...

- *develop their imagination and desire to learn* through reading literature, as well as reading on their own for personal enjoyment
- develop their correctness in their spoken and written language, and have the *courage, desire and ability to express themselves* in many different contexts, and by means of writing acquire an instrument for thinking, learning, communicating and exercising influence
- develop their ability *in a dialogue with others* to express feelings and thoughts, arising from texts with a variety of purposes, as well as *be stimulated into reflecting and evaluating these*
- acquire an insight into their learning, and *reflect over their own development*, and learn both on their own and together with others to use their experiences, thinking and language skills to form and maintain their knowledge”

A few all-round skills in the syllabus

- Speak
 - discuss, argue, express opinions
- Listen
- Co-operate
- Write
- Understand
- Compare
- Draw conclusions
- Solve problems
- Reflect
- Metacognition

The Importance of Literature

➤ Compulsory School Syllabus, Swedish

- “Literature provides a *knowledge* about the living conditions of children, women and men over different periods and in different countries. Literature also provides *perspectives* on everyday life and what we are familiar with. Exchanging experiences with others, and also individual experiences gained from working with literature, helps to give answers to the major existential questions of life.”
- “Literature, films and the theatre provide *opportunities for developing empathy and understanding of others, and for what is different, as well as for reviewing values and attitudes*. By this means alternative views can be formed of, for example, racism, extremism, stereotyped gender roles and undemocratic conditions.”

Reflective reading and writing



Reflective reading and writing

- Beginning - a new book
- Brief writing - reading log book
 - What is friendship?
 - Can friendship be broken?
- The teacher presents the book, the author, describes what happens.
- The teacher reads aloud from the book, stops, asks questions about the text.



About the homework

- All the pupils have read the same text
- Open/authentic questions
- Develop their own thinking
- Everyone's voice is heard/made visible
- Equality - democratic
- The teacher reads all the pupils' log books - gives a personal comment or reflection, the teacher has a dialogue with every pupil
- The pupils' thoughts, reflections and ideas are the basis of my teaching

Pupils' texts

➤ Quotes and their own comments

Quote

- *Everyone hates me apart from you!*

Comment

- *I know that it must have been difficult for Nora because she didn't want to be with Karin. She is kind even if she doesn't like the person she's kind to. I do that too.*

Quote

- *Everyone hates me apart from you!*

Comment

- *You should never say that everyone hates you because there's always someone who likes you.*

Pupils' texts

➤ Change the story

-I picked it up. It had a security tag but I didn't think about that. Then I almost ran out of the shop and started to get close to the till. I thought, "Yes, I'm out." Suddenly there was an alarm, it was loud. Everyone looked at me and I was ashamed. All I wanted to do was run but I couldn't. My legs were stuck to the floor. Finally two people ran towards me. I was scared. I just thought about my mum, how she would react.

-I sat in a police car and they drove me home. Fifteen metres from the house I got nervous. After a while I came in and mum was worried. The police spoke to mum. The night after was completely silent. No one spoke. Mum was angry and I was too, with myself.

Pupils' texts

➤ Continuation to the book and your own ending

Why

The door opened with a crash. Karin's mum stood there with a grim face. I said quietly, "Is Karin home?"

"She doesn't want to talk to you!" she said sternly. I saw Karin in the background, she looked sad.

"Okay", I said in a shaky voice, "but please tell her that I want to say sorry."

"Yes, I will," she said in an even sterner voice. Now Karin wasn't in the background anymore. The door closed without her even saying goodbye.

I didn't leave but stood on the doorstep as if I was waiting for someone. I heard a scream from the flat. It was Karin. She was screaming. I'd never heard a voice that hurt so much inside. Now there were several voices. I ran home. I'd never run before as I did now, as if it were life and death.

Pupils' texts

➤ Continuation to the book and your own ending

Thoughts page

- *Why did she scream? And why did it hurt so much inside me?*
- *I should have rung on the door again... I really wanted to say sorry to her myself, not that her mum said it to her. If she ever did?*

Communicative development plan

- **Level 1** Able to explain his/her ideas to an adult
- **Level 2** Able to explain his/her ideas to another child
- **Level 3** Able to work in pairs
Able to understand others' ideas and arrive at a common solution
Either of the pair should be able to describe this to an adult
- **Level 4** Able to test others' ways of thinking
Able to take part in discussions and talk in front of the group
Able to understand a written problem
- **Level 5** Able to work in a group of 3 children
One in the group should be spokesperson
- **Level 6** Able to work in a group of 4 children
Able to be spokesperson, secretary, focuskeeper and timekeeper

Thanks from...



NORRKÖPING

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