

«Zukunft Bildung Schweiz»

Von der Selektion zur Integration

**Welche Art von Schule wirkt sich positiv auf
eine «gute» zukünftige Gesellschaft aus?**

Eine Schwedische Perspektive.

Bern

16-17.06.2011

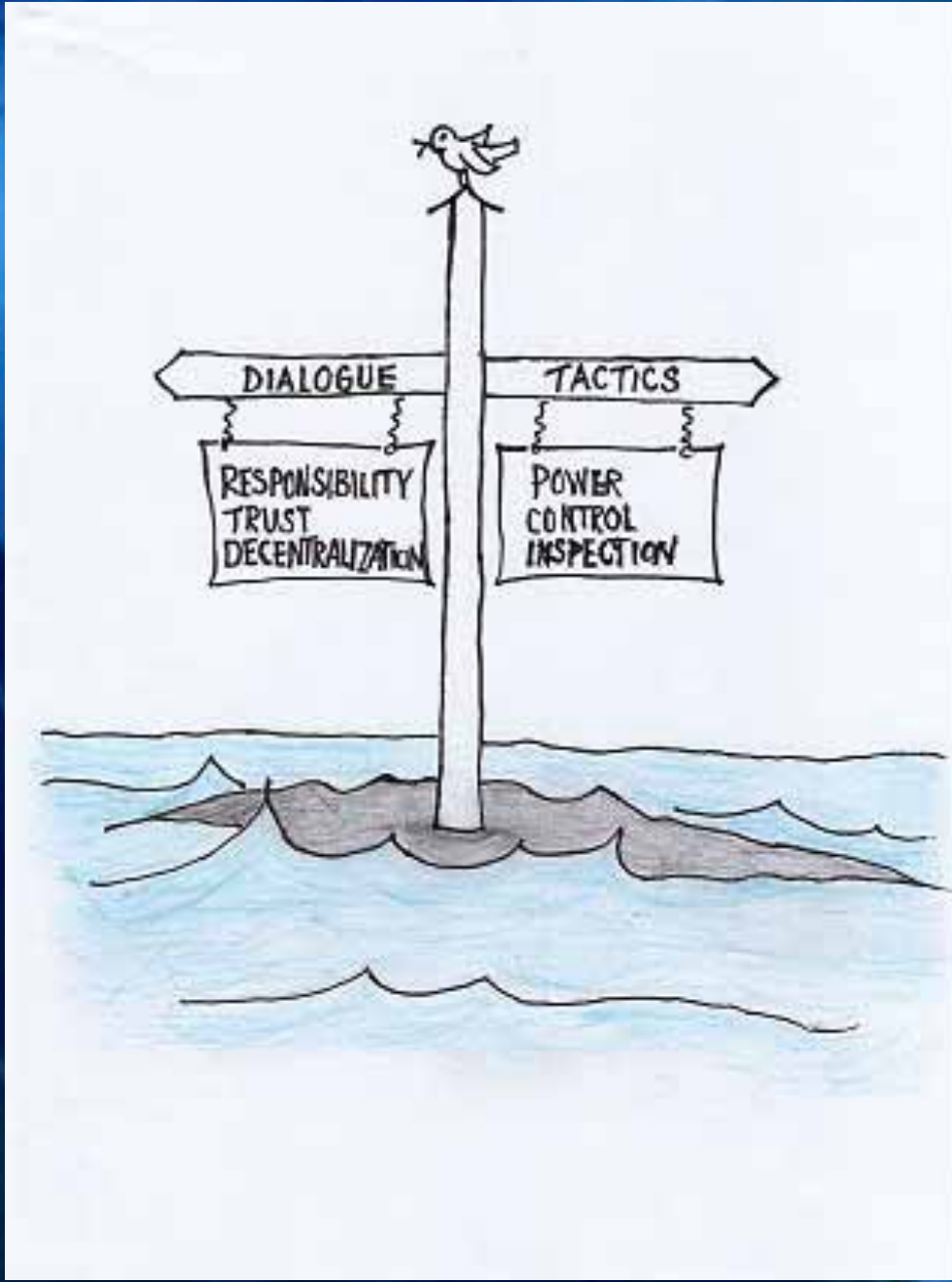
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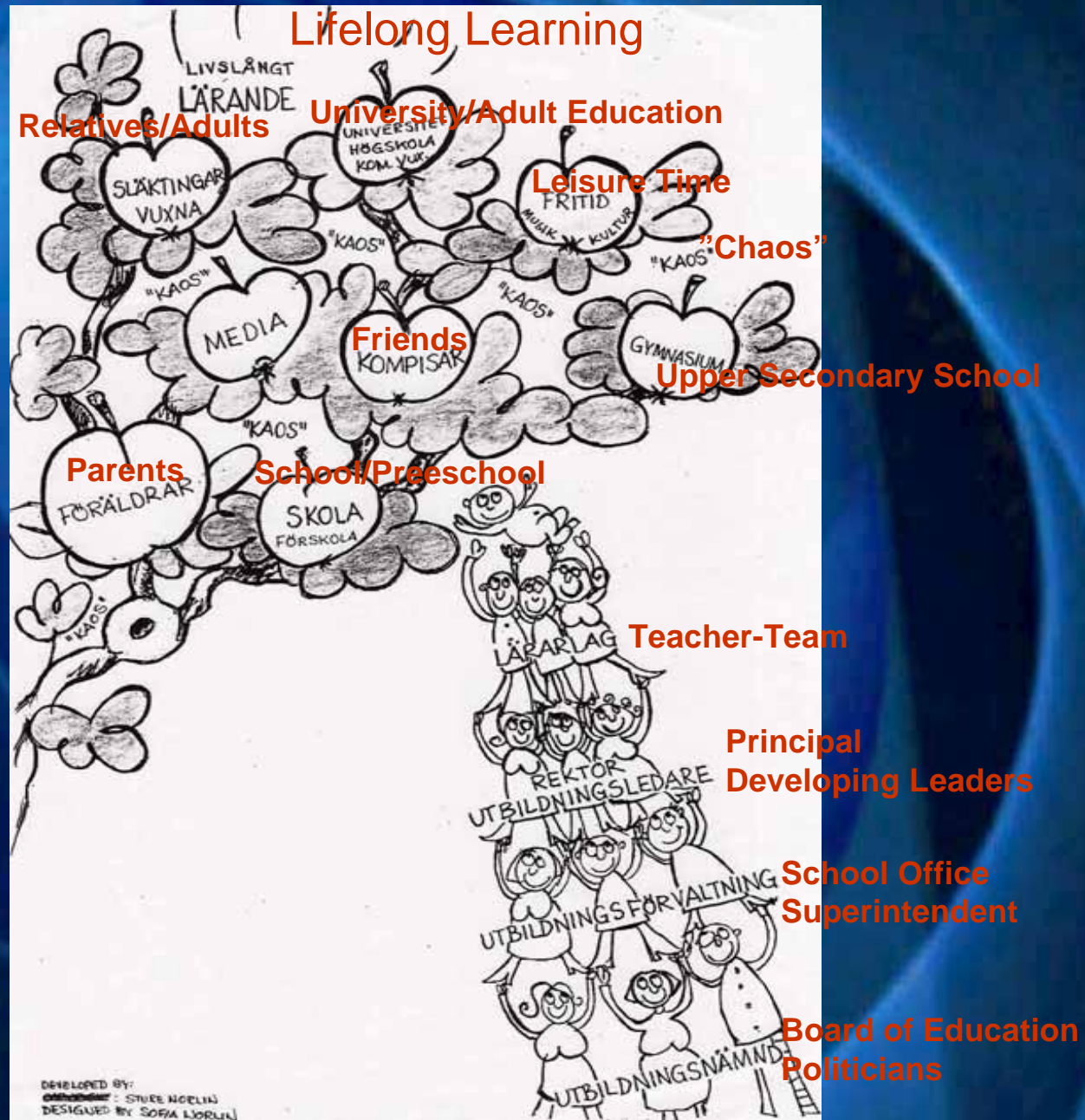
Sture Norlin



Welche ideale
Vorstellung
haben Sie von
der Schule?











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- 
- **How do you follow pupils process and progress?**

Auszüge aus "Hinweise zum individuellen Entwicklungsplan" des Nationalen Bildungsrat;

"Das Schwedische Schulgesetz unterstreicht, dass die schulische Bildung den Schülerinnen und Schülern Wissen vermitteln und, in Kooperation mit den Erziehungsberechtigten, ihre harmonische Entwicklung in verantwortungsbewusste Menschen und Mitglieder der Gemeinschaft fördern soll."

**...das schwedische Curriculum sagt
jedoch auch**

***”Es reicht nicht aus, dass der Unterricht
das Wissen über grundlegende
demokratische Werte vermittelt. Er
muss auch mit demokratischen
Arbeitsmethoden durchgeführt werden
und die Schülerinnen und Schüler auf
die aktive Partizipation im öffentlichen
Leben der vorbereiten.”***

Durch ihre Partizipation in der Planung und Evaluation ihrer täglichen Bildung und durch die Ausübung ihrer Wahlmöglichkeiten bezüglich Kursen, Fächern, Themen und Aktivitäten werden die Schülerinnen und Schüler ihre Fähigkeiten zur Einflussnahme und Verantwortungsübernahme entwickeln.“



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Individual developingplan

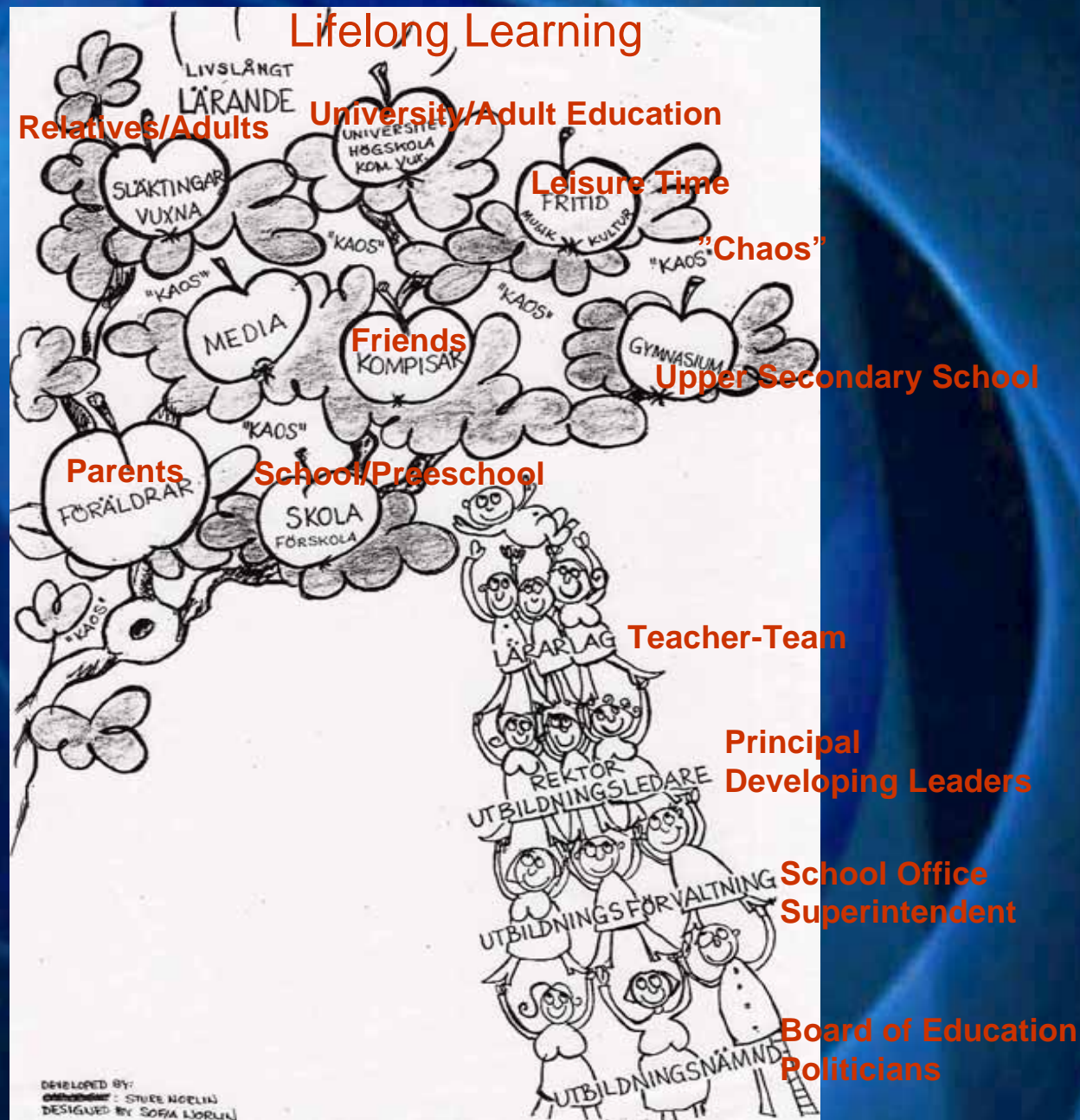
Date _____ Name _____ Class _____ When evaluate? _____

Sector	Present situation	Goal What I shall practise What I shall develop	The path How I shall support and in which way?	Evaluation How did it work? Which goals have I attained?
Social competence				
Swedish				
Math				
English				
Theme Civics Science Art				

Parents _____

Pupil _____

Teacher _____

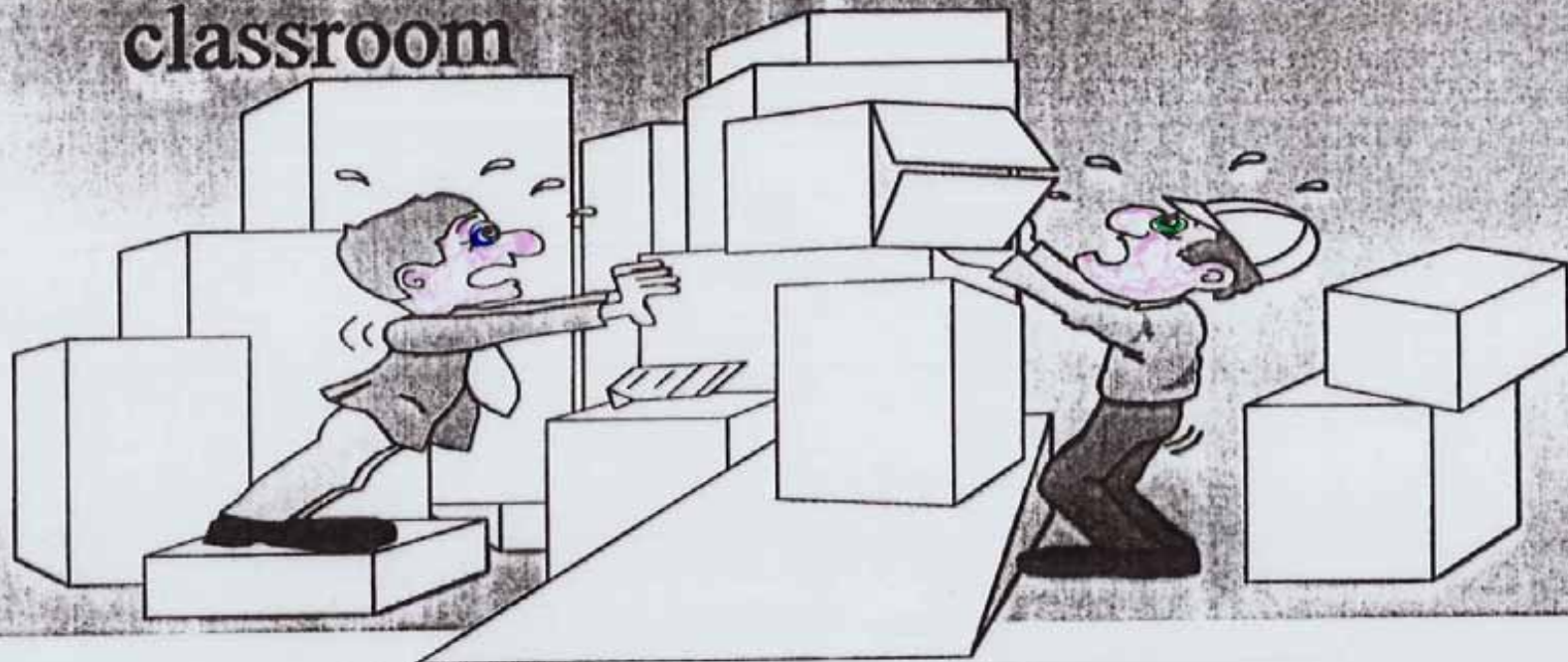


DEVELOPED BY:
 STURE NOELIN
 DESIGNED BY: SOFIA LÖRLEIN



Teachers said.....

- *Team Teaching* is the #1 support structure for change in the classroom



Internal capacities for school improvement: Principals' views in Swedish secondary Schools.

Thesis by Dr Conny Björkman, Mid Sweden University.

Successful schools

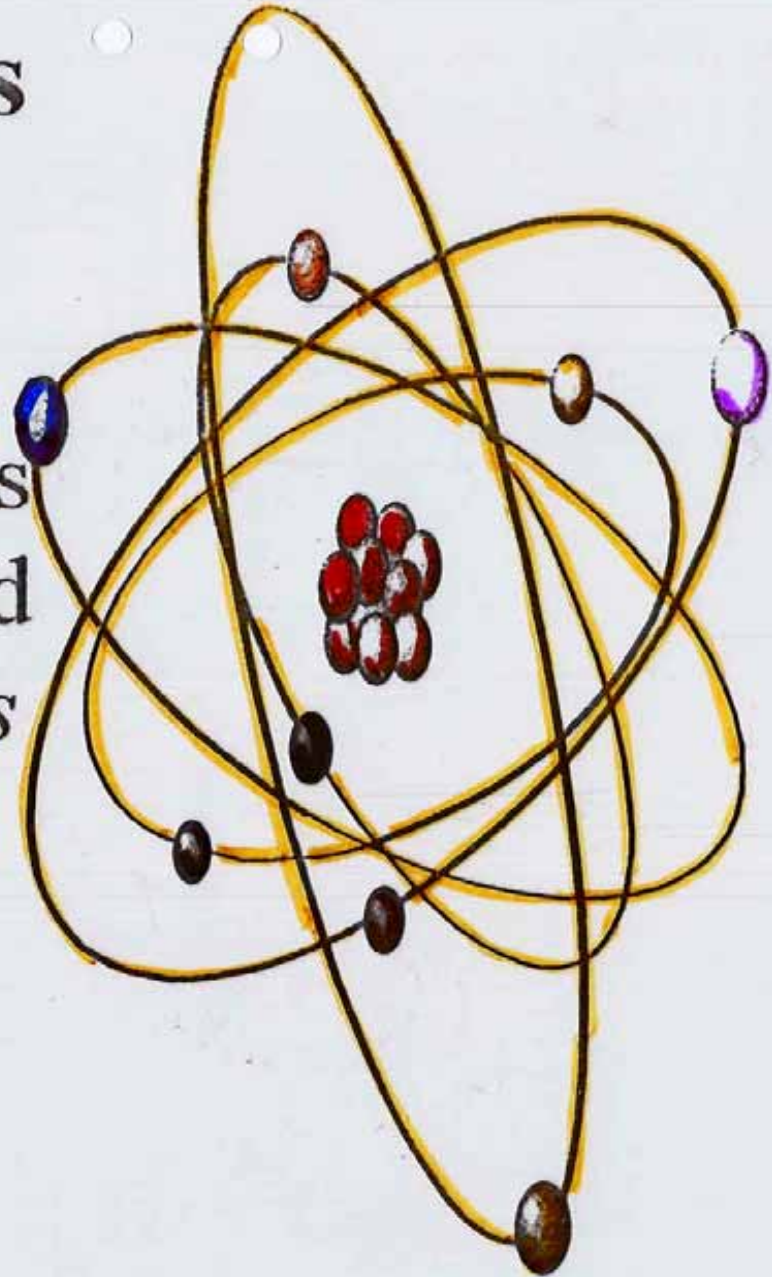
- Teamwork in reality.
- External work based on individuals.
- In-service training as a lever to obtain school development
- Principals involve teachers as leaders of the daily work.

Less successful schools

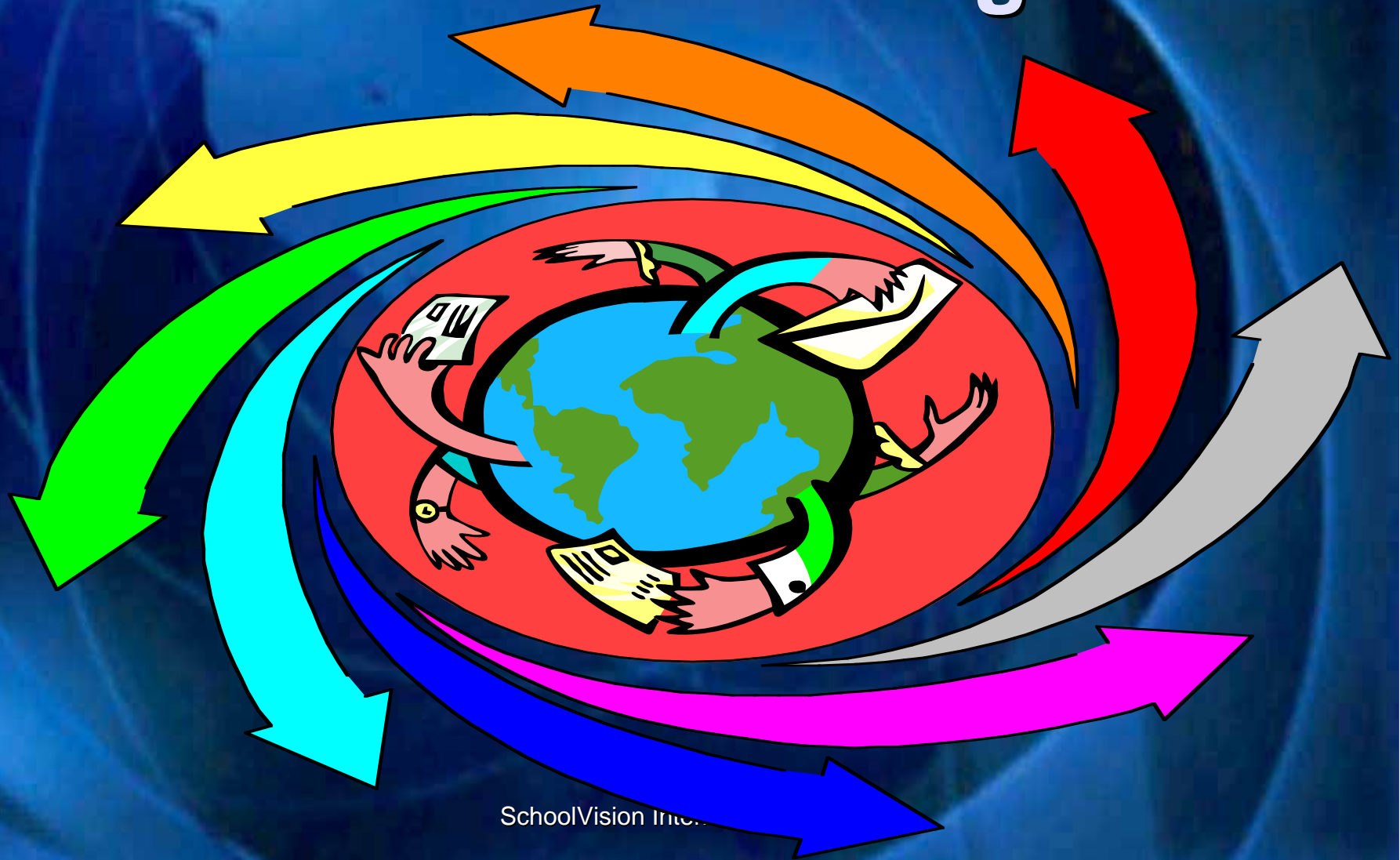
- Teamwork on the paper but not in reality.
- External work based on individuals.
- In-service training is more of a coincidence.
- Acceptance of teachers autonomy. The involving leadership is more a vision than a reality.

Systems Thinking is a way of life.....

where professionals focus
on a *common vision* and
a few operational goals
while they *work*
together in teams that
function
interdependently.




Starke Verbindungen schaffen andauernde Energie





SCHOOL



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Figure 3. 1. A Cogwheel Approach of Systems Thinking

Developed by
Sture Norin, Department of Education, Sundsvall, 1995
Designed by Christina Norin and Agneta Söderlund.
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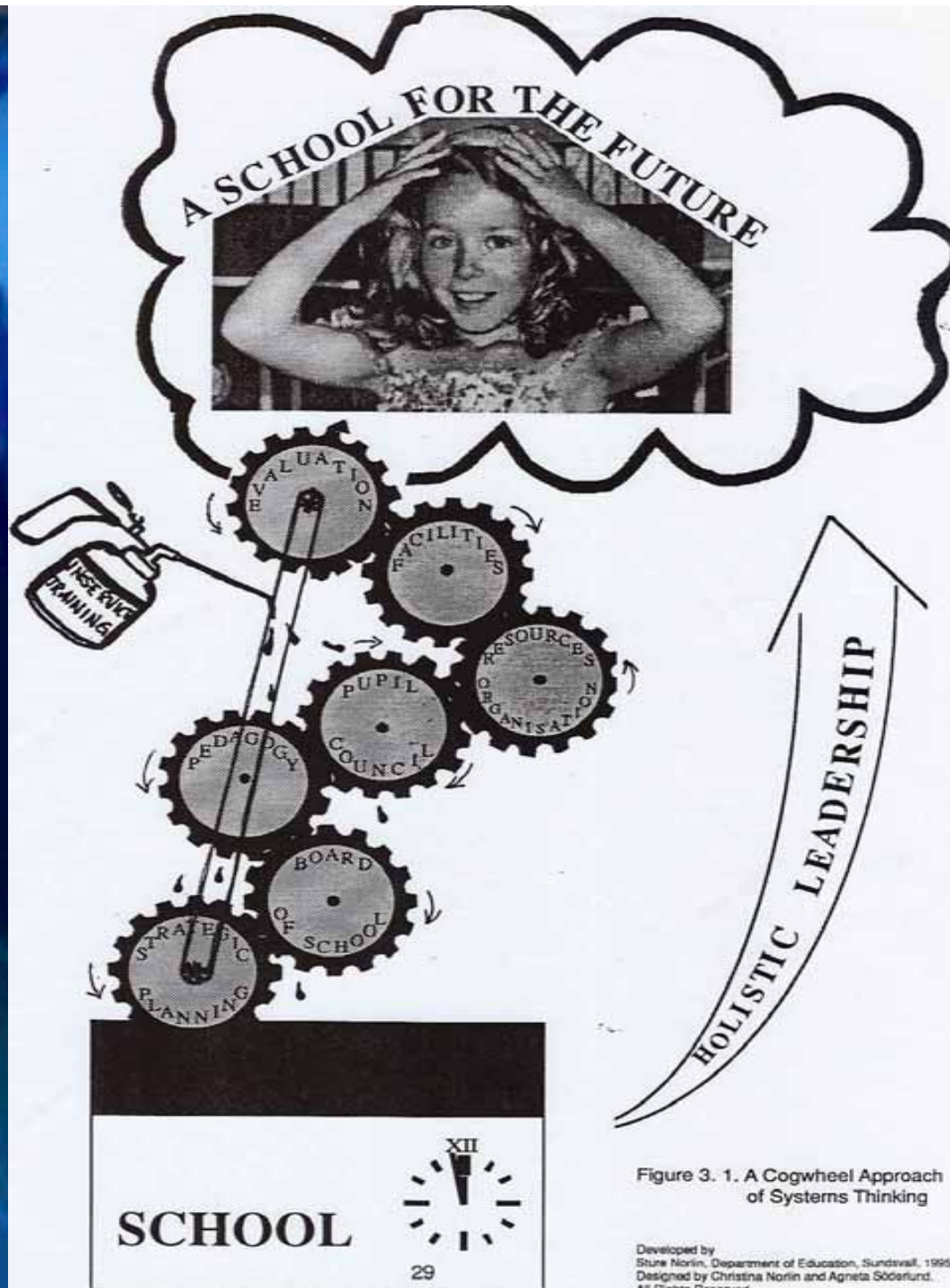
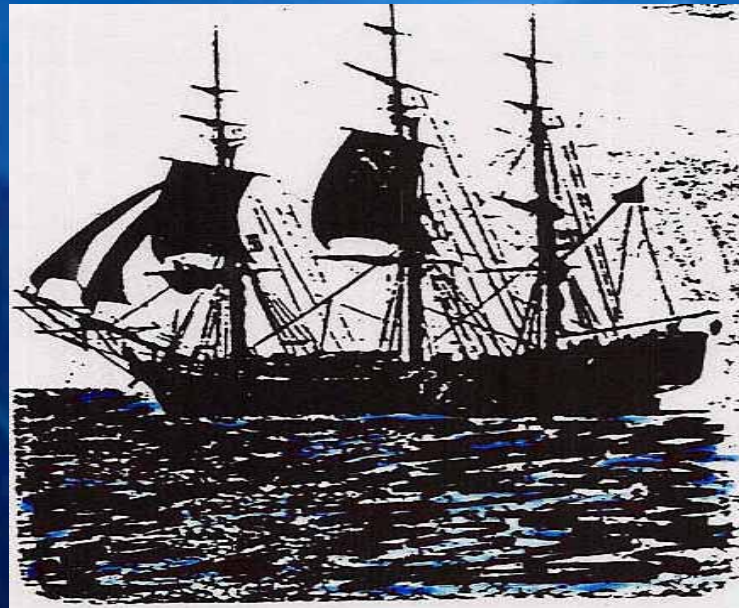


Figure 3. 1. A Cogwheel Approach of Systems Thinking

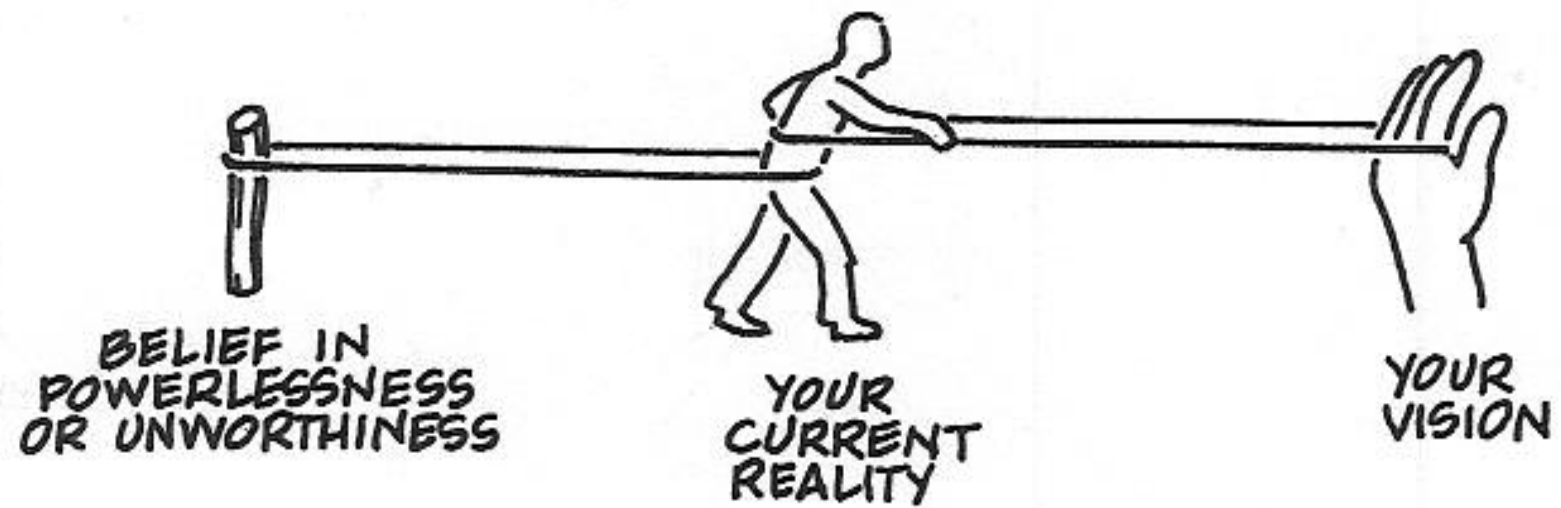
Developed by
Sture Norin, Department of Education, Sundsvall, 1995
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***“Es gibt keinen günstigen Wind für
denjenigen, der nicht weiss, wo er
hin will”***



Visionen







**A YOUNG WOMEN FROM THE SOUTHERN PART
OF SWEDEN**

Till Karin
på 10-årsdagen
den 21.5.1937
ur
Mamma

UR-PIPPI

av

PIPPI LÄNGSTRÖM

utskrivet på begäran av min dotter Karin

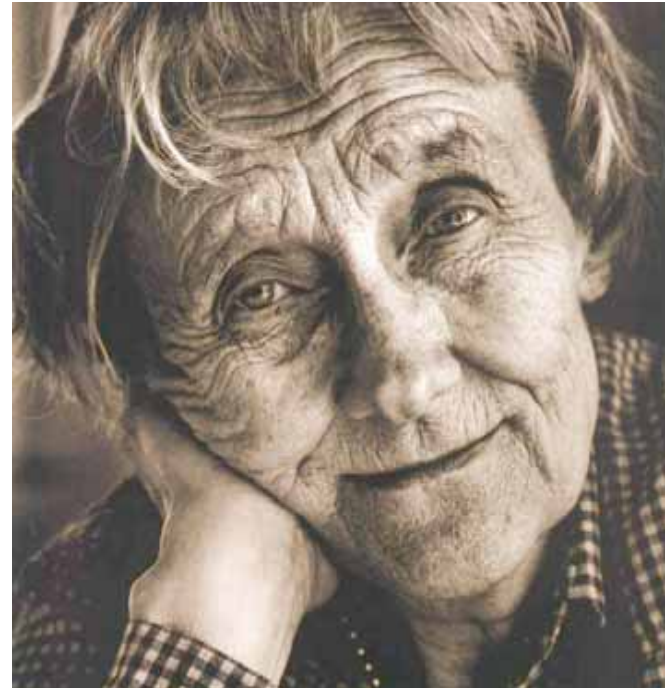
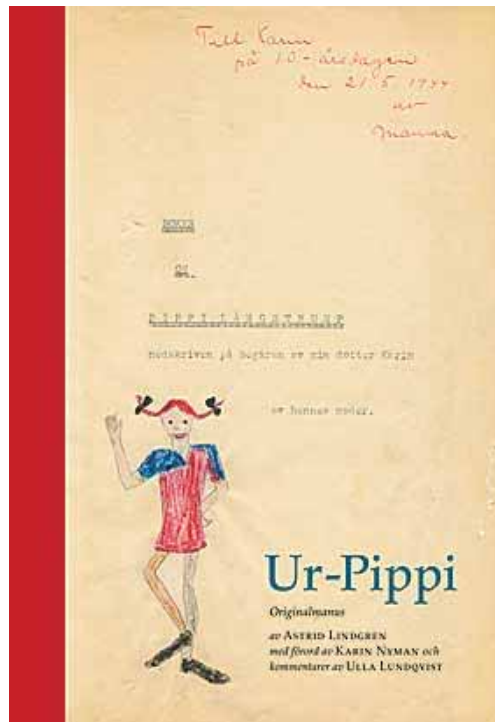
och hennes moder.



Ur-Pippi

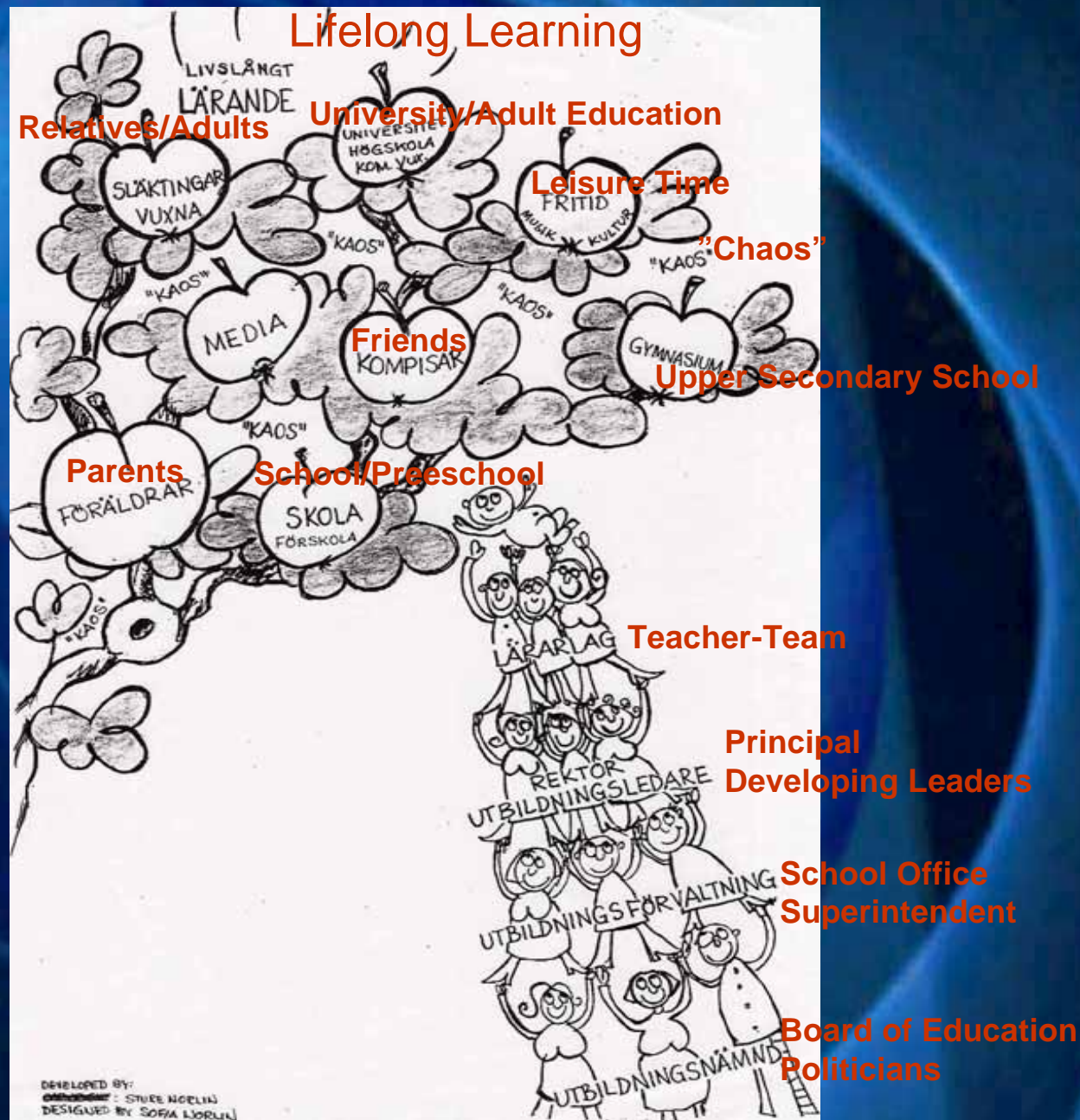
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av **ASTRID LINDGREN**
med förord av **KARIN NYMAN** och
lemmestare av **ULLA LUNDQVIST**





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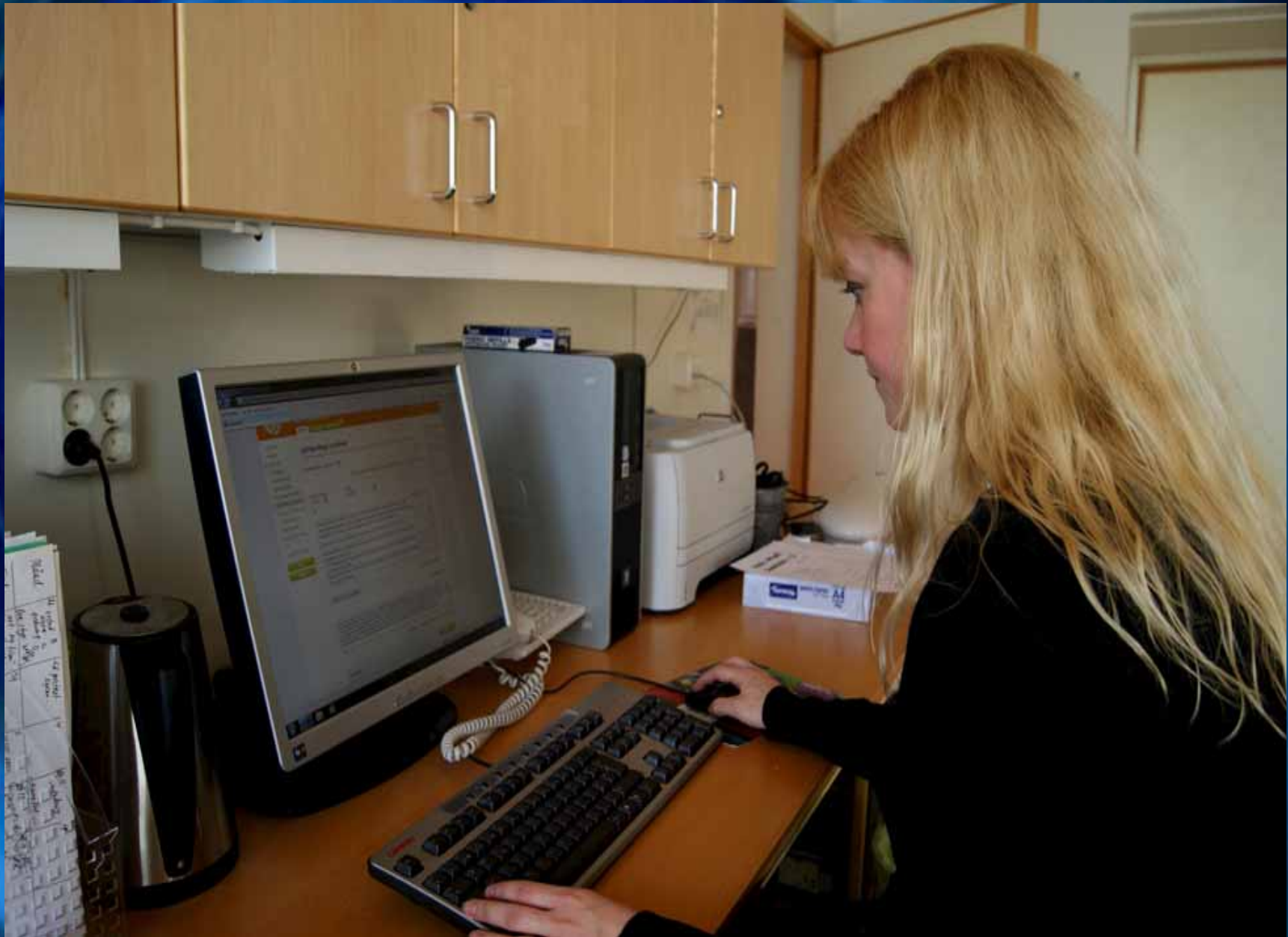






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Rapport för skriftligt omdöme

Andersson, Anton 9B











Historia

Sammilsdalsskolan

Vt år 9



-  Under nivå
-  I nivå
-  Över nivå
-  Mycket över nivå

				
Kunna redogöra för viktiga händelser och känna till gestalter, idéer och förändringar i den historiska utvecklingen i Sverige, Norden och Europa samt kunna jämföra med andra länder.				
Känna till utvecklingen i några ledande världsmakter under olika tidsepoker.				
Ha insikt i hur stora samhällseliga omvälvningar har förändrat människors livsvillkor.				
Kunna identifiera och reflektera kring några olika historiska händelser och skeenden med betydelse för vår egen tid.				
Vara medveten om och kunna ge exempel på att historiska händelser och förhållanden kan betraktas på olika sätt.				
Kunna reflektera över hur information och propaganda har använts förr och används i dag som ett medel för påverkan.				

Be able to account for important occurrences and know about figures, ideas and changes in the historical development in Sweden, Nordic countries and Europe and be able to compare with other countries.

Know about the development in some leading “power countries” during different epochs of time.

Have knowledge about how big society revolutions have changed human beings life conditions.

Could identify and reflect about some different historical occurrences and course of events.

Be conscious about and be able to give examples on that historical occurrences and conditions can be regarded in different ways.

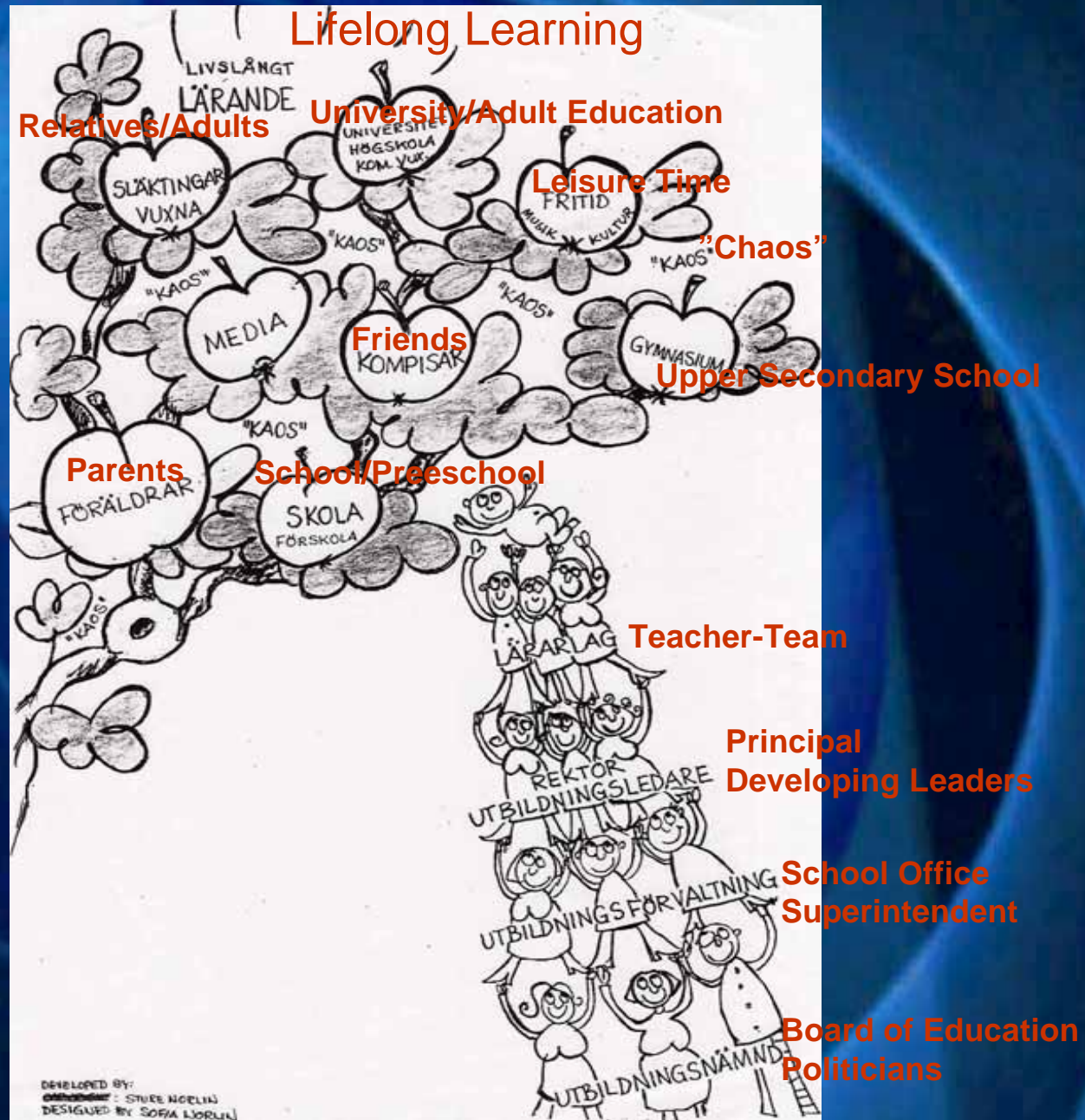
Could reflect about how information and propaganda have been used before and are used today as a mean to influence.



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A blue-tinted globe with white text "Ich bin gut genug!" overlaid. The globe shows the continents of North and South America. The text is in a bold, white, sans-serif font.

Ich bin gut genug!