



Södertälje
kommun



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Compulsary school Municipality of Södertälje

220512

Utbildningskontoret
Office of education



Conduct education

- Organiser of the independent school (owner)
- Municipality
- Region
- State
- Contract education: the municipality is still head of school

Municipality head of school is responsible for that

- the training is carried out in accordance with current governing documents
- allocate resources and organize the business
- follow up, evaluate and develop the activities so that the national goals can be met
- the education must be equivalent
- the education must be based on scientific grounds and proven experience

Responsability of the principal

- Leads and coordinates the pedagogical work at a preschool or school unit. Will work for the education to develop.
- Decides on the internal organization of its unit and is responsible for allocating resources within the unit according to the children's and students' different conditions and needs.
- They make decisions and have the responsibility that appears from special regulations in the Education Act or other provisions.
- Follows up, evaluates and develops its unit so that the national goals and quality requirements are met.



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Så här är vi organiserade



4 gymnasieskolor

- Foucaultgymnasiet
- Morabergs studiecetrum
- Täljegymnasiet
- Torekällgymnasiet

Vuxenutbildning Yrkeshögskola

19 grundskolor

- Blombackaskolan
- Brunnängskolan
- Eneskolan
- Fornbackaskolan
- Hovsjöskolan
- Hölöskolan
- Igelsta grundskola
- Lina grundskola
- Mölnboskolan
- Oxbackaskolan
- Pershagenskolan
- Ronnaskolan
- Rosenborgskolan
- Soldalaskolan
- Stålhamraskolan
- Tavestaskolan
- Vallaskolan
- Viksbergskolan
- Wasaskolan

57 förskolor indelade i 13 förskoleområden

- Brunnäng - Grusåsens förskolor
- Centrum förskolor
- Järna förskolor
- Mariekäll – Saltskogs förskolor
- Tvetå förskolor
- Rosenlund fornhöjden
- Ritorp- Viksberg
- Ronna förskolor
- Rösberga förskolecenter
- Västra förskoleområdet
- Östertälje förskoleområde
- Södra förskoleområde
- Lina - Enhörna förskoleområde

- Modersmålsenhet
- Kostenhet
- Sektion för lärande och hälsa

- Antagning och uppföljning
- IKT/IT
- Kommunikation
- Myndighetsärenden
- Nämndhantering
- SYV-samordning
- Tillsyn fristående förskolor
- VFU
- Barnomsorg och skola kö och placering
- Skolskjuts
- Praosamordning

- Ekonomi inklusive stadsbidrag
- Arbetsmiljö och säkerhet
- Fastighetsfrågor
- Upphandling

10 years ago...

Successful factors in Södertälje

- Few and very explicit goals that are set from politicians
- Trust in the professionals
- Explicit how – strategies
- Support from the municipality – in questions regarding HR, economical prognosis, IT etc.
- Focus on what we can change – not what we can't change
- High expectations – strengthen support instead of lower expectations
- Working together – school, social service, police, owners of buildings, bus companies etc.
- Always ensure that we work research based – for example very cautiously and restrictively implementing laptops and ipads in teaching
- Resourcing strategically

Goals from the education board of Södertälje

- The students' merit value will be further improved and more people will be eligible for a national program at the upper secondary school.
- Number of students who finish their studies at upper secondary school increases
- Södertälje municipality's preschools, primary schools, upper secondary schools and adult education will become Sweden's leaders when it comes to developing teaching so that children and students' family backgrounds become less important.

Enhance performance in schools – four strategies

- Pedagogical leadership
- Learning organization
- Establish goals and follow up on results
- Quality of teaching

Pedagogical leadership - goals

- The management is clear in words and deeds with goals, expectations and needs for improvement and has knowledge of how these can be translated into teaching.
- The management leads and conducts a systematic quality work that is based on the needs of the school, is limited and includes all employees.
- The management has an appropriate division of work in the organization based on the national and municipal assignment.
- The management has high expectations and quality requirements for the employees and a clear process for following up and supporting the employees' learning.

Learning organization

- The organization has a culture of responsibility where all employees take responsibility for the development of the school and the necessary improvement work.
- The organization has a professional culture where cooperation, flexibility and challenge create the conditions for a solution-focused approach.
- The organization has a structured and needs-driven collegial learning that leads to the development and improvement of teaching.
- The organization has knowledge of current and relevant research and proven experience, which is taken into account in discussions, processes and decisions.

Establish goals and follow up on results

- The students' goal and result development is continuously monitored in all subjects based on a formative process.
- The students' goal and result fulfillment is well communicated and known to leaders, teachers, students and guardians.
- Goal fulfillment and student's results are analyzed in dialogue between management and teachers, who then ensure that the necessary changes are implemented at both management and teaching level.
- Follow-up, analysis and measures take into account the requirements for extra adaptations and special support for individuals or groups of students.

Quality of teaching

- In teaching, there is a high degree of leadership competence that ensures that teaching is goal-oriented and that there is an orderly and safe environment.
- In teaching, there is a higher degree of relational competence that ensures that there is a mutual respect between teachers and students and that students are met by positive and high expectations.
- In the teaching, there is a high degree of didactic competence that ensures that the teaching has a variation adapted to the students' different needs and conditions.
- The teaching is well planned and based on governing documents. The students' learning is followed up on the basis of both formative and summative assessments.

What do we do?

- Professional learning for all principals both head and vice principals organised by head of compulsory school, this year we had lectures and workshops with prominent researchers on how to improve equity.
- Collaborations among teachers in every school through professional learning but also between schools in order to establish better quality in assessment and teaching
- Central resources – a team that can help schools develop teaching and teachers
- Central resources – a team that can help schools develop their work with support to student's who need special attention

Equity vs equality

- *“When a group focuses on equality, everyone has the same rights, opportunities, and resources. Equality is beneficial, but it often doesn’t address specific needs. Giving each student a take-home laptop, for example, would not address students who don’t have Internet in their houses. Even if a school is equal, some students may still struggle.”* <https://www.waterford.org/education/equity-vs-equality-in-education/>
- During the pandemic our IT-department made sure that every student working from home could reach the net.
- *“The route to achieving equity will not be accomplished through treating everyone equally,” says the Race Matters Institute. “It will be achieved by treating everyone equitably, or justly according to their circumstances.” Equity is more thoughtful and, while it’s harder work, it is better at resolving disadvantages. While equality is an admirable goal, try shifting your school’s focus to equity for a more effective outcome.*

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