

Partner school project

Partner school Böle Byskola and Nibela Primary school 2017-2018

Kristina Petri School-administrator of Böle Byskola

Definition of the project

It is a partnership between two schools which provides a platform for teachers and students to interact on both personal and professional level.

Purpose of cooperation

The two purposes are to get cultural exchanges, help each other to create curiosity about the students' future dreams and to have a better global environment. We aim to discuss the most important Future issues -especially what can be done to get children and young people to meet their dreams of the future. Cooperation between staff is also an important point in the project; share with each other's pedagogical knowledge and experiences. In the long term, the staff of Böle Byskola school will go to Nibela Primary School to get closer to school and exchange with each other.

School profile

This school is an independent school located 5 km from the town of Österund. This school is located in the countryside and near a large lake. There are 132 students and 18 pedagogues have 6 classes at this school; Preschool (Students are 6 years), compulsory school class 1-5 (students are 7-11 years old). The school is different from other schools in the city because we have access to nature and the lake and we also have a large schoolyard, in some subjects we have teaching outdoors. Outdoor exercises are linked to the theoretical subjects like mathematics, language sports or to draw. During the winter season, the students go skiing, skating and cross-country skiing and during the summer period, the students play football, bicycles and other summer activities. Each academic year is divided into two semesters, one in the autumn; Start in August and end in the middle of December and one in the spring; beginning of January and ends in the middle of June.

Activities

Both schools have agreed on the subject and what activities we should do. Teachers and students should talk, listen and immerse themselves in these tasks. The main themes are: Dreams for the future, curriculum, successes and challenges. Students should then report/account to each other by drawing, singing, writing on documents. Then send it by email or Skypa with each other to account. We follow each other's facebook. Our pages on Facebook are "[Larute](#)" and "[fritids böle](#)".

Fundraising activities

1. Compile a poetry book
2. Image Accounting
3. Make video/music (cultural activities, drama, music and dance, visual art)

4. Arrange events such as family walking/running contest, flea market or other collection. Money goes to schools to help schools. The purpose is to use the money to purchase teaching and learning resources, buy sports equipment, fund the training of students coming from poor families. Through fundraising activities, we can teach and inculcate entrepreneurial skills into the minds of our students

Communication

Mail
Skype
Via Messenger
Handwritten letters
Follow each other on Facebook

This is the Swedish National Agency for Education

[Skolverket](http://Skolverket.se)

“There are different steering documents to regulate different activities, such as the following:

The Education Act

The Education Act, decided on by the Riksdag, contains the fundamental regulations concerning the compulsory school and other school forms.

The Education Act applies to both independent and municipal schools.

Ordinances

An ordinance contains regulations and is decided on by the government. There are a number of ordinances for the compulsory school, such as the school ordinance, and the ordinance on the child's and pupil's participation in the work of establishing a plan for equal treatment.

Curriculum

All the curricula are also ordinances. In the curriculum you can read about the fundamental goals and guidelines for the school. This describes, amongst other things, Norms and values, Knowledge goals and Pupils' Responsibility and Influence. These parts of the curricula are determined by the government. The curricula also include syllabuses which set up the goals for teaching in each specific subject. The syllabuses should show how a subject can contribute to the pupil's development in accordance with the knowledge goals set out in the curriculum. The syllabuses are supplemented by knowledge requirements describing the knowledge required for acceptable knowledge in school years 3 and 6, and for different grades in the 9th year.

The main rule is that the government decides on the syllabuses for the compulsory school, and the National Agency for Education decides on the syllabuses for the Sami school, the special school, and the school for learning disabilities. The knowledge requirements are decided on by the National Agency for Education.”