

# Feedup, feedback, feedforward



**www.nystromska.se**  
 Vi lägger pengarna på elevernas utbildning

**Laptop till dina studier**  
 Modern teknik

**Skolhälsovård**  
 En gas handlat

**Gratis gym på skolan**  
 Alla träffar nya kamrater!

**Kunna Lära**  
 S:t Anna

**NY STRÖM SKOLA**

**Växa**  
 Vi säger hej!

**Bibliotek**  
 ger alltid kunskapservice

**Busskort till alla**  
 Reception & service alltid till din hjälp

**För oss är du alltid någon**

**Våra lärare ger sig aldrig**  
 Våra lektioner är lärarleda

**Vilja**  
 96% nöjda elever

**Dina tre bästa!**  
 95% uppnår sluttbetyg

**Stockholm**



It is important to market ourselves but more important is to create the best possible environment for you who selected us / not chosen anything else, so you want to stay.  
 It benefits everyone.

**Söderköping**

14 000 inh.  
 15 km from Norrköping

**Nyströmska 1995**

- 230 students Apprentice, NA (Science), SA (Social Science)
- 90 IM (Introduktion)
- VUX (Adult Education)
- SFI (Swedish for Immigrants)
- YH (Career Education )





## Plug In

# Research lift Nyströmska

One of the main challenges is to **create a more positive attitude to school**. PISA study shows that an increasing number of Swedish students feel that school is a waste of time. Compared to students in other OECD countries, Swedish pupils are less resilient and more frequently of late. 11 percent feel like an outsider, and every third student says that the school has done little to prepare students for adult life.

**In order to reverse this is required:**

**Teachers should be proud of their job.**

**Students should feel safe, motivated and recognized.**

**Principals and school should feel that they are developing the world's best school.**

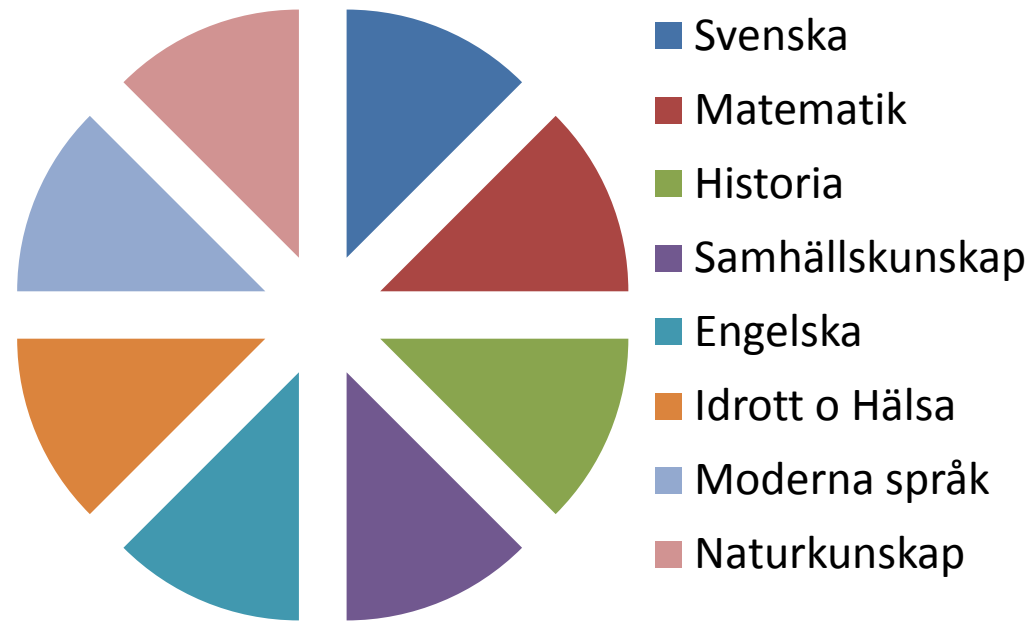
Maria Stockhaus, SKL

## More of everything

I kö står önskemålen  
vid skolans kunskapsdisk:  
mera om alkoholen,  
mera om rökningens risk,  
mer om det aktuella,  
mer om historiens gång,  
mer om det sexuella,  
mer om musik och sång,  
mera teknikundervisning,  
mera om konstens mission  
och (mot andliga världens förlisning)  
mera religion,  
mer om miljöförstöring,  
mer om förvällning av svamp,  
mer om mopedrengöring,  
mera om kvinnokamp,  
mera om konstgjord andning,  
mera om allt häromkring,  
ja, mer om allt i skön blandning  
och mindre av ingenting.

Man nödgas vara flexibel  
I detta konglomerat  
Och läsa sin läroplansbibel  
Ibland som en viss potentat.

## One week in School for SA 13



## More of everything

Queued standing requests at the school's knowledge desk:

More on alcohol,  
More about the risk of smoking,  
more about the news,  
more about the history,  
more about the sexual,  
more about music and singing,  
more technology education,  
more about art's mission  
and (against spiritual holocaust)  
more religion,  
more about environmental degradation,  
more about blanching of mushrooms,  
more about bike cleaning,  
more about women's struggle,  
more on artificial respiration,  
more about everything around here,  
yes, more of everything in a nice mix  
and less of nothing.

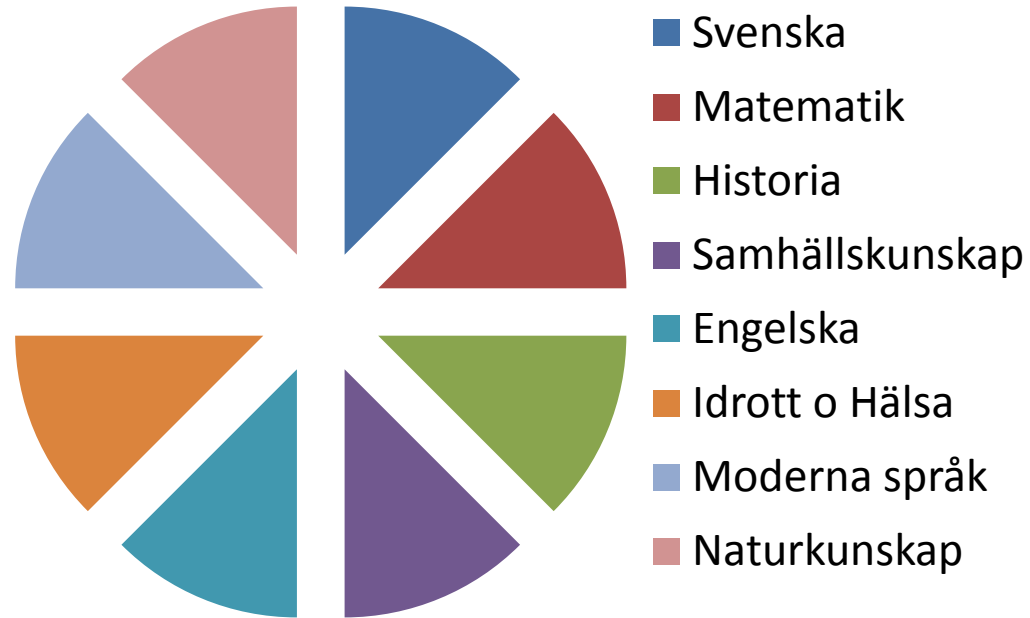
One's forced to be flexible  
in this conglomerate

And read his Bible curriculum

Sometimes like a certain potentate.

Ur *Skola för bildning* (SOU 1992:94), dikt av Rektor Brysk (Olof Hammarlund)

## One week in School for SA 13



# Examples of tools for effective teaching (Education Department)

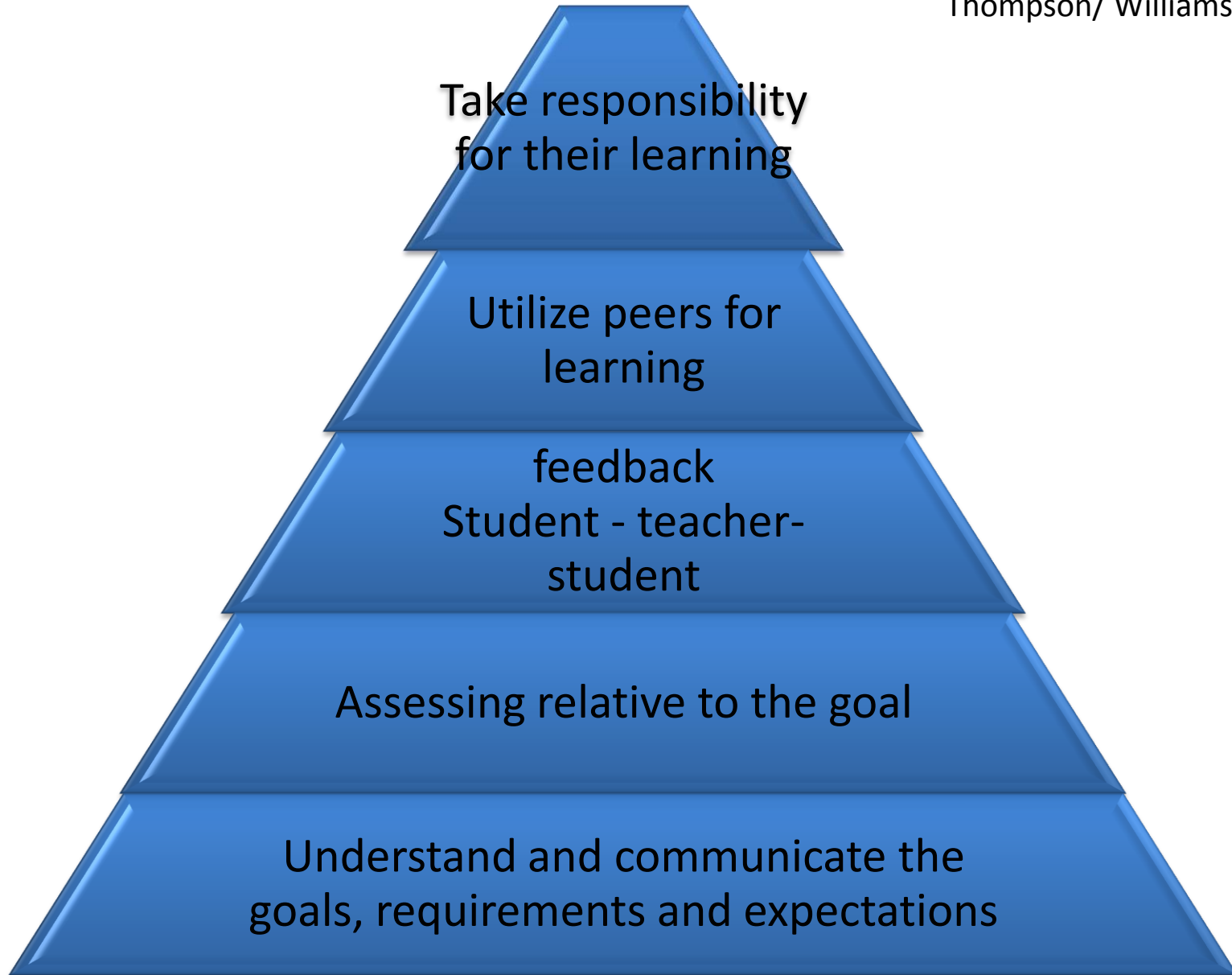
- The teacher varies teaching methods.
- The teacher and the class creates a good climate of dialogue
- The teacher provides security and ensures each student.
- The teacher encourages the exchange of experience among students.
- The teacher uses formative assessment

Forskning för klassrummet sid 19

# A five step strategy



Thompson/ Williams 2007



# 3 actors and 3 questions

Thompson/ Williams 200



Vart är eleven på väg?  
Feed up

Var befinner sig eleven?  
Feedback

Hur ska eleven ta sig vidare?  
Feedforward

**Teachers need:**

Understand and communicate the goals, requirements and expectations<sup>1</sup>

Assess where students are in relation to the goals..<sup>2</sup>

Provide Constructive and integrated feedback that helps students forward<sup>3</sup>

**Peers need:**

Understand and communicate the goals, requirements and expectations<sup>1</sup>

Utilize each other as resources for their learning<sup>4</sup>

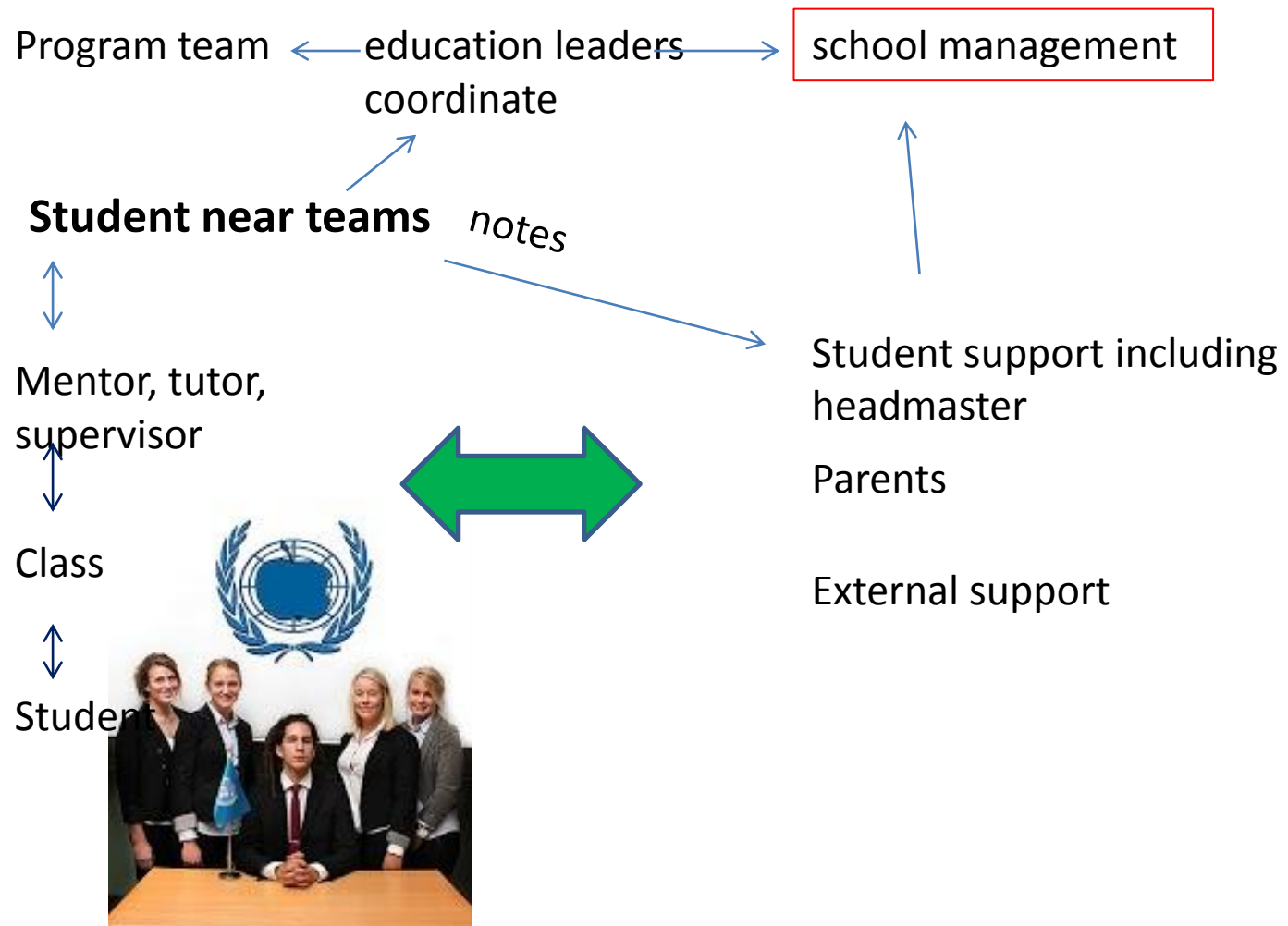
**The students need:**

Understand and communicate the goals, requirements and expectations<sup>1</sup>

Support to be able to take responsibility for their own learning<sup>5</sup>



# Plug In



# EA Agenda

- Attendance / participation in lesson
- The working group focused on studies
- Pupils at risk
- Assessment and feedback
- Do we have a united vision and is it desirable?
- Do we find common features in our respective courses and how can we exploit it?
- Which course is the most important?
- Who is responsible for an F?





# Plug In as a catalyst

things that maybe happened anyway but not so prompt and coordinated

- Learning studies via Mattelyftet.
- Mentor role is strengthened by MI, Våga Vara, (Dare to Be), Star for Life
- Network with the first teacher in the municipality
- Better routines around the absence.
- Self-assessment Tool / evaluation of period.
- “Research lifts” with the entire management team.
- Lärsamtal about assessment and feedback.
- Including support and ways of thinking.
- Handover from and feedback to the compulsory school.
- Change of digital learning platform.

## Plug In

**A drop dipped in the river of life  
has no power to float itself.  
Therefore it is a requirement of every drop:  
help to keep each other up !** (Tage Danielsson)

**grinding a diamond  
requires friction and time**

