

## Summary

The School Development Programme was initiated by the Norwegian Ministry of Education and Research. The programme is due to run for four years from 2005 onwards, and has a total funding framework of approx. NOK 100 mill. (€ 12 mill) The programme is managed by the Norwegian Directorate for Education and Training.

The programme takes as its starting point that by developing as organisations schools can themselves improve their pupils' academic and social learning. Research has shown that schools that develop a shared culture, clear educational leadership and an expectation of high standards succeed better with their core activities than other schools. Besides, a good organisation and good staff interaction ensure that schools are better equipped to establish new practices to meet the changing requirements faced by schools now and in the future.

The programme aims to enable more schools to create an improved learning environment and ensure good academic and social development for their pupils through increased focus on the school as an organisation.

The core aim of the programme is to initiate practical organisational development projects in primary and secondary schools. Schools and school owners are instrumental when it comes to planning and implementing the projects. They must establish relations with external centres of competence and experts to act as advisers and process managers. The centres of competence will also assume the main responsibility for documenting the processes and tools being tried out. The school owners are the formal applicants and project owners. They must also be active participants in the development work in order to ensure increased local competence and the dissemination of new tools and working methods to other schools. Several schools and school owners may cooperate on one project. All types of schools in primary and secondary education can apply, and the programme should include participants with different backgrounds and capabilities for implementing holistic development projects.

Behind the programme is the recognition that structure, content and roles in the Norwegian education sector are changing. Primary and secondary schools must both be prepared for, and have the competence necessary to deal with, the new requirements and expectations of pupils, parents and their own staff that arise as society becomes increasingly knowledge based. It has also emerged that Norwegian schools are characterised by large and to a certain extent systematic differences in how well pupils perform. The new reform in primary and secondary education, *the Knowledge Promotion Scheme*, presents schools with major challenges, such as providing new curricula with specified competence objectives for all age groups and for all subjects, with digital competence as a basic skill and with expectations of more differentiated and individually adapted teaching. At the same time schools have been given more local freedom of action. National authorities are facilitating greater openness and closer follow-up of processes and results in schools, and expect schools to use quality data actively in their improvement work. All this demands a great deal of a school as a professional, learning organisation. It is not least a question of schools as social institutions, about improved interaction with the school owners, parents and the local business community, about systematic cooperation with professional bodies and about participation in international networks.

This programme description is the programme's most important steering document. Applicants and others who may be interested can find more information on the programme's website: [www.udir.no/skoleutvikling](http://www.udir.no/skoleutvikling).

## Background<sup>1</sup>

Schools are some of our most important institutions. Society has clearly defined expectations of schools as upholders of cultural traditions and providers of traditional knowledge. A main task for primary and secondary education is thus to ensure that all pupils develop both academically and socially in a good learning environment. At the same time, schools must renew themselves to face the challenges from an increasingly diverse pupil population and a changing society. The School Development Programme is designed to meet some of these challenges through a stronger focus on schools as organisations.

### ***The school as an organisation and the pupils' learning outcome***

Educational research over the last few years has revealed Norwegian schools to be arenas where most pupils are happy, but where many pupils do not learn as much as could be expected. Relatively large differences in performance between Norwegian pupils have been uncovered. It seems as though Norwegian schools do not succeed well enough in reaching the weakest pupils, and that poor results may, in part, be directly ascribed to the individual pupil's family background and gender. Most pupils function well academically and socially, but some exhibit problematic behaviour. Both pupils and teachers agree that classroom work is often hindered by too much noise and disturbance.

At the same time, many schools experience that they do not succeed well enough in "meeting pupils where they are". The updating of subjects is too slow, and schools appear less attractive and less forward-looking than other arenas for learning and living. Pupils expect to have more real influence over their own learning, and expect schools to use varied teaching methods and new technologies. So in part schools are facing fundamental challenges with respect to providing pupils with a safe environment and improving performance in "traditional" subjects. In part significant adjustment and rethinking are called for in order to ensure that the content and structure of pupils' learning activities will also be relevant in the future.

Traditionally there has been little awareness of or focus on schools as organisations, even though there is ample documentation that organisations that function well achieve better results in their work with the pupils. Research in this area points, amongst other things, to staff interaction, clear educational leadership, a flexible organisation, high expectations and an active use of quality assessment tools as important characteristics of schools that are more successful at developing a learning environment for pupils and staff that yields results.

As part of the follow-up to *Report to the Storting no. 30 (2003 – 2004) A Culture for Learning*, the Ministry of Education and Research decided, in connection with the national budget for 2004-2005, to establish a School Development Programme. Subject

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<sup>1</sup> This part of the programme description is based on a number of reports and studies of Norwegian education. An overview of important contributions can be found at the end.

to the approval of the Storting, the programme is to last for four years with an annual grant of NOK 25 million. The Ministry of Education and Research has given the Directorate for Education and Training responsibility for managing the programme. Below we will point to three circumstances supporting the need for a holistic approach to quality development in primary and secondary education as a means to develop the school as a learning organisation.

***Considerable demands for adjustment and renewal***

As a follow-up to Report to the Storting and Proposal to the Storting no. 268 (2003-2004) the reform called *the Knowledge Promotion Scheme* is now being implemented in Norwegian primary and secondary schools. The Knowledge Promotion Scheme provides schools with many new challenges, amongst them the introduction of new curricula with clear competence targets in all subjects and for all year groups, the integration of digital competence and expectations for more differentiated and individually adapted teaching.

*Under the Knowledge Promotion Scheme, central government is funding a major effort to raise the competence levels of school managements and teachers.* Many of the challenges facing schools cannot be met by proficient individuals alone. For the changes to be successfully implemented it is often necessary to adopt a whole-school approach, with the support of the school's management team, and in close cooperation with parents and external participants. Projects that are of limited scope and driven forward only by individual enthusiasts are only partly effective when it comes to introducing differentiated teaching, preventing behavioural problems and working to ensure the use of ICT as an educational tool. Innovative educational methods and individual learning must go hand in hand with the organisational development of the school: its structure, management, staff interaction and a more active use of tools and technology.

***Increased freedom of action and systematic quality assessment***

During the last few years new legislation has allowed each school increased freedom to organise its activities in accordance with local conditions and needs. At the same time, a national system for quality assessment has been introduced as a consequence of the recommendations of *the Quality Committee*. This puts many schools and school owners in a new situation where there is greater local freedom of action, closer quality follow-up and greater openness about the results achieved by the schools.

The regulations to the Education Act call for systematic quality assessment, but not all schools and school owners have been able to establish equally well-functioning steering dialogues. While there is a widely expressed wish for better tools and guidance with respect to quality assessment, it is also recognised that quality assessment is of little value unless it leads to the implementation of specific improvement measures. Good assessment skills and strong management in schools are of decisive importance for implementing measures that are broadly supported by the staff. There also seems to be a need for a joint effort to develop models and tools for interaction between schools and school owners, so that quality data can be actively used to a greater degree in the schools' improvement work.

***Schools as attractive and forward-looking workplaces***

Proficient and committed members of staff are the schools' most important resource, and it is of decisive importance that schools attract and keep proficient employees. Teachers are in many ways the first knowledge workers, being highly educated and to a

great extent free to make their own decisions about how to carry out their work. Today's teachers also have a great deal of autonomy, but it would seem that many schools have a relatively "academic" style of teaching, with a weak culture for feedback and too much emphasis on individual competence development through courses. Several surveys show that schools with a clear, development-oriented leadership, good interaction between the members of staff and a more collective approach to the learning achievements of the pupils, are more successful at creating attractive workplaces and preventing early retirement amongst the teachers. One characteristic of the development-oriented schools is that they manage to convert their staff's unique idealism and competence into a drive for further development.

## Objectives

### **Main objective**

***The programme is intended to enable more schools to create a better learning environment and help their pupils develop academically and socially by increasing the focus on their school as an organisation.***

The main objective of the programme is for participating schools to develop themselves as learning organisations. A learning school is characterised by:

- being an attractive workplace where skilled members of staff feel they are allowed to learn and have space enough to do a good job
- having a strong management that provides direction for the school's work; the members of the organisation going in the same direction without marching in step
- being well able to assess its own practices and to convert this analysis into practical improvements
- focusing on core tasks; both day-to-day improvements and more comprehensive change processes issuing from the pupils' learning and learning environment.

As well as assisting participants develop in a positive way, the programme is to be organised so that other schools and school owners can make use of the more generic results from the projects after the programme has ended.

With this as its starting point, the programme has six defined subgoals.

### **Subgoals**

1. Participating schools and school owners are to improve their ability to systematically assess the school's practices and results using the available quality data and local observations.
2. Participating schools and school owners are to improve their ability to carry out holistic development projects, in cooperation with external partners, to improve their pupils' learning environments and learning outcomes.
3. The development projects are to help external competence centres develop knowledge and skills in practical school development that can also help schools and school owners after the programme has ended.
4. The development projects are to help generate knowledge-based functional tools (in the shape of methods, models and guidelines) for use in a holistic school development.

5. The programme is to make the tools and knowledge about their use available through established websites and arenas for sharing knowledge in the education sector.
6. The programme is to help build up and disseminate knowledge about different instruments for quality development in the education sector with relevance for future policy development.

In its application, each school development project must have formulated its own defined aims based on the objectives and prioritised areas described in this programme description.

## **Target groups and roles**

### ***Target groups***

All types of schools in primary and secondary education (publicly funded, independent and state) may participate in the programme. The programme is to include schools both at primary, lower secondary and upper secondary levels. The programme should include schools with different starting points, so as to ensure the generation of knowledge and tools necessary to initiate development and to reverse a negative trend. It is therefore important to ensure the participation of schools with little previous experience in establishing and carrying out this sort of organisational development work, in addition to schools that can document significant challenges in connection with their pupils' learning and learning environment.

The programme has three main target groups:

1. Schools, that is to say school leaders, teachers, pupils and parents/guardians.
2. School owners, that is to say municipalities, county authorities and other school owners.
3. Competence centres, that is to say professional bodies and experts with relevant competence.

In addition, school owners and schools must make sure they involve other partners and contributors, such as business enterprises, public bodies, voluntary organisations or other similar organisations with relevant competence in and insight into the needs of schools and the challenges facing them.

***The school's role***

The development projects are to be carried out at individual schools or as a joint effort between several schools and several school owners, if applicable. The school(s) included in the application must commit themselves to work systematically and long-term so as to improve how the organisation operates and the school's collected performance. Schools wishing to participate in the programme can themselves approach their owners, or they can be recruited by the owners to participate in the project. The projects are to be based on the individual school's documented challenges and strong sides. This also applies when several schools cooperate on one project. The choice of main challenges and measures must have the backing of the school's management team and other staff. It is a prerequisite that pupils, parents/guardians and others who are to participate in the project are sufficiently involved and informed.

At each school there must be a sub-project manager who is responsible for the organisational development work at local level. School managers are expected to use existing arenas and common time at school to build support for and carry out the project, while at the same time allowing sufficient time and resources to carry out planned activities and measures. It is deemed positive if participation in other efforts or the use of competence development funds can be linked to the development project.

***The school owner's role***

The school owner will be project manager and responsible applicant, and will draw up the project description/application on behalf of one or more schools. It is deemed positive if the school owner encourages the establishment of joint development projects between schools with common challenges. There is nothing to stop several school owners from joining forces on a project. Joint projects contributing to improved cohesion over the 13-year educational system will be viewed positively.

School owners can recruit schools to participate, or they can follow up initiatives from schools who have themselves expressed a wish to participate. When recruiting schools it is practical to cooperate with the County Governors' education departments, as they have a good overview of schools in their respective counties.

School owners are to take an active part in carrying out the development projects locally so that school owner and school together develop an improved practice for assessment and holistic development work. School owners are required to give priority to the project and document their own use of resources. The school owner and the other participants are to agree jointly who is to be project manager and responsible for carrying out the project. The project manager should have good contact with and high legitimacy in the participating school/schools.

***The role of the competence environments***

The projects are to establish contact with external competence centres and experts. By competence centres we mean research departments at universities and colleges, including teacher training institutions, commissioned research centres, competence centres, consultant firms or other enterprises with relevant competence. It is also possible to bring in local competence in the sector, for example by hiring experienced head teachers from other schools, local professionals or experts from other municipalities. The selected competence centres do not need formal research competence but must be able to document that they possess the relevant experience

and competence for the activities to be carried out. It would be an advantage if the projects helped create a better linkage between the traditionally school-oriented professional bodies and competence centres with experience from more general organisational development.

A close dialogue between external competence centres and the school is a prerequisite for the implementation of the project. The competence centres can be involved in the school's development work as initiators and process managers, and/or as advisers or mentors for the school's leadership/ sub-project manager. In addition the competence centres have the main responsibility for documenting the processes, tools and methods used in the project.

## **Prioritised areas**

### ***Holistic school development***

The programme aims to promote a holistic school development. This entails giving priority to development projects where the improvement of teaching methods and pupils' learning outcomes are linked to developing the school as an organisation.

### ***Main challenges explaining reasons for choice***

In order to succeed, it is necessary to create pressure for improvement in a few areas that are closely linked to working with the pupils. Projects that are awarded funds are to take as their starting point the school's main challenge concerning pupils' academic and social development and their learning environment.

The main challenges must concern the whole school: that is to say that they affect many of the school's pupils and thereby also the staff, parents and other interested parties. The main challenges are characterised by the requirement that they must have the firm support of the school's management team, and that there must be a collective commitment from the entire organisation.

Examples of main challenges could be (the list is not exhaustive):

- the development of basic skills such as reading, writing, digital competence, etc.
- teaching the pupils how to learn, giving them training in self-assessment and use of different ways of learning, making use of alternative learning arenas, the active use of different learning strategies, etc.
- pupil participation, motivation and efforts, interaction between pupil, teacher and home
- realisation of differentiated and individually adapted teaching, systematic evaluation of the individual pupil, variation in tasks, working methods and speeds, etc
- dealing with pupils with a high absence rate and groups with a high risk of dropping out of school
- preventing or dealing with behavioural problems, disruption, bullying, etc.

### ***Holistic measures***

Taking their documented main challenges as a starting point, the project participants are to plan and implement holistic measures. By holistic measures we mean that the projects have a clear focus on improving how the organisation operates. It is well documented that many of the challenges facing schools today can only be met by linking the improvement in teaching methods and practice to measures related to organisational structure, leadership, staff interaction and the use of support tools and technology. The programme's demands for holistic measures entail taking seriously the

knowledge we already possess about what is needed to meet the complex day-to-day challenges schools are currently facing and will continue to face in the future.

Examples of measures to improve the organisation's way of operating (the list is not exhaustive):

- organisation, for example rearranging the school year, the pupils' daily/weekly plans and the teachers' working day/attendance time in order to achieve individually adapted and differentiated teaching
- roles and career plans, for example by giving chosen resource persons a formal responsibility for knowledge development, guidance and dissemination of good practices within a subject/area to other teachers in the same school, or letting them act as mentors/guides for other schools in the vicinity
- relations between teacher and pupil, for example by strengthening the staff's competence in their different roles (the teacher as a communicator of knowledge, the teacher as adviser in the use of more pupil-centred teaching aids and working methods, the teacher as class leader, and so on), ensuring that the use of various roles is adapted to the school's staff and pupil body
- strong management, for example a better use of common time, delegation of tasks and attendance time, good communication and feedback to colleagues
- good use of own staff, for example changes in responsibility and roles in the school, staffing based on the individual's competence and commitment, better use of non-teaching staff
- competence development strategy, for example links between courses and day-to-day learning, space for critical reflection over own practice, culture for feedback between teachers
- active use of human resources in the community, for example using the parent group as a resource in schools, or involving experts, businesses, professional bodies and partners in the work with pupils
- new use of the school buildings, institutionalising the use of alternative learning arenas
- making use of new tools for planning, interaction, assessment

***Areas given priority by the school management team***

The project funds are meant first and foremost to give the schools a possibility to acquire relevant competence to support the school and school owner in their improvement efforts. Both the school and the school owner must contribute their own resources and commitment to the project. School management teams are expected to give the development work high priority and to explain how new and existing efforts in the school will all pull in the same direction. Examples of other measures are ongoing competence development for the school's teachers and leaders, cooperation with teacher training institutions as partner schools, existing efforts connected to the educational use of ICT, etc. The project description must include reasons for how new measures and existing commitments together can help the school face documented challenges.

During the project, the school's leaders should set priorities to ensure that working methods, tools and competence are institutionalised. This entails, for example, ensuring that tools and working methods can be used at school also after project funds end, and/or if enthusiasts disappear from the project.

### ***Contributions to a better toolbox for holistic school development***

In order to ensure that results from the various projects are disseminated to and adopted by schools and schools owners that are not participants in the programme, tools developed and tried out by the participants must be documented. By tools we mean working methods, models and guides that can become part of an improved toolbox for practical and holistic school development. Experience, guidance and good advice from various phases of the process are just as important as a description of specific tools and stages in the work. The documentation should be brief and accessible so that other practitioners can adapt and use the tools in their local development work. The competence centres have the main responsibility for documenting the processes in the project, but both schools and school owners should take part in the documentation work to ensure a goal-oriented and good description of tools and experience gained.

The programme is especially interested in bringing forth knowledge-based and useful tools. That is to say tools based on research into organisational development and that therefore will probably function as intended, and tools that through practical trials in one or more projects can document positive results.

### **Aid from the programme**

The process and requirements described above will be demanding for schools and school owners. Schools and school owners can contact the programme's secretariat for guidance in connection with their project development (cf. the description of the functions of the secretariat on page 11). The programme can also offer a set of support tools for use in planning the project and starting it (for those who are awarded funds).

In practice these support tools relate to the preparation of a situation analysis to help provide the necessary support for and direction to the development work. The situation analysis consists of two parts.

- The first part is an analysis of aspects connected to the pupils' learning and learning environment.
- The second part is an analysis of how the organisation operates.

#### ***First part of the situation analysis – how to explain the school's main challenges and measures***

The project description is to contain the first part of the situation analysis, which focuses on the pupils' learning environment and their academic and social learning. The first part of the situation analysis is to underpin the school's choice of main challenges and the design of relevant measures.

The programme therefore offers a template (with guide) to draw up the first part of the situation analysis. The template has been based on the Core Curriculum and the School Poster. The template can be used to make a situation analysis that contains both qualitative and quantitative data about the school as a place of learning for the pupils. Local observations, surveys and evaluations are combined with selected data from the national quality assessment system.

The template also contains examples of how the participants can draw up specific aims and measures to improve their school as an organisation that are relevant for meeting the challenges posed by its work with the pupils.

It will be possible to access the template for the first part of the situation analysis on the programme's website.

***Second part of the situation analysis – how to analyse the way the organisation operates***

All the schools that are awarded funding from the programme must carry out the second part of the situation analysis, which focuses on how the organisation operates.

As yet there is no national documentation concerning schools as organisations and workplaces. Some school owners carry out their own employee surveys but many schools lack good documentation in this area.

The programme will therefore offer a tool for collecting relevant data about the school as an organisation. The tool is based on research results and tested questionnaires concerning the school as a learning organisation. The tool makes it possible to collect and compare data from all the employees at the participating schools with respect to strong and weak aspects of the school as an organisation. The tool is free and will be made accessible on the same website as the *Pupil Inspectors*.

Guidelines will also be available to show how the schools' management team and staff together can analyse and assess the finds of the survey.

Both the tool and the guidelines will be available on the programme's website before the projects start in the spring of 2006.

**Summary**

Given the description of the programme's objectives, target groups and priorities, projects will have to meet the following requirements:

- Participating schools and school owners commit themselves to working systematically and long-term in order to improve how the organisation operates, how staff interact and how the school as a whole performs.
- Development projects are to be based on the main challenges facing the individual school (first part of the situation analysis)
- The project is to contain specific objectives and holistic measures linked to an improvement of how the organisation operates.
- The project must have the strong support of the school owner and the school's management and staff.
- Schools with little experience from holistic development work or that can document considerable challenges posed by the pupils' learning and learning environment, are especially encouraged to participate.
- The projects are to bring in relevant competence centres to help participating schools carry out the project.
- Schools that have been awarded funds must carry out a situation analysis of how the organisation operates at the start of their development work (second part of the situation analysis).
- The methods, models and guidelines used during the development work, as well as experiences from their use, are to be documented.
- Assessments of experience gained and results achieved after each project are to be supplemented by an analysis of the school's situation before and after the project.

The application guidelines on the programme's website explains the assessment criteria.

## Organisation

### ***The Programme Board***

The role of the Board is to ensure that funds are spent on projects and measures in accordance with the programme description. The Board draws up a specific programme strategy and, if necessary, makes annual plans denoting priorities. The Board awards funds to the projects and other relevant activities in the programme.

In 2005 – 2008 the Programme Board consists of the following members:

- Eva Høiby, new Head Teacher at Vetre school in Asker (chair)
- Marit Schønberg, Chief County Education Officer, North Trøndelag
- Ingrid Juul Andersen, Head Teacher at New Hamar katedralskole
- Torbjørn Ryssevik, Head of Section, Union of Education, Norway
- Eva Lian, Director, Norwegian Association of Local and Regional Authorities
- Øyvind Sæther, Director of Studies, BI Centre for Management Education
- Mats Ekholm, Professor of pedagogy at the University of Karlstad, Sweden
- Per Tronsmo, Director, Directorate for Primary and Secondary Education

To secure the involvement and support of national education authorities, the Ministry of Education and Research has the right to have an observer on the Programme Board.

### ***Secretariat for the programme***

The Directorate for Education and Training is in the process of establishing a secretariat to administer the programme and be a national coordinator in the work. The secretariat consists of a programme coordinator, expert advisers and an executive officer.

The programme coordinator and the advisers will act as advisers for schools and school owners in developing good projects, and they will have particular responsibility for ensuring that the tools and methods developed during a project are communicated to and used by other schools and school owners. The secretariat will also help strengthen the knowledge base for the project. New knowledge is to be communicated back to the project owner to be used as a foundation for future policy development, with the project participants and other relevant parties in the education sector.

The secretariat's executive officer will be in contact with the programme's applicants and participants with respect to administrative routines for registering applications, project reports, contracts, financial reporting, and so on.

### ***Panel of experts***

A panel consisting of external experts with insight into programme issues and target groups has been established to help the secretariat deal with the applications. The panel of experts consists of at most four people, with a high level of educational competence and/or competence in and experience of organisational development work. The panel assists the secretariat and assesses each application against the criteria published in the invitation and the programme's steering documents.

## Implementation

The programme's main activities are to develop and implement organisational development projects and measures at schools. It is demanding work to develop well-reasoned project applications with clear objectives and specific activities, and mutually binding agreements with competence environments. Some of the schools in the programme's target group have already initiated various forms of organisational development work, whereas others lack experience from such projects. These must be mobilised and will therefore need more help during a start-up period. It has been decided that funds are to be allocated in accordance with the following implementation strategy:

1. A first open invitation to apply for project funds in the autumn of 2005 with start-up in the spring of 2006.
2. A mobilisation of project development in cooperation with selected school owners in the autumn of 2005 and spring of 2006 to ensure the participation of many types of schools during 2006.
3. A second open invitation to apply for project funds in the autumn of 2007 with start-up in the spring of 2008.

### ***Call for applications***

All school owners can apply for funds for their projects in response to the programme's various calls for applications. Funds are allocated by the Programme Board on the basis of the school owners' application assessed against defined criteria. These criteria are to be made known to applicants through the calls for applications and the programme's steering documents. For additional information see the guide to applicants on the programme's website.

We aim to start the first open invitation to apply for funds from the programme on 20 December 2005 with a deadline for applications set to 1 March 2006. It is a precondition that projects start up during the spring of 2006. Applicants can apply for funds for the whole of the programme period and receive annual payments.

To receive funding, the following requirements must be met:

- Each school must conduct the second part of the situation analysis at the start of the development project.
- Annual reports and achieved results and revised project plans, if any.
- Final funding allocation assumes that a final report and a final situation analysis have been prepared.

A new round of invitations to apply for funds is planned for the autumn of 2007. In this second round, applications for funds may be invited for:

- Development projects from completely new applicants.
- Continuance of already running development projects.
- Dissemination of tools, guides and working methods developed in earlier projects.

The Programme Board will clarify the type of project/activities which should be given priority in the second round of applications, and will decide if there are to be new criteria for the allocation of funds.

### ***Mobilisation and project development in the programme's first phase***

Parallel to the first open invitation, the programme will start the work of mobilisation and project development in cooperation with selected school owners in the autumn of

2005 and spring of 2006. This is to ensure the participation of a broad range of schools and school owners. These applicants are expected to have less experience from development projects, so the work of recruiting schools, gaining support for the projects and describing the school's situation will be more extensive.

In practice the secretariat will, in cooperation with the County Governors' Directors of Education, help selected school owners in their efforts to mobilise relevant schools to participate, bring in relevant competence centres and produce good project descriptions where necessary. Final decisions about which projects are entitled to support will be made by the Programme Board in light of the criteria set out in the programme's steering documents.

The projects should start up during the spring of 2006. The projects can receive funds up to the second round of applications in the autumn of 2007, with annual payments depending on completed situation analyses and approved annual reports. The participants can apply for funds to continue their projects for the rest of the programme period in the second round of applications.

### Cooperation with other relevant efforts in the sector

The School Development Programme must be seen in connection with other relevant efforts in the sector. This responsibility lies both with the national coordination efforts of the Directorate for Education and Training, with applicants in their application process, and in the practical project implementation in schools.

The project application must clearly show whether the schools or school owners are participants in other similar activities, projects or efforts. It is deemed positive when the applicant identifies and connects different initiatives so that they mutually reinforce each other.

Examples of similar projects or efforts are:

- The research programme called Practice-oriented R&D in Primary and Secondary Education and Teacher Training (2005–2008), administered by the Norwegian Research Council. ([www.forskningsradet.no](http://www.forskningsradet.no)). If applying for participation in both programmes this must be stated on the application
- Competence development funds from the Knowledge Promotion Scheme, managed by the school owners ([www.utdanningsdirektoratet.no](http://www.utdanningsdirektoratet.no))
- Further development of the quality assessment system and the website called Skoleporten ([www.skoleporten.no](http://www.skoleporten.no))
- The project called Learning Networks, where the Directorate for Primary and Secondary Education is national coordinator and Teacher Training Institutions at universities and colleges are project managers (<http://www2.skolenettet.no/imaker?id=231818>)
- Cooperation/efforts managed by the seven national centres linked to central areas for efforts in primary and secondary education. ([http://www.utdanningsdirektoratet.no/dav/nasjonale\\_sentre.pdf](http://www.utdanningsdirektoratet.no/dav/nasjonale_sentre.pdf))
- The Ministry of Education and Research's ICT efforts in education: Programme for Digital Competence 2004–2008. ([http://odin.dep.no/filarkiv/201402/program\\_for\\_digital\\_kompetanse.pdf](http://odin.dep.no/filarkiv/201402/program_for_digital_kompetanse.pdf))
- The national development strategies for primary and secondary education. Currently this comprises Sciences Naturally, Equal Education in Practice, Give Room for

Reading!, Demonstration Schools, Learning and Childhood Environments ([www.utdanningsdirektoratet.no](http://www.utdanningsdirektoratet.no))

- Other local development projects in primary and secondary education, managed by school owners, R&D centres or others.

### **Knowledge development and communication in the programme**

The School Development Programme wishes to stimulate the development and communication of knowledge throughout the programme period. To achieve this end evaluation is necessary, but not sufficient. The results and the experience gained from each project, and from the programme portfolio as a whole, is to be documented and communicated to various user groups in order to:

- contribute to dialogue and learning for the programme participants
- adjust or reinforce the programme's strategic priorities
- contribute to future policy development
- disseminate practical models, tools and working methods developed through the programme to other schools and school owners

The Programme Board must each year set aside funds for knowledge development and communication in the programme.

#### ***Evaluation of the programme***

The Directorate for Primary and Secondary Education is responsible for the implementation of an external evaluation of the programme, starting up during 2006. This evaluation will among other things be based on the documentation of the schools' situation before and after the project. More detailed schemes for the evaluation will be clarified with the project owner during the first three months of 2006.

#### ***Developing and disseminating tools for a holistic school development***

The secretariat will contribute to a systematic summing up of the results, models, tools and working methods that have been developed throughout the programme, based on the current reports from each project. The secretariat will start a more comprehensive summing up of provisional results by the latest at the start of 2008. The applicants must take this into account when preparing their applications.

The programme will ensure that tools that have been developed and knowledge about how to use them are made available to schools and school owners that are not participants in the programme. This dissemination must be carried out in close cooperation with the County Governors' Directors of Education, with the school owners that are involved, with participating schools and with competence centres.

Other possible measures for knowledge development and communication could be:

- the establishment of a national arena for the sharing of experience between participating projects
- contributions to, and participation in, existing arenas for sharing knowledge in the sector, such as established websites, conferences and other meeting places
- communication via the programme's website [www.udir.no/skoleutvikling](http://www.udir.no/skoleutvikling).

## Timetable and funding

The commissioning document from the Ministry of Education and Research, dated 8 August 2005, states that the programme will run from 2005 to 2008, with an annual budget of NOK 25 million. Annual allocation depends on the national budget passed by the Storting. The programme is to be organised and carried out so that the first projects start up during the spring of 2006.

The Directorate for Education and Training has set aside an amount of up to NOK 5 million in 2005 for the establishment of the secretariat, Programme Board and other infrastructure for programme coordination and operations. The remaining funds from 2005 have been carried forward to 2006.

If the sort of holistic organisational development processes planned in the School Development Programme are to succeed, considerable long-term efforts are required of schools and school owners. The participants themselves are expected to contribute (in the form of time used and any necessary investments) an equivalent of 50 per cent of the project's total cost framework. The project funds are first and foremost meant to give participants better opportunities for bringing in external competence to their development work. The project funds can be used to pay for competence centres, hiring local experts or necessary competence development.

Financial source	Proposal 2005	Plan 2006	Plan 2007	Plan 2008	Sum
Ministry of Education and Research	5,000,000	45,000,000	25,000,000	25,000,000	100,000,000
<b>Total funds administered by Directorate for Primary and Secondary Education</b>	<b>5,000,000</b>	<b>45,000,000</b>	<b>25,000,000</b>	<b>25,000,000</b>	<b>100,000,000</b>
Other private funds	0	0	0	0	0
Other public funds	0	50,000,000	25,000,000	25,000,000	100,000,000
<b>Sum</b>	<b>5,000,000</b>	<b>95,000,000</b>	<b>50,000,000</b>	<b>50,000,000</b>	<b>200,000,000</b>

## Contact information

### Secretariat

A temporary secretariat has been established and can be contacted for help in connection with the first invitation for applications. Mona Skaret, Senior Adviser in the Directorate for Education and Training, is programme coordinator and responsible for the secretariat's work.

Parties interested in participating are asked to address their enquiries to [skoleutvikling@utdanningsdirektoratet.no](mailto:skoleutvikling@utdanningsdirektoratet.no). The secretariat will call them back.

In addition to the programme coordinator, the secretariat will consist of expert advisers and an executive officer. Updated contact information for the secretariat can be accessed on the programme's websites.

### *The programme's website*

[www.udir.no/skoleutvikling](http://www.udir.no/skoleutvikling)

### *The postal address for the Programme:*

Directorate for Education and Training

Department for Educational Development  
P.O. Box 2924 Tøyen  
0608 Oslo  
NORWAY

## Relevant background material

### **Definition of the school as a learning organisation**

A learning organisation develops, manages and makes use of its human resources in such a way that the organisation is able to meet its day-to-day challenges and establish new practices when necessary.

This definition is based on the Ministry of Education and Research (2005): *Lærer elevene mer på lærende skoler – en snarvei til Kompetanseberetningen 2005* (Do Pupils Learn More in Learning Schools – a Short Cut to the Competence Report 2005)

### **Summing up of results and challenges connected to the pupils' learning and learning environment**

The Ministry of Education and Research (2003): *Situasjonsbeskrivelse av grunnopplæringen 2003* (Situation Report from Primary and Secondary Education 2003) [http://odin.dep.no/filarkiv/182763/svb\\_versjon\\_2\\_juni\\_2003.pdf](http://odin.dep.no/filarkiv/182763/svb_versjon_2_juni_2003.pdf)

Directorate for Primary and Secondary Education (2004): *Utdanningsspeilet 2004 – Analyse av grunnskole og videregående opplæring i Norge* (The Education Mirror 2004 – Analysis of Primary and Secondary Education in Norway)

Østerud, Svein (2004): *Utdanning for informasjonssamfunnet*, Universitetsforlaget (Education for the Information Society)

Erstad, Ola (2005): *Digital kompetanse i skolen – En innføring*, Universitetsforlaget (Digital Competence in Schools – An Introduction)

### **How the organisation operates and pupils' learning**

Mehlbye, J. (2004): "Sammenfatning af undersøgelsen, De gode eksempler", Uddannelsesstyrelsens temahæfteserie nr. 13 – 2004 (A Summary of the Survey The Good Examples) <http://pub.uvm.dk/2004/godeeksempler/>

Grosin, L. (2003): "Forskningen om framgångsrika skolor som grund för skolutveckling" i Berg, G. m. fl. Skolutvecklingens många ansikten, Myndigheten för skolutveckling, Sverige (Research into Successful Schools as a Basis for School Development) <http://www.skolutveckling.se/publikationer/publ/main?uri=scam%3A%2F%2Fpubl%2F137&cmd=download>

Dahl, T., Klewe, L. og Skov, P. (2004): *En skole i bevægelse. Evaluering af satsning på kvalitetsudvikling i den norske grundskole*. Danmarks Pædagogiske Universitets Forlag (A School in Motion. Evaluation of Efforts in Quality Development in Norwegian Primary and Lower Secondary Schools)

Utdannings- og forskningsdepartementet (2005): *Lærer elevene mer ved lærende skoler? En snarvei til Kompetanseberetningen 2005* (Do Pupils Learn More in Learning Schools – a Short Cut to the Competence Report 2005)

[http://odin.dep.no/ufd/norsk/dok/andre\\_dok/rapporter/045021-220005/dok-bn.html](http://odin.dep.no/ufd/norsk/dok/andre_dok/rapporter/045021-220005/dok-bn.html)

### **Demands for change and renewal**

Report on the results of changing to a more differentiated and individually adapted education in upper secondary schools:

Wærness, J.I. og Dale, E.L. (2003): *Differensiering og tilpasning i opplæringen. Rom for alle – blikk for den enkelte*, Cappelen Akademisk Forlag (*Differentiation and Adaptation in Education. Room for All – An Eye for the Individual*)

Summing up research into the educational use of ICT in Norwegian schools:

ITU (2004): *Piloter for skoleutvikling, Samlerapport for forskningen (2000–2003)*, ITU skriftserie 28–2004 (*Pilots for School Development. Collected Research Report (2000–2003)*)

ITU (2005): *Digital skole hver dag – om helhetlig utvikling av digital kompetanse i grunnopplæringen*, Universitetsforlaget (*Digital School Every Day – about the Holistic Development of Digital Competence in Primary and Secondary Education*)

Report about the work done to prevent behavioural problems in the lower secondary school:

Nordahl (2005): *Læringsmiljø og pedagogisk analyse. En beskrivelse og evaluering av LP-modellen*. NOVA Rapport 19/05 (*The Learning Environment and Educational Analysis. A Description and Evaluation of the LP-model*)

#### **Increased freedom of action and systematic quality assessment**

Utdanningsforbundet (2005): *Skolevurdering i Norge og internasjonalt*

Utdanningsforbundets temanotat 2005/8 (*The Union of Education, Norway (2005): School Evaluation in Norway and Internationally*)

Utdanningsdirektoratet (2004): *Utdanningsspeilet 2004 – Analyse av grunnskole og videregående opplæring i Norge*. Chapter 6. Survey of the Use of Data from the Quality Assessment System in Improvement Work by Schools and School Owners.

Roald, K. (2004): *Skular som lærande organisasjoner – ei leiartutfordring*, i Utdanningsforbundets hefteserie 6/2004 *Skoleledelse i endring. (Schools as Learning Organisations – a Leadership Challenge)*

Utdanningsdirektoratet (2003): *Kvalitet, tall og tillit, Landskonferansen for skolebasert vurdering 2003 (Quality, Figures and Trust. National Conference for School-based Assessment 2003)*

Madsen, E.L. (2000): *Kommunene og kvalitetsutvikling i skolen. En kartlegging*. Nordlandsforskning-rapport 05/2000 (*Municipalities and Quality Development in Schools. A Survey.*)

#### **Schools as attractive and future-oriented workplaces**

Hagen, Nyen og Skule (2004): *Livslang læring i norsk arbeidsliv, Resultater fra Lærevilkårsmonitoren 2003*. Fafo-rapport 434 (*Life-long Learning in Norwegian Working Life. Results from the Standards of Living Monitor*)

Hagen, Nyen og Folkenborg (2004): *Etter- og videreutdanning i grunnopplæringen 2003*. Fafo-notat 2004/03 (*Further Education in Primary and Secondary Education 2003*)

Svein Tore Kristiansen (2004): *Skolen som lærested for lærere og ledere*. AFI-rapport 4/2004 (*Schools as Places of Learning for Teachers and Leaders.*)

Bungum m. fl. (2002): *Tid til en kollektiv og attraktiv skole. Evaluering av sentralt initierte forsøk med alternative arbeidstidsordninger i skoleverket*. SINTEF-rapport STF38 A02512 (*Time for a Collective and Attractive School. Evaluation of Centrally Initiated Trials with Alternative Working Time Arrangements in Schools*)