

Education in Iceland

Case studies in Flensborgarskólinn & Framhaldsskólinn

Stages of Education

- ❖ **Preschool 1-6 years of age = Pre- primary school= Leikskóli**
- ❖ **Elementary school 6-16 years of age= Compulsory education= Grunnskóli=Primary &lower secondary education**
- ❖ **Secondary education 16-19 years of age= Secondary education**
 - ❖ **Grammar schools that prepare students for university (matriculation)**
 - ❖ **Community colleges (Fjölbrautaskólar) with emphasis on matriculation**
 - ❖ **Community colleges (Fjölbrautaskólar) with emphasis on both matriculation and vocational studies**
 - ❖ **Vocational schools**
- ❖ **University 19 years onwards**

Compulsory Education (Grunnskóli)

- ❖ **Mandatory for children and adolescents between the ages of 6 and 16.**
- ❖ **Geographical Accessibility (in rural areas free buses)**
- ❖ **Primary & Lower secondary in the same school**
- ❖ **Classes are organised by ages from grade one to ten**
- ❖ **No selection or streaming by ability**
- ❖ **Children automatically go up from one grade to the next according to their age**
- ❖ **Financed by local municipalities**



Secondary Education

- ❖ All students have the right to enter secondary school.
- ❖ Secondary schools are founded & run by the state.
- ❖ The state is obliged to provide a place for students in a secondary school until they are 18 years old.
- ❖ Most schools choose students based on the grade average in key subjects.
- ❖ All academic schools have their own curriculum.
- ❖ No two schools in Iceland have the same curriculum.

Curriculum Guide: Six fundamental Pillars

- ❖ **1. Literacy in the widest sense**
- ❖ **2. Education towards sustainability**
- ❖ **3. Health and welfare**
- ❖ **4. Democracy and human rights**
- ❖ **5. Equality**
- ❖ **6. Creativity**

Curriculum in secondary schools

- ❖ **The primary aim of the education is to link the fundamental pillars to the objectives of the students' competence.**
- ❖ **Fundamentals pillars must be incorporated into all learning and teaching material.**
- ❖ **Compulsory subjects: Maths, Icelandic language & literature, Danish, English and a third foreign language, either German, Spanish or French.**
- ❖ **Matriculation exam at the end of the upper secondary school, must include courses with various levels of strength to ensure deeper knowledge and skills.**
- ❖ **Supervision: by the Directorate of Education in the form of audit every five year.**

Vocational schools

- ❖ Most upper secondary schools are combined schools: general and vocational education.
- ❖ Vocational education is at both levels: theoretical and practical.
- ❖ For certified trades there are journeyman's examinations.
- ❖ After completing the journeyman's' examinations and getting certain period of work experience and advanced studies, students may become master craftsmen.

Source: https://drive.google.com/file/d/17vz6wE5_MrowZuqgyRFxo5GLSpQfhrk3/view (01/04/2022)

Flensborgarskólinn í Hafnarfirdi

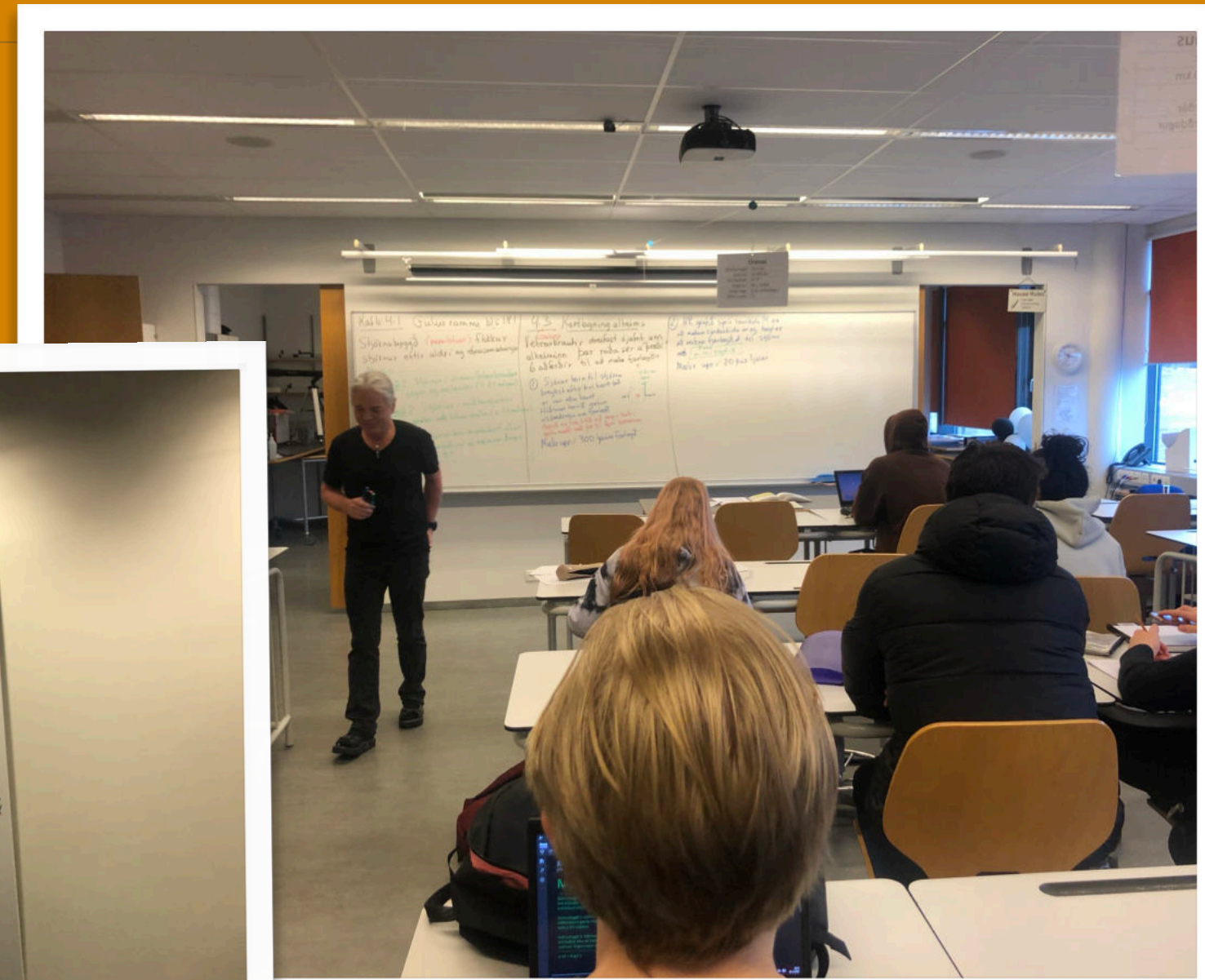
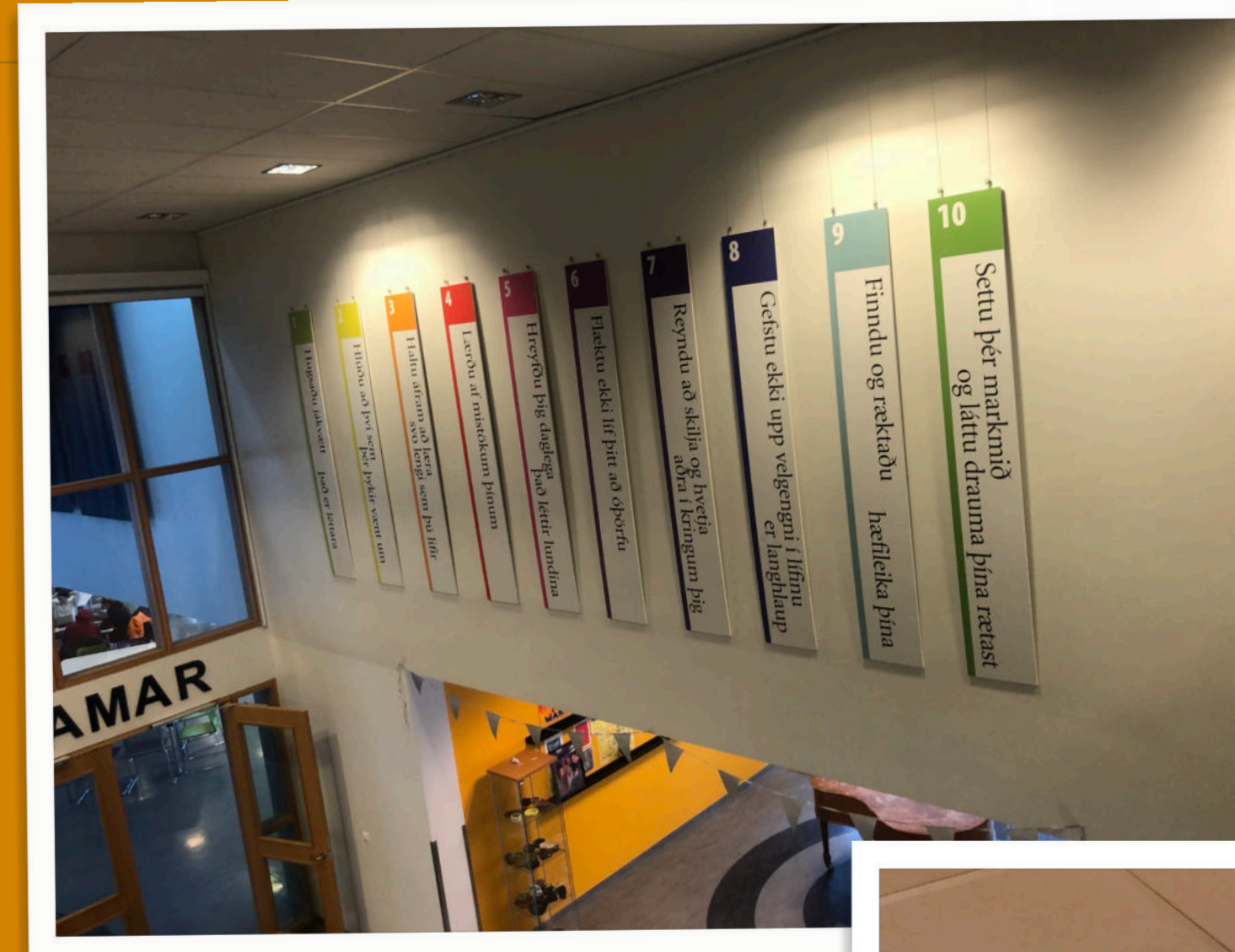
- ❖ **Course-based academic school**
- ❖ **Diverse school community**
- ❖ **Pilot school in health promotion**
- ❖ **Emphasis on wellbeing**
- ❖ **Excellent learning conditions**
- ❖ **Well- equipped classrooms**
- ❖ **Motivating atmosphere and work ethics**
- ❖ **Students choose courses for each semester**
- ❖ **Chance to shape studies based on desired learning outcomes and tailored preparation for tertiary education**





Major programmes

- ❖ Social studies
- ❖ Science
- ❖ Business & commerce
- ❖ Open studies (own choice)





Open Studies

- ❖ Sports Academy in cooperation with Sports clubs
- ❖ Leadership training with the Student body
- ❖ Fine Arts & Music in cooperation with Art schools
- ❖ Computer Skills web design, programming, Adobe

Life skills: The strive to be the best of yourself

- ❖ Growth Mindset -Efficiency of Learning
- ❖ Goal Setting-Personal strength and self-knowledge
- ❖ Wellness- Mindfulness
- ❖ Responsibility- Participation in society



To be the best of yourself

Growth Mindset

- How to be a good student?
- School regularion
- Health promoting
- School curriculum

Goal Setting

- Fields of intersts
- Further education, job searching
- Personal strengths
- Sustainability

Wellness & Mindfulness

- Self Awareness
- Sexual education
- Physical and mental wellbeing
- Mindfulness

Responsibility

- Social Awareness
- Human rights
- Equality
- Volunteer work
- Communication

Framhaldsskólinn

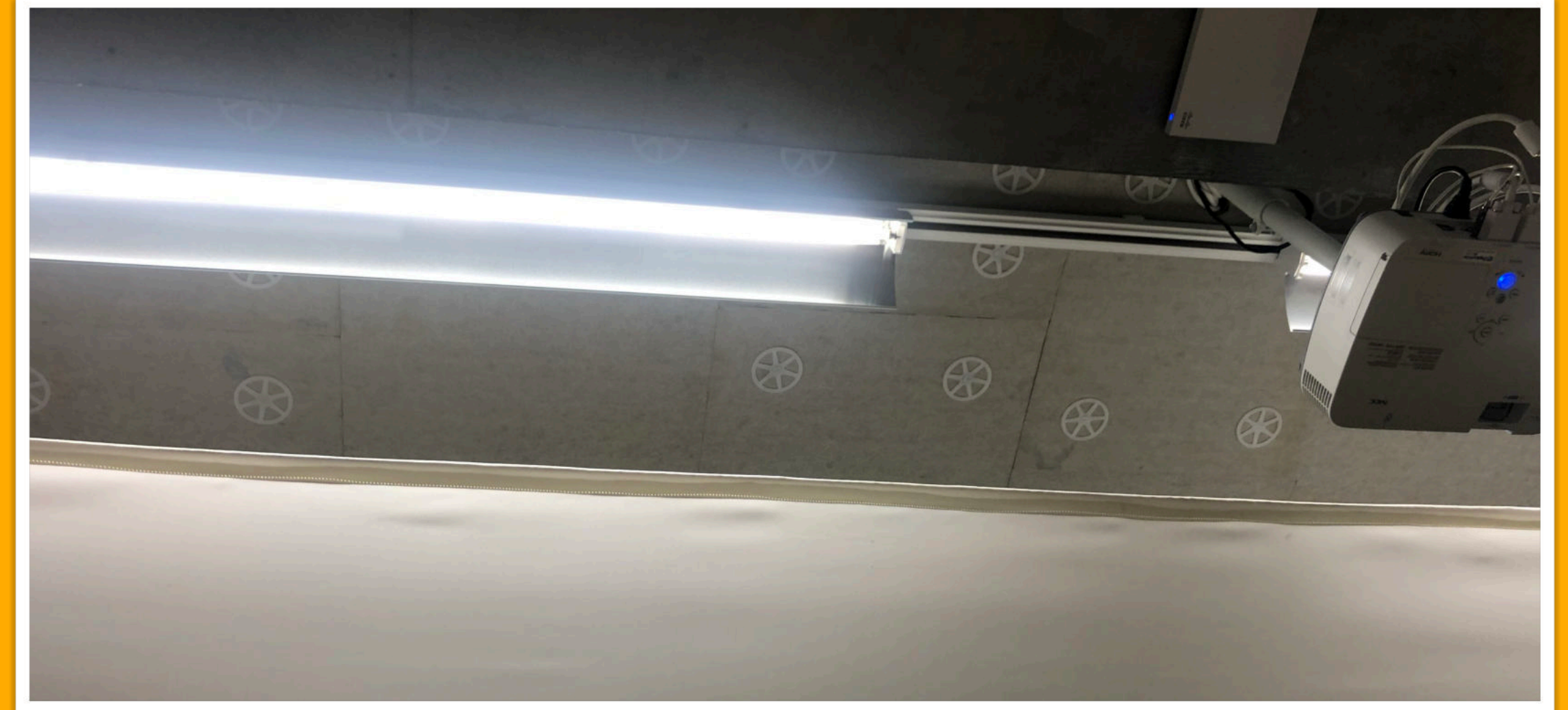


Framhaldsskólinn í Mosfellsbae

- ❖ Fjölbrautaskólar with emphasis on both matriculation & vocational studies (community college)
- ❖ Ecological design
- ❖ The school building has BREEAM certification (international environmental certification system)
- ❖ The art decorations are designed by the artist Brynddís Bolladottír, in collaboration with sound engineers to integrate the decorations into the sound engineering system
- ❖ The schools architects are Adalheidur Atladottír & Frank Kruger



**Completely environmentally-
friendly & spacious**

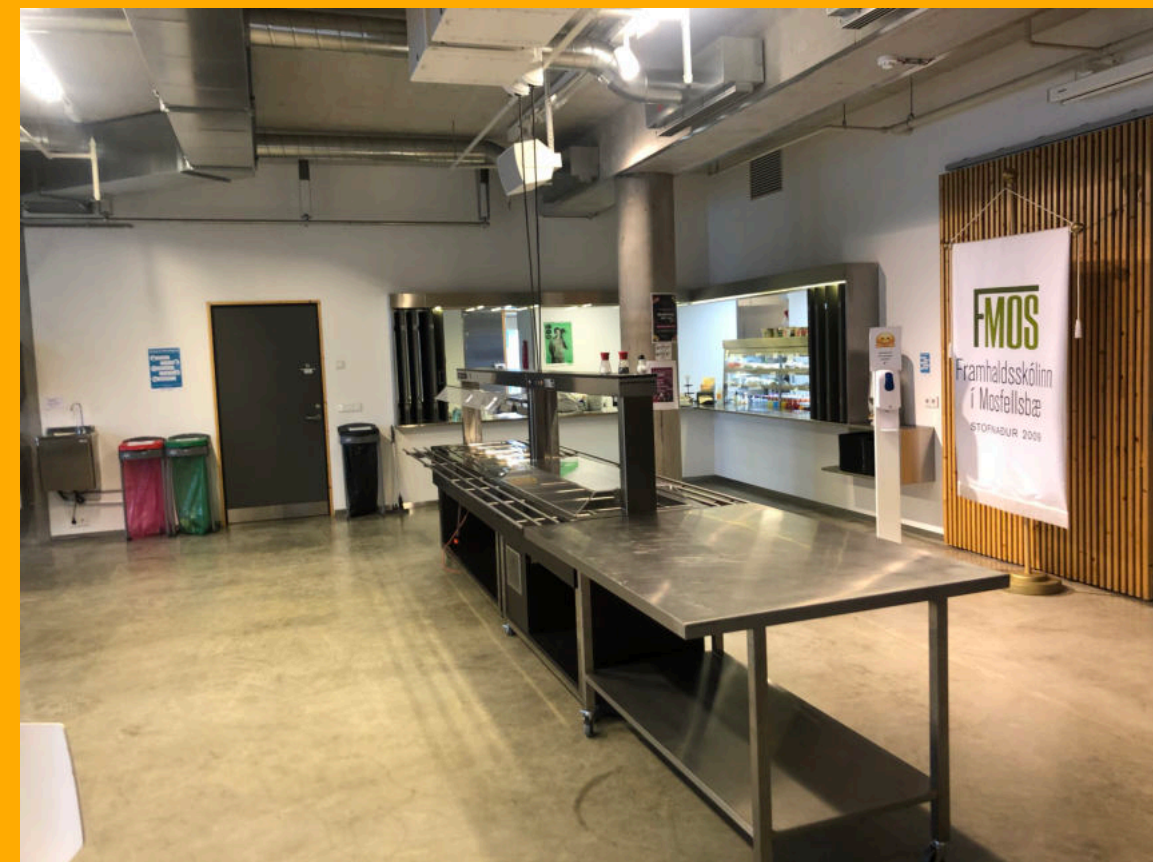


Structure of the building

- ❖ **Classroom clusters for building student- teacher interactions and discussions**
- ❖ **Cosy atmosphere like home**
- ❖ **Huge spaces for moving in and out of the classrooms when working on miscellaneous assignments**

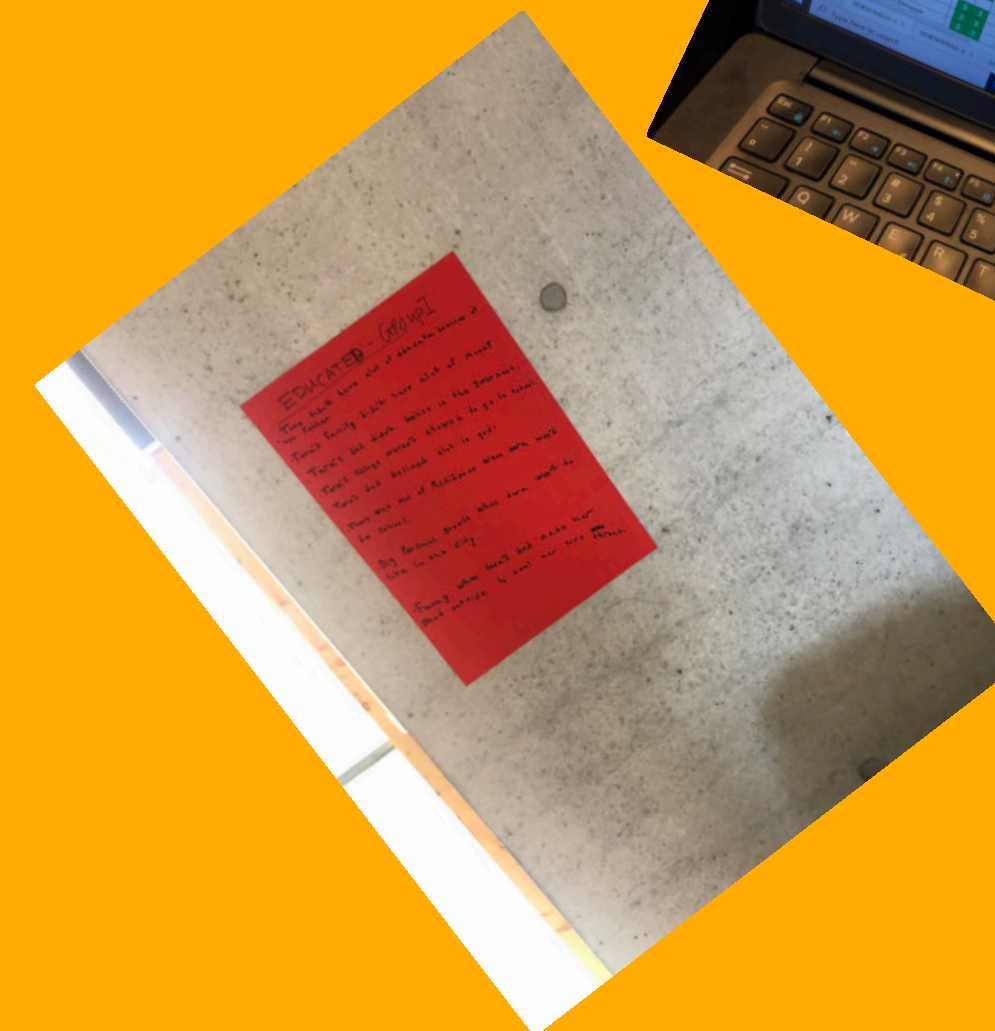
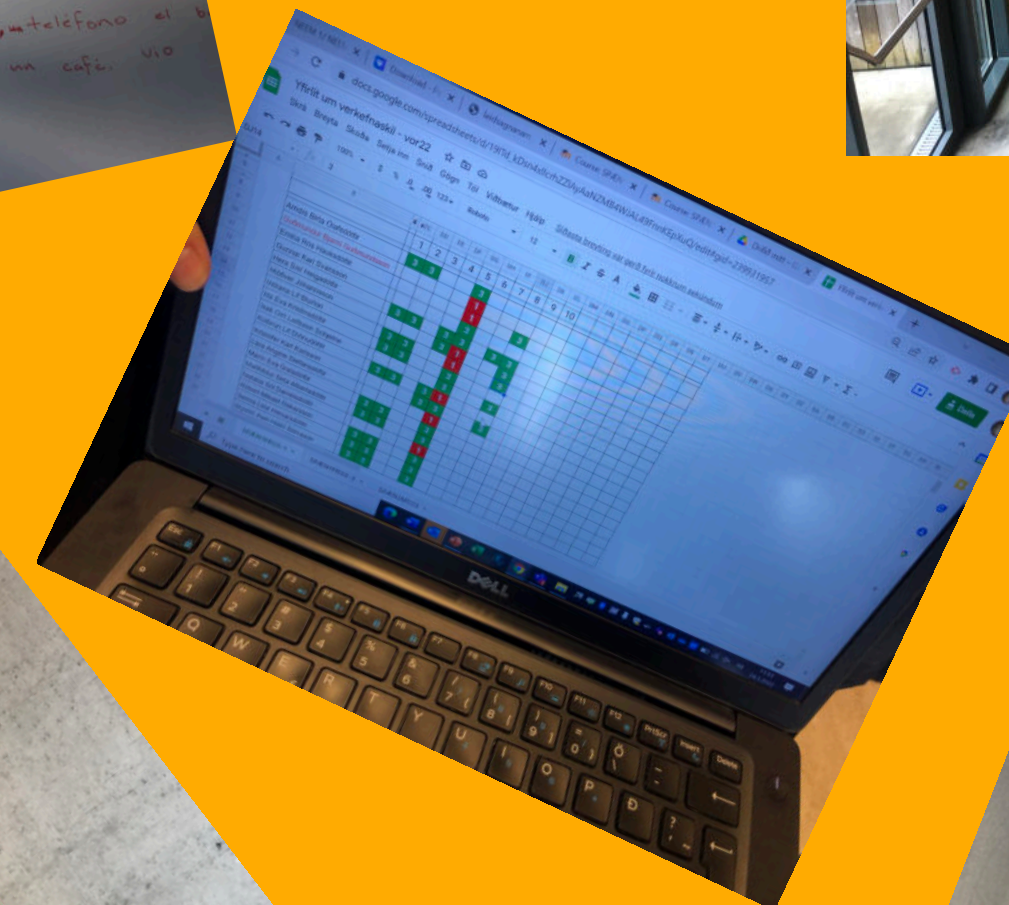
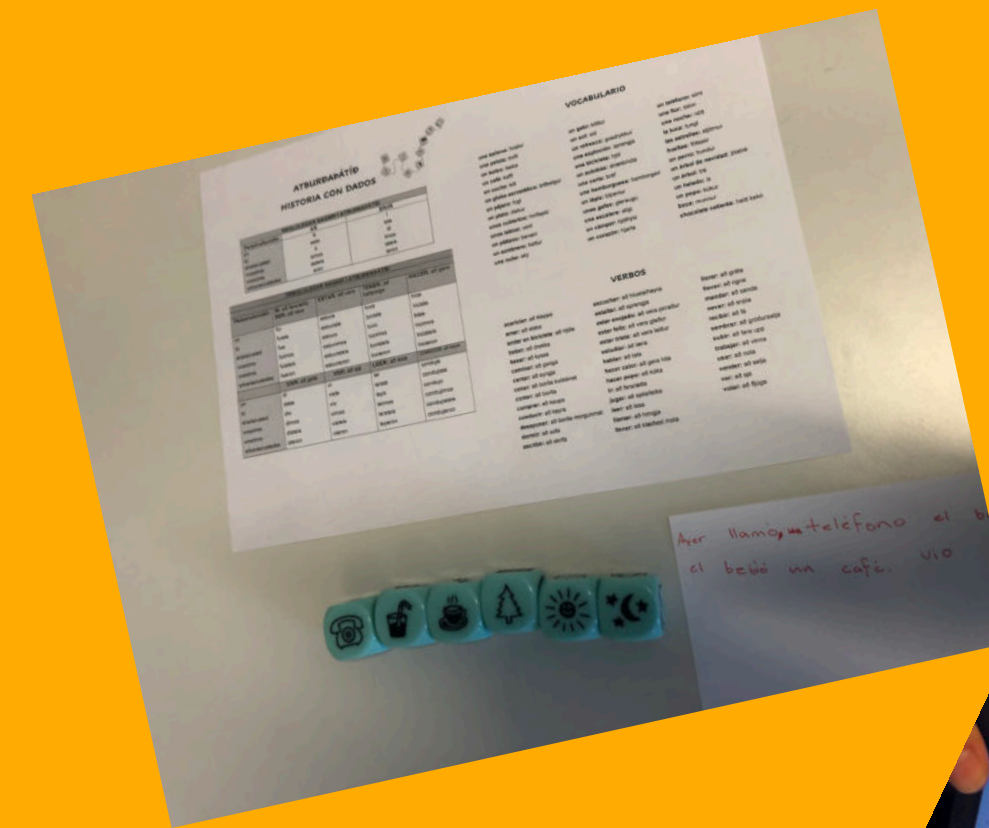


Spaces for work, extra- curricular activities, school staff and students



Assignment based learning & teaching method with formative assessment

- ❖ **Aim is creating learning communities with dynamic interaction between teachers and students**
- ❖ **Varried teaching spaces: big and small, open and closed**
- ❖ **Core: in assignment based learning the students expand their abilities and knowkedge by doing assignments autonomously or in groups or teams**
- ❖ **Students get constant feedback from the teachers and their peers both oral and written**
- ❖ **The comments help the students to improve their skills and performance**
- ❖ **Moodle is used for learning & teaching & evaluation**
- ❖ **Self- evaluation is important**



What can we learn from the Icelandic schools?

- ❖ **Eco- friendliness**
- ❖ **How to create spaces for cooperative work and teacher- student interactions**
- ❖ **Assignment based teaching and learning methods**
- ❖ **The importance of formative evaluation**
- ❖ **Cooperative learning and teaching**
- ❖ **How to teach Life skills**
- ❖ **Mindfulness and open- mindedness**
- ❖ **How to develop Communication skills**

**‘We do not learn from experience...
We learn from reflecting on experience.’**

John Dewey



Lorem Ipsum Dolor

**English Matters' Programme
Structured Educational Visit to Schools/
Institutes & Training Seminars in Iceland**

**The “Contexts4
Content”
Approach**