

SCHOOL POLICY

TOWN OF SANDGERÐI



SANDGERÐISBÆR



Our school policy

At the close of 2011, the Municipal Council appointed a 9-member steering group to formulate a school policy for the town of Sandgerði. The group was composed of the principals of the pre-school, primary and music schools; the education and culture representative, the representatives of the parent associations of the pre-school and primary school, the representative of the primary school council, the president of the Education Council and the mayor. The goal of the group was to prepare a realistic and forward-thinking school policy with the involvement of as many stakeholders as possible, thus making the school policy the property of the community.

The steering group decided to appoint a small working group to carry out the further development of the policy. Members of the working group were Guðjón Þ. Kristjánsson, the educational and cultural representative; Fanney D. Halldórsdóttir, principal of the primary school; Hulda Björk Stefánsdóttir, principal of the pre-school; and Lilja Hafsteinsdóttir, principal of the music school. The working group worked with great diligence on the preparation of the policy, and numerous meetings were held with stakeholders, such as students, teachers, school employees and parents. Furthermore, two open residents' meetings were held during which residents were given the opportunity to present their views and thereby have an influence on the formulation of the policy. The Education Council of the town of Sandgerði was an active participant in the work that went into the policy and undertook to fine-tune the text and submit the final, fully prepared proposals to the Town Council.

It is a matter of great pleasure to see how wide a range of people of all ages were involved in the work of preparing the school policy. The school policy aptly describes the community's dedication toward the education and work of children and young people as well as the entire framework of the school work.

The school policy of the town of Sanderði was approved by the Town Council on 4 March 2014 and entered into immediate effect. The policy applies for the next five years, or from 2014 to 2019.

I would like to thank all those who took part in and worked on formulating the policy and, at the same time, hope that the new school policy will be the guiding light that it was intended to be toward further development and achievements.

Sigrún Árnadóttir, Mayor



/ EQUALITY // DEMOCRACY // COLLABORATION // SECURITY // PROFESSIONALISM // JOY

School Policy for the Town of Sandgerði

The school policy for the town of Sandgerði applies to the town's pre-schools, primary schools and the music school. Laws, regulations and the National Curriculum are the basis for the policy on the school work together with the decisions of the Town Council, such as the Equal Opportunities Plan, Human Resources Policy and policies that relate to focusing on reading and mathematics teaching at all educational levels. Each school can formulate its own work and project plans in accordance with the town's policies and has, in other respects, free reign as regards the organisation and implementation of school work.

VISION FOR THE FUTURE

The town's schools are to lead the way as regards employee education, quality of education and facilities for students and employees. The focus must be on student dedication, enthusiasm, growth and self-discipline. Collaboration within and outside schools is to be diverse, between schools and parents, between the schools and other educational bodies.

The focus is on:

- › the mental and physical health of the students
- › enthusiasm and achievement
- › positive outlook, joy and mutual respect
- › diverse range of study options
- › co-operation, equality, democracy and responsibility



CATEGORIES:

1. Students
2. Employees
3. Studies and teaching
4. Health and exercise
5. Community
6. Environment



1. Students in pre-schools, primary schools and music school

Guiding light: Students are to feel safe and comfortable. Students are to shine according to their own merits in a diverse educational environment that supports their talents, dedication, enthusiasm and self-respect.

Values: development, joy, friendship and goodwill.

The focus is on:

- › positive outlook and enthusiasm
- › knowledge and skills
- › creativity and initiative
- › safety and well-being
- › independence and self-respect
- › mental and physical health



2. Employees in pre-schools, primary schools and music school

Guiding light: The schools' employees are entitled to enjoy a working environment that is characterised by respect, positive outlooks, equality and co-operation. The employees should form a dynamic and reliable team that together achieves success.

Values: professionalism and dedication.

The focus is on:

- › suitable education
- › quality and professional achievement
- › continuing education useful to the position
- › professional working practices
- › communications characterised by respect and positive outlooks
- › a good working environment and good morale



3. Education and teaching in pre-schools, primary schools and music schools

Guiding light: The co-operation between the homes and schools is to be exemplary and will thereby strengthen mutual respect and excellent achievements in parenting and school work. Diversity and dedication is the basis for a good education and increases the well-being of students and employees.

Values: dedication and achievement.

The focus is on:

- diverse range of study options
- varied ways of working
- well-being of students and employees
- respect and co-operation



4. Health and exercise

Guiding light: Adequate sleep, proper nutrition and exercise result in good health. Being active and being involved provide mental and physical health.

Values: health and happiness.

The focus is on:

- › mental and physical health
- › adequate sleep
- › healthy food
- › suitable exercise
- › good role models
- › preventative measures plan



5. Community

Guiding light: The school community is characterised by democratic values, joint responsibility, respect and involvement. Broad collaboration and good relationships lead to well-being in the entire community.

Values: democracy and collaboration.

The focus is on:

- democracy, respect and optimism
- working in accordance with recognised child-raising policies
- collaboration between school levels
- relations and co-operation with the surrounding environment
- Equal Opportunities Plan and Human Resources Plan of the town of Sandgerði



6. Environment

Guiding light: Integrating nature and the environment into educational work with respect, utilisation and sustainability in mind. Outdoor schooling is to take account of the surrounding environment and its history.

Values: environmental awareness and respect.

The focus is on:

- › integrating nature, history and the environment into school work
- › strengthening environmental awareness
- › respect for nature
- › outdoor activities



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HEALTH // RESPECT // AMBITION // DIVERSITY // POSITIVITY // EQUALITY // EASE