Learning Pathways Drammen. Succeeding all the way
BACKGROUND

Over several council terms Drammen city council has established important guidelines for long-term quality development of day-care institutions and schools. While this work will continue, policy renewal is also needed because society and the challenges we face are changing.

The future will be an increasingly digital world, and health challenges will be best solved through the preventive measure of physical activity, where children and young people will construct their premises for good health later in life. The competences for the future will require an even greater entrepreneurial, creative and cooperative team spirit. All these qualities are important focal areas in this plan. We must also ensure that all children can read and write because language is the gateway to learning in all subjects and the key to further education and later participation in societal and working life. With its status as a language municipality, Drammen will have extra resources to concentrate even more on the language development of children and young people during the quality-plan period.

A high degree of teamwork is needed to succeed in developing high-quality day-care institutions and schools. The early-development services are a key supporting player in preventing children from being excluded and to ensure that children and young people have the best possible conditions for learning and mastering in day care, in school and at home. Together, day-care institutions, schools and the early-development services must nurture the strengths inherent in each child, prevent children from becoming outsiders, ensure inclusion and cooperate closely so that every child can succeed on their learning pathway. The staff and leaders in day-care institutions, schools and the early-development services must manage this alone, and depend on good and close cooperation with parents/guardians, NGOs, sports clubs and upper secondary school.

Drammen has around 7800 students attending school and around 3500 children in day care. In 2036, these numbers will have increased to respectively 11 500 students and 5200 children. Day care and school help to form the lives of children and young people. Having high quality day-care institutions and schools, where mastering, the joy of learning and well-being are cherished values, is an important investment in each individual for our city and the country. The future is built with knowledge and the will to continue improving.

«Learning Pathways Drammen. Succeeding all the way» is an ambitious, knowledge-based and well anchored quality plan where all staff in day-care institutions and schools have been active participants in assessing challenges, exploring what functions well, and not least, making proposals for content and measures for positive development towards 2020. Knowledge organisations that succeed appreciate their employees, and employees who are appreciated give the best conditions for developing good learning environments for children and young people. Guidance, support and competence-raising will continue to be a cornerstone of our ongoing development work, and the competence centre will ensure that the staff and leaders at day-care institutions, schools and the early-development services will experience growth and development.

Bystrategi 2036 [City Strategy 2036] is based on the vision «Greater, smarter and healthier» [Større, smar tere og sunnere]. Succeeding with this plan opens the door to success in all areas. Systematic efforts in the area of physical health and more learning will ensure that we are «smarter» and «healthier», and high quality day-care institutions and schools will make the city even more attractive for future inhabitants who will appreciate these as vital qualities for their children. The city may become «greater» by succeeding in becoming «smarter» and «healthier».
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Learning Pathways Drammen. Succeeding all the way
[Læringsløp Drammen. Å lykkes i hele læringsløpet] will be an overriding plan for quality development in day care, school and the early-development services. The plan has been adopted by the City Council which owns the schools, and is implemented by the staff and leaders of day-care institutions, schools and the early-development services. This means that the plan must provide a clear what, why, how and when. Nonetheless, the quality plan must leave a major part of the «how» to the sector itself.

Trust is a reciprocal relationship where two parties communicate, and in Drammen there is a good tradition for trust-based development in close cooperation between the political and professional levels.

The overriding recommendations of the quality plan will be categorised into a concrete implementation plan for day care, schools and the early-development services towards 2020, and the degree of goal attainment will be reported back to the City Council, represented by the Early Development and Education Committee, on a regular basis.

Chapter 2 points out that high quality in the ordinary learning pathway from day care to upper secondary school is the most important factor for succeeding in giving children and young people better competence. No earlier generations have been so dependent on the quality of day care and school. To succeed in this work, Learning Pathways Drammen must be growth-oriented by ensuring that all children and young people will encounter high expectations regardless resources, background and cognitive capacity. High expectations will be supplemented with joint quality standards with consequences for learning environments, professional development and leadership. The local authority’s social responsibilities also require that social and content knowledge learning is reinforced through targeted measures, such as guaranteeing a place in day care for all children, free day care for low-income families, summer school, activity school and an eleventh year for young people who need extra time so they are equipped to complete upper secondary education.

Chapter 3 attaches importance to the contextual background for Drammen local authority’s efforts to continue the long-term and ambitious quality work in day care and school. Drammen has less money for public welfare production than many other large urban communities, but we can get more for our money if we see resource use and results as two sides of the same coin. At the same time, the number of children under the poverty line is increasing, the municipality has lower employment rates than the rest of Norway and the education level is a little below the national average. Twenty-seven per cent of the population in Drammen has an immigrant background. If Drammen is to stimulate social mobility, have successful integration and give children and young people and adults hopes for the future, day care and school are the two most important building blocks for accomplishing this in the short and the long term.

Day-care institutions and schools – with good support from the early-development services – cannot level out all differences, but these differences are in no way definitive. High ambitions and high quality in the entire early-development sector can make an important and positive difference in the lives of children and young people.

Chapter 4 focuses on how Learning Pathways Drammen is to be realised during the quality-plan period. Preventing exclusion and ensuring that all children and young people will experience learning, mastering and participation in social communities require strong direction and leadership. The desired cooperation culture must be practised on all levels, vertically through good cooperation between policy, administration and professions, and horizontally through systematic cooperation between all the activities in day care, school and the early-development services. The capacity to improve must be safeguarded by good analyses, assessments and a systematic approach. The plan is to submit a quality report to the City Council in the spring of 2019 to summarise the degree to which ambitions have been met during the quality-plan period, and to ensure that the City Council can make the necessary adjustments with a view to renewal and continuity and the next City Council period from 2020 to 2024. During the whole quality-plan period, it is expected that the Chief City Executive should report on a regular basis to the Early Development and Education Committee about progress, goal attainment and challenges.
Chapter 5 examines the link between the quality plan, the implementation plan and the sector operational plans. The quality plan is a long-term strategy document that has been adopted by the City Council, and which on an overriding level defines the targets for and direction of development. Based on the quality plan, a concrete implementation plan will be operationalised by the Chief City Executive, represented by the Education Authority and the competence centre in close cooperation with the day-care institutions, schools and the early-development services. The four-year implementation plan aims to ensure good balance between research-informed knowledge, a systematic approach, quality standards and a practical approach. The institutions will put together their own activity plans in accordance with the nature of their organisations, and in accordance with ambitions and measures prepared in the quality plan and the implementation plan. A key premise for the development activities during the entire quality-plan period is that neither members of staff nor leaders should stand alone, or can stand alone when the ambitions in Learning Pathways Drammen are to be satisfied.
Learning Pathways Drammen. Succeeding All the Way heralds a new era with a keener focus on how we can prevent exclusion and ensure that all children and young people can experience inclusion, learning and mastering by building a solid foundation of competence. This requires the building of a large team around children and young people that is driven by ambitions and the will to keep improving. The development should be knowledge-directed and the culture should be growth-oriented, allowing children, students and staff to be in continuous development. The cooperation culture will support collective organisational and professional development, where one goal is that the capacity to improve is increased through analyses, assessments and a systematic approach.

2.1 Succeeding throughout the learning pathway through growth and development

Staff, leaders, parents and other cooperation partners want Drammen to be characterised by high ambitions for children’s learning and development. «Norway’s best» has been institutionalised as a concept. As the new action period refers to the entire learning pathway, from day care to upper secondary school, the new designation for the long-term development activities towards 2020 will have the following main title: Learning Pathways Drammen. Succeeding All the Way [«Læringsløp Drammen. Å lykkes i hele læringssløpet»], with the subtitle Norway’s best [«Norges Beste»].

Renewal and continuity are addressed through both content and conceptual development.

Learning Pathways Drammen. Succeeding All the Way (hereinafter called Learning Pathways Drammen) is an ambitious title for a development that now attaches more importance to transitions, a systematic approach, interaction and not least characteristics of the desired quality. If this goal is to be reached, there must be even more cooperation between day-care institutions, schools and the early-development services in the municipality. Moreover, a comprehensive perspective on the life situation of children and young people in day-care institutions, schools, their leisure time and at home is fundamental to success. Close and tight cooperation with parents is required, as well as close cooperation with sports clubs and NGOs.

The evaluation of Norway’s Best Day-Care Institution (NBB, 2010) and Norway’s Best School (NBS, 2007) from the previous plan period shows that Drammen has already come far in its systematic improvement activities in the early-development sector.3

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3 Rambøll Management Consulting (2015): Evaluering av Norges Beste barnehage (NBB) og Norges Beste Skole (NBS) [Evaluation of Norway’s Best Day-Care Institution (NBB) and Norway’s Best School (NBS)].
Even with living conditions below the national average and a large proportion of inhabitants with minority backgrounds, Drammen has achieved results on or above the national average in play and learning environments and learning outcomes. The cooperation between municipal and privately operated day-care institutions gained a clear boost through joint quality work. The point of departure for Learning Pathways Drammen is good, but one does not have to be poor to be better. The vision for the learning pathway in Drammen underlines this. «A learning pathway where each individual child realises his or her full academic potential, becoming a confident, active and independent individual» is a growth-oriented and positive vision where there is always room for development. This vision, applying across the day-care, school and early-development sectors, focuses on children’s development in school subjects (education) and the broad social mandate of these sectors (human development). The vision is based on the overarching acknowledgement that it pays to invest in children’s learning and early development.

2.2 Lifting children and young people to a higher level than suggested by living conditions and parents’ education levels

Both Norwegian and international research can show clear links between the learning outcomes of children and young people and their background, gender and parents’ education. This means that day-care institutions, schools and the early-development services are unable to level out all differences, but that these differences in no way definitive. High ambitions and high quality in the entire early-development sector may make an important and positive difference in the lives of children and young people. A key finding from research is that those who succeed focus much of their attention on the capacity to have collective cooperation. This capacity becomes a powerful force when day-care institutions, schools, bureaucrats and politicians mobilise for a common improvement culture. The reason is simple: hardly anyone would want to be part of a system that does not perform at its best, but many will prefer a workplace and a system that attaches importance to hard work and positive and trusted progress.

The futures of children and young people are generally determined by what they learn and experience along their learning pathway. No earlier generations have been so dependent on the quality of day care and school. The consequences of not succeeding are quite serious for the individual as well as for society in general. By examining the competence requirements in working life from a perspective that looks back as well as forward, this becomes quite clear. In 1972, almost 60 per cent of the workforce was unskilled. In 2014, a little more than 21 per cent – 400 000 fewer than in 1972 – of the total workforce was unskilled, and in 2030 the need for unskilled labour will be 16 per cent, according to Statistics Norway.5

Research is clear that completing upper secondary education increases the probability of having lasting ties to the labour market and higher income. The probability of needing public benefits is also reduced significantly. This has been documented by the Norwegian professor Thomas Nordahl, who has examined the cohort that completed primary and lower secondary education in 1999 and turned 24 years of age in 2007. Of those who had completed upper secondary education, only 2.8 per cent received one or more public benefits. The corresponding number for 24-year olds who had not completed upper secondary school was 19.5 per cent.6

Two researchers, Frønes and Stramme, have assessed the living conditions of Norwegian children in the knowledge society based on a risk and marginalisation perspective, and some central findings are that only 13 per cent of the students in Oslo whose grades were lower than 3 (grade scale 6 to 1 where 6 is best) (30 basic education points) achieved competence for admission to university or colleges, or vocational competence in the course of five years.7 Of minority-language boys with less than 30 basic education points in the age group 16 to 19, 30 per cent had been charged for criminal offences. Young people who do not acquire study or vocational competence have poorer physical and mental health, and on average live eight years less than those with higher education. Furthermore, as young adults they encounter serious problems in getting established in the labour market.

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2.3 Main ambitions during the quality-plan period

Developing the local authority’s capacity to give children and young people positive mastering and learning experiences requires a measured balance between overriding goals and initiatives that must be adopted by political decision, and their operationalisation, where the staff and leaders must have options for the actions they take and the trust and confidence to implement them.

Successful education systems depend on the staff and leaders serving as the source of innovation, inspiration and development of the best and the next practices.

The coming quality-plan period has four main ambitions that formulate clear expectations for learning outcome, well-being, conditions for learning and a common quality framework for improvement in results.

**AMBITION 1**
All day-care institutions have high quality and promote well-being, play and learning

**AMBITION 2**
All schools have high quality where students acquire a competence platform that equips them with the ability to complete upper secondary education

**AMBITION 3**
All children and young people shall participate in growth-oriented learning environments which promote learning, well-being, inclusion and prevention of exclusion, and where there is an absence of bullying

**AMBITION 4**
All schools and day-care institutions develop high quality through a common quality framework and arenas for joint capacity building

Effects and goal attainment will be assessed on an ongoing basis by using current and new quality indicators, and reporting will generally be through the annual report and orientations given to the Early Development and Education Committee. The long-term goals initially have a time horizon towards 2020. A thorough evaluation of Learning Pathways Drammen in 2019 will give the City Council and the sector the basis for assessing goal satisfaction and possible needs for future adjustments of goals and measures. Creating lasting changes in day-care institutions, schools and the early-development services requires systematic work over time, and the ability to stay the course and use analysis and assessments as the basis for adjustments along the way.
2.4 Main model for realising Learning Pathways Drammen

Building a stronger foundation of competence to realise the full potential of children and young people requires high quality in the work performed in day-care institutions, schools and the early-development services.

Neither staff nor leaders should stand alone, or can stand alone when trying to satisfy stronger expectations. The model below illustrates this and points out that a broad competence foundation (the three innermost circles) must be built using a common quality framework.

The quality framework shall be the catalyst for development of the learning environment, professional development and leadership that works with common standards. The system expectations (the outermost circle) are systemic measures which should strengthen the teamwork in raising expectations and improving the learning outcome of children and young people in Drammen.

«Realising their full potential» in the centre of the model highlights the growth perspective of all children and young people, and stems naturally from the vision embedded in Learning Pathways Drammen. All children must encounter high expectations regardless of resources, background and cognitive capacity.
Children and young people must develop a core competence which improves the conditions for learning and further participation in education and working life. Priority core competences here are linguistic competence, social and emotional competence and mathematical competence. Weak competence in these fields will be the most important indicator that the conditions for further learning, education and participation in working life are not sufficiently present.

«I have gotten good at balance, Friends of Ten and reading. Three things all at once – it’s almost like a Kinder-Egg Surprise!»

STUDENT IN YEAR 1 ABOUT PHYSICAL LEARNING

Core competence is important, but not enough. The competence of the 21st century (competence for the future) heralds a competence requirement that assumes children and young people, and adults, are able to navigate, master and set the premises for how work and learning environments that are technology-intensive can stimulate learning, development and innovation. A thoroughly digitalised society requires children and young people who are able to navigate in an increasingly complex digital reality both in their learning pathway and in their leisure time.

Increased use of technology demands a wise balance between development of digital skills and digital mindfulness.

Research publications increasingly point out the positive links between activity and the opportunity to increase learning, but this research field is still young. Participation in an activity not only promotes learning, it also helps to prepare young people for participation in social settings, ensuring inclusion and helping to reduce bullying.

With one hour of physically active learning in school, Drammen local authority has taken the lead nationally, and is systematically working on the organisational and pedagogical levels to develop a didactic-methodology repertoire in close cooperation with sports experts.

Parallel to the development towards a society that requires children and young people and adults who can master digital skills and their own health, there will also be a growing demand for the entrepreneurial spirit, innovation and creativity. A knowledge intensive and technology-driven welfare society will need creative ideas and founder enterprises that can develop future workplaces.

Today’s knowledge-intensive working life will be even more knowledge-intensive, and a welfare society like the one we have today needs a (highly) competent workforce.

The core and in-depth competence areas are important elements of the competence foundation of Learning Pathways Drammen, and with the four life-mastering competences of learning to learn, learning to do, learning to interact and learning to live, the building blocks of the competence foundation are in place. The four life-mastering competences are key insights for developing robust and complete individuals who have the ability to solve tasks, master social surroundings and solve complex challenges with consequences for themselves and for others.

The core, in-depth and life-mastering areas must be seen as interdependent whole rather than isolated competence areas. Competence means that children and young people should be able to master challenges and solve tasks in various contexts, and comprises cognitive, practical, social and emotional learning and development, including attitudes, values and ethical assessments.8

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WITH ONE HOUR OF PHYSICALLY ACTIVE LEARNING IN SCHOOL, DRAMMEN LOCAL AUTHORITY HAS TAKEN THE LEAD NATIONALLY, AND IS SYSTEMATICALLY WORKING ON THE ORGANISATIONAL AND PEDAGOGICAL LEVELS TO DEVELOP A DIDACTIC-METHODOLOGY REPertoire IN CLOSE COOPERATION WITH SPORTS EXPERTS.

**Competence foundation**

A solid competence foundation is the basis for being well prepared for participation in the learning pathway from day care to upper secondary school. The competence foundation must not be mis-interpreted as skills on an «elementary» level, but must rather be seen as skills

8 Ibid.
that are basic and necessary tools for all learning. The work with the competence foundation starts immediately, in day care and on day care’s premises, and is developed throughout the entire learning pathway.

LINGUISTIC COMPETENCE

Linguistic competence is understood as the ability to read, write, speak, listen and think critically to understand written, visual and technologically based information. Linguistic competence means being able to understand what is said and read, to use language functionally and critically and to express oneself in a relevant manner verbally and in writing in different situations. Language is an important social interaction tool, and an important tool for communication and acquisition of knowledge.

Research shows that linguistic development is linked to motor, social and cognitive skills which are developed in the child’s first years. Research also shows that to a high degree, children’s vocabulary at the start of school predicts the vocabulary of students when they leave primary and secondary education and training.10

FOR CHILDREN WITHOUT A NORWEGIAN LANGUAGE ENVIRONMENT AT HOME, THE LEARNING ENVIRONMENT IN DAY CARE AND LANGUAGE INSTRUCTION IN SCHOOL ARE PARTICULARLY IMPORTANT.

Children who do not speak Norwegian well when starting school are often affected by this throughout their learning pathway. Therefore, day care plays an important role for individual language development by facilitating for good language environments and stimulating language development. Good cohesion in the language development of children/students requires closer cooperation between the day-care institution and school.

If this strengthening of the language environment in day-care institutions is to be continued, the activities aimed at language stimulation in the institutions must be more systematically planned, including basing measures on observation, documenting the child’s learning and ascertaining growth areas. Moreover, the language core competence should be developed more in school by tightening the connection between reading and writing and applying this in all subjects. All the teachers are responsible for reading and writing instruction, even if the teachers in Norwegian and languages have particular responsibilities for such instruction. Competence-raising of the entire teaching staff (school-based competence development) thus becomes important. Strengthening the teaching staff’s language competence is a key goal, especially in connection with the four areas: learning concepts, reading in all subjects, writing and multilingualism as a resource. It will also be important to improve the teaching staff’s knowledge of different methodological approaches that will increase the linguistic competence of all students.11

For children without a Norwegian-language environment at home the language environment in day care and the language instruction in school are especially important. Day care and school must acknowledge and build on the knowledge of the children’s native language when developing their second language, and for minority-language children and young people, good learning environments have a particularly positive effect.12 It is important for this group’s success along the learning pathway that teachers have high competence in assessment, that their assessment practice involves frequent and specific feedback and that they make it possible for children with poor language command to interact with adults who are good language models in day care and school.
The foundation for understanding mathematics is started early in life. Using mathematical concepts from a very early age creates important premises for the development of children and students throughout their learning pathway, and has consequences for everyday life and working life.13 Day care supports various forms of mathematics that are already a natural part of children’s activities, demystifying mathematics in play.

At the other end of the learning pathway, one main research finding is that basic competence in mathematics from primary and secondary education and training is vital for completing upper secondary education.14 Children and young people need to have a positive relationship to mathematics, and a positive relationship is best developed through positive mastering experiences. Mastering increasingly complex mathematical tasks also requires the ability to work hard and to put in much effort.

Language development and development of mathematical skills are interdependent processes. This applies not least to minority-language students, who may have

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difficulties with Norwegian terms in mathematics even if their mathematical skills as such may be good. This means that teachers working with the mathematical competence of children and young people must also consider their language development at the same time.15

Traditional instruction in mathematics has generally been based on teaching mathematical skills and tools. In the coming quality-plan period, greater emphasis will be placed on applied mathematics. This means that day-care institutions and schools will have to open for investigative mathematics as a method. This involves active problem solving, where children and young people cannot immediately rely on familiar procedures when solving tasks, which is the best way of developing conceptual knowledge. Here the issue is to develop mathematical dialogues, reasoning and discussions on mathematical solutions in order to create something. This places high demands on the day-care and school staffs and they will have to work closer together to develop the children's mathematical understanding.

Competence-raising in the mathematics dialogue is then front and centre, with emphasis on content, completion and implementation. It is also necessary to develop a new local curriculum in mathematics so that investigative mathematics is developed as a common method among the teaching staffs in Drammen. The curriculum must support subject-specific and subject-overarching competences, such as problem solving, creativity, interaction and the ability to reflect. Competence-raising in the mathematics dialogue is then front and centre, with emphasis on content, completion and implementation. It is also necessary to develop a new local curriculum in mathematics so that investigative mathematics is developed as a common method among the teaching staffs in Drammen. The curriculum must support subject-specific and subject-overarching competences, such as problem solving, creativity, interaction and the ability to reflect.

and young people must learn the terms for basic emotions. They must discover how emotions are expressed in themselves and others, and how thoughts, feelings and actions mutually influence each other.

Children and young people learn social competence through interplay and interaction with others, and children who learn self-regulating behaviour at an early stage will gain from this as they will learn more and improve their social mastering.18

Having the time and the opportunity to play, explore and experiment with other children is essential for developing and maintaining friendships, which adds to the experience of well-being, learning and participation.19

Research especially point to relationships, the adult role and positive expectations as important for the social development of children and young people.20

SOCIAL AND EMOTIONAL COMPETENCE

Studies show clear links between social play skills, language skills and intellectual skills.16 Social and emotional competence is also highlighted as particularly important for reducing the social risk factors children and young people may face and for levelling social differences. Language skills are also particularly important for ensuring social competence and well-being among children in day care and school.

Becoming socially competent is a demanding learning process that involves taking care of one's own needs without doing this at the expense of others.17 Children

15 http://www.udir.no/Utvikling/Ungdomstrinnet/Regning/Prinsippar-god-regneopplaring/regning-for-minoritetsspraklige-elever/
16 Nordahl, T. (2012): Dette vet vi om klasseledelse [This is what we know about classroom management]. Oslo: Gyldendal forlag.
THE COMPETENCE OF THE FUTURE (IN-DEPTH COMPETENCES)

Core competences are important building blocks, but are not sufficient to satisfy society’s expectations. The competence for the 21st century (competence for the future) includes the understanding that children, young people and adults have to be able to navigate, master and establish the premises for how technologically-intensive working and learning environments can stimulate learning, development and innovation. A thoroughly digitalised society demands that children and young people are capable of navigating in an increasingly complex digital world along their learning pathway and in their leisure time. Staff and leaders in day care and school must give this digital development a clear learning framework.

Technology may represent an increase in the opportunity for learning, but this requires competent adults who take command, are learning and who acknowledge and approve of the digital day-to-day lives of children and young people.

Technology and an increase in physical activity can reinforce learning. Research publications increasingly point to the positive links between activity and positive learning outcome. Participation in an activity not only promotes learning, it also gives better conditions for participating in social settings, ensuring inclusion and helping to reduce bullying. With one hour of physically active learning in school, Drammen local authority has taken the lead nationally, and is systematically working on the organisational and pedagogical levels to develop a didactic-methodology repertoire in close cooperation with sports experts.

Parallel to the development towards a society that demands that children, young people and adults master digital skills and their own health, there will also be greater demand for the entrepreneurial spirit, innovation and creativity. A knowledge intensive and technology-driven welfare society will need creative ideas and founder enterprises that can develop future workplaces.

Today’s knowledge-intensive working life will be even more knowledge-intensive, and a welfare society like the one we have today needs a (highly) competent workforce.
DIGITAL COMPETENCE
Technology is a natural part of daily life of children/students, and must be utilised to create good and stimulating learning environments. Digital competence, acquiring knowledge and processing information, and producing, communicating and possessing digital judgement, are vital elements of the competence foundation, which must be formed along the learning pathway if the children/students are to master their lives and succeed in the labour market.

DIGITAL LEARNING

DIGITAL LEARNING

TECHNOLOGY MAY REPRESENT AN INCREASE IN THE OPPORTUNITY FOR LEARNING, BUT THIS REQUIRES COMPETENT ADULTS WHO TAKE COMMAND, ARE LEARNING, AND WHO ACKNOWLEDGE AND APPROVE OF THE DIGITAL DAY-TO-DAY LIVES OF CHILDREN AND YOUNG PEOPLE.

Technology also opens for differentiated instruction and makes it possible to develop the subject-specific and subject-overarching skills and competences of children and young people. We must furnish each individual with personally adapted tools that can lead to mastering, increased motivation and better opportunities for learning. In day-care institutions, technology is used as an integral part of the educational practice in connection with children’s play, learning and exploration.
PHYSICAL COMPETENCE
Good experiences with physical activity at a young age lead to a physically active lifestyle throughout life, and all learning starts with the body and movement.21 Children’s physical activity in day care is at a good level, particularly for boys, but declines with increasing age for both genders. For a large and increasing proportion of young people, the activity level sinks to such a low level that WHO asserts that physical inactivity is the major health challenge of the future.22 More physical activity and more quality in this activity yields better physical and mental health, and a growing number independent studies show that there is a positive link between activity level and academic learning outcome.

The programme that has already been adopted for daily physical activity in school builds on the expanded health concept and a comprehensive view of learning. The expanded health concept means that health is a state of complete physical, mental and social well-being, not merely the absence of disease or infirmity (WHO). A comprehensive view of learning means that it occurs in many ways and in many arenas. Embodied cognition and embodied pedagogy emphasise that learning is deep and lasting when both body and mind are functioning.23 By bringing the body and play back into the understanding of how basic learning and teaching are accomplished, the natural urge to move is developed throughout the learning pathway and the total learning outcome is reinforced, while also giving good health.

A key element in the focus on daily physical activity in school is a physical education subject that aims to instil lifelong enjoyment in moving and mastering based on one’s own abilities. Furthermore, physically active learning is used as a pedagogical measure in all subjects. This means that the instruction and assessment practices of the PE subject should be adapted, including swimming instruction, which has received newly defined competence objectives. To increase the range of this focus on physical activity, it will be positive to include day care in this work in the same way as school is involved. The efforts must start with competence development, the use of support resources, the sharing of good practice in day care and school and wider cooperation with sports clubs.

COMPETENCE IN ENTREPRENEURSHIP, INNOVATION AND CREATIVITY

A large proportion of the workplaces for today’s children and young people will be vocations and professions that do not yet exist. To equip our young people to cope with this changing society, we must give them the ability to restructure. This may be done by developing entrepreneurial skills, and the ability to solve problems and restructure. We also live in a globalised and multicultural society which challenges our abilities to interact, communicate and not least understand democracy. The challenges we will be facing in the society of the future will not be something we will be able to solve on our own, but rather together with people in other countries, in other professions and in other cultures.

Globalisation, environmental challenges and the multicultural society demand environmental, cultural and global awareness.

Since society is changing so fast, our young people will need to see themselves in a lifelong-learning perspective. They will need strategies to solve challenges and see them to completion, for example by working hard and giving good input, and the ability to assess their own work so they are always ready to improve. Finally, the society of the future will need robust and confident individuals with a critical sense, intuition and expectations for themselves, but also the ability to lead themselves and others to a life in balance. In other words, they need to develop a learning way of thinking.

Becoming the master of one’s own life demands a robustness which ensures the power to learn, to act and to be, and these competence areas may be expressed as learning to learn, learning to do, learning to interact and learning to live. Not least, the last point is important in a time when loneliness and mental ailments among children and young people are on the rise.

The optimal learning situation for children and young people is to build on what is familiar from before, combined with what is possible to reach for with differentiated guidance and support. Learning occurs best in social settings, and in investigative environments through problem-based work, play and movement, using imagination and artistic activities. Abstract knowledge and critical and creative thinking are brought alive when children can practise what they have learnt. To demonstrate competence, they must apply different types of knowledge, skills and attitudes in context, and reflect on their own learning process according to their own and others’ expectations.

By identifying the strengths of children and young people and building on these, day care and school will contribute to a greater sense of mastering and promote motivation and participation in one’s own learning processes. Early intervention and input at an early age are beneficial for the individual and society. Developing competence is a process throughout the learning pathway, and in Drammen, the competence foundation of children and young people will rest on core competence, in-depth competence and life-mastering competence.

23 NOU 2014:7: Elevenes læring i fremtidens skole [Students’ learning in the school of the future].
24 NOU 2014:7: Elevenes læring i fremtidens skole [Students’ learning in the school of the future].
Quality standards through the Excellent learning environment, Excellent professional development and Excellent leadership

A key element of all quality work is that there are standards for the desired quality.

It is hard to pinpoint the quality concept in the day-care and school sectors because it embraces so many dimensions that are connected to individuals, organisations, employees and expectations from the surroundings. For this reason, it is important to focus attention on quality expectations with the greatest importance for the learning and development of children and young people. With this as the underlying premise, the most important work in Learning Pathways Drammen must be to focus on the learning environment in the day-care institutions and schools and on the professional performance of teachers and leaders who use their position to ensure the highest possible degree of learning for children and young people. In other words, the focus must be on establishing the desired practice to realise the full potential of each child.

A KEY ELEMENT OF ALL QUALITY WORK IS THAT THERE ARE STANDARDS FOR THE DESIRED QUALITY

The catalysts for developing the competence foundation of the children and young people must be a knowledge-driven and ambitious quality framework with consequences for the learning environment, professional development and leadership. Commitment, enthusiasm and empathy are vital premises for how the staff and leaders shall support the learning and development of children, but this is not enough. In addition to this there are supplementary ingredients where the staff and leaders must have strategies for strengthening the learning outcome of the children/students. Developing common quality standards to develop a better learning environment, supporting professional development and providing learning-focused leadership will be the strategy for learning to be better.

Historically, it has been challenging to develop good feedback cultures in day-care institutions and schools. The absence of feedback cultures makes it difficult to develop common best profession practices, and many staff members may feel that they are left alone with their challenges. Important requirements for good feedback cultures are trust, shared ambition levels and a knowledge base, and leaders who act as good role models.

Excellent learning environment, Excellent professional development and Excellent leadership will be the most important quality standards for success in developing the competence foundation of children and young people. The degree of developmental success in day-care and school will generally be determined by how day-care institutions, schools and the early-development services manage to realise Excellent learning environment, Excellent professional development and Excellent leadership. During the quality-plan period, all day-care institutions, schools and the early-development services must work on realising this quality framework, and measures for common understanding, competence development and methodology must be developed in close cooperation between the competence centre and the various institutions.

In the presentation below, the quality framework is divided into subareas with clear descriptions of their characteristics. The implementation plan will attach importance to fully operationalising and instantiating the concepts in the encounter with children, youths and adults.

Excellent learning environment

A good learning environment is maintained through human activity and thus can always be changed.

A high-quality learning environment is often decisive for the learning outcome of children and young people. Motivation for learning is often shown by the effort exerted by children/students, the engagement they express and the satisfaction created through goal attainment. The factors that have the greatest impact on the quality of the learning environment can all be analysed, processed and developed, and below is a brief presentation of these sub-factors which together constitute the quality standard Excellent learning environment.

An excellent learning environment includes the following areas: 1. Inclusion, equality and differentiated instruction. 2. Structure, safety, well-being and mastering experiences. 3. Knowledge about the competence levels and learning potential of children and young people. 4. Challenges and high ambitions for all. 5. Assessment for learning. 6. In-depth learning and interdisciplinary work.
Inclusion and equality refer to how all children and students should experience being socially, culturally and organisationally included in the academic work. Equality does not mean similarity; differentiated instruction must give all children and young people learning adapted to their abilities and backgrounds.

A characteristic feature of day-care institutions and schools which succeed with inclusion, quality and differentiated instruction is a positive learning culture where all children/students are met with positive attitudes and adapted professional knowledge able to satisfy different needs.

Characteristics of day-care institutions and schools that succeed with structure, safety, well-being and mastering experiences are predictability, security, well-being and strengthening-based approaches to learning and development.

Being able to identify and understand the competence level and learning potential of children and young people is a requirement for differentiated instruction.

This applies to all children and young people, and all staff members and leaders must open the doors to learning. Inclusive day-care institutions and schools are diverse in nature. Teachers must have competence in the traditional development patterns of children and yo-
Young people in general, and more specific competence about children with higher learning potential and children who lag behind the natural learning progression.

Characteristics of day-care institutions and schools that succeed in identifying the competence level and learning potential of children and young people are acceptance of and knowledge about diversity, the ability to interact with children and young people «where they are» and to facilitate for a professional systematic approach adapted to diversity.

CHALLENGES AND HIGH AMBITIONS FOR ALL
Strength of will, self-control and impulse control are important qualities for tackling challenges and for the learning environment to succeed in securing high ambitions for all children and young people regardless their cognitive capacity. Learning requires effort, and children and young people must be stimulated to live in the tension field between what one knows and can do and what one does not know or cannot do. In-depth learning demands strength of will, self-control and impulse control, and the learning environment is what stimulates, or fails to stimulate, these qualities in children/students.

Characteristics of day-care institutions and schools which support children and young people’s efforts to satisfy high ambitions are acceptance of trial and error, support for higher stamina and deconstructing goals, where mastering sub-goals or targets is a requirement for succeeding with the main goals.

ASSESSMENT FOR LEARNING
Assessment for learning is a process-oriented learning method where teachers give feedback to children and young people with the intention of supporting and enriching the learner in his or her learning process. Four principles are especially important here: 1. Children and young people understand what they are to learn and what is expected of them. 2. Children and young people receive feedback informing them about the quality of their work or performance. 3. Children and young people receive advice about how to improve. 4. Children and young people receive advice in their work to learn by assessing their own work and development. Assessment for learning can be understood as the profession’s way of thinking and acting, and which always bears in mind that the goal is the children and young people’s learning.
Characteristics of day-care institutions and schools that support children and young people in assessment for learning do not primarily refer to special techniques or procedures, nor filling in forms or doing things in writing, but rather the learning and assessment culture of the day-care institution and school.

IN-DEPTH LEARNING AND MULTIDISCIPLINARY WORK

In-depth learning primarily refers to how school, but also day care, must help children and young people to develop a deeper understanding of what they learn in a subject or across subjects. In-depth learning means the students’ gradual development of understanding of concepts, methods and relationships in a subject area. Learning something thoroughly and with good understanding requires active participation in one’s own learning processes, using learning strategies and the ability to assess one’s own mastering and progress. In-depth learning is equally important for developing competence in all subject areas and levels.

Day-care institutions and schools that support children and young people’s efforts to satisfy high ambitions are typically characterised by acceptance of trial and error, support for greater stamina and deconstructing goals into manageable parts where mastering sub-goals and targets is a requirement for succeeding with the main goal.

EXCELLENT PROFESSIONAL DEVELOPMENT

«The workplace is where you become a worker» is an old saying, and there is much truth in this. From a long working-career perspective, the formal education and training may take a few years, while working life may span 40 years or more. Working together with colleagues requires the continuous honing of skills. Staff and leaders in day-care institutions and school often call for more learning that is based on workplace challenges. With Excellent professional development this is set firmly on the agenda, and all staff and leaders will find that they are in focus throughout their entire career.

Excellent professional development includes the following areas: 1. Knowledge-directed professional development 2. Learning to manage the learning of children and young people 3. High ambitions for one’s own and others’ learning 4. Monitoring development (data collection, analysis and assessment) 5. Continuous improvement through best practice and next practice.

EXCELLENT PROFESSIONAL DEVELOPMENT

KNOWLEDGE-DIRECTED PROFESSIONAL DEVELOPMENT

LEARNING TO MANAGE THE LEARNING OF CHILDREN AND YOUNG PEOPLE

HIGH AMBITIONS FOR ONE’S OWN AND OTHERS’ LEARNING

MONITORING DEVELOPMENT (DATA COLLECTION, ANALYSIS AND ASSESSMENT)

CONTINUOUS IMPROVEMENT THROUGH BEST PRACTICE AND NEXT PRACTICE

KNOWLEDGE-DIRECTED PROFESSIONAL DEVELOPMENT

Professional knowledge builds on two dimensions: 1. Research 2. Practice. Both these dimensions must be in focus if knowledge-directed professional development is to succeed. The research dimension establishes guidelines for applying the most promising and recommended learning methods, while the practice dimension focus on the development of best practice and next practice.

Best practice is an established quality standard defined and implemented by the profession, and next practice is the ability to be development oriented, innovative and research-oriented to develop what CAN become the new best practice.

WORKING TOGETHER WITH COLLEAGUES REQUIRES THE CONTINUOUS HONING OF SKILLS

A characteristic of knowledge-directed professional development in day-care institutions and schools is that they attach importance to having a systematic approach and the willingness to work with continuous improvement in close cooperation between teachers and between teachers and leaders.
LEADING THE LEARNING OF CHILDREN AND YOUNG PEOPLE

Professional teachers must guide the learning and development of children and young people in day care and school. A positive relationship between the adult and the learner is the cornerstone of good learning management. A positive relationship is based on the willingness of the teacher and employee to care about all the children and young people, show interest in each individual and his or her situation, and to be supportive and have expectations for development. The authoritative adult is easy to read and has full control, while also being supportive and empathetic and willing to acknowledge the learner as the most important participant in the learning activities.

A characteristic of day-care institutions and schools that succeed in managing children and young people’s learning is that they have a joint working environment that provides support and builds good relationships. In such a working environment learning is a common goal for children, young people and adults.

HIGH AMBITIONS FOR ONE’S OWN AND OTHERS’ LEARNING

The greatest threat to learning is low expectations and poor quality in the learning situations. High ambitions for one’s own and others’ learning have a corresponding positive effect where learning generates more learning. For teachers, other staff and leaders, high ambitions mean strong commitment to continuous learning, professional development and cooperation with other professionals to solve complex problems. High ambitions for others’ learning, children’s and colleagues’ learning, means treating children and colleagues with positive expectations.

Characteristic traits of the development of high ambitions for one’s own and others’ learning are the willingness to have continuous improvement, a positive perspective on learning and development for all, and the will to develop over time.

MONITORING DEVELOPMENT (DATA COLLECTION, ANALYSIS AND ASSESSMENT)

Mapping the learning and development of children is a fundamental step in providing differentiated instruction. Differentiated instruction is based on monitoring development, where the learning environment, teachers and leaders have a development perspective on the individual and organisation levels. For the individual child or student, this refers to the relationship between the learner and the adult, and for leaders it refers to ensuring that all children and young people experience mastering and development to exploit their own learning potential. Mapping on its own is not suf-
ficient. Analysis must be carried out to understand, and assessment will ensure that the correct learning choices are made for each child/student and the organisation.

Characteristic features of day-care institutions and schools that succeed in monitoring development is a systematic approach, accountability on the individual and organisation levels and an assessment practice that is focused on learning rather than control.

CONTINUOUS IMPROVEMENT THROUGH BEST PRACTICE AND NEXT PRACTICE

Best practice and next practice are developed in excellent learning environments. Best practice refers to one’s own and others’ practice, informed by a research base and interpreted together: «Best standard». The next practice is created through freedom, room and resources, and starts with the teachers’ innovative approach to their own practice. Important but not sufficient ingredients include commitment, enthusiasm and empathy. Supplementing ingredients in become professional are: You must be familiar with strategies to increase the learning outcome of children and young people, and you must learn to be better.

A characteristic feature of day-care institutions and schools that succeed in continuous improvement through best practice and next practice is that they manage to develop a working and learning environment that has positive pressure. When support for doing a good job begins to work and is exemplified through other colleagues, it becomes an irresistible force for the vast majority.

EXCELLENT LEADERSHIP

CO-PARTICIPATION AND EMPOWERMENT

RELATIONSHIPS, COMMUNICATION AND COOPERATION

MANAGEMENT OF ADULTS’ LEARNING

CLOSE TO DEVELOPMENT AND LEARNING

MONITORING TO DEVELOP CHILDREN AND YOUNG PEOPLES’ AND ADULTS’ LEARNING

LEADERSHIP THAT LOOKS FORWARD, INWARD AND OUTWARD

Excellent leadership

Recent systematic knowledge summaries find clear effects of leaders’ actions on the learning outcome of children and young people. The leader action providing the greatest effect is active participation together with teachers and other staff in the institution’s learning processes. The most important step a leader can take is to ensure that the practice can always be improved.

THE MOST IMPORTANT STEP A LEADER CAN TAKE IS TO ENSURE THAT THE PRACTICE CAN ALWAYS BE IMPROVED.

All day-care or school staff must share in the will and desire that everybody working in school and day care must be able to learn how to become better practitioners. Systematic work on improving cannot take its point of departure in the challenges of the practice alone, but must also be based on research-informed knowledge about what gives the best effect on the learning and development of children and young people. This systematic approach is presented in six subareas below.

Excellent leadership includes the following areas:
1. Co-participation and empowerment
2. Relationships, communication and cooperation
3. Managing adult learning
4. Close development and learning
5. Monitoring the development of children and young peoples’ and adults’ learning.
6. Leadership which looks forward, inward and outward.

CO-PARTICIPATION AND EMPOWERMENT
Co-participation and empowerment will guarantee the involvement of staff and union representatives in processes and decisions that concern development of day care and school. Building organisational capacity is promoted through leaders who are involved, not primarily through governance and control. In day-care institutions and schools, most of the staff are highly competent in their fields, and must be used as resources in development work. Internally motivated co-workers are actively involved in developing their own workplace.

A characteristic trait of leaders who succeed in co-participation and empowerment is that they have success with long-term development work and create lasting change. Strategies are transformed into common practice, and the effect is better learning conditions for the children’s learning and development.

RELATIONSHIPS, COMMUNICATION AND COOPERATION
Meta-analyses show that leaders who attach importance to the learning and development of teachers have the greatest impact on children’s learning and development. This requires a leadership practice that builds trust and good relations while also giving clear feedback on practice and goal attainment. It is important to avoid the «relationship trap» and the «control trap» where a leader accepts, respectively, poor practice to preserve a good relationship, taking on too much of the guide role and thus ruining the relational trust between employee and leader.

A typical characteristic of leaders who succeed in developing good relationships and a trusting cooperation with their staff is professional clarity which promotes learning while also correcting unwanted behaviour.

LEADERSHIP OF ADULTS’ LEARNING
Research shows that leaders who attach the most importance to the staff’s learning and development have the greatest impact on the children’s learning and development (cf. Item 4).

For leaders, five dimensions are especially important for leadership that has learning as the main goal:
1. Establishing goals and communicating expectations
2. Strategic use of resources
3. Ensuring quality in the teaching
4. Leading the learning and development of the teachers
5. Ensuring a well-ordered and safe environment.

Characteristics of a preferred leadership of adult’s learning is that leaders develop common goals together with their staff, initiate development measures in day-care and school contexts, use methods to create as much learning as possible for children and young people, use union representatives as cooperation partners and make it possible to reflect on observed learning practice, as well as sharing experience and mentoring colleagues.

CLOSE TO DEVELOPMENT AND LEARNING
Day-care and school staff may have a working career of more than 40 years. Maintaining teachers’ and other employees’ interest and commitment must be addressed throughout the entire career/professional journey. Studies show, for example, that around 80 per cent of the staff members with from eight to 23 years’ experience are able to maintain or even increase their commitment over time. The same studies recommend focusing on staff in the middle of their «professional journey» because the effect of competence mobilisation is greatest at this level.
Characteristics of leaders who are close to their employees’ development and learning are that they encourage their employees to cooperate in their profession and contribute to the development of subject competence and interest in continual development. Not everybody can become an expert, but we can all become the best version of ourselves.

THE GREATEST THREAT TO LEARNING IS LOW EXPECTATIONS AND POOR QUALITY IN THE LEARNING SITUATIONS.

MONITORING CHILDREN’S, YOUNG PEOPLE’S AND ADULTS’ LEARNING
Careful tracking of the learning and development of children is a fundamental step in the provision of differentiated instruction. Differentiated instruction requires that development is monitored, where the learning environment, the teachers and leaders have a development perspective on the individual and organisational levels. For the individual child or student this refers to the relationship between the learner and the adult, and for the leaders it refers to making sure that all children and students experience mastering and development to exploit their learning potential. Mapping on its own is not sufficient. Analysis must be carried out to understand, and assessment will ensure that the correct learning choices are made for each child/student and the organisation.

Characteristics of leaders who succeed in monitoring development is that they work systematically, making staff accountable on the individual and organisational levels, and have teaching practice that is focused on learning and not on control.

LEADERSHIP THAT LOOKS FORWARD, INWARD AND OUTWARD
Leaders must not only be concerned with the «here and now», but also continuously be interested in trends and development features that impact day care and school. The tempo of change in the greater society is rising, and this also affects day care, school and the early-development services. This does not mean that development work has to «jump from one trend to the next», but rather that new expectations must be integrated wisely according to the nature of the organisation and its culture. Moreover, leaders must be interested in whether the result and social accountability obligation has been complied with by balancing the requirement for education (learning) and formation (behaviour and culture). Organisations will always be undergoing change, and a typical feature of leaders who succeed in looking forward, inward and outward is that they lead the organisational development and its results.

All in all, the quality standards of the Excellent learning environment, Excellent professional development and Excellent leadership will ensure a good balance between research-informed knowledge, a systematic approach and a practical approach.
System criteria for success
The evaluation by Rambøll in 2015 shows great acceptance of common development measures for day-care and school staff.

Networks for professional and leadership development, the competence centre as a hub for competence mobilisation and close cooperation with external actors are highlighted as important success criteria for result progress and joint capacity building. The evaluation also revealed the competence centre’s need to be closer to practice, and this will be realised in the quality-plan period through systematic development of sector cooperation between day-care institutions and schools. Sector cooperation will promote development that has close proximity to practice and competence mobilisation within the scope of the quality plan, and with comprehensive sector cooperation it will be easier for the competence centre to use its resources in a focused and efficient manner.

Competence centre for day care, school and the early-development services
Having success all the way through the learning pathway requires the presence of a broad gateway to the entire early-development field. Guidance, support and competence mobilisation for day-care institutions and schools have gained strong acceptance and the intention is to continue this. Early development has not been part of the committee’s mandate, but succeeding throughout the learning pathway requires interdisciplinary interaction and joint competence building across day-care institutions, schools and the early-development services.

A joint competence centre for day care, school and the early-development services may be a knowledge-driven development engine for all staff members and leaders in the early-development sector. The more investment in learning and development for the staff, the higher the probability is of reinforcing the learning and development of children and young people. Closer cooperation with the early-development services will primarily be realised through leader networks, leader anchoring and leader involvement in development measures across the sectors.

A common competence centre for day care, school and the early-development services will operationalise strategies adopted by the national education authorities and the City Council under the aegis of the Chief Administrative Officer represented by the Director of the Education Authority. These measures under the auspices of the new competence centre must also have the necessary legitimacy in the sector, and the portfolio of quality-raising measures must be perceived as relevant, important and adapted to the needs of day care, school and the early-development services. In other words, the quality work of the competence centre must represent positive competence and impetus for the
practice in day care, school and the early-development services that they would not have been able to mobilise on their own.

Goals and measures in the quality plan will be important guidelines for the competence centre’s work towards 2020, but on a general basis, staff members and leaders have listed the following expectations for the competence centre through internal evaluations and the external evaluation conducted by Rambøll in 2015:

• The competence centre must have high expectations, attach importance to collective capacity building and use data for its improvement strategies.

• The competence centre should offer more guidance and support, and the measures must be more adapted to the needs on all the levels, from day care to lower secondary school.

• The competence portfolio of the competence centre must recognise that successful development work over time requires a systematic approach, focus, knowledge and a long-term development perspective where the focal areas are kept to a minimum.

• The competence centre’s systematic work on the competence of staff and leaders may be the most effective and most relevant quality measure for accomplishing positive development in day-care institutions and schools.

• The competence centre’s measures must be more focused on the entire learning pathway from knowledge acquisition and learning to real changes in practice and improvement.

• The competence centre must use data and research for improvement strategies so that competence-raising measures are knowledge-based and effect-oriented.

• The competence centre must strive for a more systematic cooperation between day-care institutions, primary and secondary education and upper secondary education, and this means that sector-specific differences must be downplayed at the expense of openness, curiosity and the will to learn from each other.

• The competence centre must continue to attach importance to basic skills as important basic competence and the foundation for children’s learning and development, and this qualitative scaffolding will always – albeit in slightly different ways – be a key part of the social assignment given to day care and school.

• The competence centre needs to attach more importance to the learning activities for children and young people with minority-language backgrounds, and particularly the language instruction throughout the entire learning pathway.

The quality plan for Learning Pathways Drammen shall be instructive for the future priorities of the competence centre, and this means that some of the most important tasks the competence centre must help the institutions to realise will be Excellent learning environment, Excellent professional development and Excellent leadership. All in all, the emphasis on these three components will greatly satisfy the general demands which the staff and leaders have stated in the bullet points above.

Furthermore, the competence centre will be responsible for coordinating cooperation and follow-up of local subject curricula development and management of expert networks of staff and leaders, and shall serve as a good support and cooperation partner for the Drammen parents’ committee, voluntary work, sports clubs, upper secondary school and the university and college environment, with special focus on the University College of Southeast Norway.

A JOINT COMPETENCE CENTRE FOR DAY CARE, SCHOOL AND THE EARLY-DEVELOPMENT SERVICES MAY BE A KNOWLEDGE-DRIVEN DEVELOPMENT ENGINE FOR ALL STAFF MEMBERS AND LEADERS IN THE EARLY-DEVELOPMENT SECTOR.
PROFESSIONAL AND LEADERSHIP NETWORK

During the previous plan period, the then development bases operated different networks for quality development in day-care institutions and schools, involving various resource persons with specialised knowledge in the expert areas of the networks. In the school field, for example, this meant networking on learning environments, reading, mathematics and English, as well as the development of local subject curricula in Norwegian, mathematics and English. In the day-care field, this meant networking on play and learning environments, language and PULS (a quality assurance system).

The evaluation of NBS/NBB (Norway’s best school/ Norway’s best day-care institution) showed that the network activities were among the measures that had the least acceptance in the early-development sector, primarily because the networks had a limited number of participants and because there was a lack of systematic sharing and supervision of the network activities in the institutions. Even so, learning networks as a work form have major potential in the development of cooperation between the day-care institutions, schools and the early-development services. This particularly applies to the sector cooperation of the institutions, where sending and receiving schools can be included on the school level. Moreover, a learning network is a suitable work form for developing a common understanding of the boundary between differentiated instruction and special education, other issues relating to subjects and didactics, as well as for the interdisciplinary cooperation between day care and school and the Centre for Early Development. Working in networks also has an important function by involving the practice field in the reification and implementation of various improvement concepts and measures in day-care institutions and schools, and drawing boundary lines to the early-development services.

The networks strengthen the dialogues between the levels, and thus improve the quality of the implementation of the measures so they have an effect where they are supposed to have an effect.

If the networks are to satisfy their intended function, it must be clear how the work is to be followed up, and more focus should be given to the structure of the competence transfer to the institutions. The capacity limitations in the system must be examined to determine carefully which and how many learning networks are appropriate to have in operation at any point in time.

A planned approach is necessary where during the quality-plan period one identifies and then decides which network is to be prioritised during the coming period.

Sector cooperation

To ensure a comprehensive learning pathway and to ease the transitions between day care and school, and the transition from primary school to lower secondary school, as well as to rationalise the work in learning environments for the staff, the work connected to establishing sector cooperation should be strengthened. Such sector cooperation will contribute to a better whole, will enhance cohesion in the learning pathway and strengthen the cooperation on subjects and didactics between different levels of school and between school and day care. This means that the sector cooperation must be established within some frames for subject, professional and organisational development.

The competence centre should assist the schools and day-care institutions in establishing and developing the sector cooperation. Framing the Excellent learning environment, Excellent professional development and Excellent leadership will be a key part of the sector cooperation to arrive at and develop the desired practices and defined expectations in all the relevant institutions. When it comes to sector cooperation between day-care institutions and primary schools, an assessment must be made as to whether the geographical school sector constitutes a natural sector for all the day-care institutions. Furthermore, sector cooperation that includes the privately operated day-care institutions must be established.

Resource mobilisation

Resource mobilisation rests on the acknowledgement that schools and day-care institutions succeed best in close cooperation with good local stakeholders, and the most important cooperation partner is the parent/guardian of a child/student.

PARENTS/GUARDIANS

Along with day care and school, parents/guardians are the most important contributors to children’s learning. Parents can be especially important in two areas:

- Parents as contributors to the child’s learning
- Parents as active players in the day-care institutions’ and schools’ advisory bodies
To ensure that parents and school can use the common resources in the best way possible, expectations must be clarified through good procedures for contact between the home and day care and between home and school. Various guidance resources must be developed in a number of languages.

Parental cooperation stands out as an area with great development potential relating to day-care institutions and schools in the municipality. Drammen is a multicultural city with many co-habiting groups. Language and cultural differences are thus major challenges that day-care institutions and schools in Drammen must deal with, and in this context good cooperation between day-care institutions, schools and homes is decisive for succeeding on the learning pathway. It is necessary to prepare a more holistic system in the quality-plan period for parental cooperation and dialogues with parents in Drammen. This will also be in agreement with the overriding goal that users and staff should experience consistency and uniformity if they move from one day-care institution or school to another in Drammen, and in the transitions from a day-care institution to school and between school levels.

**RESOURCE MOBILISATION RESTS ON THE ACKNOWLEDGEMENT THAT SCHOOLS AND DAY-CARE INSTITUTIONS SUCCEED BEST IN CLOSE COOPERATION WITH GOOD LOCAL STAKEHOLDERS, AND THE MOST IMPORTANT COOPERATION PARTNER IS THE PARENT/GUARDIAN OF A CHILD/YOUNG PERSON.**

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Many parents with minority backgrounds need extra support to perform their parental role in the encounter with the public authorities in Norway. This is dealt with in more detail in Drammen’s «Handlingsplan for inkluderings og mangfold» [Action plan for inclusion and diversity] (2016), which points out how important language instruction is in this context. Measures for improved language instruction in general will also support minority-language parents in their parental role, and highlight how important it is to see various municipal plans in connection with each other.

Bilingual children profit very much from help to build bridges and relate experiences in one language to experiences in the other language. This may be done, for example, by working with the same words, experiences, stories or texts in parallel in both languages. Cooperation with the parents will be an invaluable resource for such measures.28

Parents will often have strong motivation to help their child, and the day-care and school staff will have the knowledge to support them in this.

It is important that the day-care institution finds out what the parents think about their role when it comes to supporting their child’s language development, and which possibilities they have to contribute to this. The work done by day-care institutions and schools on language must be communicated clearly to parents, and day care and school must have knowledge about the child’s use of language or languages at home.

The ICDP (International Child Development Program) aims to increase parental self-confidence and attentiveness relating to their child so they are more able to understand and help with their child’s needs. The programme is group-based and led by certified instructors.29 Drammen has certified ICDP instructors in the Introduction Centre, the Centre for Early Development, public health clinics and in some schools and day-care institutions.

The TRAS [early registration of language development] tool and Veileder for tospråklig utvikling [Guide to bilingual language development] may be used as the point of departure for dialogues with parents about the child’s language development. The feedback to parents should systematically deal with what support the child is receiving and what are considered to be good measures for developing the child’s language competence.


SPORTS AND VOLUNTARY ACTIVITIES
A local community represented by the day-care institution or school and voluntary activities or NGOs which work towards common goals has good chances of succeeding.

Through cooperation in recent years, sports clubs and school have shared the same goal of having active and happy children who have a sense of social belonging, feel that they are included and experience that they can develop their talents.

THROUGH COOPERATION IN RECENT YEARS, SPORTS CLUBS AND SCHOOL HAVE SHARED THE SAME GOAL OF HAVING ACTIVE AND HAPPY CHILDREN WHO HAVE A SENSE OF SOCIAL BELONGING, FEEL THAT THEY ARE INCLUDED AND EXPERIENCE THAT THEY CAN DEVELOP THEIR TALENTS.

This could be seen at the «In the same boat» seminar [I samme båt] in 2015, which resulted in 16 letters of intent being signed. This led to several subsequent cooperation agreements between schools and sports clubs. By building on local competence and organizational life, cooperation models can be created that are sustainable for both parties.
BUSKERUD COUNTY AUTHORITY AND HSN (UNIVERSITY COLLEGE OF SOUTHEAST NORWAY)

The emphasis on the whole learning pathway from day care to upper secondary education requires systematic cooperation between Drammen local authority and the Buskerud county authority. There is a particular need to concentrate on presentations, analyses and assessment of statistics, arenas for interaction and common development measures to raise the completion rate in upper secondary school. Formalisation of this collaborative effort is being developed, and the cooperation climate between Buskerud county authority and Drammen local authority is good on the leadership and school-head levels.

Drammen local authority has entered into a separate cooperation agreement with the University College of Southeast Norway, and in the areas of education and public health, advisory boards have been established where needs for further education and continuing professional development have been put on the agenda. Drammen local authority depends on good education services from the University College of Southeast Norway, and for its part is able to offer highly competent staff and leaders from day care and school to assist in the formalised education of teachers in these institutions. The interface between Drammen local authority and the University College of Southeast Norway is also defined by the summer school programme offered by Drammen local authority and the coming activity-school programme which will be launched in 2016. Many talented student teachers will be involved in the development of these two programmes, and in addition to developing focused learning programmes for children and young people, these measures are also effective recruiters of attractive labour.

2.5 Important measures that can strengthen the competence foundation in Learning Pathways Drammen

If we are to succeed in giving children and young people better competence, the most important aspect is to have high quality in the ordinary learning pathway from day care through upper secondary school. The local authority’s social responsibility also demands that academic and social learning can be strengthened through positive reinforcement measures.
The main aims of reinforcement measures must be to prevent exclusion, secure social levelling and resource mobilisation and in general strengthen the conditions so children and young people have the qualifications for further education and future participation in working life. The programmes mentioned below are key building blocks for reinforcing the foundation of Learning Pathways Drammen.

A place in day care for all and free day care for children in low-income families
All parents who want a place in day care for their child are immediately granted this in Drammen. Socio-economic research points out that high quality in day care is the most profitable investment for individuals and society as a whole. Continuous admission ensures that everyone has access to a place in day care, but for some families the cost of day care is too high for the family economy. For this reason, the City Council has decided that all low-income families will be offered a free place in day care. The aim of such free places for low-income families is to strengthen their children’s language skills, improve integration and prevent child poverty. A good start in life has ripple effects that radiate right into adulthood, and free day care is a focused measure targeting the children who need it most. After several years with free core time in day care for children from low-income families, Drammen local authority has offered free day care starting on 1 October 2014. This offer has been found attractive and as of 1 April 2016, 612 children were using this offer. Of these, 70 per cent had immigrant backgrounds. The combination of activity obligations for parents and free day care for the children represents a positive strengthening of the family’s total resources.

ACTIVITY SCHOOL
The establishment of an activity school was one of several measures in the living-conditions plan adopted by the City Council in 2015. The activity school will start as a pilot project in Fjell and Brandengen schools in the autumn of 2016, where the ambition is to offer a learning programme that will promote student learning in subjects and their social skills. The activity school has two overriding aims: 1. Strengthen the learning pathway and improve the living conditions for children in general, and for low-income families in particular, and 2. Improve the after-school programme in Drammen, initially through the pilot project in Fjell and Brandengen, subsequently through implementation in all schools. The activity school will offer an extended activity programme where cooperation with NGOs and sports clubs is a vital condition for success. A project plan up to 2020 will be prepared, where the programme will be evaluated in the spring of 2017 so adjustments and improvements can be made. The activity programme is designed to counteract social inequality, and is to be a programme for low-income families in the same income brackets that qualify for free places in day care. Activity schools will be introduced in all schools during the quality-plan period.

SUMMER SCHOOL
The summer of 2016 is the third year the summer school offers activities promoting and motivating learning for Drammen school students. Approximately 250 students participated at the launch in 2014 and in 2016 as many as 950 places are being made available with a programme featuring academic and social activities throughout the long summer. The summer school is receiving very good feedback from students and parents. Local cooperation partners and gifted students with interdisciplinary competence are recruited as course instructors.

The summer schools will be developed as a positive social and learning-promoting programme for students in primary and lower secondary school, and a key goal is to provide a qualitatively good programme giving all students in Drammen better chances to succeed throughout the entire learning pathway. The summer school is also a valuable recruiting and profiling arena that in the short and long term enhances Drammen local authority’s attractiveness as an employer, and also provides access to highly qualified teachers.
AN ELEVENTH QUALIFICATION YEAR – UNGINVEST IN COOPERATION WITH BUSKERUD COUNTY AUTHORITY

A lower number of youths start directly in upper secondary school in Drammen, and fewer from Drammen manage to complete upper secondary education within five years compared to the rest of the country. The reasons for this are complex, but one of the main challenges is the lack of mastering and learning skills. Completion of upper secondary education increases the probability of having lasting ties to the labour market, and bearing this in mind it is estimated that between 30 and 60 students may profit from such a programme. The 11th year will start as a pilot project in August 2017 in close cooperation with Buskerud county authority. The programme will be offered according to the need and will have a wide mandate to satisfy the main aim that all participating students will complete upper secondary education after finishing the 11th year. The programme will not be located in one of the lower secondary schools.

THE SUMMER SCHOOLS WILL BE DEVELOPED AS A POSITIVE SOCIAL AND LEARNING-PROMOTING PROGRAMME FOR STUDENTS IN PRIMARY AND LOWER SECONDARY SCHOOL, AND A KEY GOAL IS TO PROVIDE A QUALITATIVELY GOOD PROGRAMME GIVING ALL STUDENTS IN DRAMMEN BETTER CHANCES TO SUCCEED THROUGHOUT THE ENTIRE LEARNING PATHWAY.

2.6 The link between the quality plan, implementation plan and operational plans

The quality plan for Learning Pathways Drammen will be turned into a concrete implementation plan which will be the most important directive for the institutions. The implementation plan must include the most important short- and long-term measures, and contribute on an overarching level to realising the main goals and intentions in accordance with the quality plan. The link between the quality plan, the implementation plan and the operational plans may be presented visually, see the model above.

Guidance, support and competence-mobilising measures will be provided by the competence centre for day care, school and the early-development services, and governance of the institutions’ work will involve a dialogue between the director of the education authority and institutional leaders throughout the process and in annual leader performance reviews.
The quality plan for Learning Pathways Drammen will be an overriding plan for quality development in day care, school and the early-development services. The plan has been adopted by the City Council in its capacity as the school owner and is implemented by the staff and leaders in day care, school and the early-development services. Hence, the plan must be clear on the what, why, how and when. The quality plan must also leave a major portion of the «how» to the sector itself. Trust works both ways, and in Drammen there is a good tradition for trust-based development in close cooperation between the political and professional levels.

There must also be well-defined criteria for the design of the implementation plan that ensure a good balance between research-informed knowledge, a systematic approach and a practical approach. Bearing this in mind, the implementation plan must be:

- Research-based, i.e. based on existing research knowledge about the relationship between educational measures and children’s learning and well-being
- Evidence-informed, i.e. informed by data material about children’s learning and well-being that has been collected, analysed and assessed
- Collective and close to practice
- Anchored in the employees’ organisational culture

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In the introduction to this quality plan importance it was pointed out that Learning Pathways Drammen must be knowledge-directed and with a growth-oriented culture where children, students and staff will be in continuous development. In this chapter of the quality plan, attention will be paid to special conditions for learning and development in Drammen and what promotes good learning conditions for children and young people.

3.1 Drammen viewed in terms of demographics, economics and results
Drammen is an ambitious municipality which for years has aimed to strengthen children and young people’s learning and development. Even if the learning environment in schools and day-care institutions is on a generally high level and school results show a rising trend, systematic and knowledge-based efforts are still required to guarantee further improvement.

Drammen has less funds for public welfare production than many other large urban municipalities, but also gets more out of the funds, if we weigh resource application and goal attainment against each other. Moreover, Drammen has higher living-condition challenges than many other municipalities. The proportion of poor children in Norway has hovered around 11 to 12 per cent from 2005 to 2011, but for Drammen the corresponding figure has been between 18 and 20 per cent for the same period. Some areas are particularly vulnerable. The municipality also has an employment rate that is lower than the rest of the country and the education level is slightly below the national average. Approximately 27 per cent of the inhabitants have im-
migrant backgrounds; Drammen is the city in Norway with the next highest proportion of immigrants after Oslo.\(^{31}\) Last year’s domestic migration to Drammen shows that more than 90 per cent of the population growth (net) comprises persons with immigrant backgrounds.

Drammen has many refugees and few labour immigrants compared to the country as a whole. The immigrants in Drammen come from approximately 150 countries.\(^{32}\) The immigrant countries of origin have also changed in recent years, with a clear increase in the number of immigrants with backgrounds from EU countries in Eastern Europe.\(^{33}\)

Bearing the particular circumstances in Drammen in mind, the ambition «To lift the student body on to a higher level than the living conditions index and the parents’ education level would indicate» becomes very relevant.

Drammen must especially succeed in preventing people from falling through the cracks and create positive economic conditions so that inequalities can be levelled. Here the day-care institutions, schools and the early-development services play a particularly important role, and it is only through high quality and good interaction that the conditions for success will be present.

Even if Drammen has special challenges in the early-development sector, previous results show that it is possible for the day-care institutions and schools to make a positive difference in the lives of children/students. A large majority in the day-care sector in Drammen believes the Norway’s Best Day-Care Institution programme has contributed to positive development in day care in Drammen. Virtually all the leaders of day-care institutions share this conviction, and staff in privately operated day-care institutions are even more positive on this note.

The evaluation of Norway’s Best School shows that the learning environment in many areas is better in the Drammen school than in the rest of the country and compared to a number of reference municipalities. The well-being and support the Drammen students feel from their teachers, as well as the perceptions students have of mastering, have increased during the NBS period. During the entire period the Drammen students have had a better experience of their teachers’ guidance in their subjects (assessment for learning) than in the rest of the country.

The learning outcome results from the national tests generally show a decline in the proportion of Drammen students on the lowest mastering levels during the NBS period. The number of students with the lowest achievements in Drammen has thus declined, whereas the changes in the population pattern might have suggested the opposite development. In general, the proportion of students in Drammen on the lowest mastering levels is approximately the same as in the rest of Norway, and as in a selection of reference municipalities.

BEARING THE PARTICULAR CIRCUMSTANCES IN DRAMMEN IN MIND, THE AMBITION «TO LIFT THE STUDENT BODY ON TO A HIGHER LEVEL THAN THE LIVING CONDITIONS INDEX AND THE PARENTS’ EDUCATION LEVEL WOULD INDICATE» BECOMES VERY RELEVANT.

The results already achieved thus suggest that the early-development sector in Drammen is able to lift children and students to a higher level than the living-condition challenges would suggest. External and internal evaluations of the NBB and NBS programmes also show that the opportunities, will and ambitions for developing day-care institutions, schools and the early-development services further in a positive direction are still present. We are pleased to see this joint obligation because there are still too many students with too poor academic and social aptitudes and skills to complete upper secondary education.

Students from Drammen have lower completion rates in upper secondary school than the national average, and the development from the cohort of Year 10 school leavers in 2006-2007 to the cohort of Year 10 school leavers in 2009-2010 shows a declining trend from 68.5 per cent to 63.7 per cent. The positive development in results in the Drammen school in terms of learning outcome and learning environment is expected to reverse this negative trend in the long term, but the figures are still disturbing. The clearly largest dropout rate is found among boys with backgrounds from non-Western countries. Forty-one per cent of the boys who started in upper secondary school in 2006-2007 completed within five years. Researchers point out that the dropout rate is primarily due to parental education levels and income.\(^{34}\)

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31 Statistics Norway, reports 2014/23: Innvandere og norsknært med innvandrerfamilier i Drammen [Immigrants and persons born in Norway of immigrant parents in Drammen].
32 This figure is given in miscellaneous overviews from Drammen local authority. Statistics Norway does not state country background when there are less than the three persons in the group, hence the overviews from Statistics Norway show slightly fewer countries.
33 Ibid.
3.2. All children and young people in Drammen must meet high expectations

Even if we cannot equate living-condition challenges with an immigrant background, it is a fact that some areas in Drammen with a large proportion of immigrants (Fjell, Brandengen and Strømsø) have particularly large groups with living-condition challenges.

The multicultural population in Drammen does not, however, give any reason to have low expectations, neither when it comes to what day-care institutions, schools or the early-development services can accomplish, nor when it comes to what children and young people with immigrant backgrounds can succeed in while progressing through their learning pathway in Drammen. Rather the opposite is true.

Research shows that the expectations children and young people face impact their school performance, and the greatest threat against the learning and development of children and young people is the combination of low expectations and poor instruction.35

Realising the full potential of children and young people is situationally determined and relationally conditioned, and can thus be influenced. Results on the learning pathway may be influenced to a great degree by differentiated instruction, self-regulation, strength of will and one’s own efforts.

Furthermore, cognitive capacity can be developed throughout life; the learning environment and learning conditions determine how much each individual manages to realise of his or her potential. People who work with the growth and development of children and young people need to find the child’s strengths and potential. A key element in a strength-oriented pedagogy is differentiated instruction – finding the learner where he or she is and opening the way for further growth and development. To ensure learning environments that stimulate everyone, it is important to provide differentiated and varied challenges that can challenge and stretch all children and students. Too low expectations may create boredom and feed frustration. Too high expectations may create anxiety and withdrawal. The challenge is to find the zone of proximal development, and this can only be identified and adapted to if the staff monitor development.

3.3 Early efforts and the special importance of day care

Early effort has a double meaning. It may refer to both focusing on learning and development from the start in day care and to early intervention if children and young people have a learning development that should be monitored very closely. Both dimensions may pay large dividends for the individual and society if children and young people receive follow-up that secures mastering, development and learning.

Studies show that day-care institutions with focus on learning have positive effects on children’s cognitive and non-cognitive skills, particularly for children from families in difficult conditions.

High learning quality in day-care has positive long-term effects for children. Why is this so important? Several studies from the USA and Europe show that school performance, education level, labour market connections and wages depend on family background.

The studies especially show that children with parents with a low level of education or low income have poorer opportunities to succeed in the learning pathway and working life. This also applies in Norway. As early as at the age of three, children with parents who have higher education have better language skills than children of parents with a lower level of education.

Drammen is the only large city in Norway that offers free day care for children in families with low income. This is a targeted and effective measure which reaches many people, and which may strengthen integration, counteract child poverty and strengthen language acquisition.

Participation in day care is a requirement for learning-promoting measures and social levelling, and high quality in the learning programme in day care is decisive for how successful participation in day care is independent of whether the parents can pay for this for their children.

35 Rambøll 2015; Norwegian Directorate for Children, Youth and Family Affairs 2014
More learning in day care does not necessarily mean that day care has to abandon its fundamental duties where care, support, inspiration and encouragement are important elements for playing and developing in safe surroundings.

Professional teachers and day-care staff see conflicting issues in the combination of learning and playing, and for the day-care sector, clearer learning expectations will not represent a break with earlier work and the professional culture. It will rather be a greater systematisation of the work already being done.

A recently published study on the development of the learning environment in day care-institutions and schools in the municipality of Kristiansand reveals that strengthening the professional capital in day-care institutions and schools benefits the children’s learning, development and well-being.36

### 3.4 Differentiated instruction, prevention of exclusion and an early-development sector pulling in the same direction

Differentiated instruction means that day care and the school see each child and young person and contribute to creating a playing and learning environment where they can develop their abilities and aptitudes for learning. The general rule must be differentiated instruction that understands individual needs in a social context. The exception must be special education in the cases where ordinary teaching does not give a satisfactory learning outcome. Generally, the competence-raising of teachers and day-care staff that is proposed elsewhere in this report will contribute to expanding their methodology repertoire and also strengthen their ability and opportunity to adapt instruction to each individual.

The interaction between day care, school and the early-development services is a key factor in levelling social differences in Drammen. Children from homes with social risk factors, or who have other types of challenges, need services that are coordinated and adapted to their individual needs.

More coordinated and systematic cooperation will have the overriding goal of preventing exclusion. Exclusion means that people or groups of people are treated as outsiders in their community. These may be people who do not attend school or participate in working life, who have a very limited social network or do not feel they belong in the greater society. Exclusion is a structural societal problem. It has major consequences which prevent individuals from living good lives.

Anyone can be the victim of exclusion, but some groups of people are more vulnerable than others. Children suffering from deficient care and abuse at an early age have a greater risk of developing mental difficulties later in life.

Care deficiency affects five to eight per cent of all children in Norway. In Drammen, approximately 12,000 children and young people attend day care and school, and this corresponds to somewhere between 600 to 900 children in our city. Three groups are particularly vulnerable to exclusion in the labour market: Young people, immigrants and the disabled.

Approximately five per cent of the adult population are unemployed, according to figures from Statistics Norway (2016).

Exclusion also refers to non-completion of upper secondary education, and the reasons why students might quit upper secondary school are listed in the bullet points below:37

- The students have poor knowledge and skills in their school subjects
- The students are not interested in school
- The students do not obtain a place as an apprentice or do not complete their apprenticeship
- The students are struggling outside school

High quality in the ordinary learning pathway towards upper secondary school is the most important aspect, but providing an 11th year may be an effective measure for the group of students who need an extra push to complete upper secondary school after five years.

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3.5 Diversity is a normal condition and a resource

Multicultural day-care institutions and schools consider children and students as a resource, and diversity as a normal condition. In this perspective a key aspect is to develop these institutions in such a way so that all students can receive confirmation for who they are, and where the learning situations are designed to open for more international and diversified perspectives for all the children and young people. Children and students with minority backgrounds have the same need for differentiated instruction as others. In addition, there is a need to understand the specific challenges of the minority situation presents, such as loss of original identity, lack of competence in Norwegian children’s and youth culture, cultural conflicts between home and school and language challenges.

To succeed, high quality is required in the learning activities, and the teachers and other staff must have knowledge about language development in general, and about the language instruction of others and especially the cultural and social aptitudes of children and young people for learning. Today there is good competence in Norwegian as a second language and migration pedagogy in Drammen. There should be more competence transfer between staff members and all should raise their competence in the diversity of Drammen and bilingual instruction.

Minority-language children have traditionally had lower participation in day care than children with a Norwegian background, but in recent years the proportion of minority-language children in day care has increased. Children who have attended day care also manage better in school. As a continuation of pilot projects with free core time in day care, from October 2014 Drammen introduced free day care for everyone with a total income below NOK 405 000. An activity obligation for the parents is also linked to this programme, adapted to individual resources and needs. Over time Drammen has increased the proportion of minority-language children in day care (of the total number of children with an immigrant background), from just above 50 per cent in 2005 to almost 80 per cent in 2014. The national level was just over 60 per cent in 2014.

Homework assistance, as part of the afterschool programme, is also highlighted as an important levelling measure. For example, Brandengen school, which has many students with a short period of residence in Norway, has been allocated project funding with the purpose of giving 30 students in Year 3 and Year 4 expanded homework assistance for up to three hours a week. Galterud school has also received funding for homework assistance for students with parents who, due to lack of language skills, lack of education or health problems are less able to follow up their children’s schooling. The homework assistance is given twice a week by qualified teachers.
If we are to prevent exclusion and ensure that children and young people experience learning and mastering, we must place high demands on control and leadership. High ambitions and the will to continue improving are important requirements, but perhaps even more important is to open for knowledge-directed development and a growth-oriented culture which cherishes the idea that children, young people and adults should be in continuous development. The desired cooperation culture must be exercised on all levels: Vertically through good cooperation between the political level, administration and profession, and horizontally through systematic cooperation between all the institutions in day care, school and the early-development services. The improvement capacity on all levels must be ensured through good analyses, assessments and a systematic approach. If we succeed in doing this, we will have good opportunities to satisfy the main goals of higher learning outcome, growth-oriented environments for learning and a common framework for quality development.

4.1 Knowledge-directed ownership of day care and school with emphasis on high ambitions and the ability to implement them

Good ownership is exercised by building bridges between policy and operations, though familiarity with and trust in the practice field and through the introduction of measures that are backed by best practice, research, political support and in budget appropriations. The exercise of ownership of day care and school concerns finding the balance between demonstrating resoluteness and allowing the institutions options for taking action, between control functions and support functions, as well as implementing local adaptations within the national frameworks which day care, school and the early-development services must comply with. During the plan period, the exercise of the ownership role will support the experience of the learning pathway in Drammen as a common project. The decisions made at the ownership level must establish clear goals and expectations and give direction to the improvement
activities towards 2020. Priorities must be maintained and long-term planning is required so there is adequate time to implement the improvement work.43

At the same time, there must be room for adjustments based on analyses and assessment of the course along the way.

Good involvement by staff and leaders is decisive for successful implementation. This is the overriding responsibility of the ownership level, but involvement also demands active participation on the part of the staff.44

The ownership level must open for and encourage interdisciplinary capacity building through common quality standards, professional networks and leadership networks, and sector cooperation. Learning networks will come in addition to the individual and collective competence raising for the staff and leaders in day care, school and the early-development services. This provision of help to everyone to improve their own competence, as well as that of others, will place high demands on restructuring and learning leadership for the ownership level in the time ahead.45 With the ownership level leading the learning pathway during the period, there will be a greater need for control based on learning logic.46

4.2 Organisation and follow-up of the quality plan work towards 2020
The City Council adopts the quality plan and sets the overriding ambitions for further progression in the quality-plan period. The quality plan will be turned into an implementation plan with practical measures, milestones and accountability through control and guidance of the institutions, support and competence and capacity building. Political supervision of the quality plan and implementation plan is the responsibility of the Early Development and Education Committee, and administratively, the work will be led by the director of the education authority in cooperation with a newly established researcher group, the competence centre and a reference group consisting of representatives from the leadership level in day care, school and the early-development services. The model below outlines this supervision process.

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43 Report to the Storting no. 20 (2012-2013): På rett vei [On the right track]
45 Learning logic refers to how individual and collective learning functions and how the use of academic problematisation and well-considered process stages mobilises high levels of reflection, creativity and common responsibility. The purpose is dialogue, where the process is characterised by diversity, co-creation and equality.
In 2019 a quality report on the status of Learning Pathways Drammen will be submitted to the Early Development and Education Committee and the City Council and the committee will be kept continuously informed about the effects of the measures launched in accordance with the quality plan and implementation plan.

4.3 Systematised quality management

Counting and accounting, connections and patterns give feedback on whether processes can realise the intended goals.

Succeeding in ongoing improvement activities requires good planning, implementation, supervision and adaptation.

Qualitative and quantitative evaluations are important elements in all phases. For the evaluation to have value, it is important that there is a climate for openness, the will to improve and the ability to transform analyses and assessment into a new and improved practice.

From an overriding perspective, systematised quality management focuses on how Drammen local authority complies with national and local ambitions as embedded in legislation, regulations and City Council decisions. There is much room for local adaptation, ambitions and quality development, but this work must also be within the scope of the national guidelines. The quality plan for Learning Pathways Drammen is completely in line with the national guidelines, and this can be supported by the national sector goals defined by the Ministry of Education and Research for day care and school:

Goals for day care are to have:
1. Day-care institutions with high quality which promote well-being, playing and learning
2. An accessible day-care programme for all children
3. Predictable framing conditions which contribute to diversity and equality in the day-care sector

Goals for school are that:
1. Students shall master basic skills and have good competence in their subjects
2. Students shall have a good and inclusive learning environment
3. More students and apprentices shall complete upper secondary education

During the quality-plan period, day care, school and the early-development services will develop a common quality management system which maps all governance processes, core processes and support processes. The purpose is to have good internal control, to support good processes in development activities and to exercise efficient leadership and governance.

All the goals and measures in Learning Pathways Drammen must be monitored through the establishment of the quality management system in the long term. Many good system elements, common governance documents and procedures are already in place, and these will serve as an important basis for further development and improvement. A special project group will be convened with representatives from day care, school, the early-development services and the competence centre.

SUCCEEDING IN ONGOING IMPROVEMENT ACTIVITIES REQUIRES GOOD PLANNING, IMPLEMENTATION, SUPERVISION AND ADAPTATION.

The introduction of the quality management system must focus on role understanding, including management and leadership principles, and how the optimum quality can be developed in all work processes and in close cooperation between staff and leaders.
4.4 Evaluation knowledge

Day care, school and the early-development services find it challenging to sort through large amounts of information of a qualitative and quantitative nature. This challenges the staff and leaders because one of the requirements for improvement and development is the understanding of what needs to be improved.

In municipal service production, staff and leaders are primarily expected to be skilled at finding connections and patterns rather than pointing out relationships between cause and effect. This type of approach requires a high degree of involvement and inter-subjectivity (several interpreting), where importance is attached to probable and improbable causal explanations. In other words, this is about combining counting and accounting in a considered manner. On the group level, evaluations and evaluation knowledge are a key part of identifying common development needs across sectors, across institutions and in a specific institution. Identifying areas for improvement is naturally a leadership challenge in each institution, but often systemic measures are required, and such measures may mean, for example, that the competence centre must offer guidance, support and competence-building measures that have either a short or long duration.

How schools or day-care institutions use statistics and data in their improvement works varies very much from one organisation to the next. Schools generally have more data available than day-care institutions. The choice of practices and mapping tools also varies between privately and municipally operated day-care institutions.

THE NEW FRAMEWORK PLAN WILL ATTACH GREATER IMPORTANCE TO LEARNING AND LANGUAGE DEVELOPMENT, AND IN THE QUALITY-PLAN PERIOD BOTH THE OLD AND THE NEW FRAMEWORK PLAN WILL BE IMPLEMENTED THROUGH SYSTEMATIC WORK WITH PLAYING, LEARNING AND MASTERING ACTIVITIES.

Differing practices are also connected to what is measured in the learning pathway. To strengthen the data analyses, more focused work is needed to achieve a more consistent practice from one institution to the next. The mapping tools already used by the local authority today
may be more systematically applied in the future. PULS has received much praise as a very useful tool, and is being used actively by many schools and day-care institutions in Drammen. But there is still a development potential among day-care institution staff connected to using this tool in the improvement activities.

To succeed in the development work, the employee group must be involved in analysing the data, in reflecting on the different results, and in choosing areas for development based on the analysis and reflection work. Such processes will help improve the quality of the educational activity. Leaders on all levels must have a finger on the pulse of the institution’s activities, and work with development plans accordingly. Organisational analyses and status analyses with mapping of status and development goals will be important tools in such improvement work in the institutions, and leaders must receive training in the use of these analytical tools.

Thus, figures and statistics are not to be used mainly for control purposes, but rather as a point of departure and support for each school and day-care institution. Counting and accounting must be put into the system and contribute to putting development in focus and to informing the stakeholders about achievements and the direction of the improvement work.

Announced and planned changes in the content of day care (new national framework plan) and school (greater emphasis on "competence for the future") will necessitate an adjustment to the information base and data during the plan period to ensure that we are on the right path. The expression "Not everything that counts can be counted" applies to day care in particular, but also to school with greater emphasis on overarching competences between subjects, such as the students’ ability to interact, communicate and innovate. It is therefore important to supplement the statistics with narratives and quality descriptors.

4.5 Local framework and curriculum development

The core curriculum for school determines what is to be done in each subject and each school year, and also sets how many teaching periods each subject should have. The subject curricula constitute one of the most important governance measures the central authorities have when it comes to school owners and schools, and can function as guidelines and academic and pedagogical inspiration for renewal of the teaching. Today’s curricula are so general that they must be given local adaptation, and Drammen has a good tradition for developing good local subject curricula. These local subject curricula are binding and the same for all professional practitioners and the development of didactics, which is what the art of teaching is called in school language.

One special challenge for school is to find good ways of complying with the assignment given in the core curriculum and in the subject curricula. Here the competence objectives must be reified while also considering the whole, cohesion, depth and progression. To achieve a more holistic approach, depth and time for the teaching, it will be important to make the curricula more concrete through local work on them. Local work with the framework plan and core curriculum will ensure good transitions throughout the learning pathway, and ensure that the planning is focused on learning rather than the activity. The local curriculum work must also create the basis for learning progress which includes in-depth learning, progression and differentiated instruction, and opens for varied, play-based and innovative ways of working.

The framework plan for day-care institutions provides the director, educational leaders and the other staff a binding framework for planning, implementing and assessing the activities in day care.

The new framework plan will attach more importance to learning and language development, and in the quality-plan period both the old and the new framework will be implemented through systematic work with playing, learning and mastering activities. As a language municipality, Drammen will introduce language paths in day care with the aim of strengthening the children’s language development and enhancing the opportunities for learning and social development.

"I learn best when I use coins (concrete objects) in mathematics. It helps me understand things better." - Student in Year 3 about learning mathematics

Recently three highly relevant recommendations/governance documents relating to curriculum and framework plan development have been published for day care and school. For school these are: the Ludvigsen Commit-
The recommendations in the NOU concerning competence for the future attach importance to the competence the children will need if we look 20 to 30 years into the future. The report’s rationale is that teaching must develop the students’ knowledge and competence so they can become active participants in a more knowledge-intensive social and working life. The schools must also support the students in their personal and identity development. The NOU recommends that competences that are vital in many subjects, such as being able to learn, communicate, cooperate, participate, explore and create must be made visible in all the subjects. Above all, the NOU is concerned with the quality of education, where room is given for in-depth learning, which replaces subject overload and fragmentation.

Report to the Storting no. 28 (2015–2016) «Subjects – In-depth studies – Understanding – A renewal of the Knowledge Promotion curriculum» draws attention to the fact that many students have poor learning outcome in school, and too few students are completing upper secondary education. Important principles in the Knowledge Promotion curriculum will be continued while the subject curricula will have to be streamlined, the core curriculum will have to be renewed and the basic skills in education (being able to read, being able to write, being able to do mathematics, verbal skills and digital skills) must be maintained but developed. The report to the Storting also calls for the prioritising of three interdisciplinary themes when renewing the subject curricula: «democracy and citizenship», «sustainable development» and «public health and life mastering». Another proposal is that assessment must be strengthened as part of the pedagogical content knowledge in the further education and continuing professional development programmes in the subjects. Knowledge about leadership and assessment of student learning processes are also part of the new framework plans for the primary school teacher training now being discussed. The latter fits particularly will with Learning Pathways Drammen and the focus on Excellent leadership.

A SPECIAL QUALITY REPORT ON RESULTS FROM LEARNING PATHWAYS DRAMMEN WILL BE SUBMITTED FOR POLITICAL PROCESSING IN THE SPRING OF 2019

Report to the Storting «Time for playing and learning – Better content in day care» attaches overriding importance to continuing to build the day-care programme on the Nordic tradition with a holistic view of learning and integrated day care for all children below the compulsory school age, where there must also be room for different owners and different day-care profiles. The report also points out that there is a high degree of variation from one day-care institution to the next in terms of the quality of the programme, and bearing this in mind proposes measures to reduce these differences in quality. These proposals include preparing and introducing a guideline standard for the language skills children should have with them when they are to move on from day care, with the aim of legislating requirements for Norwegian language competence for day-care staff, making a statutory obligation to cooperate for day-care owners and school owners, developing a web resource to support the work in day care to establish a good caregiving and learning environment, allowing better opportunities for staff to update their professional skills and ensuring that the new framework plan will make it clearer that day care is responsible for providing a good language environment for all the children and for providing good follow-up of minority-language children.
Through Learning Pathways Drammen, the city will be well prepared to satisfy the recommendations in the NOU «The competence for the future» and the new reports to the Storting «Subjects – In-depth studies – understanding» and «Time for playing and learning – Better content in day care», and for the competence centre, local curriculum and framework plan development will be a very important task in cooperation with day-care institutions and schools in the quality-plan period. This demands a total assessment of the local curricula that Drammen local authority has developed, and in the short and intermediate term, the competence centre will give priority to renewal of the local subject curriculum in mathematics and development of a new local curriculum for the activity school (SFO - the after-school programme).
4.6 Quality report on day care, school and the early-development services

Learning Pathways Drammen has ambitions for the entire early-development sector, and to ensure thorough evaluation of the quality-plan period, we intend to submit a separate quality report on day care, school and the early-development services for political processing in the spring of 2019.

The intention is to give feedback to the City Council about the status of the work, goal attainment and need for renewal. Political processing and a newly elected City Council in 2020 can establish guidelines for a new action period towards 2024. During the entire quality-plan period, the Early Development and Education Committee will be updated on a regular basis about status and goal attainment.

4.7 National early-development conference for day care, school and early development in Drammen

A national early-development conference would place Drammen on the map as a municipality that thinks across sectors, works actively to prevent exclusion and which has high ambitions for quality, learning and development.

Such a conference would also be a unique energizer for staff and leaders in day care, school and the early-development services for presenting, sharing and learning from others, both from abroad and Norway. One ambition should be that the early-development conference can be held before 2020, and that the time for the conference is coordinated with other planned conferences in Drammen. The competence centre for day care, school and the early-development services will be a natural choice for arranging such an event.
Benjamin Franklin is known for having said that «An investment in knowledge pays the best interest».

In this chapter, we will explain the most important overriding investments in succeeding with the realisation of the four main ambitions for Learning Pathways Drammen. The overriding measures will then be turned into an implementation plan with operationalisation in the short and long term, clear milestones, accountability and guidance, support and joint competence building.

The implementation plan will be the common measure plan for the sector, and then each institution must realise goals and measures based on local conditions. The overriding measures in the quality plan have been produced after more than one to two years of anchoring them with staff and leaders in day care, school and the early-development services and getting them involved in the process, as well as the Early Development and Education Committee and in close cooperation with Drammen local authority’s parents’ committee, sports clubs and NGOs and Buskerud county authority. The measures in Learning Pathways Drammen will be the key building blocks for strengthening the competence foundation of children and young people.

The structure of the measures follows the same logic as the main model for Learning Pathways Drammen below:
The four main ambitions presented in Chapter 2 are realised through measures building on the logic of the quality model in Learning Pathways Drammen. First measures for core competence, the competence for the future and life-mastering competence are defined. Together they represent the competence foundation for children and young people as defined in Learning Pathways Drammen. This is followed by measures for the Excellent learning environment, Excellent professional development and Excellent leadership. Measures focusing on system success criteria (resource mobilisation, professional and leadership networks, competence centre and sector activities) come next, and finally the reinforcement measures in Learning Pathways Drammen are described.

The cohesive approach in the measures structure starts with goal definitions and a description of challenges, leading naturally to measures for the organisation, profession and leadership. To ensure the best possible implementation, the measures are integrated horizontally. Horizontal integration will ensure the best possible implementation of the measures with consequences for the organisation, profession and leadership. All in all, the initiatives will represent a positive effect that can be measured through defined performance indicators (Key Performance Indicators).

«On assessment for learning: Children learn and develop best when they experience meaning and can follow their own tempo. This maintains the joy of mastering and the wish to continue trying.»

DIRECTOR OF DAY-CARE INSTITUTION, DRAMMEN
5.1 CORE COMPETENCE
Language Development

GOAL
Children and young people have sufficient Norwegian language competence for learning, social development and further participation in education and working life.

CHALLENGE
Poor language competence undermines the opportunity for learning and social interaction. Language difficulties often start as delayed language development, and may potentially remain undiagnosed well into school age.

MEASURES

ORGANISATION
Competence descriptors for day care and school, including measures for language stimulation. Joint municipal plan for day care and school.

PROFESSION
Language pathways including competence descriptors are introduced in day care and schools.

LEADERSHIP
Systematic monitoring of the language competence of children and young people with focus on early intervention.

EFFECT
Increased language competence, mastering and inclusion.

KEY PERFORMANCE INDICATORS (KPI)
Results from TRAS mapping in day care and national test results.
### 5.1 CORE COMPETENCE

**Special language instruction**

**GOAL**

Minority-language children and young people have sufficient Norwegian language competence for learning, social development and further participation in education and working life.

**CHALLENGE**

Minority-language children and young people with poor Norwegian language skills have lasting extra challenges through the entire learning pathway.

**MEASURES**

**ORGANISATION**

All day-care institutions and schools use common mapping tools to map and follow up minority-language children’s language development.

**PROFESSION**

Use best practice and joint competence building to extend the language repertoire and give greater subject and didactic security.

**LEADERSHIP**

Systematic monitoring of the language competence of children and young people with focus on early intervention and adults as language models.

**EFFECT**

More minority-language children with better Norwegian language competence. Multilingualistic competence and linguistic diversity used as a resource in the instruction.

**KEY PERFORMANCE INDICATORS (KPI)**

Results from TRAS mapping in day care and the national test results. The number of children per year with decisions for special instruction in the Norwegian language (Years 1 to 10).
5.1 CORE COMPETENCE
Mathematics competence

GOAL
Children and young people have a positive relationship to mathematics and sufficient mathematical competence for learning and further participation in education and working life.

CHALLENGE

- Too many students have a negative relationship to and low sense of mastering mathematics, and poor mathematical competence makes it much more difficult to complete upper secondary education.
- The instruction does not adequately develop mathematical understanding and does not exploit the learning potential of children and young people.

MEASURES

**ORGANISATION**
Ensure cohesion between local subject curriculum and framework plan with focus on subject-specific, subject-overarching competence and variation in learning strategies.

**PROFESSION**
Development of competence descriptors with mathematical toolbox which particularly considers play and activity approaches and the mathematics dialogue.

**LEADERSHIP**
Systematic monitoring of children and young peoples’ competence and interest in mathematics.

EFFECT
More children and young people with stronger mathematical competence, and a positive relationship to mathematical problem solving.

KEY PERFORMANCE INDICATORS (KPI)
Interest indicator that measures relationship to the subject in Years 1 to 10, the national tests and examination results.
5.1 CORE COMPETENCE
Social and emotional competence

GOAL
Confident and active children and young people with robust social and emotional competence

CHALLENGE
Poor social and emotional competence leads to exclusion due to poor self-regulation, relationship building and interaction skills

MEASURES

ORGANISATION
Develop comprehensive plan for social and emotional competence based on the tools “Være Sammen” and PALS. Include relevant competence objectives in the local subject curricula

PROFESSION
Work in accordance with the principles for the excellent learning environment, and establish a learning environment for support and guidance in difficult bullying and behaviour cases

LEADERSHIP
Implementation, follow-up and evaluation of social and emotional competence and principles for the excellent learning environment

EFFECT
Greater confidence, robustness and competence to deal with individual and relational challenges in life

KEY PERFORMANCE INDICATORS (KPI)
Results from the Student Survey and Ungdata
## 5.2 Competence for the future

**Physically active learning**

### Goal
All children and young people learn with and through their body. Physical activity gives the joy of moving and mastering based on one’s own aptitudes and skills.

### Challenge
Inactivity, growing number of children and young people in poor physical shape and reduced learning outcome due to insufficient use and poor mastering of the body.

### Measures

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Profession</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily physical activity expanded to include day care. Development of competence descriptors with accompanying mapping and digital learning resources</td>
<td>Embodied cognition (learning with body and emotions involved) to be developed as a learning strategy</td>
<td>Special leadership network with focus on interaction models and daily physical activity in day care and schools</td>
</tr>
</tbody>
</table>

### Effect
Increased learning outcome, good physical and mental health.

### Key Performance Indicators (KPI)
All children and young people in day care and school have daily physical activity with defined quality.
5.2 COMPETENCE FOR THE FUTURE

Digital learning

GOAL
Children and young people are digitally adept and competent, and use their competence for interaction, innovation, creation, enrichment and optimal learning outcome.

CHALLENGE
Digital competence is a requirement for success on the learning pathway, and is an important aspect of lifelong learning in the knowledge society.

MEASURES

ORGANISATION
Develop digitalisation strategy for day care and school from 2017 to 2020. The ICT plan to be renewed for school and introduced in day care.

PROFESSION
Develop professional competence on digital learning in general and introducing “techno-coaches” in particular.

LEADERSHIP
Exploit the potential in new learning technology to promote the learning and development of children and young people.

EFFECT
Digitally competent children and young people who use learning technology to promote learning, cooperation and problem solving.

KEY PERFORMANCE INDICATORS (KPI)

Competence mapping prepared by the Centre for ICT in Education.
5.2 COMPETENCE FOR THE FUTURE
Entrepreneurship, innovation and creativity

GOAL
Children and young people are well equipped to cope with a rapidly changing society

CHALLENGE
The educational institutions do not satisfy the future needs for competence

MEASURES

ORGANISATION
Work with entrepreneurship, innovation and creativity (EIC) has local focus in day care and school, and at least one EIC project is carried out each year

PROFESSION
EIC is promoted by emphasising programming, problem solving as a method and using “Young Entrepreneurs” programmes

LEADERSHIP
Exploit the local value-creation potential through focus on partnership agreements

EFFECT
Confident children and young people with high competence for coping with future challenges with a learning way of thinking where knowledge and competence are used in new ways

KEY PERFORMANCE INDICATORS (KPI)
Annual status review under the auspices of the competence centre
### 5.3 Life-Mastering Competence

<table>
<thead>
<tr>
<th><strong>GOAL</strong></th>
<th>To develop robust children and young people who master their own lives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHALLENGE</strong></td>
<td>Today's children and young people are generally a well-adapted and flexible generation, but the occurrence of mental disorders, loneliness and problems managing their own lives is rising</td>
</tr>
</tbody>
</table>
| **MEASURES** | **ORGANISATION** Cross-sectorial measures to improve the life-mastering competence of children and young people  
**PROFESSION** Develop cross-sectorial professional communities to work systematically with the life-mastering of children and young people  
**LEADERSHIP** Leaders give priority to life mastering in their organisation and in interaction with other sectors |
| **EFFECT** | Children and young people with life mastering competence |
| **KEY PERFORMANCE INDICATORS (KPI)** | Ungdata and the Student Survey |
5.4 COMMON QUALITY FRAMEWORK FOR LEARNING ENVIRONMENT, PROFESSIONAL DEVELOPMENT AND LEADERSHIP

Excellent learning environment

GOAL
A learning environment with optimal learning conditions for all

CHALLENGE
High quality of the learning environment is decisive for the learning outcome of children and young people

MEASURES

ORGANISATION
Operationalise clear descriptors for measures to bring the quality features close to practice

PROFESSION
Implementation of the quality features in practice

LEADERSHIP
Secure and supervise the implementation of the quality features in practice

EFFECT
Children and young people develop in learning environments with high quality

KEY PERFORMANCE INDICATORS (KPI)
Results from the Student Survey, final assessment and completion rate for upper secondary education
### 5.4 COMMON QUALITY FRAMEWORK FOR LEARNING ENVIRONMENT, PROFESSIONAL DEVELOPMENT AND LEadership

**Excellent professional development**

#### GOAL
Staff and leaders are offered professional development which gives them a high level of challenges and provides the opportunity for mastering and developing throughout their entire careers.

#### CHALLENGE
Teachers, other staff and leaders often demand more learning based on the challenges in the workplace. It is necessary to work continuously with the performance of one’s own work together with colleagues.

#### MEASURES

**ORGANISATION**
Ensure that all staff and leaders experience competence development adapted to the level on the career ladder.

**PROFESSION**
Competence development of staff and leaders must be close to practice and research-informed.

**LEADERSHIP**
Leaders work systematically with staff competence (further education and continuing professional development).

#### EFFECT
Motivated, competent and proud professional performers.

#### KEY PERFORMANCE INDICATORS (KPI)
Results from staff surveys, turnover and evaluation of competence measures.
5.4 COMMON QUALITY FRAMEWORK FOR LEARNING ENVIRONMENT, PROFESSIONAL DEVELOPMENT AND LEADERSHIP

Excellent leadership

GOAL
Leaders who are experts on learning and development

MEASURES

ORGANISATION
Develop joint system for further education and continuing professional development throughout the leadership career

PROFESSION
Develop mentoring system under the auspices of the competence centre with support from leaders of the institutions

LEADERSHIP
All leaders in school and day care must be qualified through participation in education and training programmes for heads of school and day-care institution leaders, and further education and continuing professional development shall be ensured through a joint system for leader development

EFFECT
More effective implementation for the development of optimal learning conditions for children and young people and adults

KEY PERFORMANCE INDICATORS (KPI)
Proportion of employees with leadership education on the Master’s degree level
Number of applicants for vacant leadership positions
### 5.5 SYSTEM CRITERIA FOR JOINT CAPACITY BUILDING AND BEST PRACTICE

Competence centre for day care, school and the early-development services

<table>
<thead>
<tr>
<th>GOAL</th>
<th>The competence centre strengthens the conditions and criteria for the institutions’ success in competence building and providing optimal learning conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHALLENGE</td>
<td>National and local expectations for achieving quality require close and systematic cooperation between the institutions</td>
</tr>
<tr>
<td>MEASURES</td>
<td></td>
</tr>
<tr>
<td>ORGANISATION</td>
<td>The competence centre for day care and school is expanded to include early development</td>
</tr>
<tr>
<td>PROFESSION</td>
<td>Guidance and support of professional practice development and facilitation of meeting places for common competence building</td>
</tr>
<tr>
<td>LEADERSHIP</td>
<td>The competence centre offers relevant and competence-based services which strengthen the learning duties of the institutions</td>
</tr>
<tr>
<td>EFFECT</td>
<td>The institutions deliver better services to children and young people</td>
</tr>
<tr>
<td>KEY PERFORMANCE INDICATORS (KPI)</td>
<td>Annual evaluation of staff and leaders in day care, school and the early-development services</td>
</tr>
</tbody>
</table>
### SYSTEM CRITERIA FOR COMMON CAPACITY BUILDING AND BEST PRACTICE

#### Sector cooperation

<table>
<thead>
<tr>
<th><strong>GOAL</strong></th>
<th>Institutional cooperation in the sectors strengthen the ability to implement the work on the excellent learning environment, excellent professional development and excellent leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHALLENGE</strong></td>
<td>Large degree of inconsistency in the operationalisation of adopted goals and strategies</td>
</tr>
</tbody>
</table>
| **MEASURES** | **ORGANISATION** Plan for sector cooperation clarifying expectations, with system for knowledge sharing and development  
**PROFESSION** Improved professional knowledge across institutions  
**LEADERSHIP** Leaders integrate the sector cooperation in the institutions’ development plans |
| **EFFECT** | Better holistic approach and cohesion in the learning pathway and stronger cooperation between schools, day care and the early-development services |

**KEY PERFORMANCE INDICATORS (KPI)**

Results from self-evaluation
**5.5 System Criteria for Common Capacity Building and Best Practice**

Professional and leadership network

<table>
<thead>
<tr>
<th><strong>Goal</strong></th>
<th>Local subject curricula must be binding for the practice of the profession and didactics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Challenge</strong></td>
<td>Weak horizontal and vertical cohesion, inadequate monitoring opportunities for developing the learning pathway of children and young people</td>
</tr>
<tr>
<td><strong>Measures</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Organisation</strong></td>
<td>Development of theme-based period plans for each school year and development of framework plan for SFO/the activity school</td>
</tr>
<tr>
<td><strong>Profession</strong></td>
<td>Framework and curriculum development to ensure subject-specific and overarching subject competence</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>Lead the work to develop framework plans and subject curricula, and ensure dynamic network development</td>
</tr>
<tr>
<td><strong>Effect</strong></td>
<td>In-depth learning, multidisciplinary activities, cohesion in the learning pathway and understanding of framework plans and subject curricula</td>
</tr>
<tr>
<td><strong>Key Performance Indicators (KPI)</strong></td>
<td>Annual evaluations by the networks themselves in cooperation with the competence centre</td>
</tr>
</tbody>
</table>
5.5 SYSTEM CRITERIA FOR COMMON CAPACITY BUILDING AND BEST PRACTICE

Resource mobilisation

GOAL
A large team is created across the early-development services internally in the municipality and through close cooperation with parents, sports clubs/NGOs and Buskerud county authority to work with children and young people’s growth, development and participation.

CHALLENGE
The need to mobilise all good stakeholders around children and young people – the challenge cannot be solved by one party alone.

MEASURES

ORGANISATION
The competence centre is the first line for internal and external resource mobilisation and development of good cooperation models.

PROFESSION
Staff and leaders are familiar with and able to exploit resources to support the learning, development and social participation of children.

LEADERSHIP
Leaders actively seek internal and external resources to succeed in their learning assignment.

EFFECT
Better early-development conditions in Drammen for children and young people.

KEY PERFORMANCE INDICATORS (KPI)
Dialogues between the competence centre, parents/guardians, NGOs, sports clubs and Buskerud county authority.
## 5.6 REINFORCEMENT MEASURES

<table>
<thead>
<tr>
<th>DESCRIPTION OF MEASURES</th>
<th>GOALS</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free day care for children from low-income families</td>
<td>Strengthen Norwegian language competence, improve integration and combat child poverty</td>
<td>Ongoing measure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Initiated in the autumn of 2014</td>
</tr>
<tr>
<td>Summer school for students in primary and lower secondary school</td>
<td>Subject and social learning in a safe, active and social learning environment</td>
<td>Ongoing measure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Initiated in the summer of 2014</td>
</tr>
<tr>
<td>Activity school in Fjell and Brandengen schools</td>
<td>Strengthen the learning pathway and improve living conditions for children in general and for low-income families in particular</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Combat social differences</td>
<td>Launch in August 2016</td>
</tr>
<tr>
<td></td>
<td>- Improve integration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Improve the entire after-school programme (SFO) in Drammen, initially through the activity school project, later through implementation in all schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Increase subject learning outcome in SFO</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Increase participation in SFO</td>
<td></td>
</tr>
<tr>
<td>Eleventh school year</td>
<td>Strengthen academic and personal background for completing upper secondary school by providing an extra school year between lower secondary school and upper secondary education</td>
<td>Launch in August 2017</td>
</tr>
<tr>
<td>UNGINVEST in cooperation with Buskerud county authority</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TERMINOLOGY

<table>
<thead>
<tr>
<th>CONCEPT</th>
<th>EXPLANATION</th>
<th>REFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritarian adult style</td>
<td>Adults who are warm and responsive to the child while also setting clear boundaries and having clear expectations for acceptable behaviour. An authoritarian adult style requires balance between closeness and trust in the relationship and the level of demands and expectations for behaviour. The responsibility for the quality of the relationship is with the adult, and there is room for the child’s collaboration.</td>
<td>Diana Baumrind 1991</td>
</tr>
<tr>
<td>Competence</td>
<td>Competence means what you do and accomplish in the encounter with a challenge, that is your ability to solve complex activities or tasks. Competence comprises cognitive, practical, social and emotional learning and development, including attitudes, values and ethical assessments.</td>
<td>Definition and Selection of Key Competencies (DeSeCo), OECD 2003 NOU 2014:7: Elevenes læring i fremtids skole [Students’ learning in the school for the future]</td>
</tr>
<tr>
<td>Competence foundation</td>
<td>Competence for life and learning today and in the future. The total competence we in Drammen local authority wish to focus on to give children and young people the opportunity to satisfy their full potential.</td>
<td>Learning Pathways Drammen</td>
</tr>
<tr>
<td>Core competence</td>
<td>Particularly important competence for learning and future participation in education and working life.</td>
<td>Learning Pathways Drammen</td>
</tr>
<tr>
<td>Creativity</td>
<td>Creativity is the ability or activity to create, which means inventiveness, richness of ideas and making or thinking of something new. Creativity is linked to the ability to imagine, envision and develop new ideas.</td>
<td>Lerdahl 2007</td>
</tr>
<tr>
<td><strong>Differentiated instruction</strong></td>
<td>Differentiated instruction is a pervasive principle in primary and secondary education and is embedded in section 1-3 of the Education Act. Here it is stated that «Education shall be adapted to the abilities and aptitudes of the individual student, apprentice and training candidate.» The principle of differentiated instruction applies to ordinary teaching and special education.</td>
<td>Norwegian Directorate for Education and Training 2014, Veilederen Spesialundervisning [The special education guidebook]</td>
</tr>
<tr>
<td><strong>Digital competence</strong></td>
<td>The sum of basic ICT skills, such as being able to read, write and do mathematics, and more advanced skills which enable critical and creative use of digital tools and media. ICT skills includes using software, searching, locating, transforming and checking information from various digital sources, while the critical and creative ability also requires skills in evaluating and critically assessing sources.</td>
<td>Report to the Storting no. 30, «Kultur for læring» [Culture for learning] 2003-2004</td>
</tr>
<tr>
<td><strong>Emotional competence</strong></td>
<td>The ability to recognise, name and regulate emotions.</td>
<td>Glavin and Lindbäck, 2014</td>
</tr>
<tr>
<td><strong>Entrepreneurship</strong></td>
<td>Initiative and ability to create new business activity. The emphasis is on initiatives, problem-based learning, practical work and cooperation, including with the local community.</td>
<td>Johansen and Støren 2014 Spilling et al. 2015</td>
</tr>
<tr>
<td><strong>Implementation</strong></td>
<td>Processes where ideas, programmes, activities and structures are transformed into practice.</td>
<td>Michael Fullan 2007</td>
</tr>
<tr>
<td><strong>In-depth learning</strong></td>
<td>Gradual development of understanding of concepts, concept systems, methods and connections in a field. In-depth learning also concerns understanding themes and issues that cross subject or knowledge fields and implies using one’s ability to analyse, solve problems and reflect on one’s own learning to construct lasting understanding.</td>
<td>NOU 2015:8: Fremtidens skole [The school for the future]</td>
</tr>
<tr>
<td><strong>Innovation</strong></td>
<td>The ability to transform ideas and take initiatives. A planned change giving a perceived improvement.</td>
<td>European Commission 2014 Kjell Skogen, UIO 2014</td>
</tr>
<tr>
<td><strong>Institution-based competence development</strong></td>
<td>All staff participate in a development process at their workplace.</td>
<td>Norwegian Directorate for Education and Training 2013</td>
</tr>
<tr>
<td>Concept</td>
<td>Definition</td>
<td>Source</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Interdisciplinary teaching</strong></td>
<td>When a teacher or group of teachers plan, implement and assess a project or topic, it is called interdisciplinary teaching.</td>
<td>Norwegian Directorate for Education and Training 2013: Åpne dører klasseseledelse i praktisk og variert undervisning [Open doors – classroom management in practical and varied teaching]</td>
</tr>
<tr>
<td><strong>Language environment</strong></td>
<td>This is understood as human interaction, activities, materials, recognition of the language backgrounds of the children and physical facilitation.</td>
<td>Ministry of Education and Research 2011: Rammeplan for barnehagen innhold og oppgaver [Framework plan for content and duties of day care staff]</td>
</tr>
<tr>
<td><strong>Learning</strong></td>
<td>Learning may be defined as an activity where a person acquires new knowledge or changes and reinforces existing knowledge, behaviour, skills, values or preferences and may involve and combine various types of information.</td>
<td>Schacter et al. 2009, 2011</td>
</tr>
<tr>
<td><strong>Learning communities</strong></td>
<td>A professional community where the participants learn and develop, informed by knowledge and evidence together with others.</td>
<td>Louise Stoll, 2007</td>
</tr>
<tr>
<td><strong>Learning environment</strong></td>
<td>The physical, psycho-social and organisational factors that impact the opportunity of children and young people to realise their full potential. Important factors are the adult’s ability to lead the group and the learning activities, positive relationships between children and young people and the adult, organisation and culture for learning and good cooperation between the learning institution and the home.</td>
<td>University of Bergen 2011</td>
</tr>
<tr>
<td><strong>Learning journey</strong></td>
<td>A collection of documentation showing the child’s learning. Shows the child’s progress along the learning pathway.</td>
<td>Drammen municipal day-care institutions</td>
</tr>
<tr>
<td><strong>Learning pathway</strong></td>
<td>Children and young people develop over time in particular subject-specific or overarching subject fields. Drammen local authority uses the term learning pathway about the growth and development of children and young people from 0 to 18 years of age.</td>
<td>Læringsløp Drammen. Å lykkes i hele læringsløpet [Learning Pathways Drammen. Succeeding all the way]. 2016</td>
</tr>
<tr>
<td><strong>Life mastering</strong></td>
<td>A continuous shift of cognitive and behavioural efforts to manage specific external or internal requirements in life that are assessed as seizing or depleting our resources.</td>
<td>Lazarus and Folkman, 1984</td>
</tr>
<tr>
<td><strong>Linguistic aptitudes</strong></td>
<td>An individual’s aptitude for using his or her linguistic competence.</td>
<td>Norwegian Directorate for Education and Training 2013: Språk i barnehage – mye mer enn prat [Language in day care – much more than talk]</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Linguistic competence</strong></td>
<td>A tool for communication, knowledge acquisition and interaction. Being able to understand what is said and read, being able to use the language functionally and critically and being able to express oneself in a relevant manner verbally and in writing in different situations.</td>
<td>Skrivesenteret [The writing centre] 2014</td>
</tr>
<tr>
<td><strong>Mathematical competence</strong></td>
<td>Mathematical competence is described by the five components understanding, calculation, application, reasoning and engagement, and implies using problem solving and modelling to analyse and transform a problem into mathematical form, solve it and assess how valid the solution is. This also has linguistic aspects, such as presenting and talking and reasoning about ideas.</td>
<td>Kilpatrick, Swafford &amp; Findell, 2001</td>
</tr>
<tr>
<td><strong>Metacognition meta-cognitive skills</strong></td>
<td>Metacognition may be defined as thinking about thinking, or knowledge about one’s own cognitive processes and results. Meta-cognitive skills are used to check, regulate and adjust one’s own understanding and one’s own learning process.</td>
<td>Flavell 1981</td>
</tr>
<tr>
<td><strong>Minority language</strong></td>
<td>Minority-language children and young people and adults have another native language than Norwegian or Sami.</td>
<td>Norwegian Directorate for Education and Training 2014</td>
</tr>
<tr>
<td><strong>Monitoring development</strong></td>
<td>A formative process where knowledge and understanding of the learning aptitudes of children and young people open for differentiated instruction and promote the learning potential of children and young people.</td>
<td>Learning Pathways Drammen</td>
</tr>
<tr>
<td><strong>Multi-subject competence</strong></td>
<td>When students work with issues or themes which require competence from different subjects it is called multi-subject competence. Students’ understanding of issues relating to climate challenges may, for example, demand knowledge from natural sciences, mathematics, social studies and ethics.</td>
<td>NOU 2015:8: Fremtidens skole — Fornyelse av fag og kompetanser [The school of the future - renewal of subjects and competences]</td>
</tr>
<tr>
<td><strong>Native language</strong></td>
<td>The native language is the language spoken in the child’s home, either by one parent or both in communication with the child. A child may therefore have two native languages.</td>
<td>Report to the Storting no. 6 (2012-2013) En helhetlig integreringspolitikk - Mangfold og fellesskap [A comprehensive integration policy – Diversity and community]</td>
</tr>
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<td>---------------------</td>
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</tr>
<tr>
<td><strong>Overarching subject competences</strong></td>
<td>Overarching subject competences are developed and applied across subjects, knowledge fields or connections in social life or working life, such as scientific work forms, democratic competence and ability to cooperate.</td>
<td>NOU 2014:7: Elevenes læring i fremtidens skole [Students’ learning in the school for the future]</td>
</tr>
<tr>
<td><strong>Physical competence</strong></td>
<td>People who are physically competent move with confidence and in a manner that leads to their healthy and holistic development in a wide range of physical activities in several environments.</td>
<td>Physical and Health Education Canada 2014</td>
</tr>
<tr>
<td><strong>Social competence</strong></td>
<td>A set of skills, knowledge and attitudes needed to master different social environments, making it possible to establish and maintain relationships, and which contribute to increasing well-being and promoting development.</td>
<td>Garbarino 1985 p. 80</td>
</tr>
<tr>
<td><strong>Special education</strong></td>
<td>Students who either do not or are unable to benefit satisfactorily from ordinary teaching have the right to special education. Special education is a more comprehensive form of differentiated instruction and the student receives an individual decision, cf. section 5-1 of the Education Act.</td>
<td>Norwegian Directorate for Education and Training 2014, Veilederen Spesialundervisning [The special education guidebook]</td>
</tr>
<tr>
<td><strong>Special education assistance, special education assistance in day care</strong></td>
<td>Measures that are implemented when a child has specific needs for assistance, including before primary school age, cf. section 5-7 of the Education Act.</td>
<td>Norwegian Directorate for Education and Training 2014, Veilederen Spesialpedagogisk hjelp [The special education assistance guidebook]</td>
</tr>
<tr>
<td><strong>Subject-specific competences</strong></td>
<td>Subject-specific competences are connected to science subjects and other subject or knowledge fields which school subjects build on.</td>
<td>NOU 2015:8: Fremtidens skole — Fornyelse av fag og kompetanser [The school of the future - renewal of subjects and competences]</td>
</tr>
<tr>
<td><strong>Thematic organisation</strong></td>
<td>The education is organised according to meaning-bearing themes, such as climate, environment, sustainable development, multicultural society, identity, public health and life mastering</td>
<td>NOU 2015:8 Fremtidens skole [The school for the future]</td>
</tr>
</tbody>
</table>
Results are created by good stakeholders working together as a team. In the Drammen school the team has consisted of parents/guardians, employer and employee organisations, politicians, teachers, other staff, school leaders and the chief municipal executive’s staff. With the vision «The Drammen School, Norway’s best school, where each student satisfies his or her full potential and becomes a confident and independent person», the City Council adopted the official start to becoming Norway’s Best School in June 2007. Later the vision was accompanied by action plans, quality characteristics and a special development base with resource persons with cutting-edge competence whose task was to support joint competence mobilisation for teachers and school leaders. The main ambition, «To lift the body of students on to a higher level than the living conditions index and parental education level would indicate», has been an important beacon for all the work.

On the mayor’s and chief municipal executive’s initiative, the City Council decided to implement the project «Norges Beste Skole» (Norway’s Best School – abbreviated NBS) in 2007. The City Council wanted better and more stable school quality, with schools that formed a comprehensive system with close cooperation on school development and competence raising. The «Drammen school» was establish as a concept, and the main goal was to improve student results through contributions from school which would compensate for large variations in the socio-economic backgrounds of the students. The overriding goals for the NBS project were formulated as follows:

- To lift the student body on to a higher level than the living conditions index and parental education level would indicate
- To have results for students in the Drammen school that are above the national average in the national student survey and the national tests and examinations
- Results above the national average in the national parents’ survey.

The groundwork was laid thoroughly before the case was submitted to and discussed by Drammen City Council in 2008. The school owner consulted with the sector and involved school staff members to pinpoint focal areas corresponding to the sector’s needs. This anchoring has been important in gaining acceptance for this project. The strategy planning was followed by an action plan which was adopted by Drammen City Council in 2008. The action plan formulated goals for achieving better results in the user surveys, national tests and examinations than the national average. NBS has undergone the following political processes since its launch: Project outline – Ny visjon for Drammenskolen [New vision for the Drammen School] – memo to the Committee 10/10/2006. Ny visjon for Drammenskolen [New vision for the Drammen School] – memo to the Committee 20/02/2007. Ny visjon for Drammenskolen [New vision the Drammen School]: Adopted by the City Council in case no. 58/07 19/06/2007. Action plan for Norway’s Best School: Adopted by the City Council in case no. 84/08, and further focus on Norway’s Best School: Adopted by the City Council in case no. 94/13 on 18/06/2013. The Early Development and Education Committee has also received regular and annual reports about the work on NBS.

AMBITION TO BE NORWAY’S BEST DAY-CARE INSTITUTION

In 2010, day care was made an early-development area equal to the school sector in Drammen, and the transition from an isolated institution to a sector area made it possible to realise the project Norway’s Best Day-Care Institution (Norwegian abbreviation NBB) modelled on the NBS project. NBB has focused on the quality of the privately and municipally operated day-care institutions after full day-care coverage had been achieved, and the vision for the work has been «Day care in Drammen, Norway’s best day care, where each student satisfies his or her full potential and becomes a confident and independent person.» The quality was to be raised through the systematic competence raising of the staff with and without formal competence, and through broad and systematic quality cooperation between the privately operated and municipal day-care institutions.

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1 The development journey of NBS and NBB as described in the political case processed by the City Council on 16 June 2016
The Norway’s Best Day-Care Institution project was anchored in City Council case no. 27/2013, and contained a project description with planned measures for Norway’s Best Day-Care Institution. The economy plan for 2012-2015 included NBB, and the main message was more emphasis on quality after a period with much attention on creating sufficient places in day care. The Early Development and Education Committee has received regular annual reports on the project.

THE DEVELOPMENT BASE FOR NORWAY’S BEST SCHOOL

The NBS development base has prioritised three overriding areas: 1. Leadership for development and change through distributed leadership. 2. Focusing on the teacher through comprehensive competence raising. 3. Learning networks across all the schools in Drammen. The schools have been offered competence-raising on high levels, meeting places and guidance/support. The development base has been an important centre for joint facilitation and raising of competence, and the primary measures have been engagement, positive focus and relevant programmes with the potential to improve practice right into the classroom.

The local authority’s aim with the NBS project has been to establish a common standard for behaviour and relational competence. School leaders and the project base prepared a common plan for a good learning environment in the Drammen School, and this work has resulted in «Læringsmiljøpermen» [The learning environment folder] which was adopted in 2011. PALS [a model for school initiatives] has been introduced with support from the project consultants and Atferdssenteret [the Behavioural centre]. Classroom management has been a recurring theme for all networks. Thirty school leaders have completed a two-year course to be certified as Marte Meo supervisors.

The teachers and the development base have prepared local subject curricula in Norwegian, mathematics and English with detailed learning objectives and criteria for the entire primary and lower secondary learning pathway. The plans were completed in 2012, and implemented in 2014-2015. The local subject curricula form the basis for good formative assessment, and will show mastering. The school leaders are accountable for providing access to and insight into their organisations, and the development base is responsible for support. The base’s working mandate has been as follows:

- Help schools implement plans for the measures
- Ensure progress in the implementation work in the schools
- Facilitate for a sharing culture in schools and between schools
- Facilitate for competence development through courses, networks, workshops, informal meeting points, observation and secondment

The main strategy has thus been comprehensive competence-raising for all staff members, as well as work in networks for all employees. The school leaders have fronted this process with the main focus on educational change and leadership tools. The networks in the focal areas have been guided by consultants from the development base, and experts have been used to provide content in the meetings. Resource teachers in the focal areas have been invited to attend, with requirements for intermediary work and the obligation to spread and share what they have learned on their return to their schools.

THE DEVELOPMENT BASE NORWAY’S BEST DAY-CARE INSTITUTION

Based on the NBS model, Drammen local authority adopted the strategy «Drammen, Norges beste barnehage» (Norway’s Best Day-Care Institution - NBB) in connection with the economy planning for the period 2012-2015. The project included municipally and privately operated day-care institutions, and NBB had the goal of optimal day-care programmes. NBB was a development project, but transitioned to regular operations in the autumn of 2015.

NBB has two overriding gateways to its quality activities: «The mastering and learning of children» and «The day-care institution as an organisation». These two main areas are in turn divided into three focal areas which include the social mandate, learning environ-
ment and work forms of day care, and basic skills. In many ways, it is correct to say that NBB’s quality work more or less overlaps the NBS development areas.

NBB is organised through the «Development base for Norway’s best day-care institution», and during the project period it has a total annual budget of NOK 6 000 000. The development base offers courses and arranges meetings and competence-building activities for municipal and private day-care institutions in the municipality. The base currently consists of one leader and three consultants working in their specialty fields in the day-care area. During the project period the base mandate has focused on the following areas:

- Networks, courses, workshops and seminars for municipal and private day-care institutions
- Establishment of networks based on chosen subject fields with leaders from the practice field
- Provision of development projects with participation from private and municipal day-care institutions
- Professional competence-raising based on defined goal areas
- Preparing an overview of resource persons in individual local areas
- Working externally on professional cooperation for projects in the day-care institutions
- Facilitating for competence sharing between day-care institutions using secondment and demonstrations
- Mobilisation of day-care institution owners for participation and follow-up of the NBB project
STATISTICS

DAY CARE

MUNICIPAL DAY-CARE INSTITUTIONS: 24
PRIVATE DAY-CARE INSTITUTIONS: 40

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of children 1-5 years with a place in day care</td>
<td>87.3%</td>
<td>87.9%</td>
<td>88.9%</td>
<td>88.6%</td>
</tr>
<tr>
<td>Proportion of children 0 years with a place in day care</td>
<td>2.0%</td>
<td>3.3%</td>
<td>2.4%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Proportion of staff with day-care teacher training</td>
<td>36.1%</td>
<td>37.2%</td>
<td>36.8%</td>
<td>39.2%</td>
</tr>
<tr>
<td>Number of children in municipal day care</td>
<td>1 639</td>
<td>1 671</td>
<td>704</td>
<td>1 686</td>
</tr>
<tr>
<td>Number of children in private day care</td>
<td>1 904</td>
<td>1 943</td>
<td>1 888</td>
<td>1 874</td>
</tr>
<tr>
<td>Total number of children in day care in Drammen</td>
<td>3 543</td>
<td>3 614</td>
<td>3 592</td>
<td>3 560</td>
</tr>
<tr>
<td>Number of minority-language children in day care</td>
<td>983</td>
<td>1 075</td>
<td>1 180</td>
<td>1 204</td>
</tr>
</tbody>
</table>

FREE PLACE IN DAY CARE FOR FAMILIES WITH INCOME UNDER NOK 405 000

<table>
<thead>
<tr>
<th></th>
<th>Total number of children</th>
<th>Number of multilingual children</th>
<th>Number of Norwegian-language children</th>
<th>Proportion of multilingual children</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2016</td>
<td>568</td>
<td>396</td>
<td>172</td>
<td>70%</td>
</tr>
</tbody>
</table>
### SCHOOL

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>7,468</td>
<td>7,540</td>
<td>7,696</td>
<td>7,783</td>
</tr>
<tr>
<td>Number of primary schools</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Number of lower secondary schools</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Number of comprehensive schools (Years 1 to 10)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Number of teacher full-time equivalents in primary and lower secondary education</td>
<td>578</td>
<td>564</td>
<td>563</td>
<td>585</td>
</tr>
<tr>
<td>Number of pedagogical staff – full-time equivalents</td>
<td>100</td>
<td>93</td>
<td>96</td>
<td>95</td>
</tr>
</tbody>
</table>

### EARLY-DEVELOPMENT SERVICES

Preventive health care and the early-development services

<table>
<thead>
<tr>
<th>KEY FIGURES</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maternity care – number of consultations</td>
<td>1,472</td>
<td>1,669</td>
<td>1,951</td>
<td>2,014</td>
</tr>
<tr>
<td>Public health clinics – total number of consultations</td>
<td>27,943</td>
<td>29,186</td>
<td>28,962</td>
<td>30,114</td>
</tr>
<tr>
<td>Public health clinics – number of extra consultations</td>
<td>5,754</td>
<td>4,573</td>
<td>4,551</td>
<td>6,604</td>
</tr>
<tr>
<td>School health service – number of consultations</td>
<td>11,572</td>
<td>13,663</td>
<td>19,048</td>
<td>27,664</td>
</tr>
<tr>
<td>Health clinic for young people – number of contacts</td>
<td>5,598</td>
<td>5,075</td>
<td>4,714</td>
<td>5,753</td>
</tr>
</tbody>
</table>
### Child Welfare Service

<table>
<thead>
<tr>
<th>KEY FIGURES</th>
<th>31/12 2012</th>
<th>31/12 2013</th>
<th>31/12 2014</th>
<th>31/12 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of new child-in-jeopardy reports</td>
<td>707</td>
<td>855</td>
<td>943</td>
<td>972</td>
</tr>
<tr>
<td>Number of investigations</td>
<td>439</td>
<td>621</td>
<td>543</td>
<td>793</td>
</tr>
<tr>
<td>Total number of children with decisions from child welfare service</td>
<td>587</td>
<td>566</td>
<td>547</td>
<td>536</td>
</tr>
<tr>
<td>Number of children with residence outside the home</td>
<td>169</td>
<td>193</td>
<td>189</td>
<td>185</td>
</tr>
</tbody>
</table>

### Services for children with disabilities

<table>
<thead>
<tr>
<th>KEY FIGURES</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number with measures from the department</td>
<td>196</td>
<td>198</td>
<td>207</td>
<td>205</td>
</tr>
<tr>
<td>Proportion with relief measures (in percent)</td>
<td>59</td>
<td>46</td>
<td>51</td>
<td>58</td>
</tr>
</tbody>
</table>

### Child welfare service – operative day and night services

<table>
<thead>
<tr>
<th>KEY FIGURES</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of supervised unaccompanied minor refugees</td>
<td>64</td>
<td>73</td>
<td>73</td>
<td>67</td>
</tr>
<tr>
<td>Number of settled unaccompanied minor refugees</td>
<td>15</td>
<td>13</td>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>

### Educational-psychological service

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>New referrals</td>
<td>351</td>
<td>381</td>
<td>408</td>
<td>417</td>
</tr>
<tr>
<td>Number of users who have received services</td>
<td>1,611</td>
<td>1,577</td>
<td>1,593</td>
<td>1,621</td>
</tr>
</tbody>
</table>

2 The number includes refugees aged 20 to 23 who are receiving voluntary supervision


Report to the Storting no. 19 (2015-2016): Tid for lek og læring — Bedre innhold i barnehagen [Time for playing and learning – Better content in day care].


Nordahl, T. (2012): Dette vet vi om klasseledelse [This is what we know about classroom management]. Oslo: Gyldendal forlag.


NOU (Official Norwegian Report) 2014:7: Elevenes læring i fremtidens skole [Students’ learning in the school for the future].


Statistics Norway (2014): Framskrivinger av befolkning og arbeidsstyrke etter utdanning med alternative forutsetninger for innvandring [Prognoses for the population and labour force after education with alternative conditions for immigration].


http://www.udir.no/Utvikling/Ungdomstrinnet/Regning/Prinsipper-for-god-regneopplaring/regning-for-minoritetsspraklige-elever/


“Day-care institutions and schools – with good support from the early-development services – cannot level out all differences, but these differences are in no way definitive. High ambitions and high quality in the entire early-development sector can make an important and positive difference in the lives of children and young people.”
«No earlier generations have been so dependent on the quality of day care and school.»