



Futuraskolan
International

Digital Development

Plan 2024-2028

Revision - 2025

Futuraskolan AB



Table of Content

Table of Content	2
Background	3
Vision	3
Learning	4
Professional learning	5
Environment design	6
Team	7
Community	8
Systematic quality work	9
Sustainability	10



Background

This digital development plan states how Futuraskolan International is implementing the national curriculum in accordance with the National Strategy for School Digitization. Our school reflects society today and looks ahead to the future. We will maintain and improve the level of performance within our environment, developing both our IT and School strategy in unison. This will give more power and quality to each teacher in our classrooms.

Digital skills today are a prerequisite for the individual to be able to participate in community life. As digital development goes so fast, we need, like Vision 2022, to equip students, teachers and staff with the digital skills needed to excel. Current research results¹ on digitization has provided the base for this document. From this starting point we strive to see educational gains and a connection to increased quality in teaching.

On April 4, 2016, the National Agency for Education presented a proposal for a national strategy for the digitalization of schools to the government, and it will apply to pre-school, schools and fritids. Digitization will help improve and streamline operations. All children and students will have a more equal opportunity to develop digital skills. The strategy sets out the conditions and efforts required for this. The strategy applies in the years 2024-2028.

Vision

The vision in the national IT strategy (Skolverket, 2016) is as follows:

All children and students develop adequate digital skills.

The school system is characterized by the potential of digitization so that the digital tools and resources contribute to the improvement of the results and efficiency of the operations

Futuraskolans vision is to be the best stepping stone for future world citizens.

The global and digital society creates new conditions and new demands for education and learning. By providing children and students with different methods and tools for their learning, Futuraskolan creates the conditions for a differentiated and lifelong learning that provides children and students with a timely education in a digital age.

¹ T.ex. Agélli Genlott A. & Grönlund Å. 2016 *Closing the gaps – Improving literacy and mathematics by ict-enhanced collaboration*

Learning

Futuraskolan International has a promise: All students will be visible, challenged and successful. Everyone has the opportunity to develop knowledge and skills based on their own conditions. The internationally developed programs, the International Primary Curriculum, and the International Middle Years Curriculum (IMYC), are based on children's and students' learning, while at the same time making the learning exciting and active. This through linking teaching and learning to what is happening in our world and involving students in planning and implementation of the work. Both IPC and IMYC have a thematic and multimodal approach where ICT is a natural part throughout the learning process, from knowledge harvest and idea to finished product.

In elementary school, each subject aims to develop students' ability to reflect, analyze and critically review, seek and evaluate information, express and evaluate different positions. The school is going to educate students today and for the future, which imposes higher demands on flexibility, creativity and innovation. Even the importance of critical thinking, problem solving, communication skills, source-critical ability and ability to handle a large amount of information increases.

The primary objective of the preschools and schools is to promote the development of all children and students and their lifelong desire to learn. The purpose is also to prepare them for living and working in society. The curriculums, LpFö 98 and Lgr22, clarify the task of developing children's and students' digital skills in different ways.

All children and students should be given the opportunity to develop adequate digital skills in order to critically and responsibly use media and information as well as solve problems and translate ideas into action based on their individual needs, using and understanding digital technology. When society changes faster through digitization, education must also be developed, upgraded and changed.

Teaching must be adapted based on an inclusive approach so that the possibilities of digitization are taken into account in meeting individual needs. Digitalization will also provide access to user-friendly systems, streamline teaching and administration, and provide opportunities for collegial learning.

Goal

- All children and students develop adequate digital skills and have access to digital tools, in an appropriate digital environment



- Teaching, working methods and working methods are continuously developed using digital tools and in an appropriate digital environment

Strategies

- Huvudman is responsible for providing adequate access to digital tools and an appropriate digital environment
- Huvudman is responsible for ensuring that the principal and preschool manager have the necessary conditions to strategically lead the work of school digitization
- Rectors and preschool managers are responsible for ensuring that all employees are given the necessary conditions for developing teaching with the help of digital tools and in an appropriate environment

Professional learning

The national IT strategy uses the term adequate digital skills. The Digitalization Commission's definition of digital skills is about the extent to which you are familiar with digital tools and services and are able to follow digital development and its impact on your own life. The Commission also shares skills in four different areas of life, one of which is education and formal learning.²

Digital skills are one of several general competencies in the school curriculum and are included in all subjects. In elementary school, each subject aims to develop students' ability to reflect, analyze and critically review, seek and evaluate information, express and evaluate different positions.

The goal is that all teachers of the Futuraskolan International should be able to answer the didactic basic questions³ related to digital tools and how and why these tools are used in teaching. To this end, teachers are given the opportunity to teach themselves in relation to digital tools and their potentials.

A professional learning requires organizational conditions in terms of time, systematics, priorities, analyzes and reflections in an organization for which the principal and preschool manager is responsible. The headmaster is responsible for ensuring that principals and preschool leaders get the necessary conditions in terms of skills development and resources to lead the work.

Goal

- All teachers at Futuraskolan International should be able to answer the didactic basic questions in relation to digital tools and how and why these tools are used in teaching through a professional learning systematic and structured with others
- Principals and preschool leaders develop a professional learning organization at school by taking responsibility for the necessary conditions being given

Strategy

- Huvudman is responsible for ensuring that conditions are provided in the form of resources and skills development in order to develop professional learning in the business
- Rectors and preschool leaders lead the strategic work of developing professional learning at school and preschool

² Digitaliseringskommissionen, 2015

³ <https://www.skolverket.se/skolutveckling/forskning/didaktik>

Environment design

All children and students should be offered a contemporary environment for learning in which internet, digital tools and teaching materials. Purposeful learning environments are an obvious part of what children, students and staff should have access to and the IT infrastructure of the units supports innovation in teaching and learning.

The schools and preschools' premises and organization are designed to optimize the learning opportunities that the technology makes possible. All children and students should be offered a contemporary environment for learning in which internet, digital tools and teaching materials and appropriate learning environments are an obvious part of what children, students and staff should have access to and for which the school is responsible.

The common solutions contribute to structure, efficiency, recognition and context. The opportunities for adaptation ensure the conditions for creativity, digital creation, language development and varied forms of expression, support children's, pupils and staff's access to digital aids, and provide qualifications for the development of children and pupils.

Goal

- All children, students and employees have access to infrastructure, digital tools and a good digital environment with the task of the school and the curricula as basis

Strategy

- Huvudman is responsible for ensuring that the Principals and Preschool Principals get the necessary conditions for providing children and students with effective access to digital tools and digital environments
- Principals and Preschool Principals are responsible for ensuring that all employees are given the necessary conditions to develop teaching with the help of digital tools in an appropriate environment

Team

Implementation of the digital tools, like other school development, takes place at different levels, centrally and locally. Central decisions are made regarding IT, in some cases only by IT managers, in other cases by management and school leaders.

"I: I is not an IT project without a change project that extends over several years and involves a rather radical change in the school's work organization, work processes and conditions"
(Grönlund, 2014)

Centrally

- Management: Covers overall decisions and strategies
- IT managers: Supporting school leaders and practically managing IT at central level.
- Development Leader and IT pedagogue: Supporting school leaders and key people. Driver and initiates development work.

Locally

- School leadership: Principal and Preschool Principal have a central role in the organization. The school management manages the organization and has financial responsibility and is responsible for creating local conditions for key personnel and all educational staff to develop their education.
- Key people: To provide more operational support. Each key person has an important role and is the link between educational staff, school management and the leadership of Futuraskolan International. Key people receive support in the form of networking meetings for information and new inspiration as well as a direct link to IT managers.
- Educational staff: All teaching staff are responsible for developing their own teaching and their own learning.

Goal

- Huvudman has a clear organization for the school's digitization with high competence and clear roles, responsibilities and assignments that are well-known to all employees
- Huvudman has an organization for the school's digitization with various skills that co-operate within and outside the organization for support for development, support, purchasing and orders

Strategy

- Huvudman is responsible for creating an organization with high educational, technical, economic and legal skills that co-operates to support and develop school digitization
- Rectors and preschool leaders lead strategic work by creating an organization in their own business that supports and develops the school's digitization, teaching and learning



Community

At Futuraskolan International, all teachers work to increase the international approach of all children and students - international mindedness. ICT can facilitate and create new opportunities for global contacts and increase communication within and between our businesses.

The development of the Internet broadens the school's arena of learning by simplifying exchanges with the surrounding community and creating new opportunities in contact with citizens, industry and the outside world. Social media, e-services, web tv, podcasts, YouTube channels, etc. improve service, communication and transparency, which contributes to increased participation, quality and accessibility. Communication within and between the units, as well as interaction between home and school, are streamlined and facilitated through the digital channels.

Goal

- Futuraskolan International takes advantage of the opportunities that digital tools provide for communication and collaboration within and between our units
- Futuraskolan International visualizes its activities by informing and communicating digitally with custodians and citizens in the surrounding community

Strategy

- Huvudman is responsible for developing external and internal communication with the surrounding community with the support of digital tools
- Principals and Preschools Principals are responsible for the development and strengthening of cooperation with the surrounding community as an important arena of learning

Systematic quality work

By working systematically and continuously following up the work, analyzing the results in relation to the objectives and prioritizing development and improvement areas, teaching and learning develops. Digitization is integrated into systematic quality work through planning, monitoring and evaluation of the work. By identifying development and improvement areas, relevant and important areas can be prioritized so that appropriate measures can be taken.

The implementation of the action plan will be systematically monitored and evaluated. Development managers and management team are responsible for the overall follow-up.

The follow-up to the Digital Development Plan is intended to be implemented as follows;

1. Self-assessments of Principal and Preschool Principals using LIKA
3. Central follow-up
5. As part of the systematic quality work for each unit

Central follow-ups

A plan to follow up all parts of the action plan will be presented by the principal in consultation with the Rector Group during the spring term of 2017. Follow-ups can consist of both qualitative and quantitative elements. All projected actions and actions must be documented and evaluated in writing.

Each academic year follows the students' knowledge results in accordance with the systematic quality work.

Local follow-up

The implementation of the local action plans will provide noticeable differences on each unit. However, there will be local variations depending on the different conditions of the units, such as organization and educational leadership. LIKA should be included as part of each unit's systematic quality work and monitored in the ongoing work as part of the unit's overall.

Goal

- All preschools and schools define goals and strategies in local action plans that are monitored annually and the work is reported in the unit's own quality report
- Huvudman follows annually goals and strategies in the digital development plan

Strategy

- Huvudman is responsible for digitization becoming an integral part of overall systematic quality work

Sustainability

The digitization of school drives the development forward and places great demands on resource utilization that will enable and support school development in constant change. Financial resources, personnel, skills, digital tools, premises and infrastructure are some of these resources. Sustainable resource utilization means that, with the support of the schooling and the curricula's assignments, they make the most economically advantageous decisions for the organization. The school's digitization requires that many aspects be considered such as product life, price, features, service requirements and licenses.

Long-term strategic planning and effective agreements with competent suppliers and partners are an important part of the work. To order therefore requires a very good ordering competence in the business, which is achieved by different roles and functions interacting and contributing their respective expertise in the work.

Goal

- Huvudman uses the financial resources for school digitization cost-effectively to create the greatest possible added value in relation to the tasks of the school and curricula
- Huvudman develops a high ordering competence for implementation of orders and follow-up of agreements

Strategy

- Huvudman works strategically and consciously with the digitalization of the school, by focusing on the school's and curricula's mission for sustainable use of resources
- Huvudman develops sustainable resource use through systematic, long-term and conscious priorities as different competencies interact with each other