

ABOUT OUR SCHOOL

Norðlingaskóli is a primary school for children in grades 1 – 10. The school is situated in unique surroundings, as the Norðlingaholt neighbourhood borders on natural treasures such as lake Rauðavatn, Rauðhólar hills, the river Bugða, Heiðmörk park and lake Elliðavatn. The neighbourhood is and will be the city's eastern outpost and therefore also acts as a town gate for travellers coming from the east. You could say that Norðlingaskóli is the city's rural school. This fact, among others, defines the work done at the school.

At Norðlingaskóli we look to what kind of "outlook resources" we offer our students. We pay special attention to anything that will promote the wellbeing, happiness and work satisfaction of our students. We feel that students should have a maximum say in their own education and that the school and its staff are obliged to have faith in them, attend to them at their level and on their premises, in such a way as to enable them to take maximum JOY and ADVANTAGE from their time at school.

In short, the school should adapt to the needs of its students, not the other way round.



NORÐLINGASKÓLI

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NORÐLINGASKÓLI

THE COUNTRY SCHOOL IN THE CITY



ABOUT US

2011–2012

FROM THE HEADMISTRESS

Dear reader

At Norðlingaskóli the students are our priority; their education, upbringing and wellbeing. Each student's work and study is based on his or her needs. We emphasize the wellbeing and individual strengths of every student, individualized instruction and collaborative learning. Students should be offered diverse tasks aimed at their personal interests, while achieving the objectives of the central curriculum.



The school bases its work on the belief:

- That each individual should be given the learning conditions necessary for him or her to grow and develop on his or her own premises, graduating as an independent, strong and – most importantly – happy individual.
- That age groups work together, i.e. that mixed age grouping is used in teaching, as it improves students' social skills and enables them to pursue their education at their own pace.
- That students feel good and that each student's work and learning corresponds to his or her needs, capabilities and strengths. We ground ourselves on individualized instruction and many types of collaborative learning. Arts and crafts play a vital role.
- That the school is for all children in the school district, fully inclusive, that no child is expendable and everyone is welcome.
- That school staff is dedicated to teamwork, so that the diversity within the staff benefits the students.

- That the school maintains a close relationship with its community, especially focusing on schoolparent collaboration, utilizing parents' expert knowledge of their children in tandem with staff's expert knowledge of school planning.
- That the school models itself on its cultural and natural environment and promotes a feeling of togetherness and community.

The surroundings where our school will rise offers a multitude of possibilities for the school forming connections to its natural and cultural environment. This creates ways to emphasize outdoor teaching, environmental studies, natural sciences, multiform subjects, independent research projects and, last but not least, creativity. These points are in the spirit of nature schools which have operated in many of our neighbouring countries. By emphasizing environmental studies and natural science as well as art form such as drama and music, the school in Norðlingaholt could place itself at the forefront among schools developing effective and innovative learning methods with a view to graduating strong, happy, independent individuals. A school operating along these lines can become an example to others.

Warm regards,
Sif Vígbórsdóttir



TIES TO PARENTS AND THE COMMUNITY

One of the cornerstones of a successful school is a close, productive collaborative relationship between families and the school. Parents know their children better than anyone and they are experts in things that concern them. Parents and school staff share a common guiding light – the children's best interest. By achieving a robust partnership between families and the school, utilizing parents' expert knowledge of their children in tandem with our staff's expert knowledge of school organisation to optimize each child's learning experience, we will create an outstanding school where children acquire skills and knowledge while developing as individuals in a supportive environment conducive to their wellbeing. It is of utmost importance that parents have a say in the day-to-day operation of the school so they must both be welcome guests at the school and well informed about what goes on there, among other things through notification day at the start of each school year, a smart webwrite, report days and regular online communication. In addition, it is essential that parents systematically have a say in school evaluation and policy making with regards to what issues and values should prevail at our school.

In the same manner it is imperative that the school operates in conjunction with the community of which it is part. Each primary school is, and should be, an impenetrable part of its community. Neither can thrive without the other. A good school, trusted by the citizens to carry out the education of their children, can be one of the most powerful unitary symbols in a new, growing neighbourhood. The school can accelerate the integration of new citizens into the neighbourhood and enable them to see themselves as an integral community. Moreover, it is important that the school relates to its cultural and natural surroundings.

The Norðlingaholt area possesses great natural beauty and the surroundings offer various possibilities for linking up with nature. Therefore, it is crucial that emphasis is placed on environmental studies and natural science from the **very beginning**. As the neighbourhood grows, it will become important to form connections with local businesses.