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KENNASAMBAND
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Priorities of the Teacher's Union of Iceland in Schooling and Education

Literacy

Teachers must have the opportunity to strengthen literacy and thus improve the attainment and overall progress of their pupils. The following actions should be emphasised.:

1. Children's language maturity should be regularly scanned in Pre-Primary Schools and first years of Compulsory Schools. Should reading difficulty be detected immediate remedy must be attempted through effective teaching and support given to both pupils and parents.
2. The result of the phonological-sensibility scan should be used in Compulsory Schools to encounter possible reading deficiency. Such information should be passed on from primary to secondary level so as to continue improvement measures.
3. Effective pedagogical counseling and a flexible timetable should be available for teachers to enable them to assist pupils with literacy shortcomings.
4. More support should be given to children and their parents whose mother tongue is not Icelandic.
5. Waiting lists must be shortened for the diagnosis of language maturity shortcomings, therapy and training of pupils, and there need be more specialists to deal with this in the schools.
6. More permanent education should be offered to teachers in the field of literacy and their job development aided and directed to deal with literacy.
7. The availability of varied learning and teaching materials should be augmented for all school levels and there should be enough reading material for all age groups.
8. The number of qualified Pre-Primary School teachers must be increased.

Length of Schooling

Schools should be enabled to meet the varied needs of different groups of pupils so that more complete their secondary schooling within the normal period. The following are priorities:

1. The risk factors concerning drop-outs in the top years of compulsory schools and in secondary schools should be investigated.
2. Resources and counseling should be made available to pupils in danger of dropping out.

3. There should be more study and career counseling so that the choices pupils make reflect their interest and aptitude.
4. Arts and craft education in the top years of compulsory schools should be enriched and information made available about paths to trades education.
5. The continuity of study on the border of compulsory and secondary schools should be enhanced through clear paths between the two at varied pace and the the possibility to engage in courses at both levels simultaneously.
6. There should be equal access to schooling irrespective of age; teaching materials and schooling should be free.
7. There should be varied programs of study suiting all pupils in secondary schools providing a stable preparation for further study and the labour market.
8. The same competency standards are to be expected of all those who teach in secondary schools.

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