



Nordic  
International School



# Welcome to Nordic International School

Nordic International School was founded with the ambition of offering students a school where they can achieve their full potential. A school where discipline and high expectations ensure a calm and safe study environment that favours learning, with a focus on knowledge and academic progress. A school with strong classroom leadership, where teachers concentrate on teaching, challenging, and interacting with students. A school where English is the primary spoken language, preparing students for a life in an increasingly globalised world.

Based on rigorous research on what works to maximise students' academic progress and achievement as well as their development of important social-emotional skills – such as conscientiousness, good manners, and grit – we have developed an educational model with three main features:



Academic progress, education and discipline



An international profile



Evidence-based practices



# Academic progress, education and discipline



At Nordic International School, we put great emphasis on knowledge and important social-emotional skills, such as conscientiousness, good manners, and grit. In this regard, our educational model is more 'traditional' than the 'progressive' student-led philosophy that has been dominant in Sweden since the 1990s, which is predicated on independent work and student voice.

Subject knowledge and social-emotional skills are crucial for students to succeed in life. Therefore, we promote a structured school environment and traditional teaching methods. Research suggests that a strong focus on knowledge, teacher-led education, more time for teaching, and classroom discipline have positive effects on academic results and behaviour<sup>1</sup>. Traditional methods that promote learning include teacher-led instruction, repetition, homework, tests, and feedback<sup>2</sup>. In combination with discipline and clear rules of conduct, these methods achieve the best possible results for our students.

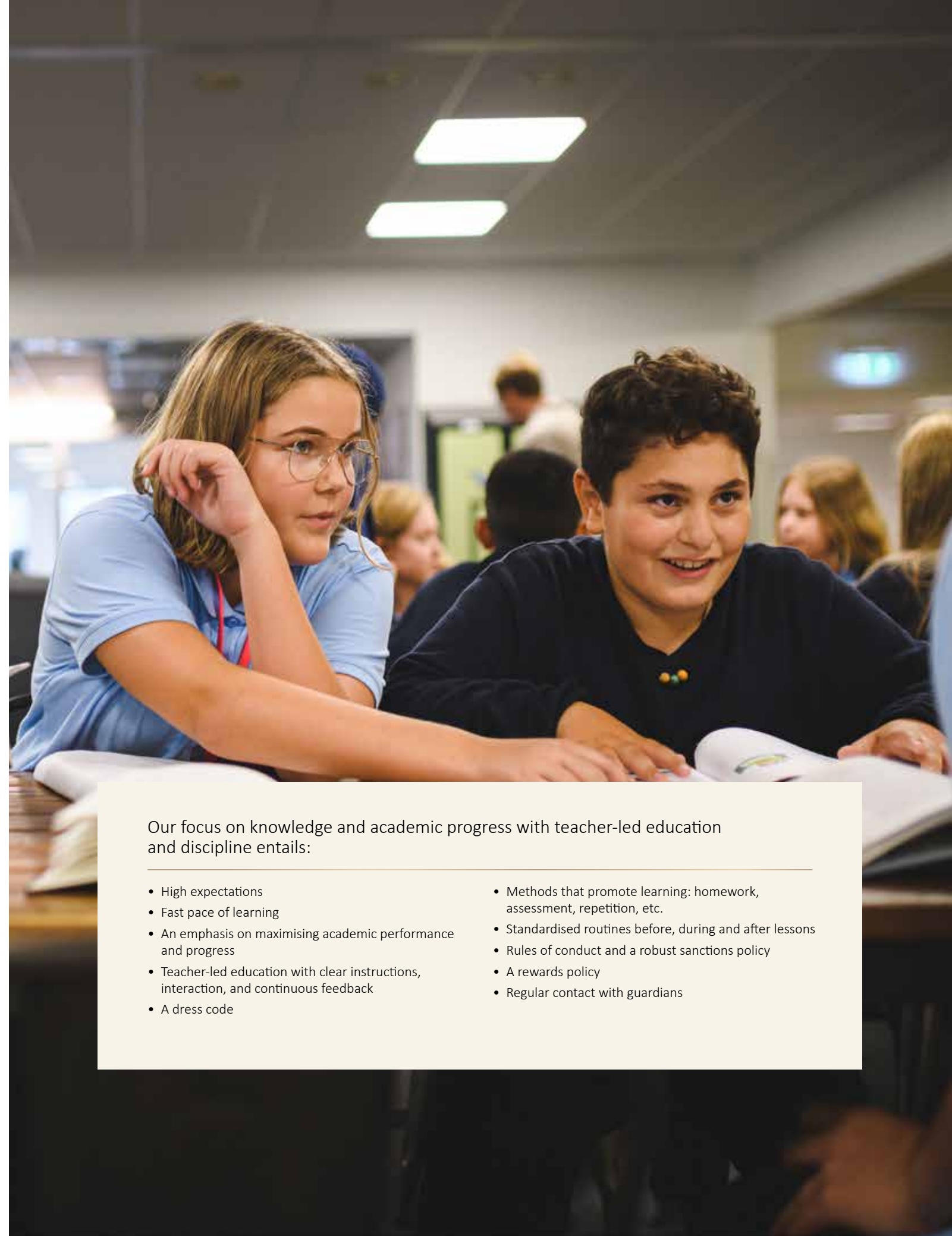
At Nordic International School, we promote strong teacher leadership. The teacher works actively during lessons to challenge and interact with students. Teacher-led methods do not contradict creativity or independent thinking among students – and the same applies to other features of traditional education, such as homework, repetition, and assessment. On the

contrary, knowledge acquisition is an essential building block for creativity and innovation.

In the calm and secure environment of our schools, teachers can devote their time to teaching and helping students to deepen their critical thinking. Discipline and clear rules of conduct also create peace of mind for our students, which is an important prerequisite for learning. With clear rules of conduct, our students know what is expected of them and are also aware of the consequences if they breach those rules.

We strive to promote social-emotional skills that are crucial to success in life, including good manners, conscientiousness, and grit. In other words, we seek to instil character in our students. Maintaining a structured school environment is important for this purpose.

We have high expectations of the attitudes of teachers, students and guardians towards the school and the studies conducted. Teachers and students are expected to be well prepared and disciplined, and to contribute to a positive and study-focused environment in the classroom. We value regular contact with guardians, and we expect them to work with us to ensure that students have the prerequisites to achieve their potential. ■



## Our focus on knowledge and academic progress with teacher-led education and discipline entails:

- High expectations
- Fast pace of learning
- An emphasis on maximising academic performance and progress
- Teacher-led education with clear instructions, interaction, and continuous feedback
- A dress code
- Methods that promote learning: homework, assessment, repetition, etc.
- Standardised routines before, during and after lessons
- Rules of conduct and a robust sanctions policy
- A rewards policy
- Regular contact with guardians

# An international profile



In an increasingly globalised and digitalised world, the understanding of and respect for different nationalities and cultures are becoming ever more important. With our international profile, we seek to spark students' interest in the outside world and prepare them for a life where national boundaries are becoming less important.

At Nordic International School, we follow the Swedish curriculum but use English as the primary spoken language, both in the classroom and during break time. All staff members are expected to be fluent in English and also be able to communicate in basic Swedish. Up to half of all teaching for our older students shall be in English.

Teaching materials and written texts may be either in English or Swedish, depending on circumstances and specific needs.

We have a clear policy that our schools shall have a mix of international teachers and Swedish teachers, who can teach in both Swedish and English.

Other essential elements of our international profile come from the British education system, including a 'house system', a dress code for teachers and students, rhetoric training for all students, and yearly activities where we learn about and celebrate festivals of different nationalities and cultures. ■



Ms Madeleine Muller  
Teacher in English and Music

» Many people believe that you need to be an expert in English to go to our school, but that is certainly not the case. The level of English varies a lot among our students when they start at our school. Some have lived in other countries and have already become advanced in their language skills, others have not yet developed as far. We adapt the level to each student. What is most important is that you are motivated to study hard and learn.



## Our international profile is characterised by:

- Bilingualism with English as the primary spoken language, inside and outside the classroom
- Up to half of all teaching for older students is in English
- International staff
- Swedish teachers who are comfortable teaching in English
- International elements and traditions, including a 'house system' and celebration of world festivals
- Common dress code for students and staff



# Evidence-based practices



Students and guardians have high expectations of our ability to improve each individual student's level of knowledge and academic performance. In order to maximize students' knowledge and social-emotional skills, all teaching must be based on methods supported by rigorous research.

The reason we promote teacher-led instruction, discipline, and other features of more traditional educational models is not ideological, but because research has found that such features have positive effects on students' results.

At the same time, we know that research never stands still. New methods and resources are invented and tested continuously. For example, some research suggests that certain technological aids – a contemporary rather than traditional element in education – can have positive effects on academic performance and progress<sup>3</sup>.

We want to constantly develop and improve. This requires us to keep updated regarding new research and analyses that can help us moving further in a scientific direction. We must always be open to new findings and to adapting our concept if needed.

The most important consideration is that our methods and practices shall support and help to maximize our students' progress and performance. This requires that we use scientific research methods to evaluate any new methods and resources before we introduce them on a larger scale.

Our professional development programme for teachers is mandatory and aims to support teachers in the application of the right methods in the classroom and to ensure that our practices lead to the best possible progress and performance of our students – today as well as in the future. ■

Our focus on evidence-based practices includes the following:

- A 'Research Council' that examines methods and practices and evaluates suggested changes to the concept
- An international researcher as senior advisor to school management
- A professional development programme for the development of high-quality teaching
- Clear management structures
- Continuous monitoring of each student's performance and progress
- Regular evaluation of teacher performance, with continuous feedback and professional development





# The role of the teacher

The teacher has a central role at Nordic International School and we carefully select our members of staff. Our teachers are passionate about their profession, with a love of teaching and helping students to learn and acquire relevant social-emotional skills.

Our teachers are expected to have mastered the English language. We strive to have a combination of teachers with a Swedish teaching certificate and teachers with foreign qualifications.

Our schools have a common approach and employ evidence-based practices. We have developed a number of principles for what a lesson should include with regard to methods and content. We have an open dialogue about successful practices, and we place great emphasis on professional development.

The most important role of a teacher at Nordic International School is to teach and to be a leader inside and outside the classroom. With high expectations, well-developed teaching methods, and professionally organised lessons, we maximise our students' academic progress and performance. With creativity, dialogue,

and feedback, our teachers stimulate students' interest in their subjects, challenge them, and inspire them to want to learn and perform to the best of their abilities.

The teacher also has an important social role as an adult role model with the ability to earn students' respect and trust. This includes proper appearance and formal clothing, as well as the attitude that everyone should live up to the agreed rules of conduct. A student who does something good should receive recognition and encouragement, whilst there must be consequences for any student who breaches the common rules or who does not behave in an acceptable manner. An important part of being a role model is also showing that you care about the students, being mature enough to deal with both minor and major issues, and not leaving them to their own devices.

Teachers at Nordic International School are also expected to be in regular contact with guardians. They expect continuous feedback and information about how the student is developing and performing, and when problems or challenges arise. ■



Mr Gabriel Gonzalez

Student coach and Teacher in P.E

» For me it is incredibly important to put the student first and to apply my teaching to each individual. At Nordic International School, every student gets the opportunity to learn and develop.





# Expectations and rules of conduct

Nordic International School is characterised by high expectations and a safe study environment, with a focus on knowledge and academic progress, where everyone is given the opportunity to perform to the best of their ability.

We have clear rules of conduct, which everyone in the school is expected to respect and help to maintain. Prior to a student being enrolled at Nordic International School, the school, together with the guardian and student, carefully goes through the rules of conduct so that everyone agrees on them. The same applies when a new teacher starts working at the school. ■



Ms Marie Lotz  
Teacher in Mathematics and  
Science studies

» *As teachers, it is our duty to be custodians of our educational approach. The rules need to be in force at all times. It is imperative that we always address issues straight away. It requires a lot from us and it is something we need to support each other in. If I notice that a colleague is having trouble with a disruptive student, then I know I need to step in and provide support. We all need to speak with one voice.*

## Rules of conduct

### 1. The school is a workplace

We shall all contribute to making the school a calm, quiet, and effective environment for studies and learning. All students have the same right to achieve their full potential in a stimulating study environment.

### 2. Show consideration

Students and staff must treat each other with respect and understanding. We support each other and show respect for our differences. We always offer to help each other, both in relation to schoolwork and in social situations.

### 3. Zero tolerance to bullying

Bullying or disrespectful behaviour is never accepted. We have guidelines for how we view and handle bullying

We also consider non-intervention to be equivalent to bullying.

### 4. Physical school environment

Our rules of conduct also include respecting the school's physical environment. We must all take good care of our premises, our furniture, and all materials. We clean up after we have finished our work, and we keep books and other material in specific places.

### 5. Common dress code

Formal clothing for adults and a dress code for students contribute to our school identity and reduces the pressure on students to have the 'right' or expensive clothing. The school provides, without charge, the common elements of students' attire.

### 6. Rewards and encouragement

Rewards and encouragement are important elements in our ambition to motivate students and build a culture that promotes discipline and hard work. Rewards and encouragement should also include other desirable behaviour, such as effort, endurance, manners, good companionship, and other socio-emotional skills. Our system of rewards and encouragement includes, among other things, 'formal' commendations awarded by the principal to individual students, scholarships and end-of-term/year awards, as well as so-called 'house points'.

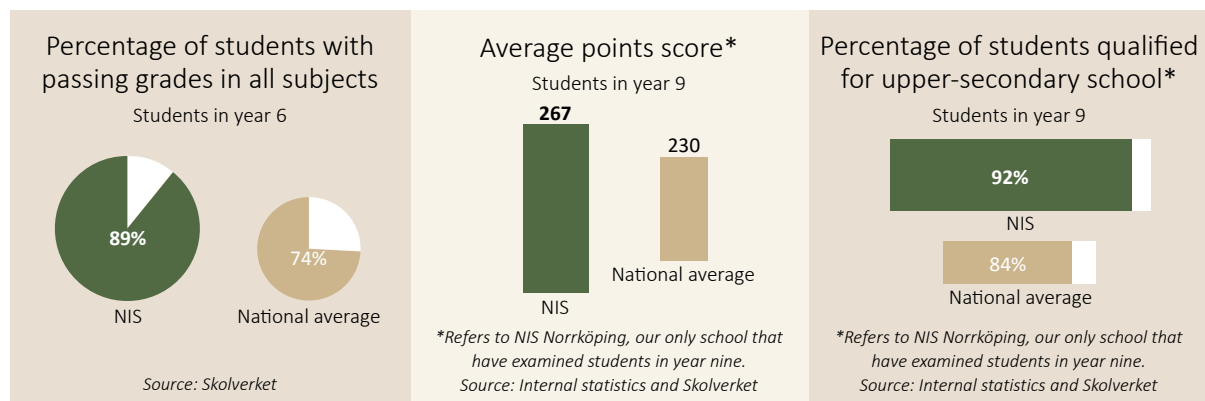
### 7. Consequences

In order to achieve a calm and safe school environment, the school has a system of consequences for when the school's rules of conduct are breached. Before a student starts at Nordic International School, we go through the different levels of consequences with both student and guardian.

# Our quality work

Nordic International School has a well-developed quality process in place, which we use to regularly measure and evaluate perceived satisfaction and learning outcomes. We are proud of the results our students have achieved in a relatively short period of time. ■

For more information about our quality work, please visit our website. [www.nordicinternational.se](http://www.nordicinternational.se)



# Testimonials

» I think learning in English is great, it's a good language to know. It was a bit different at first to have so many classes in English and to speak English so much but I have learned very quickly. You should go to NIS if you are ambitious and want to succeed in life.

Student

» I like having a school uniform because it means you never have to think about what to wear in the mornings.

Student

» This school has very intelligent teachers. They structure the classes very well and the subject matter is interesting. They teach in a way that helps me retain what I learn even long after I learned it.

Student

» A school that puts the children's needs and requirements first.

Guardian



» I get on very well at Nordic International School. The teachers are very good and I feel that I am learning a lot here.

Student



» Our children are very satisfied with all their teachers and we feel very confident in their competence and ambition for the students.

Guardian





#### **Karlstad**

+46(0)73-434 52 59  
Orrholmsgatan 4, 652 15 Karlstad  
karlstad@nordicinternational.se  
nordicinternational.se/karlstad

#### **Norrköping**

+46(0)73-636 09 96  
Dragsgatan 7, 602 19 Norrköping  
norrkoping@nordicinternational.se  
nordicinternational.se/norrkoping

#### **Trollhättan**

+46(0)73-434 84 46  
Lasarettsvägen 11, 461 52 Trollhättan  
trollhattan@nordicinternational.se  
nordicinternational.se/trollhattan

#### **Headquarters**

+46(0)11-205 17 10  
Drottninggatan 36, 602 24 Norrköping  
info@nordicinternational.se  
nordicinternational.se

#### **Application**

To register in our queue, please visit our webpage [www.nordicinternational.se](http://www.nordicinternational.se).

#### **Admission**

Admission to our schools is based on queue time and sibling priority. Sibling priority applies from a school's second year of operations. Admission is initiated in the start of the spring semester and admission offers are sent by e-mail.

#### **School fees**

All our schools are free of charge and funded by the Swedish school voucher system. The school uniforms are supplied by the school free of charge.

## **Bibliography**

Angrist, Joshua D. et al. 2013. "Explaining charter school effectiveness." American Economic Journal: Applied Economics 5: 1-2.

Azmat, Ghazala and Nagore Iriberry. 2010. "The importance of relative performance feedback information: Evidence from a natural experiment using high school students." Journal of Public Economics 94: 435-452.

Bergbauer, Annika B., Eric A. Hanushek, and Ludger Woessmann. 2018. "Testing." NBER Working Paper No. 24836.

Clark et al. 2012. "Putting students on the path to learning: The case for fully guided instruction." American Educator Spring: 6-11.

Dobbie, Will and Roland G. Fryer Jr. 2015. "The medium-term impacts of high-achieving charter schools." Journal of Political Economy 123: 985-1037.

Dynarski, Susan, Daniel Hubbard, Brian Jacob, and Silvia Robles. 2018. "Estimating the effects of a large for-profit charter school operator." NBER Working Paper No. 24428.

Escueta, Maya et al. 2017. "Education technology: An evidence-based review." NBER Working Paper No. 23744.

Gustafsson, Jan-Eric. 2013. "Causal inference in educational effectiveness research: a comparison of three methods to investigate effects of homework on student achievement." School Effectiveness and School Improvement 24: 275-295.

Ingvar, Martin and Gunilla Eldh. 2014. Hjärnkoll på skolan. Natur & Kultur: Stockholm.

Kingston, Neal and Brooke Nash. 2011. "Formative assessment: A meta-analysis and a call for research." Educational Measurement: Issues and Practice 30: 28-37.

Lavy, Victor. 2015. "Do differences in schools' instruction time explain international achievement gaps? Evidence from developed and developing countries." Economic Journal 125: F397-F424.

Stockard, Jean, Timothy W. Wood, Cristy Coughlin, Caitlin Rasplika Khoury. "The effectiveness of direct instruction curricula: A meta-analysis of a half century of research." Review of Educational Research 88: 479-507.

Woessmann, Ludger. 2018. "Central exit exams improve student outcomes." IZA World of Labor 419: 1-10.

## **Footnotes**

1. Angrist et al. (2013), Clark et al. (2012), Dobbie and Fryer (2015), Dynarski et al. (2018), Lavy (2015), and Stockard et al. (2018).
2. Azmat and Iriberry. 2010), Bergbauer et al. (2018), Clark et al. (2012), Gustafsson (2013), Ingvar and Eldh (2014), Kingston and Nash (2011), Stockard et al. (2018), and Woessmann (2018).
3. Escueta et al. (2017).