



Quality Management - from good to great

Strategy plan for managing systematic quality and development efforts

Bladins vision

We strive to help our students develop into curious, knowledgeable and thoughtful young people who are well-prepared to realize their dreams in a global world of diversity.

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1. Introduction

Bladins foundation quality secures its educational activities through continuous follow-up and analysis, enabling continuous assessment of the quality of the academic mission and development needs.

This strategy plan describes, among other things, the purpose, goals, strategic management and implementation of the foundation's systematic quality and development efforts on an overall and unit level.

2. Strategy plan, purpose and goals

The purpose of the strategy plan is to provide structure and content in the organisation's quality and development processes.

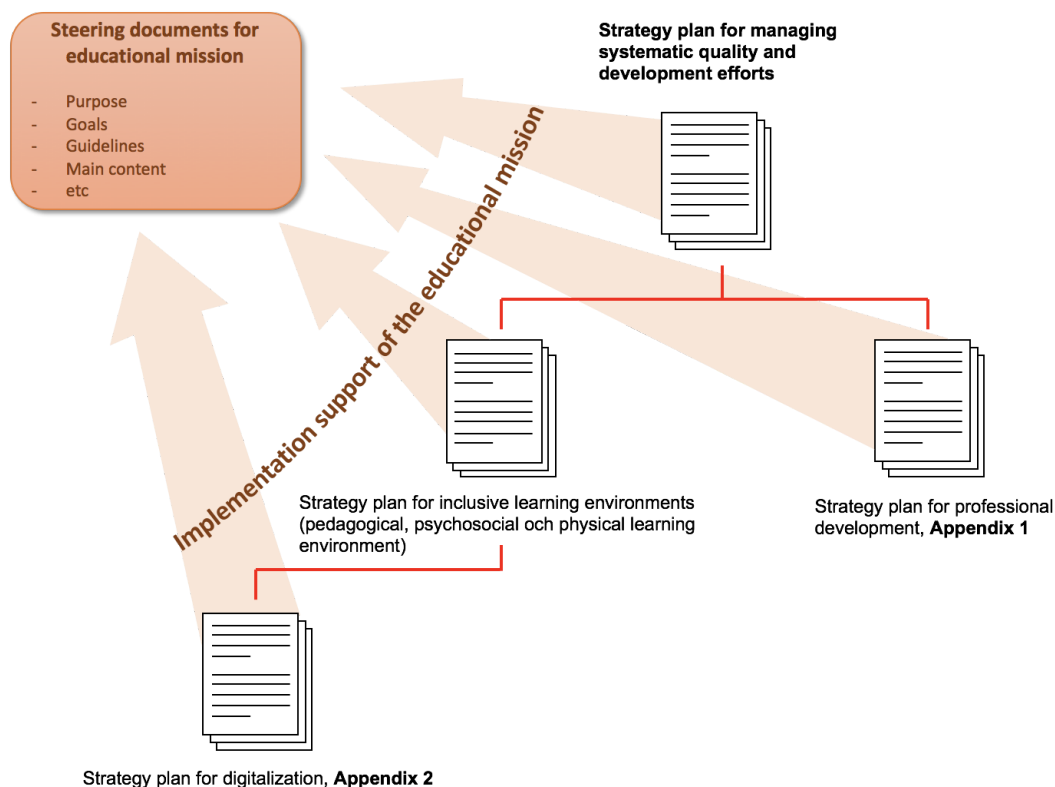
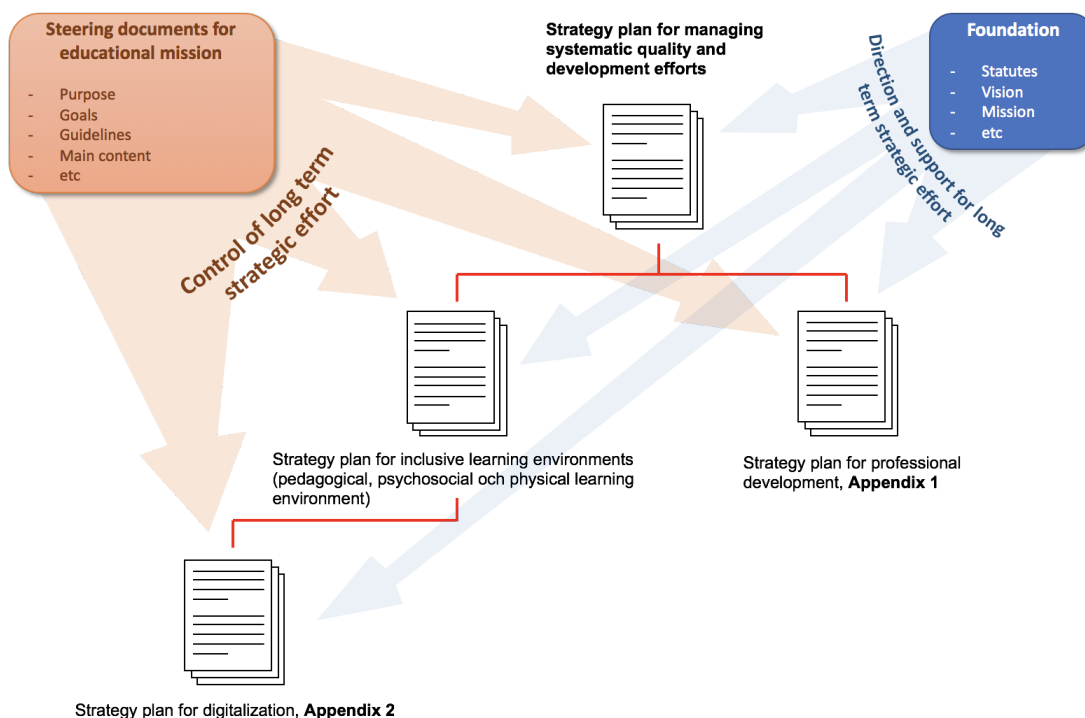
The strategy plan aims to strengthen the organisation's qualitative delivery, in this document referred to as *productivity*, within the framework of the academic mission as stated in each school unit's steering documents, including the International Baccalaureate (IB).

3. Strategic control

Strategic control of systematic quality development efforts is based on the steering documents of the academic mission for each school unit. The foundation's statutes, vision and mission, including target group wording, provides support and establishes the direction forward for strategic management for all activities within the foundation.

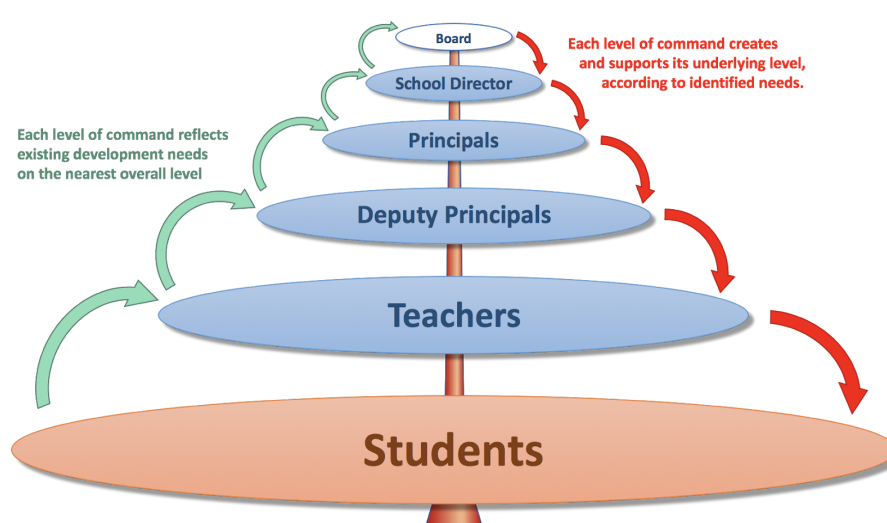
The following strategy plans are also arranged to support implementation of the academic mission:

- Strategy plan for professional development, **Appendix 1**
- Strategy plan for inclusive learning environments (under production, based on the paper "Olika är normen" by SKL, based on international school research)
- Strategy plan for digitalization, **Appendix 2**



4. Chain of command

The chain of command for the Bladins Foundation also acts as a support and communication chain. All levels operate from the vision that all children and students shall be able to reach their full potential. On each level of command, employees work to create conditions for “their” group, for teachers this means students. Staff on each level of command are working to create conditions for the implementation of quality efforts on the next underlying level. Each level ensures that planned efforts are clearly linked to the organisation's overall development goals. Each level is also responsible for follow-up on progress and results related to the same development goals.



5. Productivity- qualitative delivery

Applied to educational activities, productivity corresponds to the qualitative delivery of the school's academic *and* democratic mission. Regardless of unit and level of command, productivity is primarily based on the distribution of available resources in combination with the staff group's collective approach to its mission.

A high level of productivity, or qualitative delivery, requires an organisational culture based on:

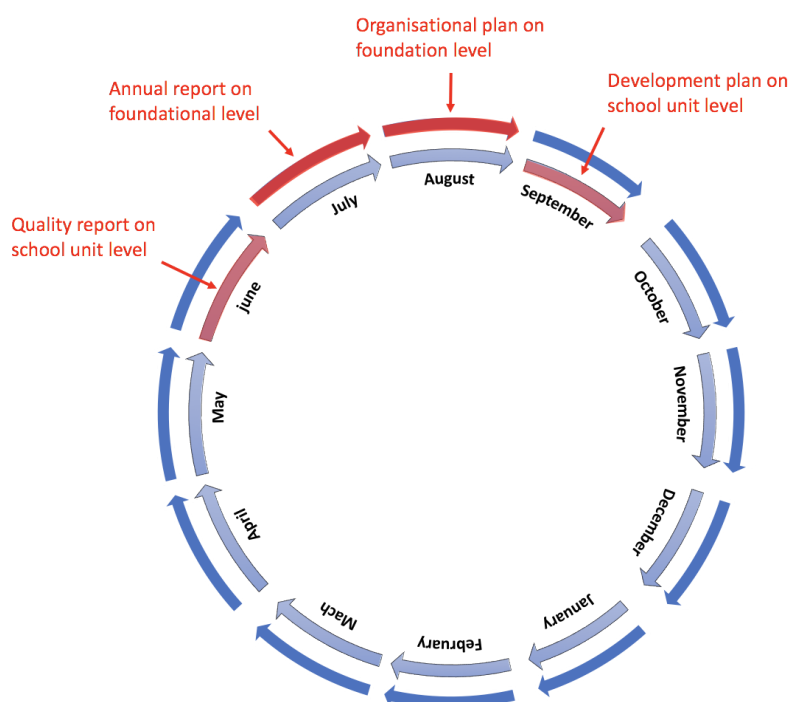
- an attitude towards progress that involves a constant aim to improve
- an attitude that we can improve day by day
- a willingness to improve current situations, regardless of how good things seem or actually are.

- constant adaptation of human and financial assets and activities
- constant application of new theories and methods, and
- belief in people's ability to improve their conditions

6. Annual wheel

Systematic quality efforts, including continuous follow-up of development efforts, are planned in an annual wheel for all school units. If necessary, the annual wheel can be divided into separate wheels for specific units and departments. Regardless of level of command the annual wheel contributes to better planning, a balanced workload and a clearer division of labor. It also aids in visualizing planned follow-up efforts. The annual wheel clarifies *what* should be done and *when*, and creates structure, systematics and routines, with the aim of institutionalising organisational and didactical progress factors.

General efforts and balancing aimed at areas such as work environment, finance, environment, government grants and staffing are included in the annual wheel in order to identify contact points between these areas and development areas within the foundation's academic mission.



6.1 Quality report on school unit level

The principal establishes prioritised development areas for his/her school unit, through analysis and conclusions of the academic year, presented in an annual quality report for each school unit. These quality reports are based on the organisation's goal fulfillment, clearly connected to the goals stated in the steering documents regarding the academic mission. Goals, planned efforts and consequences for organisational and financial governance are based on continuous follow-up and analysis of each school unit's quality delivery.

6.2 Annual report on foundational level

Conclusions and development areas in the quality report for each school unit are aggregated to foundation-level in the form of an annual report, in which an overall analysis identifies possible contact points between school units. Common development needs, related to the academic mission, will be found in the conclusion of the annual report, for foundation-wide development areas. This establishes a clear link between foundational and school unit development needs.

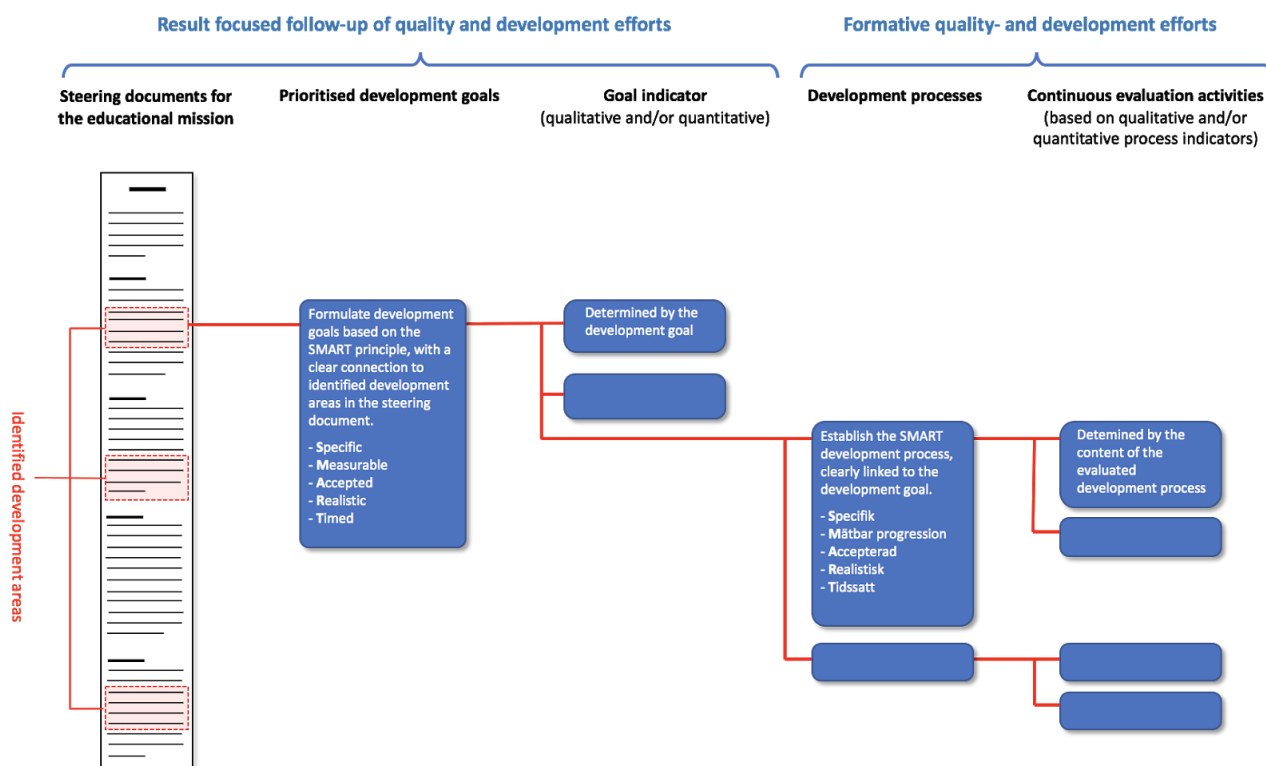
6.3 Organisational plan on foundational level

Prioritised development goals on a foundation-wide level are formulated based on the SMART principle (Specific, Measurable, Accepted, Realistic and Timed). As these goals are based on needs further down the line of command, they can be delegated downwards without risking congestion or a weakening of acceptance and realism. The development goals are assigned quantitative and qualitative target indicators, enabling continuous measurement of goal fulfillment, progression and results.

6.4 Development plans on school unit level

SMART development goals that have been delegated from foundational level downwards are combined with SMART formulated unit-specific development goals. Unit-specific goals are also assigned quantitative and qualitative target indicators. Efforts, labelled development processes, are established with clear links to development goals. These processes are followed by continuous evaluation activities supported by qualitative and quantitative process indicators to ensure formative quality and development efforts.

Structure for systematic planning and follow-up of school unit development plans



Foundation-wide organisational plan and school unit development plans are also added to the annual wheel.