English summaries

Annica Löfdahl: Changes in teacher-parent relations in preschool
– aspects of a teacher profession in transition

The article revolves around a project designed to study the profession of the teacher in the current Swedish preschool through the teachers' work on systematic documentation of quality. Previous results have shown an ongoing change in preschool teachers' professional knowledge. Apart from the focus among teachers to stress their documented activities in terms of learning as something measurable and assessable, another important aspect is how preschool teachers deal with relations with the parents in the process of documentation. Based on the fact that the Swedish preschool is part of an expanding school market, consisting of more and more independent and private forms of preschools that compete with public preschools (and of competition among the public preschools themselves), the relatively new right of parents to choose which preschool their children will attend highlights their status as customers and actors on the preschool market.

The empirical data consists of documentation directed towards the parents in a public preschool setting during one school year. Apart from weekly parental letters the data consisted of observations from a staff meeting focusing on the teachers' discussions while producing the yearly quality account (QA), the content of the final written QA and a follow-up interview. In this case, the demand to involve the parents in the work of systematic documentation is a traditional part of the Swedish Education Act that has recently been more clearly expressed. The article examines how information about the preschool activities is disseminated in documents and addressed to the parents and how the relation with parents is performed in the QA and in the preschool teachers' talk about the documentation. The aim is to construct new knowledge about preschool teachers' various professional strategies to manage relations between preschool teachers and parents, and how this in turn can contribute to changes in the teacher profession.

The project is based on theories that deal with relations between changes in society, changes in the educational system and changing perspectives of teacher professionalism and pedagogical work in the preschool. The analysis

is based on theories on the teacher profession and professionalism as well as theories of educational policy and, through the concepts of fabrications and performativity, how policies are regarded as something that create problems for the teachers which must to be solved in the local context. This means that increased policy demands on documentation, visibility and parental involvement pose specific problems to the preschool teachers. They have to deal with and relate to the parents in specific ways, as the Swedish preschool of today is heavily incorporated in an expanding education market, constantly visible and exposed to competition and control.

The results show that professional strategies like keeping distance vs. maintaining closeness are connected to teacher-parent relations such as trust and mate relations. Teacher-parent relations that could be characterised as emotional were found in talks about documentation, and professional strategies to obscure and neutralise were found in relation to the QA. Previous research aimed at providing results on professionalism 'from within', mainly from interviews with teachers in preschool, emphasises social relations and the caring and loving traits among the teachers as main traits among early childhood teacher professionalism. These results are only partly supported by results from this study. In this study, analyses of working with and talking about documentation, as well as of different kinds of documentations (QA and weekly parental letters) in the same preschool, indicate that a multitude of strategies, reflecting many different professional traits, are present in different parts of the work of systematic documentation. My results show teachers' professional traits as 'soft values', such as the mate relation and the closeness strategy. However the way the teachers also perform the distance strategy and the trust relation show that 'traditional professional traits' are also valuable.

Through the strategies used by the teachers, the weekly letters are characterised by being 'nice' and 'cute', while the talks are characterised by great complexity and emotional anxiety and the QAs are presented to be viewed as neutral. These findings relate to the theoretical concepts of performativity and fabrications as well as the reasoning on how teacher professionalism entails high levels of anxiety and demands for performativity.

An important skill that appears in the teacher-parent relation and can be linked to this type of documentation is the ability to balance the professional strategies of keeping both distance and closeness. Shortcomings in these balancing skills could jeopardize both the preschools' and the teachers' professional autonomy. Too much distance could mean that parents might choose another preschool where opportunities for influence are greater, while too much closeness could mean that the preschool activities become guided by parental preference rather than professional qualifications. This may not be regarded as a new professional strategy, but the marketization

of the preschool, the parents' new opportunity to choose preschool and the demands to involve parents in the systematic documentation of quality make the art of balancing extra sensitive.

Changes in the way the preschool activities are documented and informed are ongoing, both as development work and as consequences of educational policy decisions. The results show that this affects the preschool teacher profession and that the awareness that preschool teachers use various professional strategies to maintain relations with parents is general knowledge, even if the strategies are performed differently in different local contexts.

Gunilla Dahlberg & Ingela Elfström: Pedagogisk dokumentation
i tillblivelse

With inspiration from the municipal preschools in the Italian city of Reggio Emilia the discourse of pedagogical documentation travels around the world today. This large interest is is in the article seen as a resistance towards the change in the rationality of governing of educational systems that has taken place since the 80's. A change that can be related to increased economic competition in the global world resulting in new rationalities and new models of governing taken from management-philosophies, such as new public management, total quality management and public choice. Rationalities characterized as a direction towards explicit goals and results, and contributing to a stress on documentation and quality-assurance. With this new rationality as a background the purpose of the present article is to describe how pedagogical documentation has been understood and constructed, as a resistance, in the research group of preschool-didactics at the Institute of Education (today Stockholm University) in Stockholm. The justification for basing the article on the understanding and the constructions of this research-group is due to the fact that its research on pedagogical documentation is taken, both in Sweden and internationally, as an example. Since the 80's the research-group has been in close contact with the Reggio Emilian experience through study visits, written documents, lectures in Reggio Emilia and Sweden, discussions with pedagogues in Reggio Emilia, and through cooperative research projects. In the article three constructions grown out of different philosophical and theoretical perspectives are presented: pedagogical documentation as a reflective practice and formative evaluation; as a tool for deconstructing dominant discourses; as a transformative force. Pedagogical documentation as a reflective practice and formative evaluation mainly emerged from a specific perspective in curriculum theory and from research on "the reflective practitioner", while pedagogical documentation

as a tool for deconstructing dominant discourses has mainly grown out of inspiration from Michel Foucault's, Nicholas Rose's and Valerie Walkerdine's thinking. The construction of pedagogical documentation as a transformative force emerged from research inspired by Gilles Deleuze and Felix Guattari. These philosophical and theoretical perspectives are perspectives that the schools in Reggio Emilia also relate to, although it is not always explicitly shown in their publications (se vidare Hoyuelo, 2001, 2013; Ceppi & Zini, 1998; Rinaldi, 2013).

Christian Lundahl & Sverre Tveit: Att legitimera nationella prov i Sverige och i Norge – en fråga om profession och tradition

The article explores the evolution of national instruments used for certifying student achievement in Swedish and Norwegian primary and secondary education. It addresses how two otherwise similar countries have dealt differently with reforming their assessment systems to ensure legitimacy of student certificates, teachers' competence as assessors and the education system as such.

  With the modernisation of the education system post WWII, Sweden was highly influenced by American testing theories and methods, which led to the termination of external examinations in 1965. Norway, on the other hand, rejected new American psychometric methods as basis for certifying student achievement and have to date continued the European tradition of independent expert judgment. Both Sweden and Norway's national instruments for determining student achievement gained legitimacy through its grounding in the teaching profession. Initially the Swedish national tests were voluntarily instruments developed to support teachers. More scientific grounding of the testing scheme was however a key strategy for ensuring legitimacy of the tests and the education system itself during its expansion and modernisation. Attempts to implement similar standardized tests in Norway in the late 1960 fell short due to its potential role in outcome based governing of the education system, which the teaching profession opposed. Despite political controversy over the Norwegian national examinations at times, legitimacy of these have remained intact because they throughout the 19th century represented a recognition of rather than a threat to teachers' professional autonomy.

  The instruments have been developed and changed over time and the article relates these changes to conflicts between actors such as administrators, scientists and teachers with regards to the instruments' role and purpose. It is argued that the increased emphasis on the instruments' data for outcome

based governing of the education system challenges the legitimacy of the instruments, which may explain attempts to argue that they also have a formative role.

We identify how educational assessment face different profession battles centred on the issues of measurability and usefulness. As teachers' autonomy concerning assessment is weakened, so is their status and recognition as professionals. Recent emphasis on formative assessment does however reflect that the teachers' do not accept too strong external control and try to recapture the lost recognition as professional assessors.

Per Andersson & Andreas Fejes: Svensk forskning om validering av vuxnas lärande – trender och tendenser

This article presents a review of Swedish research on validation (recognition) of prior learning. Validation is a matter of making prior learning visible, assessing it, and giving it recognition. It is a practice that mainly takes place in the contexts of adult education and the working life, with the ambition to give recognition to learning that has taken place outside the formal educational system, and often also in other contexts, e.g. in other countries.

The review is structured by a number of different theoretical perspectives that could be applied in educational research on assessment, and that have been employed in Swedish research on validation of prior learning. Nine different theoretical understandings of validation are presented, categorised in four overarching themes. Each understanding or perspective is presented through cases of research where they have been used. The following themes and understandings are discussed:

1. Validation and learning
    a. Validation as a practice of learning
    b. Validation as an experienced phenomenon
    These understandings include the use of theory of situated learning, and of phenomenography.
2. Validation and power
    a. Validation as a technique of governing
    b. Validation as a gender order
    c. Validation as a practice of organising
    In these understandings theories of governmentality, gender order, and actor networks are employed.

3. The potential of validation
    a. Validation as communicative action
    b. Validation as recognition
    Here the focus is on Habermas' theory of communicative action,
    and Honneth's theory of recognition.
4. The validity and reliability of validation
    a. Validation as educational measurement
    In this theme and understanding of validation, the concepts
    of validity and reliability are central.

Finally, research on validation is discussed in terms of the contribution to
research on assessment more generally. Firstly, it means research on assessment
practices targeting adults. Thus this research area gives a contribution to
educational research on assessment in terms of covering other contexts and
groups than those who are dominating in educational research generally.
Secondly, validation is a type of validation practice that differs significantly
from assessment in the school system, which means that this research brings
in a different perspective in research on assessment. The main difference is
that assessment in the school system, on the one hand, should be based on
continuous assessment, where the assessing teacher is obliged to include all
information available on pupils' knowledge in the final grading, information
based on a long educational process. On the other hand, validation of prior
learning means that the assessor has not been involved in the learning process,
and assessment has to be done retrospectively.

   In some contexts validation has been seen as a radical solution to problems
of injustice and educational gaps. However, the examples from research
presented in this article show that such problems are present in the practice
of validation too. Nevertheless, we argue, like Young (2006, p. 326), that
research on validation (*Recognition of Prior Learning*, RPL) puts focus on
fundamental issues in educational research and practice:

   Questions about knowledge, authority, qualifications and different
   types of learning will always be with us. Once RPL is freed from its
   largely rhetorical role as the "great radical strategy" or the "great solution
   to inequality", it offers a unique and very concrete set of contexts for
   debating the fundamental educational issues that such questions give
   rise to, and for finding new ways of approaching them.

Ingela Andreasson: Individuella utvecklingsplaner – en bedömningspraktik i tiden

This article is about the use of Individual Development Plans (IDP) in Swedish schools and the purpose of the paper is to discuss both opportunities and challenges that schools face using these plans.

Since 2006 it has been mandatory for schools in Sweden to establish an Individual Development Plan with written assessments in every subject for all students in the compulsory school system. A recent change in the Education Act (2013) abolished the requirement for Individual Development plans for students that receive formative grades in years 6-9, however, it is stipulated that IDP should be retained in school year 1-5.

The formative purposes of the IDP is threefold; a) to summarize students achievements with regard to objectives and standards for each subject, this is to inform the students and their parents, b) to summarize the effort and support needed for the student to achieve the learning objectives and c) to develop the objectives in the school syllabus and curriculum. The intentions of the IDP in a formative sense are to clearly describe the learning targets and strategies for student achievement. The summative parts of the IDP are to include descriptions of knowledge attained in the form of a written evaluation, therefore, the IDP should be elaborated upon and revised in parent-teacher-student conferences. In addition, and according to the policy, IDPs ought to be used by the students and the teachers continuously throughout the school year when planning, guiding and evaluating learning.

This article examines findings from individual development plans that were collected from five municipalities in Sweden for 233 pupils. The documents were gathered by random selection from students in grade five (11 years old). A systematic sample was drawn from the school class lists and samples were gathered from every fifth student on the list. These IDPs were requisitioned from each school and, in accordance with the ethical guidelines from the supporting University, students' names were removed to maintain confidentiality.

The analysis of the IDPs was based on Michel Foucault's concept of governmentality. Governing modes refer to governmentality as a way of understanding how power is exercised and made productive e.g. by guiding and shaping conduct and by being informed by certain knowledge or "regimes of truth" about social practices. Specifically, how liberal powers, making use of freedoms and self-regulation subjectivities is of interesting in this article. It involves how individualized and self-regulation modes of learning become desirable ways of being and acting in contemporary societies. Text analysis was carried out to illuminate the way students are assessed in the school's

documentation and various forms of technologies of the self as reflected in the documents. A governing that also implies power relations. It is governing with the objective of forming, guiding, administering and regulating the behaviour of individuals.

The result shows a wide range of technologies of the self. It emerges self-responsible and self-regulated pupils in the development plans. Abilities and characteristics that also include entrepreneurial learning, which is in line with current curriculum where students will "develop an attitude that promotes entrepreneurship". There is a strong focus on individual students' academic achievement in the plans. The targets are usually clearly expressed (in many plans copied syllabus objectives). Furthermore, Market-oriented discourse emerges through the IDPs to indicate that teachers govern the pupils to what they perceive as society demands. The analyses also shows that the notion of "formative assessment" contains elements of governance and power technologies from Foucault's perspective. In particular, aspects in the formative assessment show the expectations of pupils' ability to evaluate their own learning and from that improve their own learning strategies. If we transfer this to Foucault's concept of governance technologies, we can see that Foucault's concept of self-technology, i.e. to govern themselves through self-awareness and reflection is present.

The findings from this study indicate a possible increase in participation both for students and for parents in the schools using the web-based documentation tool. Through web-based technology, both parents and students may dialogue with the teachers in each subject. The IDP documents also have the potential to shape both students' as well as the professionals' identities through their role of governing activities and processes. What is of concern is that action plans describing how to achieve the targets are rare. This means that the learning process and key aspects of teaching that help identify the teacher profession becomes hidden behind the stated goals in the IDP documents. The question then is how useful these plans will be for the pupils development but also for teachers' everyday work.

Alli Klapp: Betygen i grundskolan – relationen mellan bedömning och elevers senare prestationer

The present article has two aims. First, to present results from a study of how grading in Grade 6 affected grades one year later in Grade 7. Due to a circumstance in the Swedish school system, municipalities could choose whether or not to grade their students in Grades 3 and 6 during 12 years, from 1969 to 1982. This natural experiment made it possible to compare graded

students' later achievement with the achievement of ungraded students. Different student background characteristics were controlled for, such as cognitive ability, gender and socioeconomic status. In all, 8558 students who were born in 1967 participated in the study. Data was composed from the Evaluation Through Follow up (ETF) database. Multiple multivariate regression analyses were estimated and missing data analyses were performed. The analyses were conducted in the Mplus program (Muthén & Muthén, 2009) where the complex option was used which takes into account clustering effects. The results showed no main effects of grading on grades in Grade 7 but important interaction effects occurred. Graded students who scored low on the cognitive test received lower grades in Grade 7 compared to low-scoring not graded students. Gender differences also existed, whereby graded boys were more negatively affected by grading as compared to graded girls. No positive effects of grading for students who scored high on the cognitive tests were found. These results are in line with international research that grading affects students differently due to their background and personal characteristics. These results are discussed in relation to previous research within the field and in relation to stress-, motivation- and resource theories. The result is also discussed in relation to the present education- and assessment system which has become a highly differentiated system and the consequences this may have on students' self-concept and later achievement.

Second, the Conservation of Resource theory (Covington, 2000; Hobfoll, 2001) is discussed in some detail in order to suggest an explanation to and discussion of why students are affected differently by grading. Grades are of high-stakes importance to students in Sweden due to the grades being used as the primary selection instrument for higher education. In order to understand the effects of grading on students' later achievement and why students different background characteristics seem to be of importance for the differentiation effects of grading, the COR theory may be useful.

Anders Jönsson & Pia Thornberg: Samsyn eller samstämmighet? En diskussion om sambedömning som redskap för likvärdig bedömning i skolan

Social-moderation practices, where teachers assess or discuss their assessments together as a group, have recently been promoted as a strategy for achieving equity in assessment. For example, in their conclusions from re-assessing National Tests previously assessed by teachers, the Swedish Schools Inspectorate recommends social-moderation practices as a way to reach greater coherence in teachers' assessment and grading. This and other similar recommendations have led the Government to commission the Swedish

National Agency for Education to disseminate models for social moderation that may lead to improved equity in assessment.

There are also other reasons for implementing social-moderation practices, which are not necessarily grounded in an ambition to make teachers' assessment and grading more coherent. Most notably, Dylan Wiliam (2007) has proposed organizing so called "Teacher Learning Communities" (TLCs). TLCs are groups of teachers meeting regularly to discuss assessment issues, as a way to implement "Assessment for learning" (i.e., where assessment information is used in order to support student learning). Wiliam's ideas have influenced several local educational authorities in Sweden to invest in TLCs and other forms of social-moderation practices. The main reason for implementing social-moderation practices is, however, to improve teachers' assessment competency in order to raise student achievement, rather than for reasons of (national) equity in assessment.

These two different reasons for promoting social-moderation practices raises an interesting question of what happens when the striving of the schools towards "Assessment for learning" meets the demands for improved equity in assessment introduced by State authorities. The purpose of this article, which is based on a comprehensive literature review of research on social-moderation practices (Thornberg, 2014), is to analyze the potential conflict that may arise from using social-moderation practices for these two different agendas. For instance, social moderation for equity purposes may focus on the assessment of national tests, although these test are – for most subjects – only performed once a year and also (due to, for example, issues of standardization and reliability) relatively limited in format and scope. Social moderation for other purposes, on the other hand, may be a recurring activity embedded in teachers' regular work, including a much broader spectrum of student performance. Furthermore, while there is convincing evidence for social-moderation practices being able to support a common understanding among teachers of what to assess, in terms of goals and criteria, the evidence supporting increased inter-rater agreement as a consequence of such practices is lacking.

From the analysis, it is therefore concluded that there exists a strong conviction that social-moderation practices may contribute to improved equity in assessment and grading, not least by teachers assessing student performance on national tests together as a group. However, this may be misleading because it is based on an overconfidence in what can be achieved through social-moderation practices, for instance in terms of increasing coherence and inter-rater agreement in teachers' assessment and grading. By restricting the use of social-moderation practices to assessing national tests, there is also a risk of limiting teachers' possibilities to reap the pedagogical gains

of social-moderation practices. However, by letting the social-moderation practices become a continuous activity, which include the interpretation of steering documents and assessment of student performance (both finished and not-yet-finished work), as well as national tests and grades, the analysis suggests that social-moderation practices may provide support for developing teachers' assessment practices.

Ann-Christine Vallberg Roth: Bedömning i förskolors dokumentation – fenomen, begrepp och reglering

Professional teachers need to identify and justify their judgments and choices of documentation tools and to critically reflect on the knowledge base of assessments. In this context, this article provides a basis for critical reflection on assessment in preschool documentation. Professional judgment is considered scientifically based and empirical; it is also related to regulation and policy documents, including the Education Act and curricula. Altogether, assessment is woven into the documentation, and it can either support and reinforce or weaken and mislead the various stakeholders, including teachers, parents and children. In conclusion, the article highlights assessment in preschool documentation as phenomena, concept and regulation.

In this article, I aim to describe and analyse assessment in preschool documentation from a *didaktik* perspective (see didaktik below). More specifically, I aim to analyse how different forms of assessment are theoretically based and how they are related to Swedish preschool regulations. The following questions were submitted: What are the forms of assessment that appear in preschool documentation, and how can they be interpreted as theoretically based and related to preschool regulations in Sweden? Which assessment concept can be traced and formulated as a feasible alternative for preschools in Sweden?

Didaktik refers to a Continental (European), critical and integrative didactic that strives to provide support for critical reflection through alternative tools and concepts. The letter K in didaktik (instead of C in didactics) represents the continental approach, which emphasises the reflective processes of *Bildung*. Bildung-processes concern preparing individuals for an open future. Assessment has often been discussed from a didactics perspective, that is, from the Anglo-Saxon tradition that tends to focus on methods, instructions and learning outcomes. In this paper, a different view of assessment is employed: assessment and documentation practices in ECE are considered from the didaktik perspective.

The analysed material represents examples taken from three preschools in southern Sweden. The material was generated in 2011 from two municipalities and comprises documents and interviews with preschool teachers and preschool heads. Analysis and interpretation were performed by means of an abductive analysis process. The results show that each preschool works with various documentation tools and assessment forms with shifting relationships to regulation that can be summarised by the alternative concept of 'transformative assessment'.

Summative and formative assessments are concepts developed in accordance with goals to achieve, knowledge requirements and learning outcomes that focus on both the individual and the classroom level. These concepts are not developed with a focus on preschool activity, which follows a policy design with goals to strive for, hence but without specified achievement objectives and learning outcomes at an individual level. Preschoolers should not be assessed based on established standards, nor should they be compared to anyone but themselves. Hence, the concepts of summative and formative assessments are not fully viable in the preschool setting.

Transformative assessment is a concept focusing on reshaping and interplaying assessments that are intertwined in the registration and complex documentation practices in preschools. Varying ways to record, whether it is written or in the form of photos, videos or symbols— shape and reshape different versions of reality as an expression of power. Accordingly, all assessments intertwined in documentation are formed from certain positions, interests and perspectives, and they influence how reality is constructed and enacted. Transformative assessment may interact between different theoretical positions and assemblies, including influences from psychological, socio-cultural, market-economy (goal-result-quality), neuroscientific and post-human approaches. Transformative assessment may be seen as a reshaping and interplaying assessment in motion between different actors, forms, contents, and functions; it moves between different levels (micro-macro) in complex networks.

Hence, the concept of transformative assessment can articulate and conceptually capture the transformative interaction between different forms of documentation and assessment— between assessments with different theoretical bases, including developmental-psychological assessments, knowledge assessments, personal assessments, self-assessments, narrative assessments and centre-performance-focused assessments. The concept can also be examined in relation to the transformation of assessment from the individual level (how children's skills change in target areas) into goals and assessments for preschool-activity and centre performance (what needs to change for the child to be challenged and to further develop in the direction

of curriculum goals to be strived upon). The revised preschool curriculum states that documentation and analysis should include the ways in which the skills and abilities of the child continuously change in target areas in relation to the development and the learning conditions provided by the preschool.

Further, transformative assessment is enacted in socio-material co-actions between linear (goal-directed) and non-linear actions. The non-linear transformative assessment may refer to Osberg and Biesta (2010):

> We should not try to judge what emerges before it has taken place or specify what should arrive before it arrives. We should let it arrive first, and then engage in judgement so as not to foreclose the possibilities of anything worthwhile to emerge that could not have been foreseen. (p. 603)

Accordingly, transformative assessment can be seen as a movement between the assessment of linear, retrospective learning (signs of learning oriented towards the past and what is already known, planned and goal-oriented, or based on a predefined intention of the educational intervention) and the non-linear learning (oriented towards a future that cannot yet be foreseen and based on a complex and open-ended understanding of processes). Transformative assessment 'could then be understood to guide learning and creating by "expanding the space of the possible and creating the conditions for the emergence of the as-yet unimagined"' (Osberg & Biesta, 2010, p 603).

Finally, the concept of transformative assessment relates not to a prescriptive concept (enforcing a prescribed ideal) but to a descriptive, reflexive concept, which is an alternative concept that can offer support for thinking critically in a complex documentation and assessment approach. The concept needs to be further studied.