

English summaries

Tomas Englund and Tone Dyrdal Solbrekke: On different meanings of teacher professionalism

What does it mean to be and act as a professional teacher? In this article we begin by establishing a significant distinction between teacher professionalization and professionalism. We characterize *professionalization* as related to the autonomy, authority and status of the profession, an external perspective established as a project within critical and historical sociology during the last three decades of the 20th century. Teacher *professionalism*, on the other hand, is seen as a sociopolitical and moral project, concerned with the internal and, in a broad sense, pedagogical quality of teaching as a profession.

Defining professionalism in this way, we also develop and distinguish two different and opposing logics determining what it means for 'social trustee professionals' such as teachers to act professionally: a *logic of professional responsibility*, as defined within the frame of professionalism, and a *logic of accountability*, as developed primarily within the frame of New Public Management and rhetorically related to the professionalization perspective.

Responsibility relies on trust in the professional agent being qualified and willing to handle dilemmas and having the freedom to deliberate on alternative courses of action. The professional is expected to be able to justify his or her decisions in the specific setting from a professional point of view, building on science- as well as experience-based knowledge and on moral reasoning.

The development and the function of strategies deployed by the 'accountability movement' seem to emphasize practices that ignore the complexity of professional responsibility. An important function of the system of accountability is to reduce the ambiguity of professional practice. According to this logic, the necessary means are to oblige professionals to adhere to, and be accountable against, prescriptive policy standards of quality and to make their judgements and work transparent to the public. However, while it is a legitimate aspiration to make professional work as transparent as possible, there is also a risk that too great a focus on performativity,

efficiency, flexibility and transparency will reduce accountability to a set of technical and managerial requirements at the expense of the moral dimensions of public accountability.

After analysing and discussing the tension between these two logics, we pose the question whether teachers in Sweden are given space to enact professional responsibility, and if so, in what way. We illustrate the tension between the two different logics using the concrete case of the country's recent teacher certification reform.

Finally, we also raise the question of education of professionals and argue that, if higher education of professionals and professional development welcome and encourage practices built around the kind of deliberative communication outlined, then professional work, through what might be called discretionary specialization involving subjective judgement and decisions tailored to different circumstances, will have great potential to achieve the highest levels of professional responsibility. In this way, students may be able to develop a capacity to live out professional responsibility in practice – a practice that reaches beyond a narrow understanding of employability.

To specify what we are aiming at, we believe that, through deliberative communication, students may become professionals who are knowledgeable and aware of tensions and dilemmas that need to be handled at work. The capacity to reflect critically on ways of coping with conflicting interests, and an ability to understand the tension between the two logics of accountability and professional responsibility, may be nurtured through deliberative communication, in that it emphasizes both articulation of arguments and actual practice. As both higher education and professional practice are framed by the logic of accountability, becoming aware of and capable of deliberating on and analysing the consequences of different logics, the logic of accountability and the logic of professional responsibility, seems to be one necessary component of future professionalism.

Ulla Karin Nordänger and Per Lindqvist: Teachers' discretionary power – images over time

The project which forms the basis of this article is a longitudinal cohort study of 87 graduates from a Swedish teacher education. Shortly before graduation, in 1993, they were asked to describe what expectations they had on their future job and if there were specific things they feared having trouble with, in their future work as teachers. The same questions were repeated 2013, after 20 years in working life and the presentation of data

focuses on comparisons between the still active teachers' expressions of expectations on their work in 1993 and 2013. Furthermore, as an illustration of how expectations are fulfilled, changed or left unmet over time, data from survey questions from 1994, 1996 and 2000 is presented. The statements are related to analyses of the relation between teachers' discretionary power and the radical changes in governance of the educational sector that took place in Sweden during the same time period. Data shows that during the twenty years that the teachers in the study have been working in schools, their experiences of discretionary power have changed on a collective level. Expectations on a high level of professional freedom, which also seem to have been realized during the first active years, graduate into descriptions of a job with limited freedom after a few years. An image of a profession with a considerably decreased level of discretion emerges, but at the same time, the results indicate that this image needs to be balanced. Signs of professional bifurcation can be traced in the results. One third of the still active teachers experience a fair amount of professional discretion also after twenty years. Their expressions point toward a new space of discretion, more in line with the new governance, that might lead to the development of a new type of professional identity.

Marie Jedemark: Students in the border zone between university education and workplace training: Are knowledge transfers possible?

Today, many academic educational programs include shorter or longer elements of workplace training. The idea is that students should be given the opportunity to apply theoretical knowledge in a professional setting. However, the question of what skills are transferable between different educational contexts has proved difficult to answer. Students find it difficult to apply the skills they have developed during the education at the university when the problems are rephrasing or reframing in a new context. In this article, questions concerning transfers between different educational contexts are discussed in relation to how students in an academic professional training make use of the border zone between two different educational contexts. How do students integrate knowledge between the university education and the workplace training? Can documents, for example different assignments, be an aid for students to relate skills and knowledge from various educational contexts and if so, how do these assignments need to be designed in order to better support the students learning?

The study is based on data that includes interviews with 19 students, supervisors and academic teachers, and 15 audiotaped assessment calls and

different types of course documents, for example lesson plans and rating forms, course syllabi and study guides. The results indicate that students use knowledge from various educational contexts, but transfers do not occur automatically just because the educational context is changing. Boundary objects, for example in the form of assessment documents can make it easier for students to interpret and reconstruct the previously developed skills in relation to new contexts, but these can also create tensions between the requirements for professional competence posed by the academic setting and the supervisors' ability to assess these in-demand abilities. To manage this tension, the students act as brokers, something they many times perceive as ambiguous and complex.

Students who are supposed to be able to take on the role as broker need to have developed an ability to judge when this is necessary, but also be able to determine when the supervisor may accept the student as a broker. The student must also be able to create legitimacy in his or her role as broker. These implicit or tacit demands on students' knowledge emerge as a kind of hidden curriculum. Previous studies indicate that students may have to devote a lot of time developing various strategies that enable them to identify and find ways to deal with the often implicit requirements of the course as a whole. To what extent this hidden curriculum can be made explicit depends partly on how well the various documents reflect the course content and the learning objectives, and partly on what supervisors and academic teachers choose to focus on in their assessments in order to offer students the opportunity to develop their thinking and action towards a more in-depth professional competence.

The design of assessment documents govern whether and in what way knowledge transfers are possible, as well as to what extent the assessment documents can act as boundary objects, and as such help to deepen and develop the students' skills and abilities as they find themselves simultaneously in different educational contexts. The teachers at the educational program and the teachers at the workplace have different approaches and focus, but if these two groups of teachers can coordinate their activities around one object, they can create a zone where meaning and understanding that travel between the two different contexts appear. The document of lesson planning is an example of how an assessment document can serve as a boundary object between education and work life, and that can develop students' capacity to identify, relate and coordinate elements from both education at the university and the workplace training. The assessment document is robust enough to maintain a common identity across the sites. This can lead to a deeper understanding of the professional competencies that are in demand by the national qualifications. Other documents, for example a document

where the students have to formulate their own individual goals, partially lack this potential because these documents are too vaguely structured and the link between various activities, the university education and the workplace training, is missing.

Tarja Karlsson Häikiö and Bengt Olsson: Professionalization and Reflected Practice in Higher Arts Education

The article Professionalization and Reflected Practice in Higher Arts Education describes a sub-study on the assessment of higher arts education conducted at the Faculty of Fine, Applied and Performing Arts at Gothenburg University. The theoretical basis of the sub-study concerns the concept practical knowledge, specifically the development of professional knowledge in the artistic field. The project was organized with inspiration from learning studies where teachers in higher arts education reflected on their artistic and professional development, their use of assessment criteria and theories and methods in the practical field of artistic knowledge. The sub-study aimed at investigating and analyzing assessment criteria in practice and thereby contributing to a common conceptualization about assessment in higher arts education. Some of the research questions concerned: What characterizes artistic learning? How is artistic skills developed? What role does tutoring and assessment have in higher arts education? How does the teacher's knowledge in their own artistic profession influence the educational practice? The methods of investigation in the sub-study was case studies, which included video documentation and semi-structured interviews. The case studies were represented by various programs / teaching subjects; Teacher Training in Visual Art Education, Piano Training, Individual Vocal Instruction and in Group, Master of Fine Arts in Design, Education in Crafts, Church Music and Master in Classical Performance. The sub-study had elements of 'empowerment' because it was organized like a learning study with aimed at professionalization and development of teacher practice. The general method has been integrative, with students, teachers and researchers co-operating on the research. The analysis concerned use of assessment criteria, verbal / non-verbal communication, symmetry or asymmetry in tutoring, different educational contexts as well as the relationship between product and process as variations in the educations in order to clarify the similarities and differences. The results show that the development of professional knowledge in higher arts education can be implemented based on different teaching strategies; teaching in which students develop skills and know-how through imitation (master - apprentice education), procedure-based learning that is

characterized by the development of an approach to theories, rules and social patterns (reflection), transformative education aimed at change in learning where the student develops his expression, design ability and professional competence (meta-reflection). Based on the research study's overall questions we can summarize that the assessment culture at the observed schools is still characterized by imitative traditions, Master-apprentice teaching. The conclusion based on the case studies shows that the traditional domination of instructional practice is somewhat changed towards more experience and process and design more procedural and transformative educational strategies. The procedures relating to obtaining experience is also varied with the dialogic elements, which opens to other teaching strategies and for example greater student influence. The procedure-based education where social dimensions and reflective learning represent a large, and more or less systematic part in many of the participating programs. The case studies reveal that artistic education is about knowledge-in-action and situation-oriented reflection in which there is a continuous adaptation for how the situation changes, a transformative learning.

Katarina Gustafson and Eva Hjörne: The independent school as a free zone for pupils with SEN? Inclusion, diversity and special education for all

Inclusion and “one school for all” have become key terms not only in the Swedish school system but also worldwide. These terms are central in numerous policy documents and diverse reforms within education and seen as a means to attain the goal of inclusion. However, what happens in practice within a local school and classroom when implementing this policy is quite unclear. This study contributes to broadening the understanding of inclusive practices and analyzes the consequences for pupils in need of special support. More specifically, the purpose of the study is to examine new ways of working inclusive within an independent school that explicitly uses inclusive teaching strategies. What narratives about inclusion and pupils in need of special support do teachers, pupils and school leaders in an independent school construct? What kind of school culture is visible and developed in the narratives? What kind of pedagogical strategies are pointed out as central in order to meet pupils in need of special support in an inclusive independent school?

In Sweden, the number of independent schools has increased substantially since the beginning of the 2000s and today 14% of all pupils in comprehensive school attend independent schools. This increase has led to a competition between local municipality schools and independent schools to such an extent

that there now exist local school markets. Many independent schools are of small size and have specific pedagogical profile that attracts pupils. This study is performed in an independent school with an inclusive profile and the motto “no pupil should be held back and no one should be left behind”.

Our study is part of a larger project about pupils in need of special support in Swedish compulsory independent schools. Even though the number of pupils in need of special support is lower in independent schools than in municipal schools and deficit perspective is common when explaining school problems, there is also a great diversity in independent schools. Drawing from a sociocultural perspective where a common understanding of a phenomenon is socially constructed within “community of practices”, we performed focus group interviews among teachers, pupils and school leaders. The interviews were analyzed as narratives.

The results show that within the community of practice of the school staff and among the pupils, certain characteristics of inclusive pedagogical strategies become obvious in the narratives. First of all, the Special Educational Teacher in the school was considered central in school management, as she supervises teaching staff and implements a special education perspective for all pupils in every classroom. These strategies are similar to the ones in the American teaching model, “Response To Intervention,” which was developed to facilitate reaching the goal of offering inclusive schools. In addition, the results show the importance of building close relations with pupils and parents, as well as having competent teachers giving clear instructions. Another crucial inclusive strategy was to double the number of teachers in each classroom instead of arranging special teaching groups. Both teachers and pupils especially emphasize the benefits of a small school, such as building close relations. The school principal, on the other hand, finds it necessary to attract larger groups of pupils for economic reasons a circumstance that seems to be a paradox but also the reality for an independent school in a local school market.

Furthermore the narratives of the school represent a local school culture characterized by close relations between teachers and pupils, which is possible within a small school. The close relations are considered, both by school management and teachers, essential for implementing the pedagogical strategies of special education for all in the classrooms. The pupils’ narratives of good education and competent teachers can be regarded as an acknowledgment of these strategies as well as important for the trademark of the school. Innovative educational thinking and inclusive education are regarded as resources on the local school market. Paradoxically, the small scale which is seen as a prerequisite for a successful school is in the same time threatened by the market logic demands for expanding.