English summaries

Daniel Sundberg: The taught curriculum. A study of curriculum patterns in high versus low-performing classrooms year 8

Increased differences in results not only between schools but also within schools have been extensively discussed as related to a deterioration in equality in Swedish schools. This so-called school segregation has been an issue not least in educational sociological research and has often been related to socio-economic factors (Holmlund, 2016). Correlations between student composition and student achievements have been demonstrated (SOU 2020: 28). Differences between students' socio-economic statuses lead to differences in grades and goal fulfilment. Studies show that differences in results in the Swedish school system have increased both between schools and between classrooms and that various factors within schools and classrooms are likely to have an impact. This is despite the curriculum reform in 2011, when a standards-based curriculum was introduced, which was motivated precisely to improve equality between schools and classrooms. This study does not provide any causal links between school and classroom factors and students' school performance; instead, this study sheds light on an often overlooked aspect – namely, how curricula are understood, interpreted and implemented. This article focuses on what versions of the curriculum and what knowledge are represented in classrooms and in teaching according to different school contexts for schools with higher and lower goal fulfilment, respectively. Through empirical classroom observations of four schools and classrooms over one school year, patterns in the implemented curricula have been studied. A curriculum theoretical perspective has been adopted when analysing coherence between goals, teaching and assessment in various school and classroom contexts. Previous research (Wahlström & Sundberg, 2015) has suggested that schools differ in terms of local curricula processes in relation to increased external pressure for measurably improved school results.

    The purpose of the present study is therefore to examine the taught curriculum in different classrooms from a curriculum theoretical perspective and how teaching processes can be understood in relation to the implementation of a standards-based curriculum given different conditions in

this regard. The research questions are: Which curricula patterns can be identified in the implemented curricula among schools with differing results? How can these patterns be understood in relation to different levels and aspects of curriculum coherence? Which curriculum versions can be distinguished according to patterns of curriculum coherence, i.e. connections between goals, content, teaching and assessment in the four case schools?

The study is based on empirical material from four case schools. Schools were selected according to SIRIS statistics and the SALSA (Swedish National Agency for Education) database to identify high- and low-performing schools (five-year criteria of the mean merit values applied, the 75th and the 25th percentile respectively). Case schools varied in terms of their location in urban or rural areas with differing socio-economic and ethnic backgrounds in relation to student composition.

The empirical material mainly consisted of video observations of lessons, with a total of 16 lessons observed at each school over a school year (n = 64). The observations thus follow a class and the teaching of the subject Swedish and the natural science subjects year 8 in the four case schools. The data collection period comprised one school year to be able to capture longer series of lessons. The main unit of the analysis is themes ('curriculum tasks'), which represent longer sequences of lessons with the same content theme. Within each theme, the lessons at the beginning, middle and end were analysed as different categories, as previous classroom research has shown that communication patterns and student and teacher activities change depending the phase of the task (Wahlström & Sundberg, 2018). Based on the content prescribed in the curriculum/syllabus, teachers write themes and curriculum assignments that usually transcend individual subjects and span a period of time (e.g. power and movement, acidification, electricity, heat in the natural sciences and poetry, news, facts and fiction and music video in Swedish). Teachers' curriculum decisions regarding the planning, implementation and evaluation of these themes indicate the teachers' curriculum agency in relation to various aspects of the curriculum framework, framework factors, professional experience, students' needs, etc. Video observations have been supplemented by 'stimulated recall' interviews with both teachers and focus groups of students, which usually occurred after every other filmed lesson (n = 37). Follow-up questions concerned a lesson's purpose, content, working methods, assessment situations, etc. Classroom data was combined with school data, with such curriculum documents including guidelines, schedules, work plans, planning, tests and follow-ups (n = 35). Observations concluded with an interview with the principal (n = 4) to assess how a national curriculum was adopted and translated into lessons given different local conditions (Wahlström, 2019).

As a result, three levels of curriculum coherence and six aspects of curriculum patterns were identified, namely vertical, substantial, conceptual,

horizontal, longitudinal and contextual coherence. Furthermore, this study shows that the curriculum patterns in high- and low-performing teaching contexts differ with regard to these sub-aspects of coherence, i.e. how a local curriculum system affects a school's planned, enacted and evaluated teaching. Two curriculum versions – one goal- and process-oriented and one activity- and result-oriented – are discussed, concerning how a standard-based curriculum, such as the Swedish one, is translated according to differing local conditions.

Erika Björklund: How do Education researchers engage with the health society? An exploratory review of Swedish doctoral dissertations in the discipline of Education from 2005-2019

Since the emergence, in the 1700's, of what is termed 'the medical gaze', individual health has increasingly come to be regarded as important not only to individuals but to society in general. Nowadays, not only is health regarded as a delineating factor of a functioning society, but modern society itself is by some referred to as a 'health society'. Due to the ever-expanding importance given to health and health itself being understood as 'do-able', more and more facets of people's lives have come to be regarded as relevant targets for health interventions. These interventions consist of planned, explicit health interventions and of immanent processes, within schools and education systems as well as outside of them.

While applied and critical research relating to the 'health society' may be found in the fields of Public health, Health promotion, Health education, Health literacy and Sociology of health, this study is specifically interested to explore how Education researchers engage with the 'health society'. Education research primarily aims to develop knowledge about, or for, educational processes, activities and practices. Based on the sociological idea of Education as a field of knowledge that includes other forms of social and cultural reproduction than those restricted to school contexts or education systems, the article seeks to draw attention to Education research applied to the health society. The purpose with this exploratory review is therefore to investigate how the 'health society' figures in Swedish doctoral dissertations in Education. The research questions are:

- How does the 'health society figure/emerge in Swedish doctoral dissertations in Education?
- What questions about the 'health society' are asked in Swedish doctoral dissertations in Education?

During the period 2005-2019, there were 917 dissertations in Education published in Sweden. Out of these, 76 doctoral dissertations were selected based on how their titles and aims fit with the criteria for inclusion and exclusion. The analysis explores how deeply, or superficially, the health society is treated and what dimensions of the health society that subsequently emerge, and how. The results show that the health society is weakly established as an area of research within the discipline of Education, and that the majority of studies concern health care, disease or diagnoses. The health society emerges primarily as a more or less explicitly expressed 'context' for Education studies and not necessarily as a specific field of interest. When the health society is the actual object of interest, the research is mostly concerned with producing knowledge on, or for health-promoting activities, exclusive of health care, or on educational processes involving health or well-being.

As such, the health society constitutes an untapped potential for research that could enrich the discipline of Education by providing a broader basis for both theory and method development within the subject. Such research might also make important contributions to educational processes in the field of health, through both applied and critical research.

Robert Walldén: Discourse-bridging perspectives on feedback on students' writing in grade 3

In both current debates on the perceived crisis of young people's writing and national research on writing instruction, there is a tendency to foreground one particular perspective on writing. Debaters focus on technical skills, while many researchers advocate a focus on function rather than form. Also, research on writing instruction in primary years of schooling is scarce. This article responds to the need for a more nuanced understanding of writing instruction in the primary years of schooling. Its particular focus is on the oral feedback given on letters written by students in Grade 3. The research aim is to explore and highlight movements between different perspectives on writing in the interaction.

The study is based on transcribed audio recordings of nine feedback talks (1h30m) between a school librarian and Grade 3 students writing letters based on a reading of a children's book. In the analysis of the data, Roz Ivanić's discourses of writing are operationalized and visualized in a way which enables the detailed analysis of how oral classroom interactions relate to correctness, disposition, and the communicative context. In particular, this analytical tool highlights discursive shifts, for example between disposition and communicative function. Feedback focusing on the communicative

context is understood in light of Halliday's contextual categories of field, tenor and mode.

The writing assignment given to the students consisted of answering letters from parents seeking aid with misbehaving children. In doing this, they were expected to assume the role of the book's protagonist, Mrs. Piggle-Wiggle. The letters they responded to had been written by peers in a previous, related assignment. The result of the analysis shows that the librarian underscored the importance of adhering to a prescribed disposition of the letter, with reference to different aspects of the communicative context. In particular, she underlined the importance of explaining why the students' proposed solutions to children's misbehavior would work (field) to convince and reassure the parents (tenor). Also, she drew attention to the need for explicitness in written communication, which relates to the contextual category of mode. As such, the results show a considerable interplay between disposition and communicative goals, which can be understood as discursive shifts. The students were also given feedback on syntax, interpunctuation, and spelling. This feedback was rarely related to the construction or communicative goals of the text. However, there were some exceptions, such as when the librarian commented positively on the use of exclamation marks reflecting the "energy" of Mrs. Piggle-Wiggle and guided the children in using a conjunction to give an explanation.

In summary, the results highlight the potential of the interplay between different discourses of writing. It is suggested that the analytical lens developed and employed in the study can be used in other activities of writing instruction, for example teacher-led deconstructions of model texts. A more nuanced view of the interplay between textual forms and functions in on-going teaching is desirable to promote students writing and counteract the one-sided perspectives which can otherwise govern discussions about writing instruction.

Karin Falkner, Ann Ludvigsson, Maria Öksnes, Agneta Knutas, Björg Kjaer: Displacement of Leisure Time Centers content – between the Nordic model and the logic of the "competition state"

Leisure Time Centres (LTC) originated in the Nordic model of education and were considered a prerequisite for establishing justice, equality, social inclusion, and democratic participation. The Nordic education model was initially governed by rules but was later subject to a goals-orientated management system during the 2000s, resulting in 'governance through competition' and a focus on 'measurable knowledge'. In this context, we conducted a close reading of official steering documents to investigate the

operations of LTC's in Denmark, Norway, and Sweden. The Nordic education model was developed during the construction of an integrated welfare system. When it was introduced, primary education was understood as a civil right and a prerequisite for establishing justice, equality, social inclusion, democratic participation, and increased social mobility (Aasen, 2003). Parallel to this development, we identify several long-term economic arguments where it was believed that a citizen's higher educational level would contribute to the nation's economic growth. We note that the welfare state's social ambitions were based on the ideas of solidarity and social cohesion among pupils regardless of their social background. The primary school system was thus expected to contribute to a spirit of cooperation rather than competition. The introduction of LTC's was based on the same broad social values. Previous research has identified a tradition where the content of these LTC's has been in agreement with the social values associated with the Nordic model (Öksnes et al., 2014). Gradually, the primary school system and its social ambitions was subject to criticism for being overly occupied with 'care', 'relationships', and 'play' (Karlsen, 2011). In the late 1980s, the Nordic educational model went into decline due to global, international, and neoliberal political trends (Wahlström, 2011). A new governance model was implemented in the public sector to strengthen the economy and increase efficiency through competition (Karlsen, 2011). The original Nordic educational model was partially abandoned during the 2000s with the introduction of the concept of 'government by competition'. Education increasingly became focused on utility-oriented knowledge, measurable results, and individual responsibility. Concurrently, a modified understanding of democracy was introduced in terms of 'freedom of choice'. Citizens were viewed as users of public services in accordance with New Public Management (NPM) (Karlsen, 2011). We thus identify a shift from educational content to learning results, and move from the development of competence to the pupil's responsibility for learning (Korsgaard, Kristensen, & Jensen, 2017). A close reading of the relevant countries' steering documents reveals two interpretations. First, the meaning of the texts is understood in terms of their historical and political context. This interpretation is supported by core elements of the Nordic educational model *and* as the logic of governing through competition and measurable knowledge. We claim that the interpretation of these documents is influenced by both factors. Second, the steering documents are interpreted according to a different set of premises. This involved a shift in perspective in agreement with Säfström (1999). We argue the central elements of the Nordic model have been colonized by the logic of 'government through competition'. By understanding these steering documents as the result of negotiation and compromise allows us to interpret and critically discuss these documents. We find that the LTCs have a double assignment which is characterised by contradicting tasks. On the one hand,

the assignment involves recreation and play. On the other, LTCs are expected to work with learning and support the educational goals of the school system. We conclude that the steering documents are preoccupied with the latter task, hence our claim that the traditional elements of the Nordic educational model have been colonized and have become merely rhetorical in the legitimization of the logic of 'government through competition' (Holmberg, 2018). Recontextualization allows us to discuss the content in relation to educational policy changes and conflicting demands. From a historical perspective, we observe changes in the steering documents that are based on the shift in education policy from the 1990s onwards. For LTCs, this shift has entailed that the content has changed in the direction of a learning-supporting function that is characterized by the logic of 'governance through competition'. Consequently, the school day has been extended in duration; a circumstance where LTCs are increasingly expected to contribute to the delivery of the school's knowledge and goals (Stecher et al., 2013). When we consider the logic of 'governance through competition', we note that play is expected to contribute to specific learning outcomes with political implications (Kane, 2015). Assuming that LTCs constitute a complement to the home learning environment, we understand that LTCs are a place where children can just *be*—existing on their own terms, without planned activities. We believe that the LTC's goals, including democracy education and social inclusion, can be understood in the light of several processes. These processes (and associated learning) support the individuals existence, for example, by fostering a democratic citizen. In summary, the broad upbringing and socialization perspective that is present in the Nordic educational model has been reduced to mere rhetoric. These principles risk being marginalized in existing steering documents (Olesen, 2007). Given this interpretation, we find that children at the LTCs are expected to be prepared for school learning. Consequently, there is an effective colonization of children *outside* the school situation as well.

Educators are assigned to promote childrens play in an appropriate learning direction, i.e., towards the school system's pre-determined learning objectives (Holm, 2016). Our critical observation is that play at LTCs has become a tool for learning and thus play has survived, with learning as a legitimizing argument. We argue there is a need for an educational and social policy discussion regarding the central values of the socialization and education of children. We maintain that the ideas of 'community' and 'fellowship' that are supported by the Nordic educational model need to be actualized, and thus function as a counterweight to the prevailing individual knowledge perspective that is based on the logic of 'educational governance through competition'.

Lena Sjöberg: Being suitable or unsuitable to a work-integrated teacher education program – policy discourses of teacher competences in the admission and employment practice of prospective teacher students

In recent years, the political intentions in Sweden have put forth the parallel aim to increase the number of teachers to schools, together with more student teachers to teacher education – all, whilst wanting to make sure that said teachers and student teachers are the 'right' qualified ones. Two reforms that clearly manifest these objectives and give a direction of how to achieve these goals are; firstly, the possibility for suitability assessment during the admission process to teacher education (SFS 2020:881), secondly the goal to increase the number of work-integrated teacher education programs (Regeringen, 2019, 2020).

This study takes its departure in these political intentions and reforms, but in relation to a wider policy analytic perspective by examining one such alternative admission process to one of these work-integrated teacher education programs. In the examined process, representatives from both school units and teacher education assess the applicant's suitability for partaking in teacher education, and employment as a teacher in one of their units. The empirical material consists of the assessment discussions that take place after the interviews with the applicants to the work-integrated teacher education program.

The results of the study show a consistent picture regarding what is constructed as suitable teacher competence, and necessary competence requirements to start a work-integrated teacher education program. Furthermore, this suitability construction has great consistency with historical discourses about teacher competence. The results also show a clear economic rationality regarding who is assessed as suitable or unsuitable to this kind of work-integrated teacher education, and why some applicants are selected and others not. Finally, the article also problematizes the implications that these practices might have, both from an individual and a societal perspective, and in relation to political intentions.