



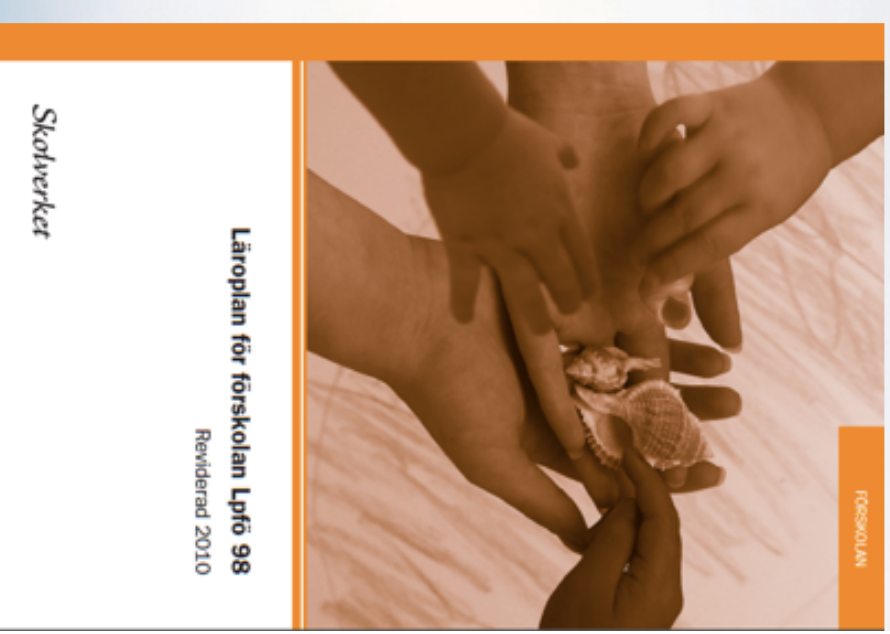
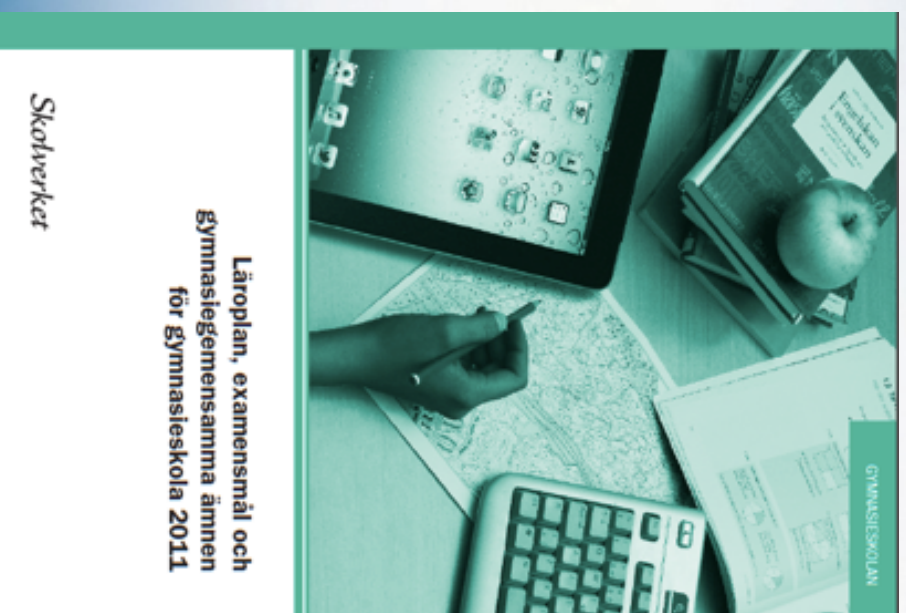
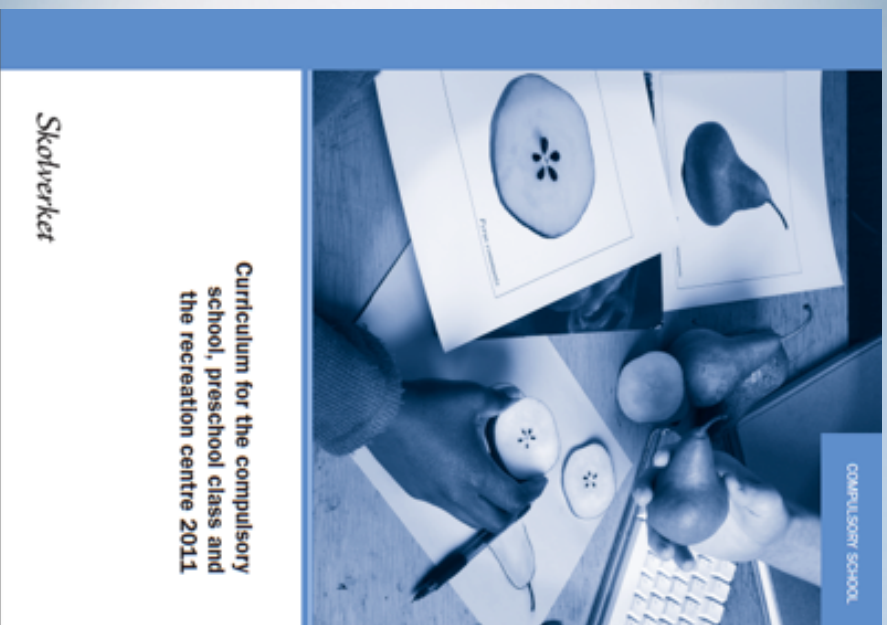
In an era of measurement, what is the role of interpersonal relationships in schools?

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Reforms from the 1990' and onward

- Decentralization
- Management by objectives
- Introduction of independent schools

Education Act and national curricula

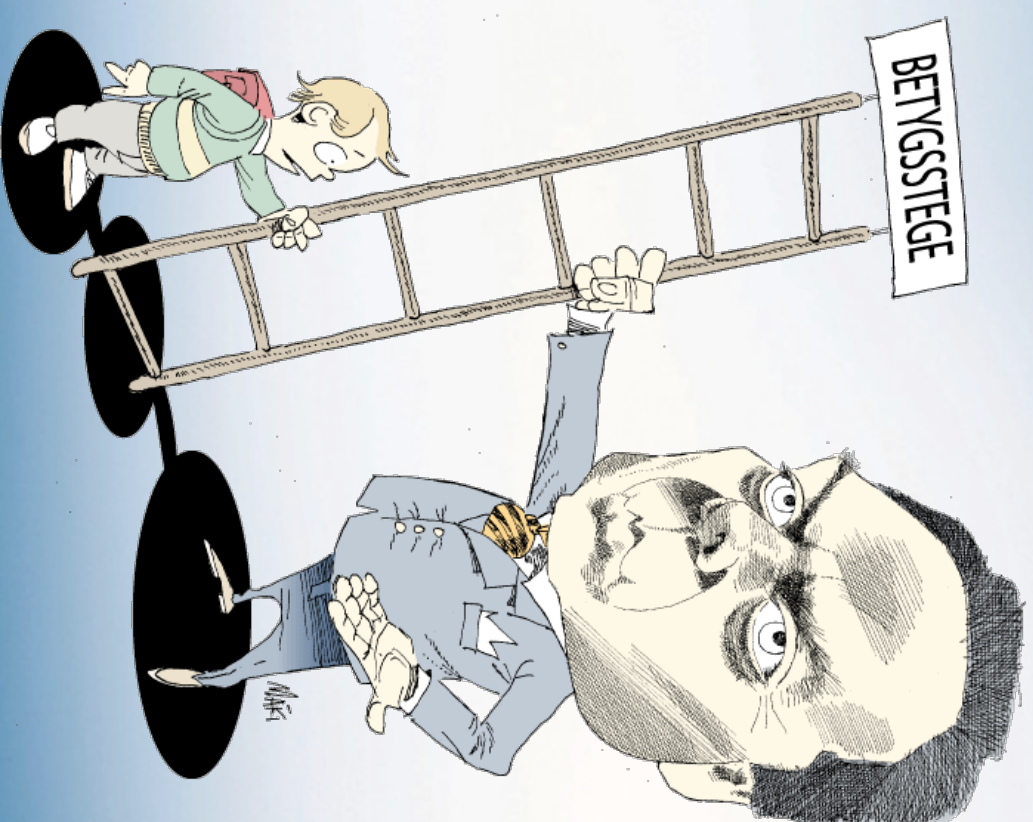


(Swedish Agency for Education, 2010, 2011)

National curriculum Lgr11

- States goals and content – the “what” and “how”.
- Fundamental values and goals, core content, grading criteria.
- Support for implementation: conferences, seminars, guidelines, films, general advice, and information to parents.

New grading system



Drawing: Kjell Nilsson-Mäki

Increased national testing



Written reviews of students' achievements

möjlighet att tillsammans vara del i att skapa det framåtsyftande IUP-dokumentet behöver de skriftliga omdömena tydligt beskriva vad eleven behöver utveckla. Underlaget i omdömena ska göra det möjligt att diskutera sig fram till vad som ska stå i den framåtsyftande IUP:n.	- Ger underlag för diskussion kring IUP
Omdömet ska inte utgå från elevens brister utan från vad eleven kan.	- Positiv utgångspunkt
Omdömena ska, genom att vara formativa, stödja elevens fortsatta lärande och lyfta fram elevens utvecklingsmöjligheter. De ska beskriva hur den fortsatta utvecklingen kan stimuleras. (Formativ bedömning pågår under tiden som lärandet sker, summativ efter avslutat lärande, ex betyg)	- Formativt formulerat
När det gäller formuleringar som säger att eleven har nått målen, bör man vara tydlig med <i>vilka</i> mål som då avses.	- Tydlighet kring vilka mål det gäller
Av omdömet bör framgå om en elev riskerar att inte nå den lägsta godtagbara nivån (mål att uppnå i årskurs 3, 5 eller 9)	- Varnar för ev risk att inte nå g-mål
	Inda Lööf

Qualification for all teachers

Lärarlegitimation

*Skolverket har i enlighet med 2 kap. 16 § skollagen
(2010:800) meddelat legitimation till*

ULRIKA BERGMARK

LEGITIMATIONEN GER BEHÖRIGHET ATT BEDRIVA UNDERVISNING I SKOLVÄSENDET ENLIGT FÖLJANDE
(OBSERVERA ATT LEGITIMATIONEN OMFATTAR FLERA SIDOR)

Beslut 2013-08-07 om behörighet enligt examen:

Gymnasieskolan..... Humanistisk och
 samhällsvetenskaplig
 specialisering
Gymnasieskolan..... Humanistisk och

Problems with the measuring agenda

- One-sided view on learning and knowledge – “hard facts”.
- Disregarding experience from within schools
- Interpersonal relations tend to receive less attention.
- Tend to de-professionalize the teaching force.



Photo: Thinkstock

Alternatives to the measuring agenda

- Multidimensional perspectives on learning
- Student voice – students' own experiences of school
- Teacher trust



Photo: Stefan Bergmark

DOCTORAL THESIS

L

Building an Ethical Learning Community in Schools



Ulrika Bergmark

Luleå University of Technology

 Studentlitteratur

UPPSKATTNINGENS KRAFT

– lärande, etik och hälsa



ULRIKA BERGMARK
CATRINE KOSTENIUS



Photo: Lars Johanson

My research area focuses on the importance of interpersonal relationships for learning and well-being for both students and teachers.

Teacher responsibility

*One part is
relationships, one
part is knowledge,
together they form a
unity in learning.
One thread is you,
one thread is me,
together we form the
fabric that is the
school.*



Steering documents

- Supporting student learning
- Encouraging students' development of an ethical attitude
- Promoting health and well-being

Learning – Ethics - Health

Care, trust and interpersonal relations

All who work in the school should:

- “contribute to developing the pupils’ sense of togetherness and solidarity, and responsibility for people outside the immediate group,” (Lgr11, p. 14).
- “in their activities contribute to the school being permeated by the spirit of solidarity between people,” (Lgr 11, p. 14).
- “cooperate in order to make the school a good environment for development and learning.” (Lgr 11, p. 16).

Student experience and participation

- “All who work in the school should support the pupils’ ability and willingness to both influence and take responsibility for the social, cultural and physical school environment.” (Lgr 11, p. 17).
- “Teachers should take as their starting point that the pupils are able and willing to take personal responsibility for their learning and work in school.” (Lgr 11, p. 17).
- “Teachers should be responsible for ensuring that all pupils can exercise real influence over working methods, forms and contents of education, and ensure that this influence grows with increasing age and maturity.” (Lgr 11, p. 17).

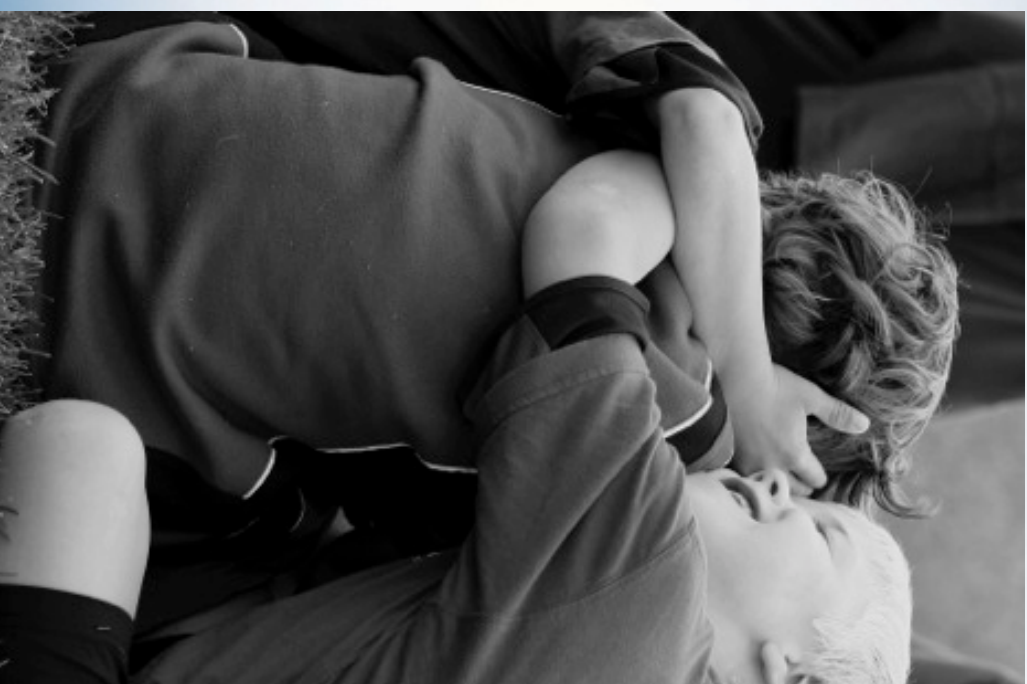
Ethics in schools

Ethical perspectives in schools relate to the psycho-social and the physical environment:

- Interpersonal relationships
- Content
- Methods
- Organization of education

Students' voices about their school

Meet me in an authentic way, respect and appreciate me for who I am, let me participate and influence our shared environment – and we will learn from each other.



Students' experiences

- Meet me
- See, hear and respect me
- Let me influence

Meet me

- To feel mutual understanding and a sense of belonging
- To feel cared for and being acknowledged

“It’s when you get the right grade, when you realize that the teacher has acknowledged me...I like when the teachers talk about other things, I mean, gets involved in the students’ life, not only in school work” (student in grade 9)

See, hear and respect me

- Dialogue and listening for respectful relationships
- Acknowledgement and appreciation increasing self-efficacy

”I love being appreciated. One simple compliment warms my heart” (student in grade 8)

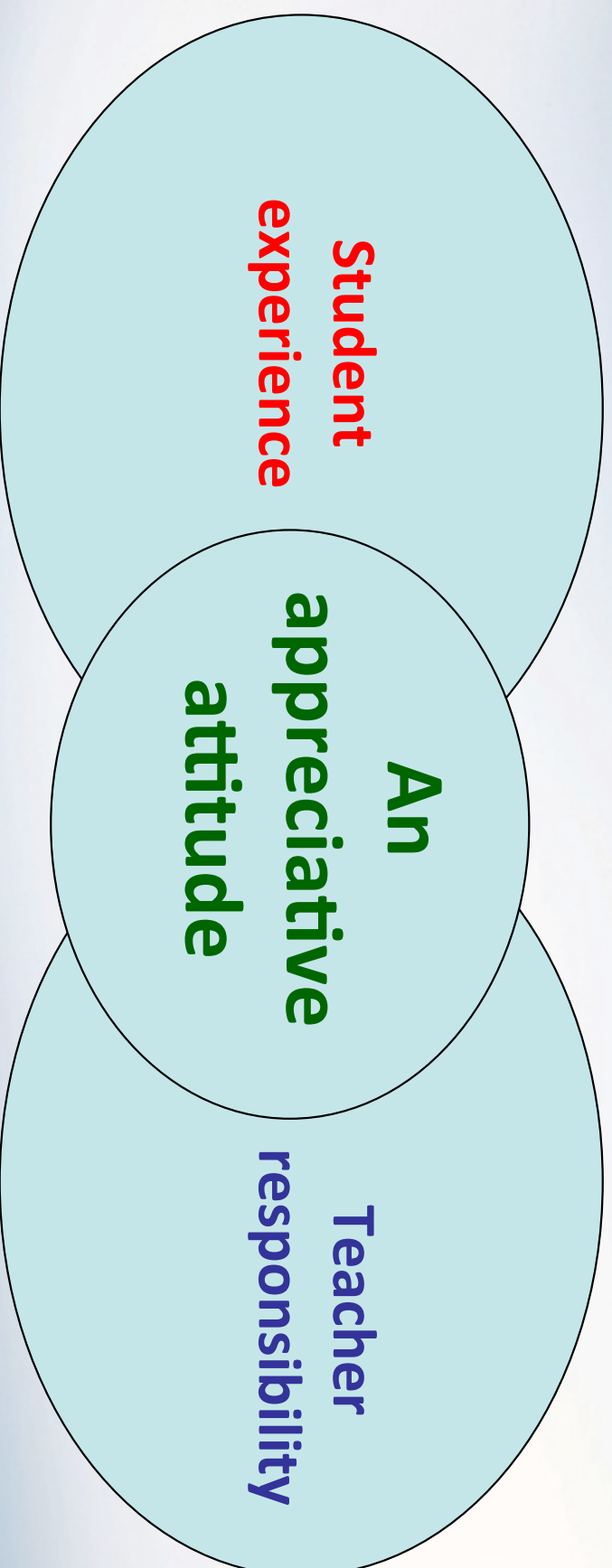
Let me influence

- Sharing power and responsibility
- Valuing different abilities and competences to elucidate student learning

“I feel good when I get to decide” (student in grade 4)

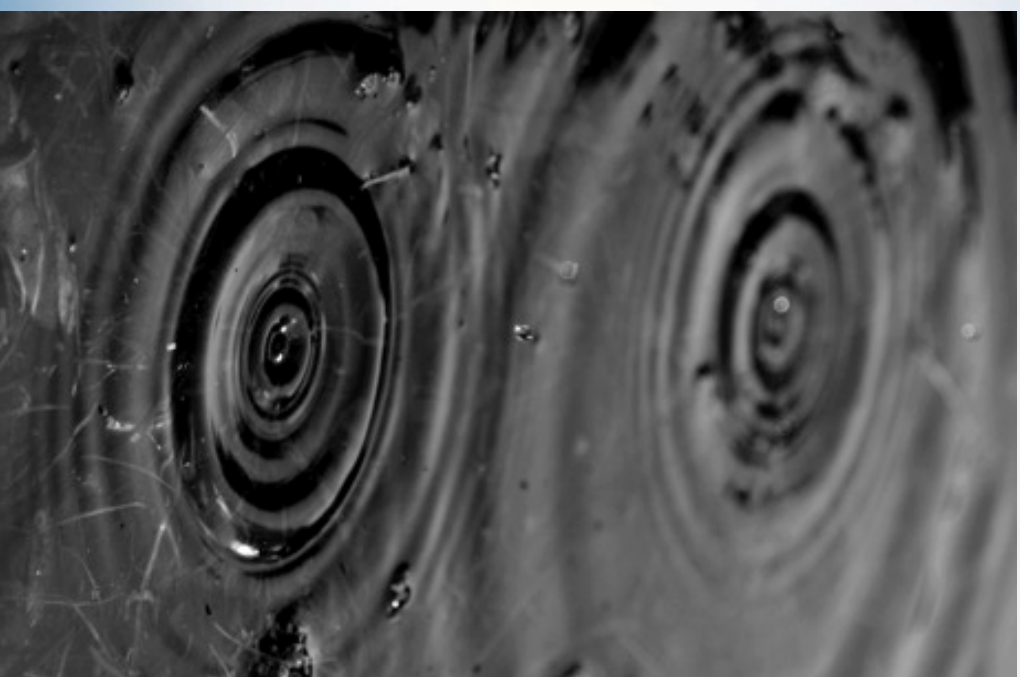
“It would be fun... to do presentations orally not just in writing. One can make a play or something. It is more fun to learn then” (student in grade 9)

Practical implications for school improvement



An appreciative attitude

If we try to discover the best in others, we will discover the best in ourselves. Appreciation gives ripples on the water and contributes to positive improvement of the school.



An appreciative attitude in school

Combine students' wishes about school and teachers' responsibilities expressed in steering documents.

Develop a number of teacher competences, such as the ability to:

- Meet students where they are
- Care for students
- Have faith in students' abilities
- Organize education with students' experiences as a starting point
- Invite students to influence and participate
- Encourage and recognize students



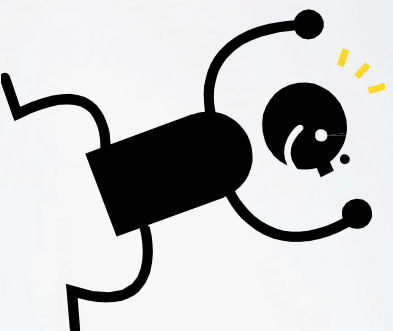
**Discover the power of
appreciation and use it
consciously as fuel for
school improvement**

Photo: Stefan Bergmark

Possible issues and opportunities

- Focus on measurable knowledge in subjects – placing multidimensional perspectives and the civic mission of schooling in the background or leading to better student performance?
- Emphasis on predefined core content of education - de-professionalizing the teaching force or facilitating teachers' work?

Thank you!



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