

Interplay as a basis for school
development
Swedish experiences

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The basic ideas behind schools

Year 0

One that knows
dissimulates to
those that do not
know. **Students**
learn by listening
and by following
directives

Year
2000

Students learn by
doing and reflecting.
Teachers support,
help and challenge.

Investigative working method

- o Stimulate the students to use questions of their own
- o Challenge the students to invent ways to illuminate their own questions
- o Support the students to practice their inventions
- o Make it necessary for the students to reflect on what they have learned and to order the new knowledge

Sweden in 2011

- o Preschool year 1 to 5
- o Preschool class year 6
- o Grund school year 7 to 16
- o Gymnasie school year 16 to 19
- o University year 19 >

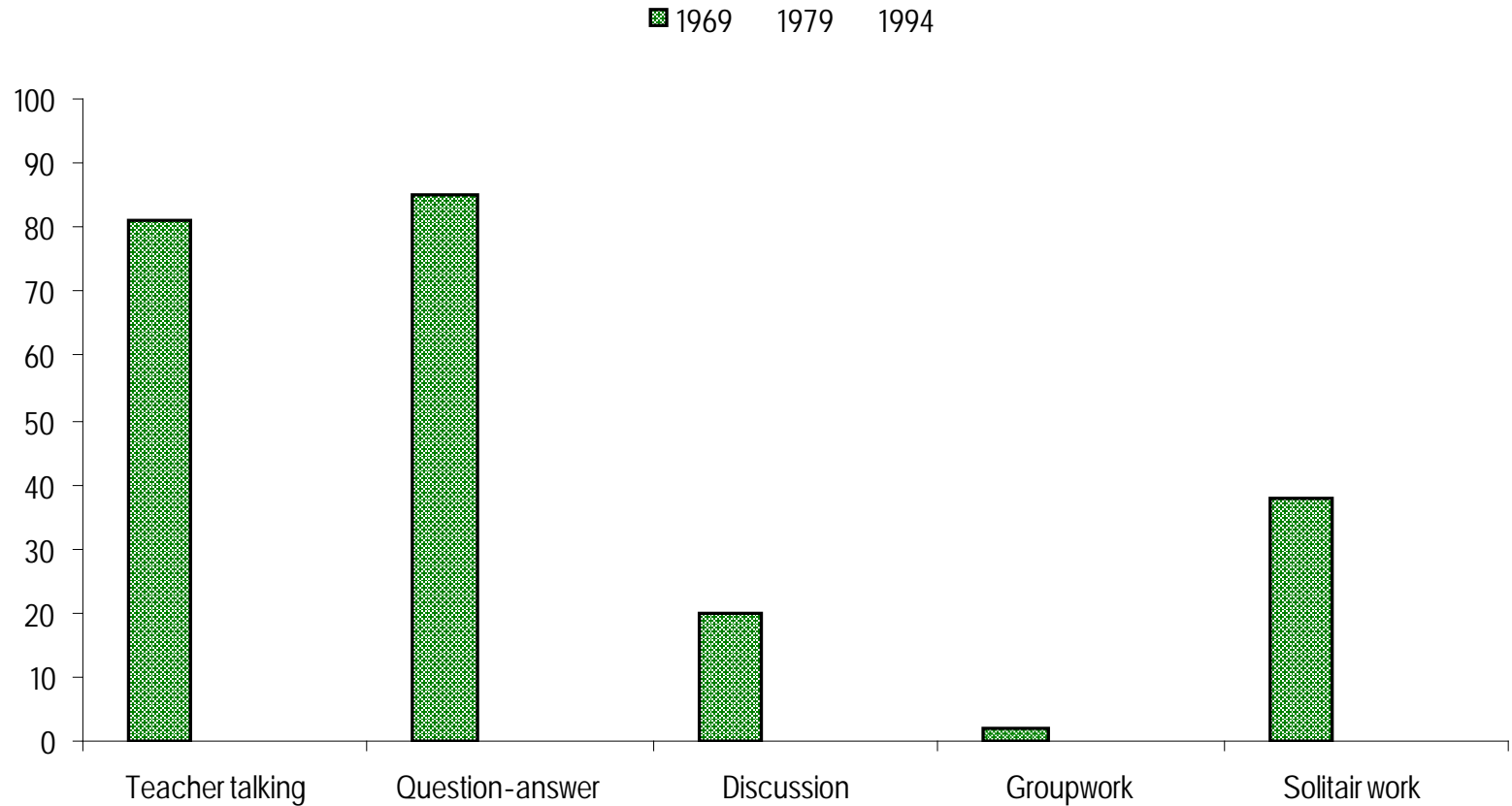
Teachers are the leaders of learning in school

- o Teachers follow students for many years
- o Base their leadership on learning diagnosis and individual development plans for each student
- o Use feedback to students as well as to parents

School leaders manage the autonomous and responsible school. Their tasks are

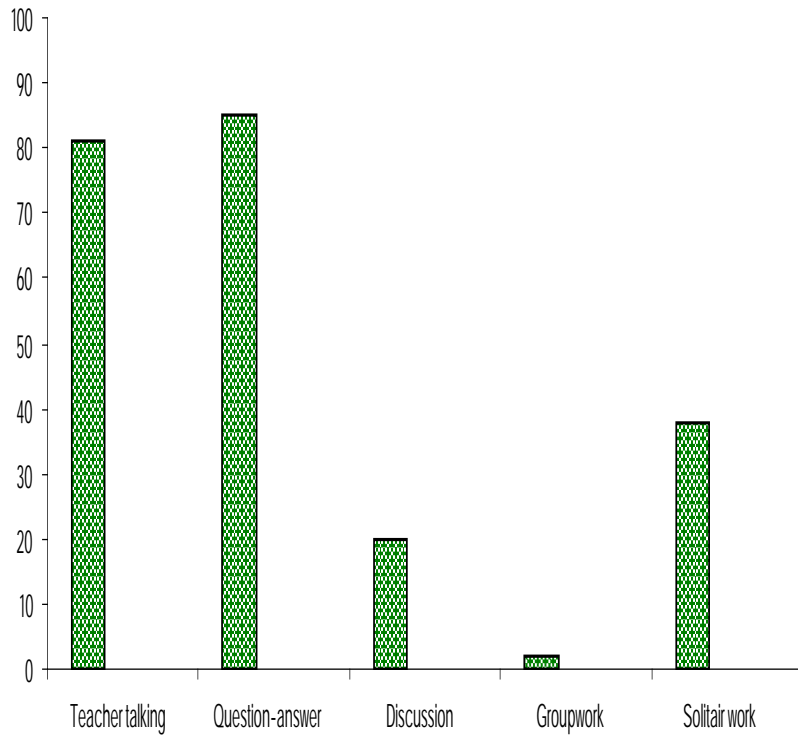
- o To state the ideology of the school
- o To structure time, tasks and people
- o To direct evaluation work
- o To show evident reactions
- o To find adm. and economic solutions
- o To identify the patterns of relations
- o To work with conflicts
- o To preserve as well as develop

Working methods in daily use

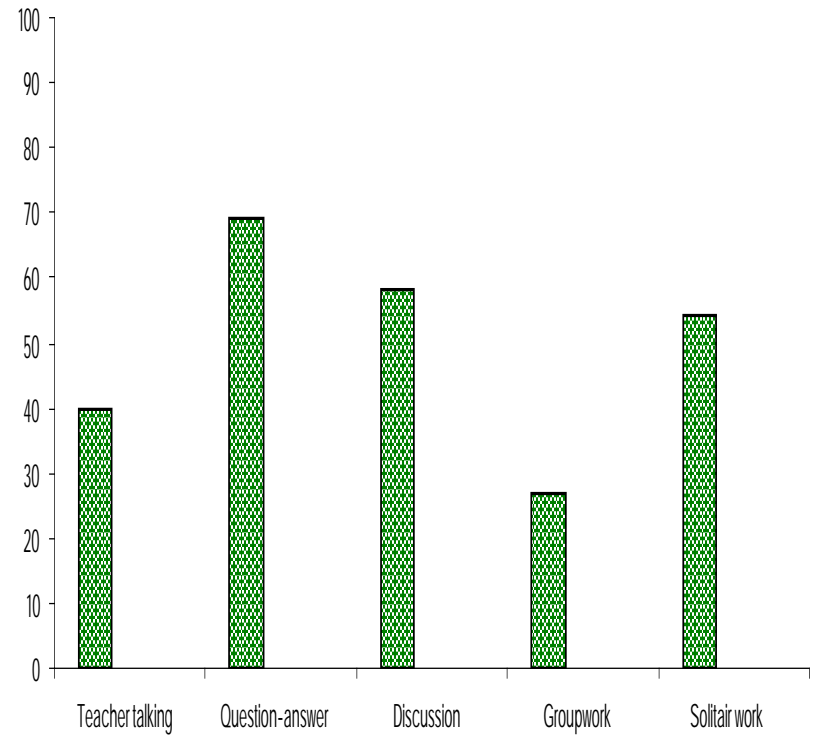


Working methods in daily use

1969 1979 1994

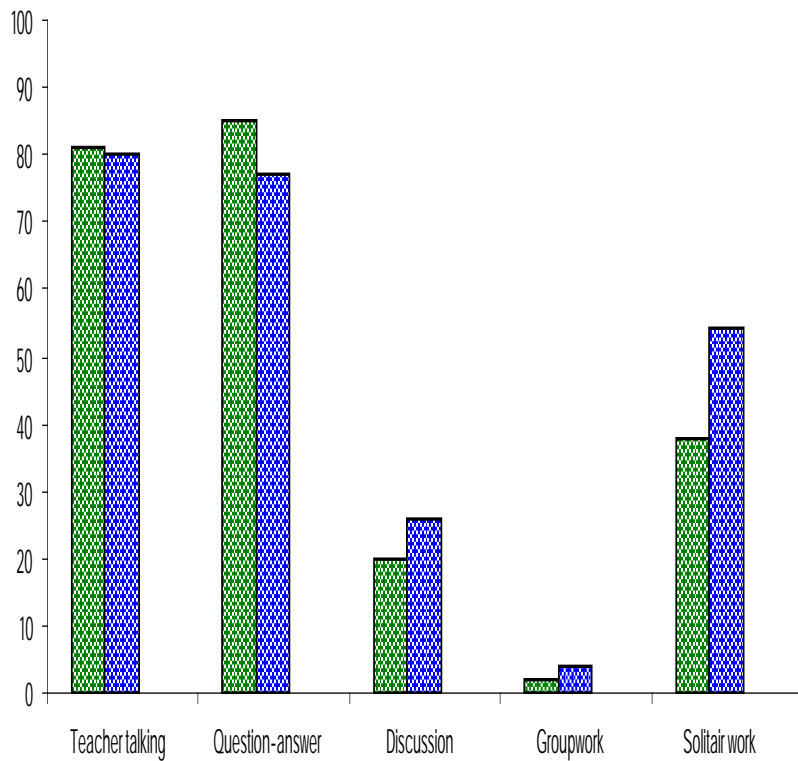


1969 1979 1994

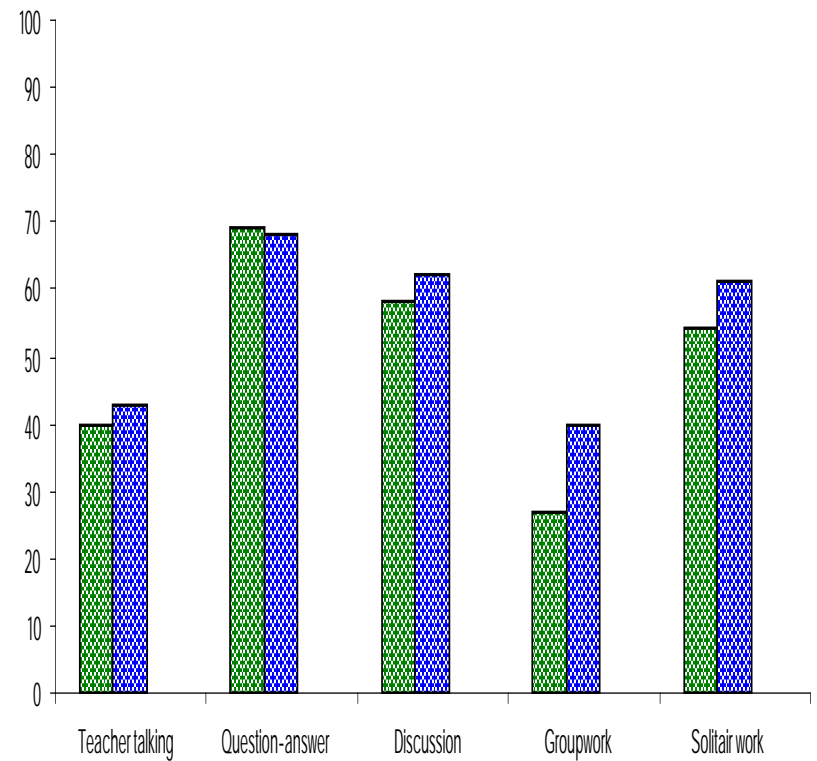


Working methods in daily use

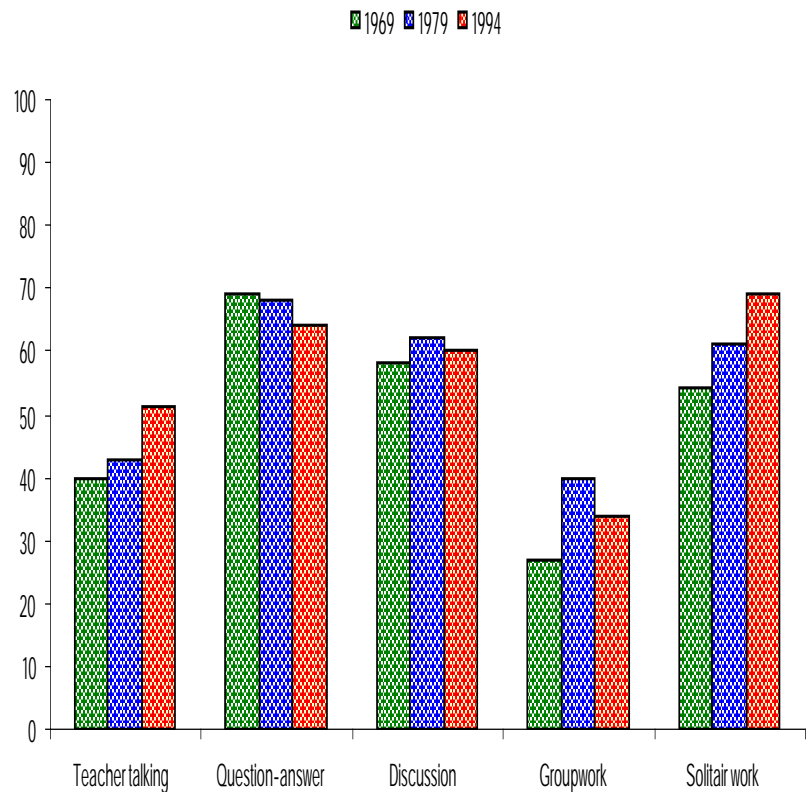
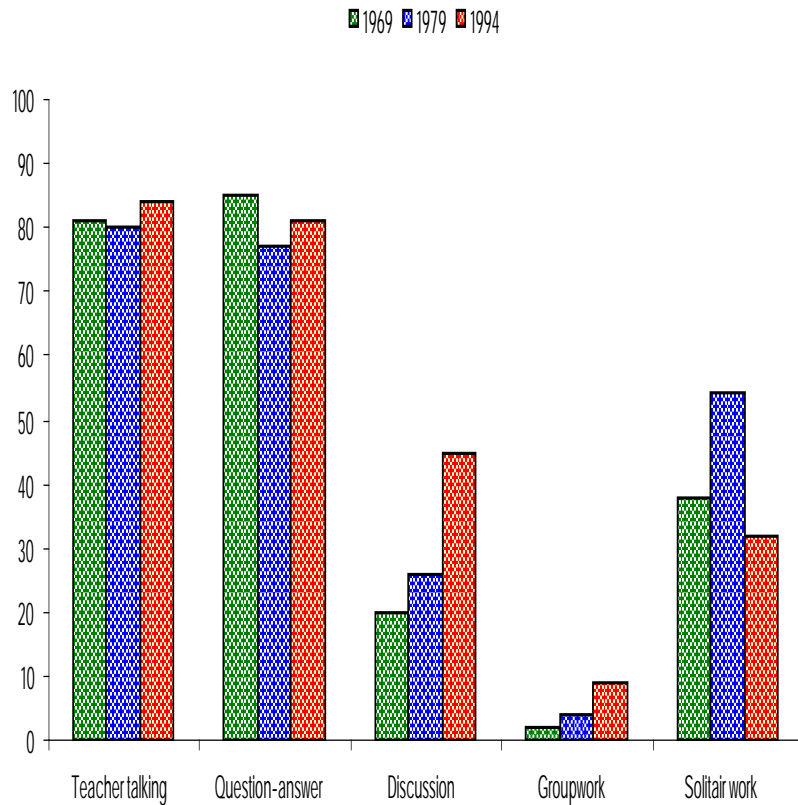
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Working methods in daily use

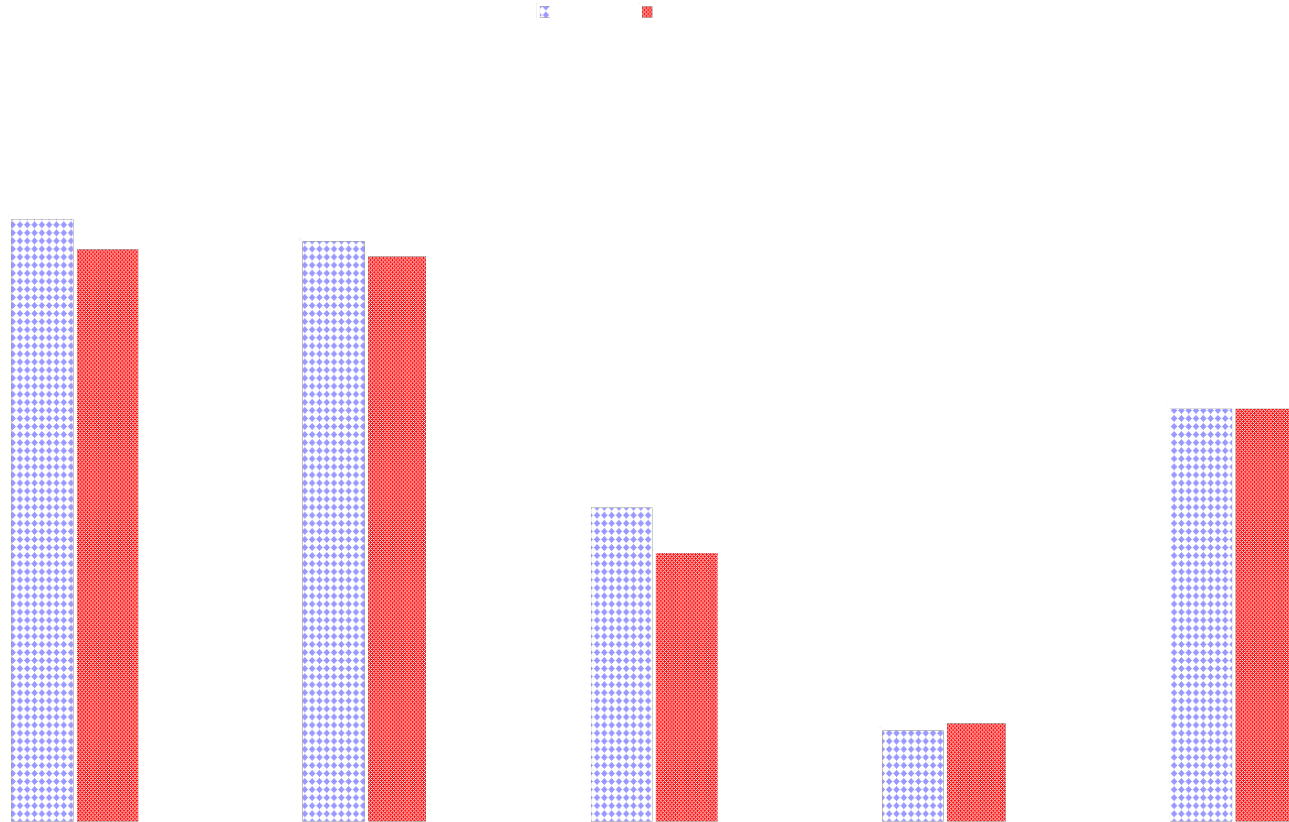


National evaluations 1992, 1995 och 2003

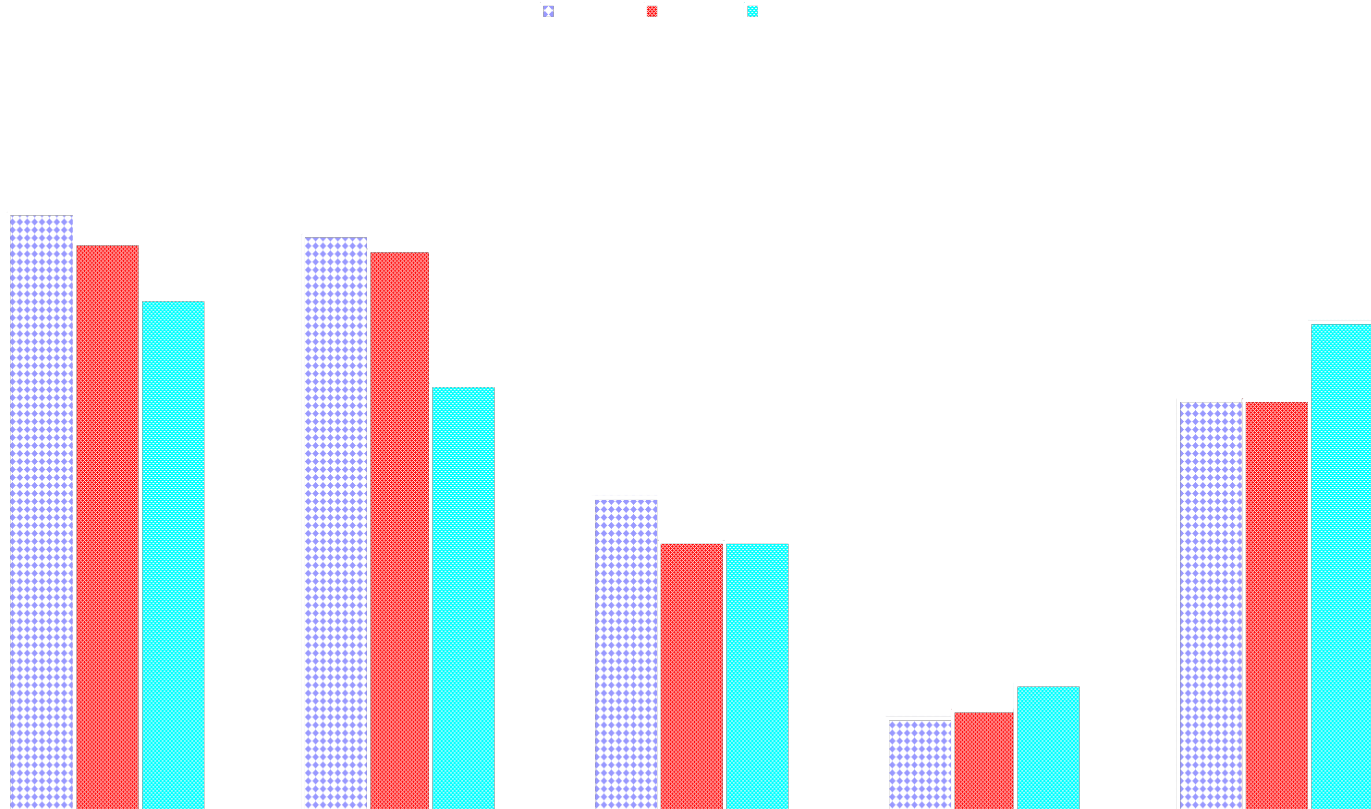
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National evaluations 1992, 1995 och 2003



National evaluations 1992, 1995 och 2003



Education of school leaders

- o Tasting the role of a school leader before the job starts
- o Introduction period during the early phase
- o Deepening education during the first years of the new job
- o Continuous in-service training

Education of school leaders, content of the deepening period

- o School law and authority
- o Objectives and results
- o School leadership

Four phases of school development

Duration

- | | |
|------------------------|--------------|
| o Initiation | ➤ 2 years |
| o Implementation | 1-3 years |
| o Institutionalisation | 3-8 years |
| o transfer | All the time |

Strategies to start school improvement

- o School based review
- o Problem inventory
- o Ideological discussions
- o Action materials
- o Make study visits
- o Receive study visits
- o Project participation
- o Use a consultant

Active roles at the school for improvement

- o Goal maintainer
- o Inventor
- o Builder
- o Visionary
- o Pusher
- o Critic
- o Follower
- o Resister

Basic conditions for better use of knowledge about schools

- o Participation in knowledge production within the profession
- o Systematic storing of professional knowledge
- o Free and easy access to professional knowledge
- o Profitable for teachers and school leaders to use the systematic knowledge

Changed knowledge production

- o More common to demand systematic contribution during teacher education
- o Large accumulation of documented knowledge within the teaching professions
- o More common to assess school quality and to document quality reviews
- o Large accumulation of documented knowledge about school effectiveness

Teachers in the future will

- o Deliver lessons
- o Diagnose learning
- o Lead learners in their learning
- o Cooperate with adults
- o Understand the local organisation
- o Appear in the public space
- o Continue to learn

Teachers and school leaders have difficulties

- o To see knowledge production as a part of their profession
- o To ask questions that matters in the long run
- o To present what they have learnt to a broader audience
- o To integrate their contribution of knowledge with others

A strong need to challenge the dominating cultural pattern of the teaching profession:

- o Conservatism

- o Individualism

- o Presentism

The learning organisation

- o Makes actions aimed at learning
- o Observes itself and the reactions of others
- o Analysis the outcomes of the actions
- o Sorts out the lessons learned
- o Keeps a memory and uses it in future situations