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# Reorganising learning environments - organisation and dynamics

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# The steering system

The Swedish school system is a goal-based system with a high degree of local responsibility. The main responsibility lies with the municipalities and authorities responsible for independent schools.

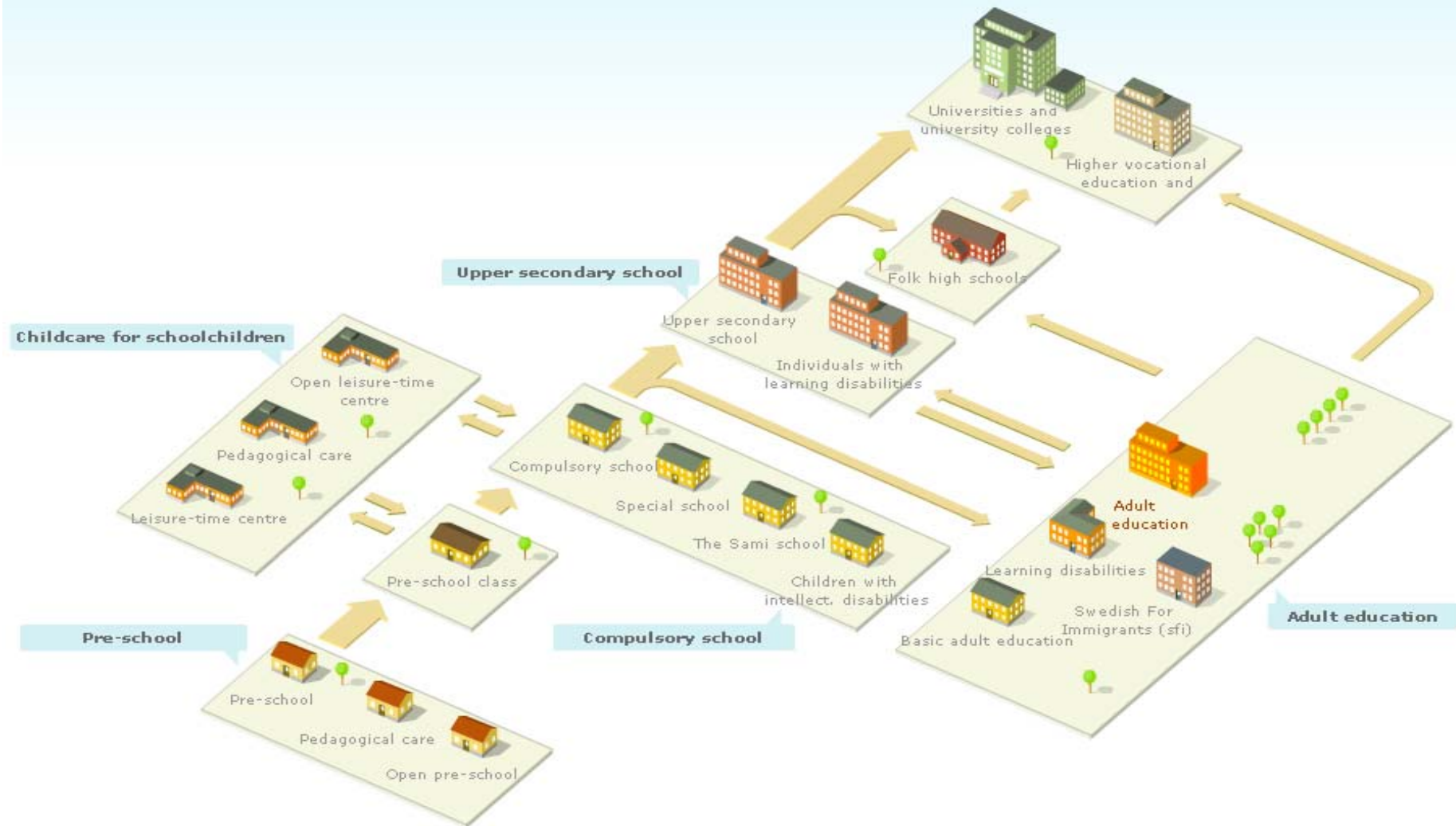
The overall national goals are set out by Swedish Parliament and Government in:

- The Education Act
- Curricula
- Course syllabi for compulsory school etc.
- Program goals for upper secondary school





# The Swedish school system





# The Swedish case study





# The Swedish case study

## Starting point/problems

- Weak results – amongst the lowest in Sweden
- Only 20 percent of the students continues to higher education
- “Satisfaction culture”, motivation problems
- Traditional teaching patterns



# The Swedish case study

## Possible solutions

- Focus on “entrepreneurial learning” – especially motivation
- Skills development for teachers
- Challenging traditional teaching patterns – more interdisciplinary work



## Key findings

### **1) Is it possible to break with old organisational moulds and habits?**

- Hard to shift teaching methods
- Threat to traditional teacher's identity
  
- Long-term supportive educational leadership – from all levels
- Similar views of what to create and achieve





## Key findings

### **2) How able are schools and other learning environments to sustain the change?**

- Major challenge – institution tends to win over innovation
- After "innovation heat" – polarization
- With support from all levels, progress can be made
- Small scale close to teachers own field of expertise



## Key findings

### 3) What types of capacity building might be useful?

- More resources are not necessarily the answer
- Time and clear direction
- Continuous forum – reconnect and redirect progression of development
- Skills development for teachers



# Key findings

## What about learning?

- School-tired students benefited most
- Balance between subject-oriented and generic skills
- Balance between "openness" and "control" – degree of student freedom



School leadership  
Similar views and objectives  
Time for reconnection and redirection  
Support from all levels