

Establishment of teacher career pathways in Sweden – a challenging and unfinished process

Essential to improve two processes:

- How teacher develop higher levels of professional capabilities
- Strategic use of teacher competencies



An ongoing process:

- 2000 – 2016 separate initiatives
- Since 2016: a process of inquiry, consultations etc. aiming at establishing a strong structure in support for the teaching profession.
- Not yet in place...

Beginnings...

- Limitations in what even excellent ITE could achieve
- Huge potential in career long learning
- There are synergies in focus on teaching capabilities and formation of the profession

What can we learn from research on excellence and expertise as a phenomenon?

Novice

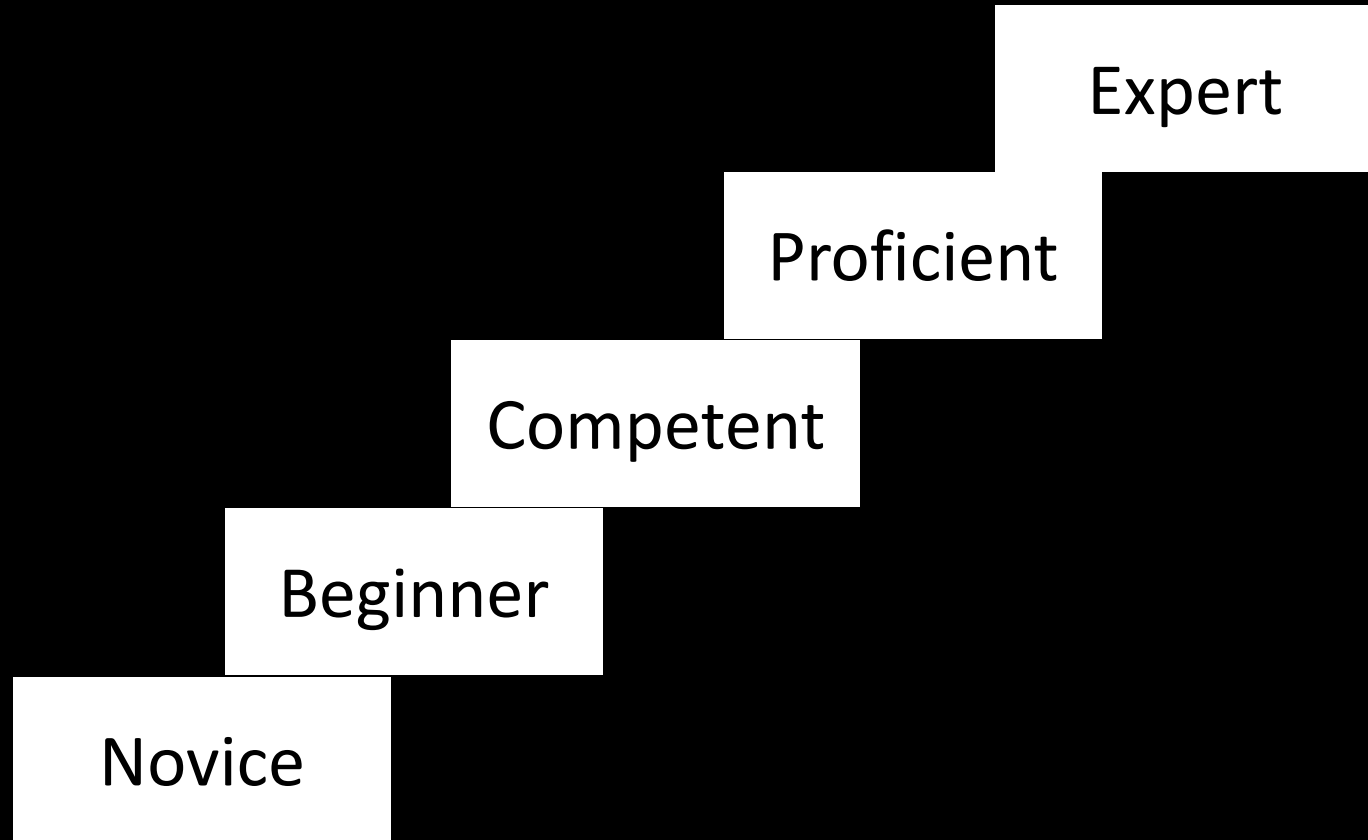
Beginner

Competent

Proficient

Expert

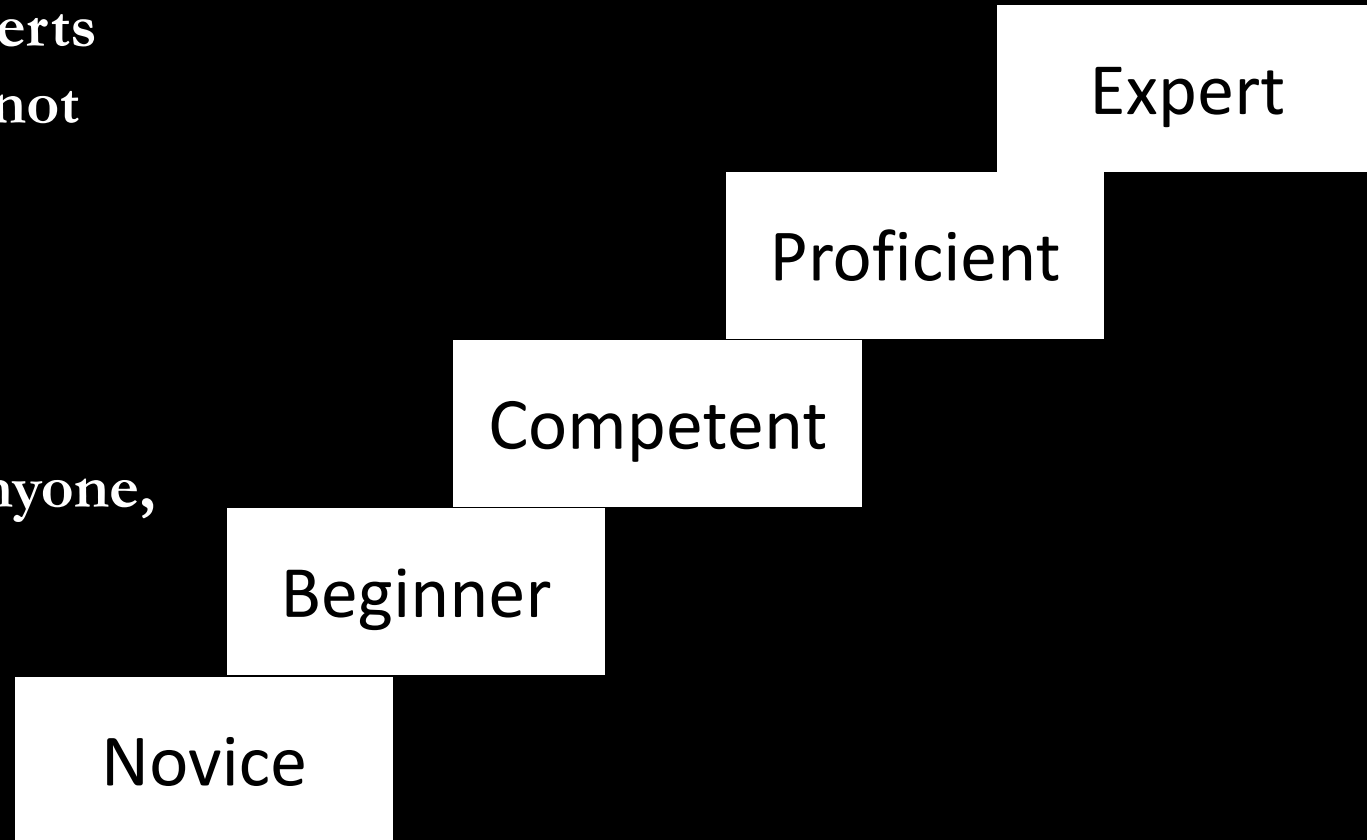
(Dreyfus & Dreyfus Model of skill acquisition, 1980)



Bereiter & Scardamalia (1993) made two important observations in *Surpassing Ourselves – An Inquiry into the Nature and Implications of Expertise*.

1: that experts "...tackle problems that increase their expertise, whereas non-experts tend to tackle problem for which they do not have to extend themselves."

2. That "...expertise requires enormous amounts of knowledge – far more than anyone, even the experts, had supposed. "



Ericson & Pool (2016) further describes conditions for *development* of expertise:

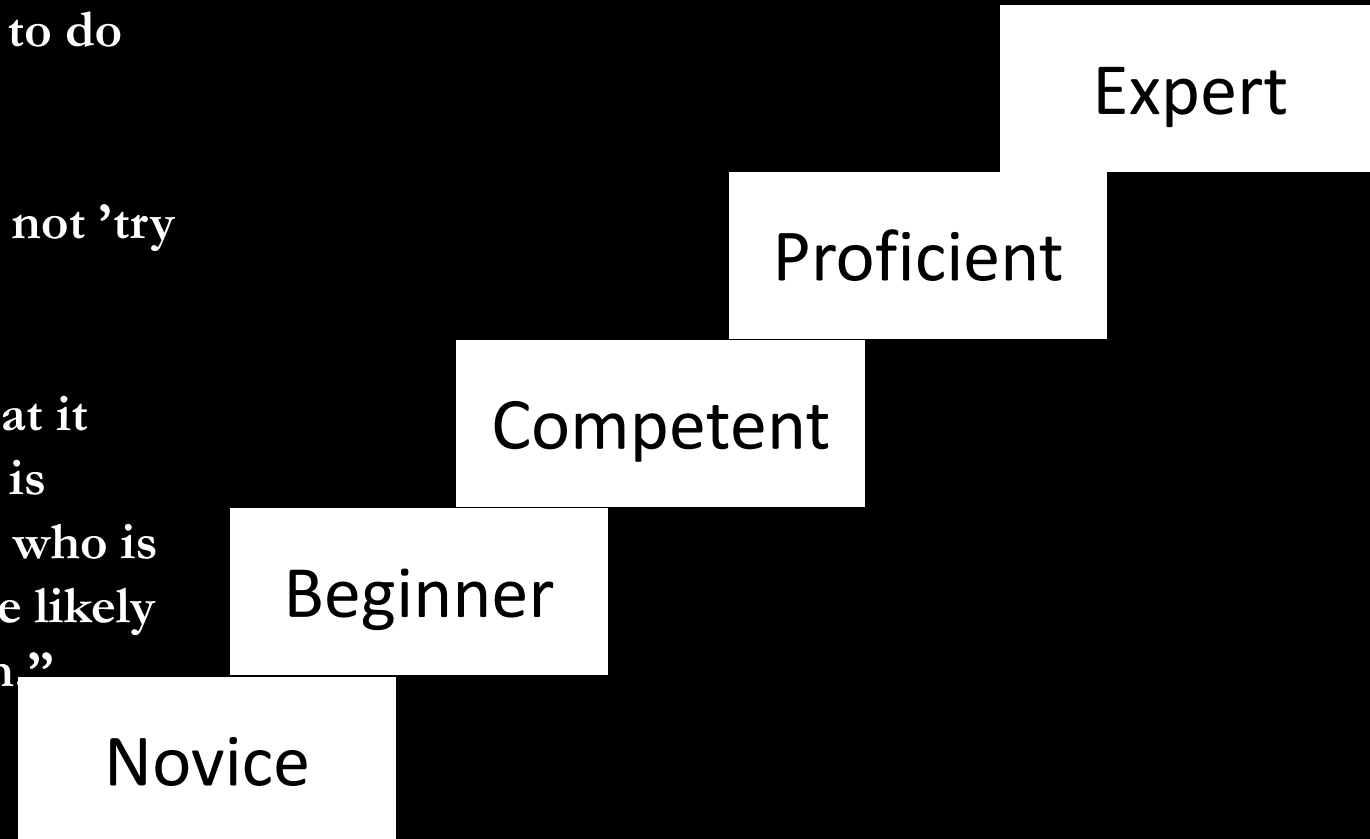
”There is a fundamental truth about any sort of practice:

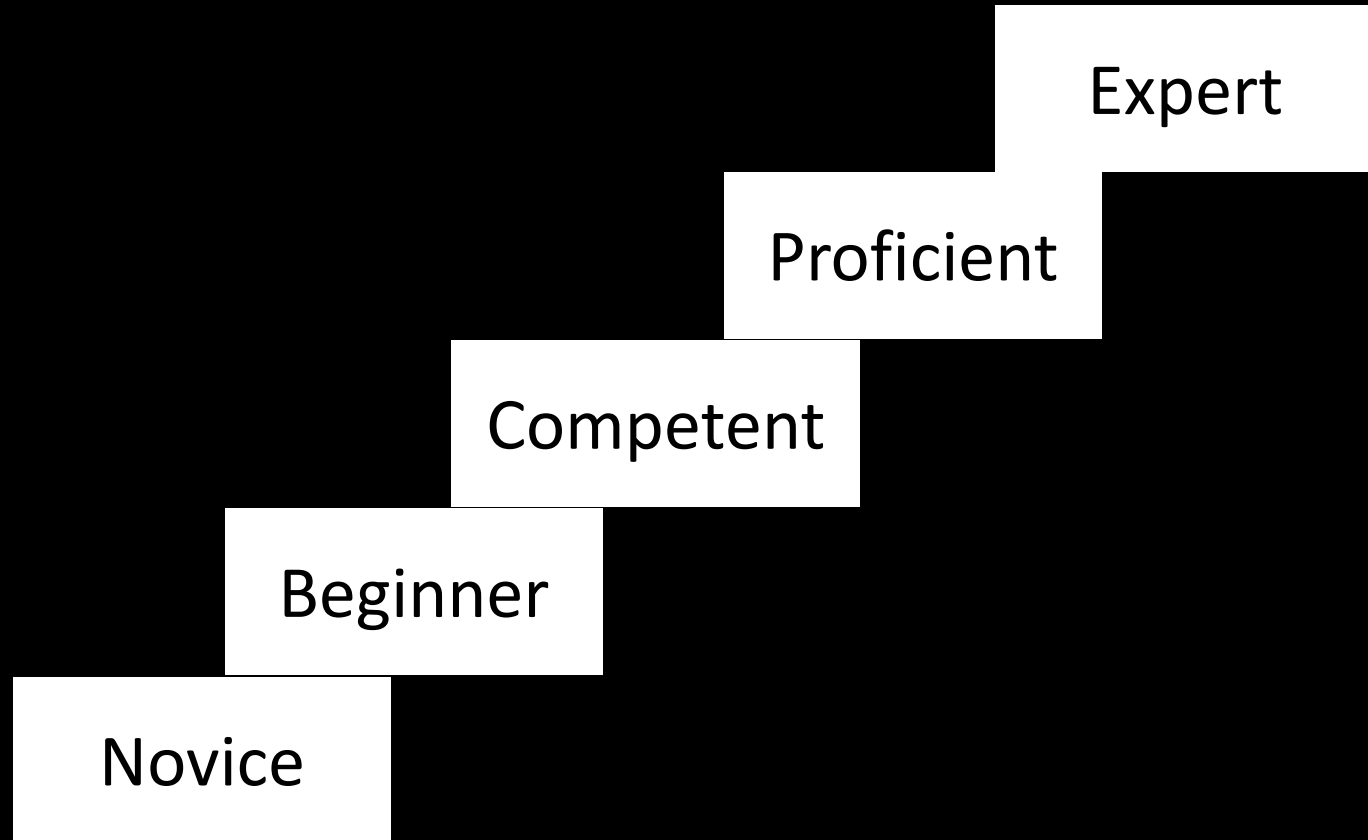
- If you never push yourself beyond your comfort zone, you will never improve.”

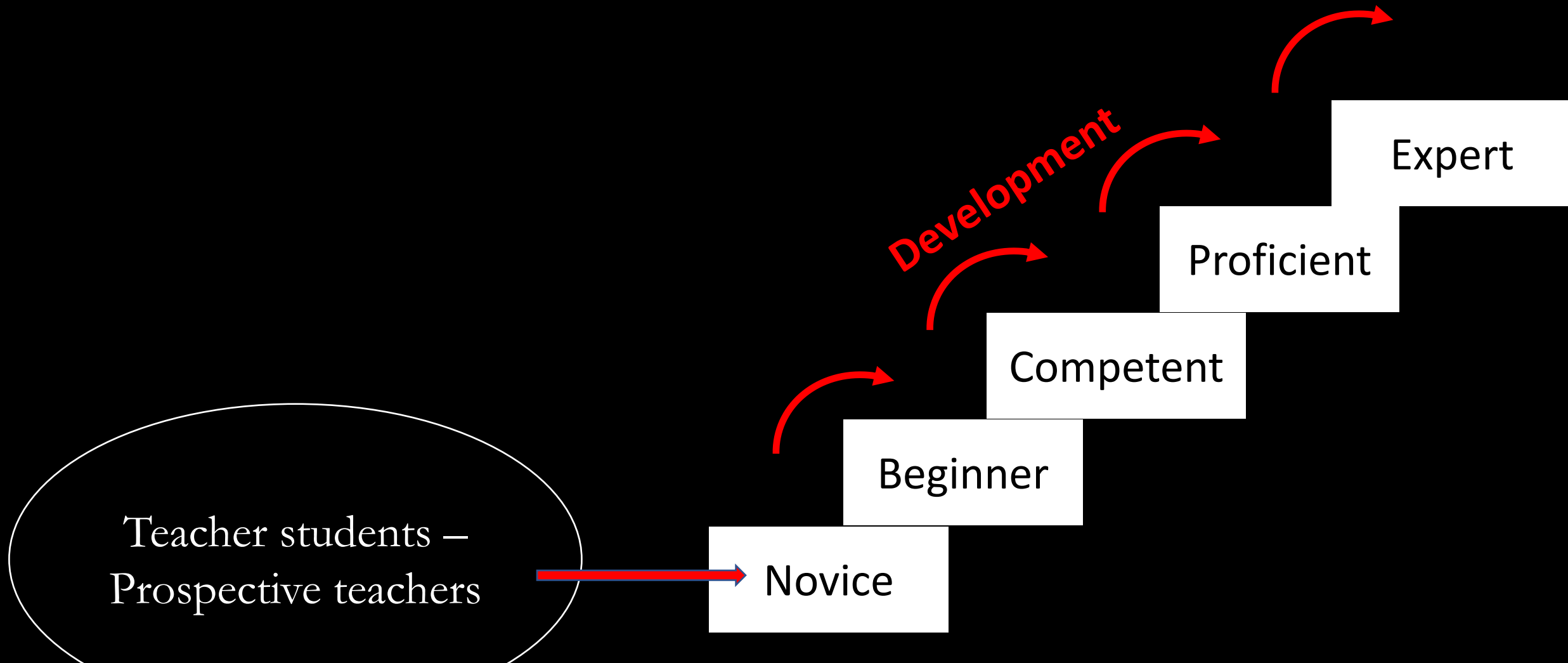
“Getting out of your comfort zone means trying to do something that you couldn’t do before.”

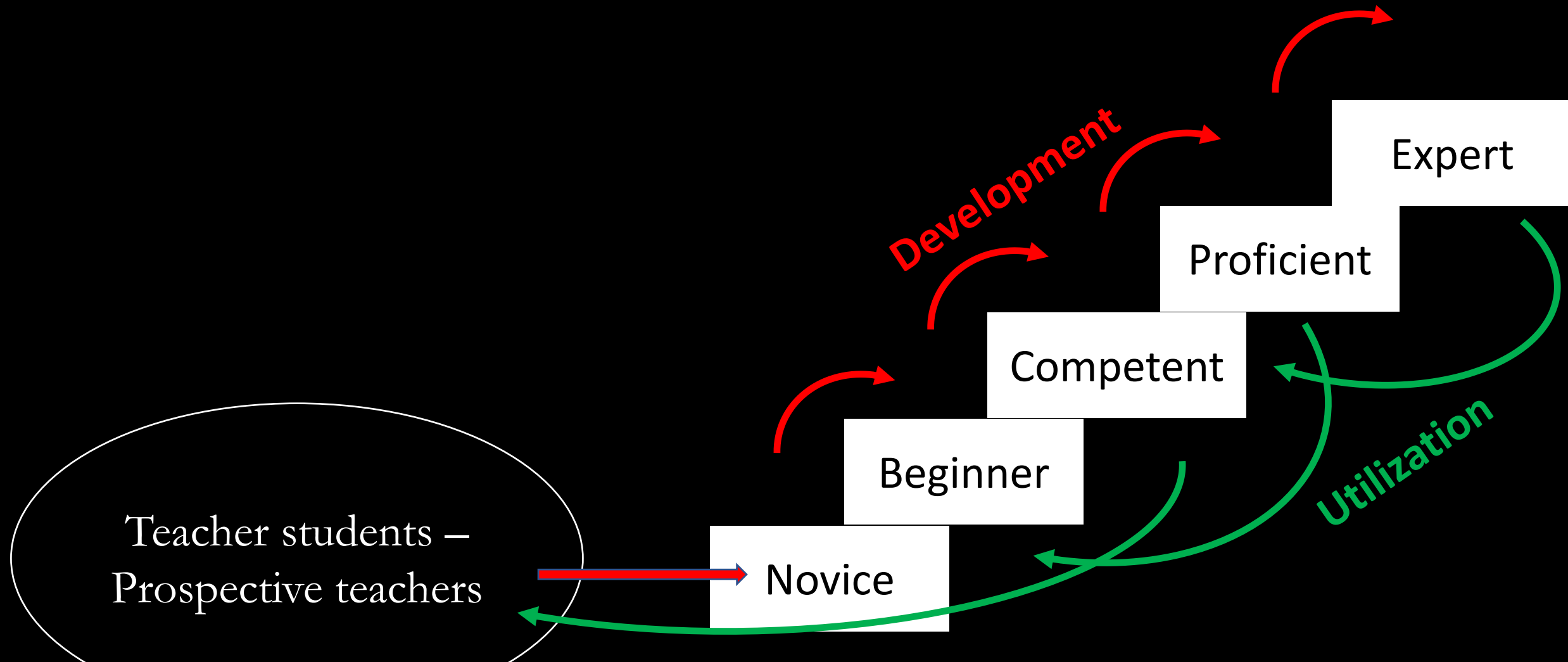
“Generally the solution [to overcome barriers] is not ‘try harder’ but rather ”try differently”.

“The best way to get past any barrier is to come at it from a different direction, which is one reason it is useful to work with a teacher or coach. Someone who is already familiar with the sorts of obstacles you’re likely to encounter can suggest ways to overcome them.”









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(transparent, based on agreed descriptors, predictable, voluntary)**

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One program - three strands in support of the individual and the profession and ultimately for improved students learning.

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Substantial, predictable and equal opportunity for all teachers. Powerfully advancing capabilities through courses, projects and collegial processes. Progression from induction al through the career. Professional agency over competence development.

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Advanced and diversified system for employment. School offers positions on different levels for a more strategic use of competence. Collaboration on combined posts for teacher education, research etc.

Articulated understandings of excellence. Recognition based on historical achievements. Use of the most advanced competence for the most difficult teaching



The process have been conditioned by:

- **Lack of successful initiative for professional formation from within the profession**
- **Severe teacher shortage**
- **Political conflicts over education**
- **The fragmented educational system**
 - **Decentralization of education lowered teacher status and cut them off from a national support system**
 - **Deregulation opened up for disappearance of national teacher qualifications**
 - **Privatization and the school market model amplifies decentralization and deregulation**
- **Weak and undeveloped relations between higher education and schools/school districts**

”We have heard a lot of inspirational teachers and superb schools.

But excellent school *systems* are rarities.”

D Kirp,

Improbable Scholars.

*The Rebirth of A Great American School System
and A Strategy For America’s Schools (2013)*

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