

*Democracy, Trust, Responsibility, and Global Workforce Competence: A Case Study
Revisited*

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Description of the approach to the given problem:

The attention of U.S. education policy makers has finally gone overseas, based in part, to the publication of *Finnish Lessons* (Sahlberg, 2011) and *Surpassing Shanghai* (Tucker, 2012). These books examine why Finland, Japan, Singapore, and other countries' education systems are often deemed superior to the P-12 system in the U.S. Media (e.g., CBS News Sunday Edition, *The New York Times*; *The Atlantic*; *Seattle Times*) have chronicled the warnings found in these books, and U.S. education officials are also taking notice (Partanen, 2011). Swedish schools, which were deemed by the researcher to be an excellent example of progressive education in practice (Nordgren, 2003) were the model for the Finnish system (Sahlberg, 2011), but have undergone some key changes ostensibly due to poor results in the Program for International Assessment (PISA) test (see <http://www.oecd.org/pisa/>). These changes coincided with a national political shift in Sweden with a moderate-right coalition gaining power after the 2006, and again in 2010, national elections and instituting some market-driven strategies such as school-choice and frequent testing (Wiborg, 2010).

Research Questions

The questions guiding the re-examination were as follow:

1. What are students', teachers', and administrators' perceptions of the fostering of democracy, trust, student responsibility, and Global Workforce Competence at their schools?
2. To what extent are these perceptions supported by classroom observations and interviews?
3. What differences exist between these data collected and those from the original study conducted in 2001?

Methods

Context. The three schools in this study form a "feeder" system consisting of an elementary, a middle, and a high school; one school "feeds" students into the next. The community (kommun, similar to a U.S. township) has approximately 30,000 inhabitants; the population has been steady for the past 20 years (<http://www.citypopulation.de/php/sweden-sodermanland.php?adm2id=0483>) although immigration has been on the increase. Immigrants generally come from Somalia, the Middle East, and Southeast Asia. There are four high schools (gymnasietskola), six elementary schools (grundskola), two middle schools, and three "free schools".

Instruments. Surveys of teachers, principals, and 18 and 19-year old upper secondary students examined the variables of democratic learning environments, trust, student responsibility, and "Global Workforce Competence" (teamwork, pragmatic technical skills, critical thinking, and entrepreneurship). One survey was used for teachers (Appendix B) and a different one for students (Appendix C). In addition, structured individual and focus group interviews of the same population of participants took place at the school sites, conducted solely by the researcher (Appendices D and E). Classroom observations focused on instructional methods, interactions between teachers and students, and the physical environments which may impact the four variables listed above.

Results, including how findings relate to previous work:

Several themes emerged when the 2013 data were analyzed in relation to the 2001 findings. As previously mentioned, the observations and interviews were conducted prior to the administration of the surveys.

Teacher Interviews.

- *Immigration*
 - How to meet the needs of first-and-second generation immigrant students including a need for professional development in this area
- *Technological enhancements*
 - Laptop computers for all students in the middle and high schools, use of the schools' websites, increases use of email students as a form of communication with students and parents
- *Skolverket mandates*
 - Increased frequency of national tests
 - Grading of tests by teachers

Student Interviews (two separate groups).

- Students' awareness of Skolverket's impact on their schooling
- School funding concerns (e.g., no substitutes leading to canceled classes, canceled field trips)
- Teacher burn-out and rigidity

Informal discussions. The highlight of these discussions was a meeting after the first day of observations at the school board offices. In attendance were the superintendent, the assistant superintendent, another district-level administrator, two school board members, a newspaper reporter and photographer, and a former principal who participated in the 2001 study. This meeting was dictated by the questions from the reporter but still gave the researcher some insight into the themes driving this study: democratic learning environments, trust, responsibility, and Global Workforce Competence. The conversation centered on the differences in the community since the researcher was last there, 12 years prior. Immigration had a great impact on the schools as they struggled to ensure they could meet the needs of first-generation immigrants from Africa, the Middle East, and Southeast Asia.

In other discussions, the topic of free schools came up frequently. The new political climate in Stockholm favors market approaches to improve schools; therefore, the proliferation of what are, essentially, publicly-funded private schools many of which are run by for-profit companies (Wiborg, 2011);. Many pointed out to the researcher that public schools lose per-pupil funding when a student leaves to attend a free school, regardless of how long that student stayed at the free school. For instance, if a student were to attend a free school only the first week of school in September, her funds for the entire school year would stay with the free school but a public school would be obligated to educate her—with no funds from any government source allocated for that student. The consensus of those engaged in discussions with the researcher about free schools was that they had an unfair advantage over public schools. Free schools also came up in the teacher interviews as will be discussed later.

Another topic of discussion was the triennial inspection of schools conducted by the Swedish Schools Inspectorate (see http://www.skolverket.se/om-skolverket/om-oss/in_english). These are focused on one particular aspect of the school such as curriculum alignment or budget. A stated focus is communicated to the school months in advance of a site visit. This visit in the form of an inspection lasts only a

few days and often interviews administrators, teachers, and students. These inspections may be more serious endeavors than in the past as no mention of these was made in the 2001 study (Nordgren, 2001).

These informal discussions, as well as the teacher interviews, revealed a concern over the grading of the national tests. The 1994 reforms required students to be tested the last year of compulsory education when they were generally 15 when they are in their ninth year. Communities could decide on their own whether or not their fifth-year students would take another national test. The reforms, subsequent to the 2006 national elections, required each student to be tested every year (Swedish, English, mathematics—same subjects as before). Teachers were tasked with grading tests from their own schools based on a grading rubric provided by the Skolverket (see Appendix F). Both the teachers and those in the informal discussions had some concerns about the validity and reliability of these assessments (see Teacher Interviews for more on this topic). Apparently so did the Skolverket; some had heard they were considering taking the assessment duties away from local teachers and centralizing them in Stockholm.

The topic of school reform was brought up by the researcher on several of these informal discussions with school and community people. Sweden's recent PISA results were attributed for the apparent embracing of market-driven policies with politicians purportedly believing the schools had become too lax and needed competition to get better.

Observations

Superficially, very little had changed since the 2001 study. Attire was casual through the schools as teachers still usually wore jeans with sweaters. Not once in the 2001 study or in this study did the researcher see a man wearing a tie. Students in the middle and high schools got up to go to the bathroom, apparently, without teacher permission (a student in one of the interviews had spent a year as an exchange student in Indiana and was horrified by the fact high school students there had to have hall passes as if “we were in prison or something.”) Student supervision was all but missing but, apparently, not needed in these schools. Teachers dismissed students without bells and did not appear too concerned about the actual end time of the class. Students would leave and congregate in hallways or go to recreation spots in the school such as “the cave” at the middle school. This was located in the cellar of the cafeteria, a renovated indoor tennis court, where several pool tables, couches, and chairs were filled with teenagers during the middle of the school day. A snack bar loosely supervised by a school board employee provided semi-nutritious snacks and drinks (no carbonated sugary beverages, only fruit juices). There seemed to be a high demand for bread and butter and fruit. As in 2001, no adult supervision was found in the middle or high school cafeteria although some adults did eat lunch in these places. Student behavior was remarkably good.

At the elementary school, teachers took turns watching children at recess and at lunch. The cafeteria was well run here as at the other schools where students needed no instructions to scrape their plates and place them, their glasses and silverware into the proper places. And no paper or plastic cups over utensils were used, only plastic plates as, it was explained, these were not as heavy a load for the cafeteria workers.

Classes were quite small, the same as in 2001, with an average of between 15 to 20 students at all three schools. However, unlike the previous study where no teacher was seen standing in front of a class and lecturing, on several occasions teachers were leading whole-class lessons from the front of the room. At the elementary school, a teacher stood in front and read non-stop to her students for about 30 minutes. Still, the classes were mostly operated using constructivist practices which are student-centered; this relative to what one would likely see in the U.S.

A major difference from the 2001 observations was that all middle and high school students had a community-purchased laptop computer. The community had decided to do this for pedagogical reasons, but more than one teacher and several students thought it was a way to convince students not to attend free schools. In fact, one student in an interview said with a laugh, “they are bribing us.”

Surveys

Data Analysis

An analysis of variance was used to compare and contrast the key variables of this study for across the study’s three sites. The use of an “ANOVA” to examine the variables and sites gave the researcher clues as to what may be factors in any differences (Gall, Gall, and Borg, 2009). These analyses can be found in Tables 2 and 3.

Table 2: ANOVA Significances for 2001 and 2013 Teacher Survey Results

2001 Larare		2013 Larare				
Ques	Mean	Ques	Mean	df	ANOVA	Significance Level
1	3.78	1	3.55	1/63	1.338	N/S
2	3.64	2	2.36	1/62	28.872	P<.001 (11.97)
3	2.79	3	2.24	1/47	3.486	N/S
4	3.48	4	1.23	1/62	277.066	P<.001 (11.97)
5	3.25	5	1.64	1/60	98.157	P<.001 (11.97)
6	3.73	6	1.14	1/65	483.724	P<.001 (11.97)
7	3.17	7	1.68	1/60	51.953	P<.001 (11.97)
8	3.79	8	1.05	1/67	855.074	P<.001 (11.97)
9	3.84	9	1.19	1/64	705.466	P<.001 (11.97)
10	3.09	10	1.91	1/54	32.823	P<.001 (12.61)
11	2.97	11	1.50	1/53	81.817	P<.001 (12.61)
12	3.47	12	1.09	1/63	356.052	P<.001 (11.97)
13	3.53	13	1.33	1/66	282.892	P<.001 (11.97)
14	3.03	14	2.23	1/53	9.633	P<.005 (8.83)
15	3.53	15	1.73	1/65	88.091	P<.001 (11.97)
16	2.59	16	1.55	1/47	14.884	P<.001 (12.61)
17	3.60	17	1.14	1/62	425.807	P<.001 (11.97)
18						
19	3.69	18	2.23	1/68	72.486	P<.001 (11.97)
20	3.32	19	1.45	1/45	168.204	P<.001 (12.61)
21						
22						
23	3.17	20	1.62	1/55	97.323	P<.001 (12.61)
24	3.10	21	1.48	1/49	72.751	P<.001 (12.61)
25	3.22	22	1.36	1/65	223.134	P<.001 (11.97)
26	3.06	23	1.55	1/55	79.562	P<.001 (12.61)

Table 3: ANOVA Significances for 2001 and 2013 Student Survey Results

2001 Elever		2013 Elever				
Ques	Mean	Ques	Mean	df	ANOVA	Significance Level
1	2.94	1	2.53	1/119	3.982	N/S
2	3.15	2	1.84	1/140	97.763	P<.001 (11.38)
3	2.25	3	2.79	1/102	6.386	P<.05 (4.00)
4	3.35	4	2.21	1/143	54.868	P<.001 (11.38)
5	2.58	5	2.89	1/126	1.998	N/S
6	3.28	6	1.84	1/141	83.579	P<.001 (11.38)
7	2.85	7	2.50	1/114	2.339	N/S
8	2.98	8	1.83	1/101	9.743	P<.005 (8.49)
9	3.50	9	1.83	1/151	131.989	P<.001 (11.38)
10	2.88	10	2.11	1/114	19.123	P<.001 (11.38)
11	3.32	11	2.00	1/132	79.842	P<.001 (11.38)
12	2.82	12	2.32	1/96	5.940	P<.05 (4.00)
13	2.84	13	2.29	1/92	4.991	P<.05 (4.00)
14	3.37	14	1.78	1/142	122.187	P<.001 (11.38)
15	3.25	15	1.47	1/139	151.542	P<.001 (11.38)
16	2.37	16	1.63	1/120	10.036	P<.005 (8.18)
17	3.68	17	1.79	1/152	195.057	P<.001 (11.38)
18	2.98	18	1.63	1/98	67.455	P<.001 (12.61)
19						
20	3.14	19	2.05	1/127	33.610	P<.001 (11.38)
21	2.82	20	2.16	1/118	6.970	P<.05 (4.00)
22	3.16	21	1.95	1/133	51.132	P<.001 (11.38)
23	2.91	22	2.32	1/107	7.891	P<.05 (7.08)

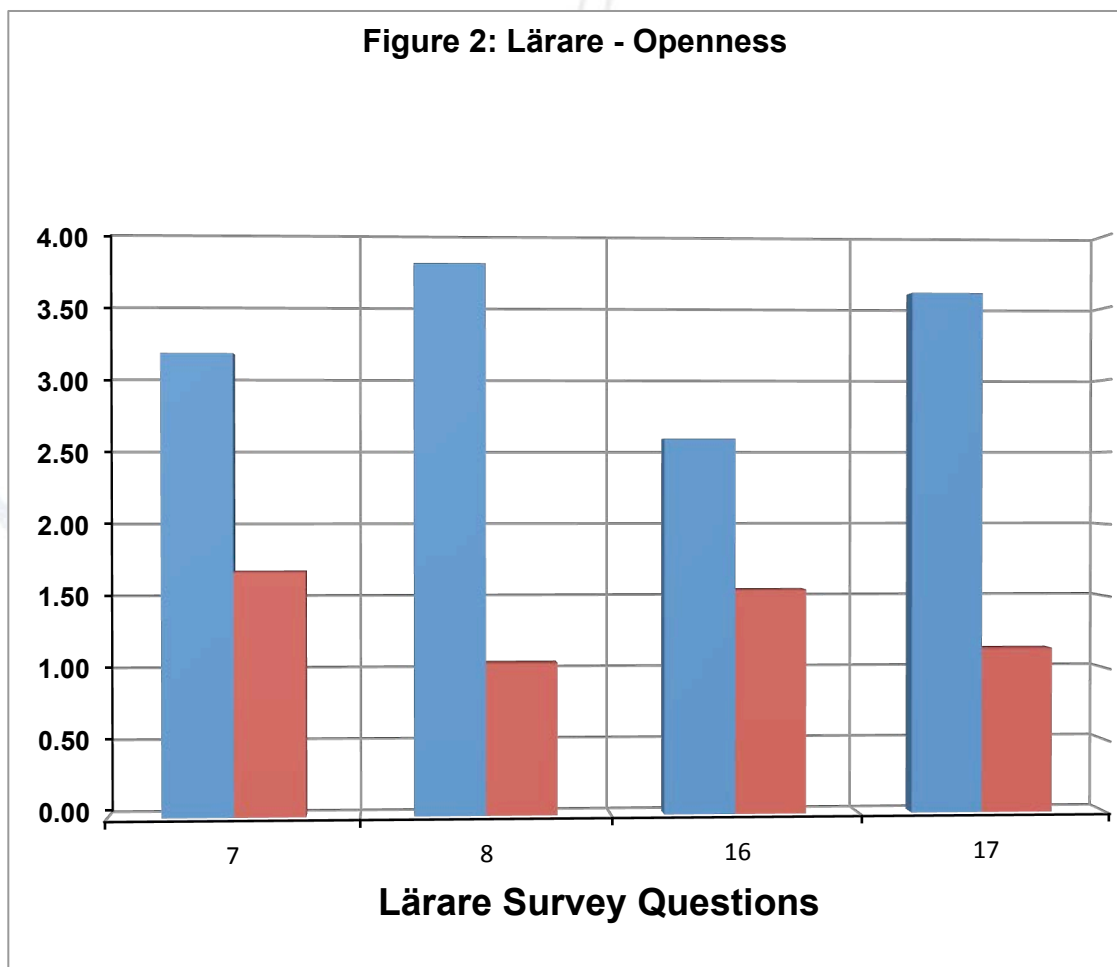
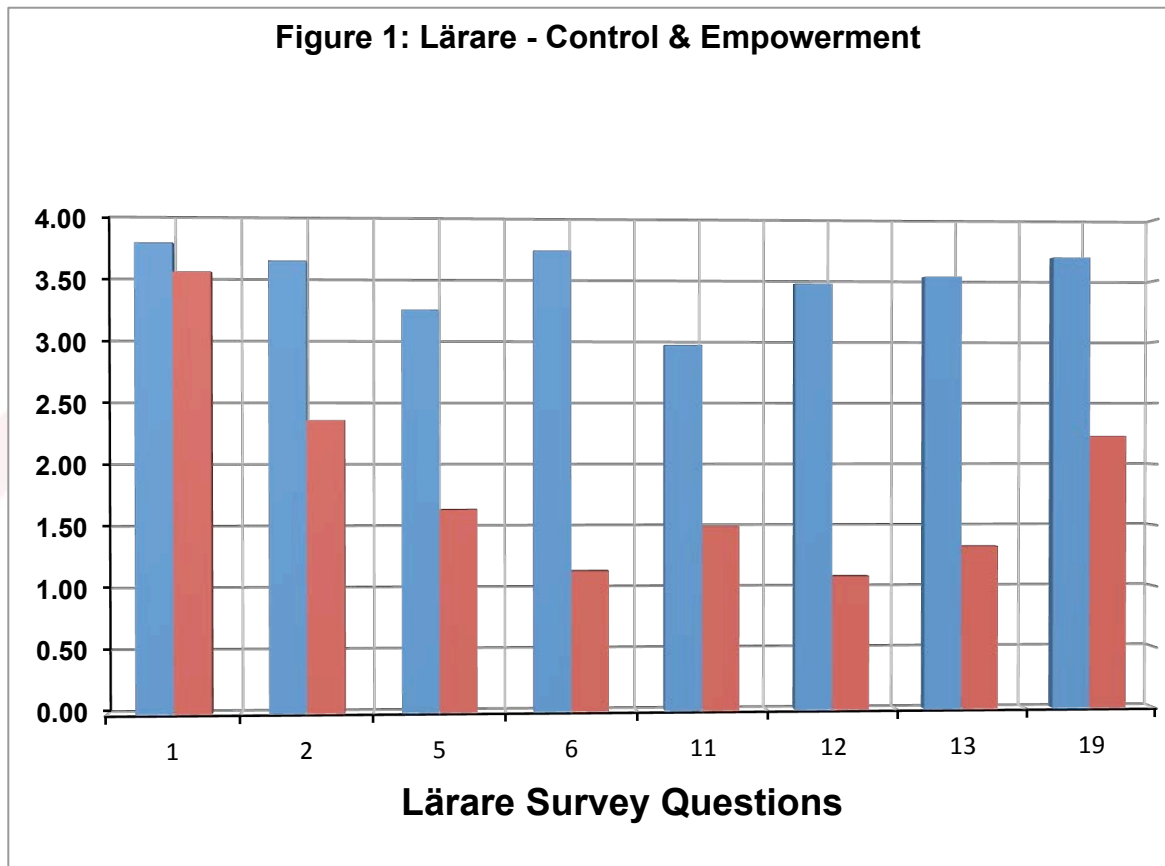
Grounded theory was employed in the gathering of qualitative data while *coding* was used to examine these data derived from the interview notes and the classroom observations (Gall, Gall, and Borg, 2009). Themes were culled from this analysis and presented in the next section. These themes were analyzed against the results of the survey data (see Findings and Conclusions).

Theme Clusters

Survey items were grouped into the following “theme clusters” of control, openness, responsibility, and Global Workforce Competence (GWC). These were formulated based on an analysis of the 2001 data. Table 4 shows these clusters and the corresponding items from the 2001 and 2013 surveys. Figures 1 – 8 are graphic illustrations of the results of analyzing the survey data into these clusters.

Table 4: Theme Clusters

	Teachers/Lärare Survey	Students/Elever Survey
Control & Empowerment	2001: 1,2,5,6,11,12,13,15,19,20 2013: 1,2,5,6,9,10,11,12,13,18,19	2001: 2,3,4,5,8,9,10,11,12,13,14,15 2013: 2,3,4,5,9,10,11,12,14
Openness	2001: 7,8,16,17,18 2013: 7,8,16,17	2001: 16,17 2013: 16,17
Responsibility	2001: 3,4,9,10,21,22 2013: 3,4,14,15	2001: 1,6,7,18,19 2013: 1,6,7,8,13,15,18
Global Workforce Competence	2001: 23,24,25,26 2013: 20,21,22,23	2001: 20,21,22,23 2013: 19,20,21,22



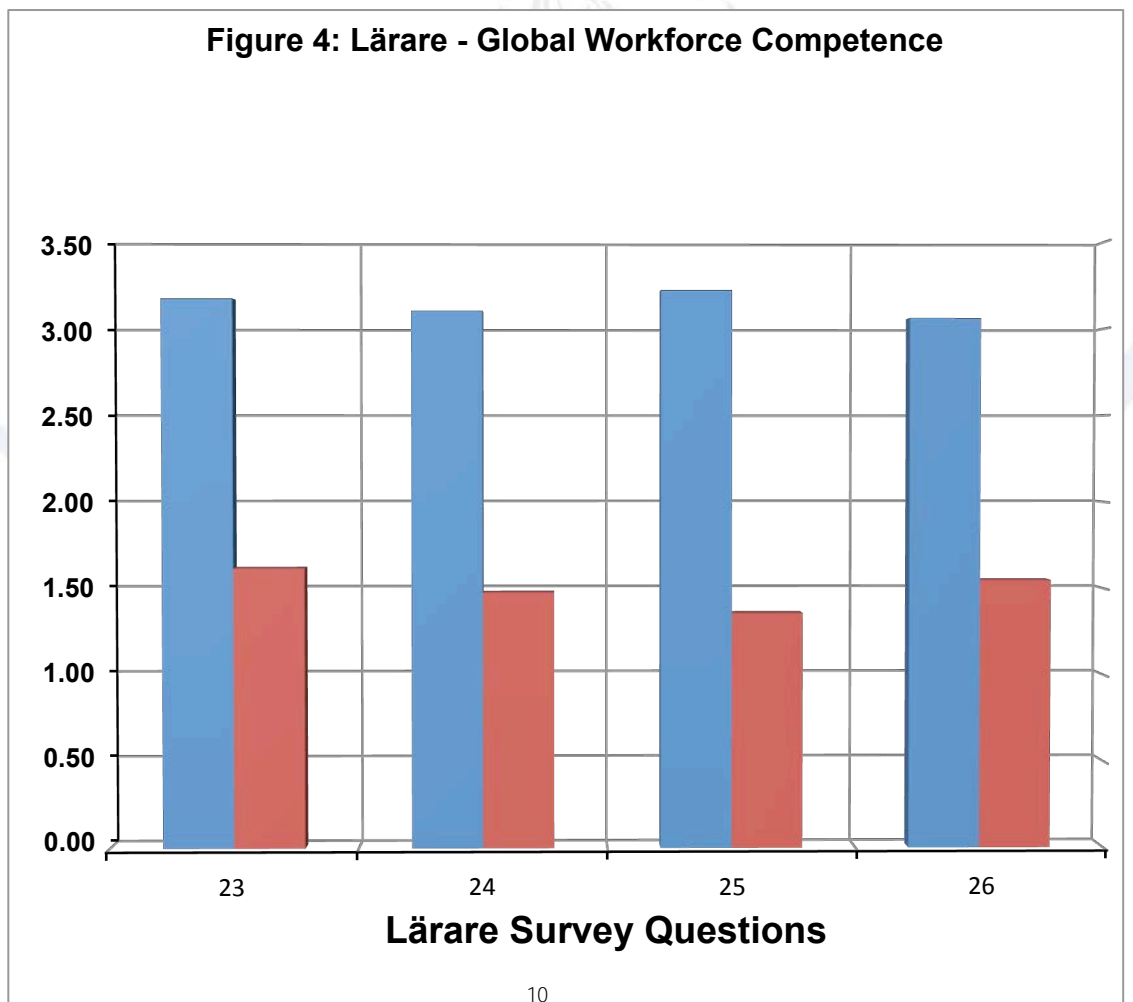
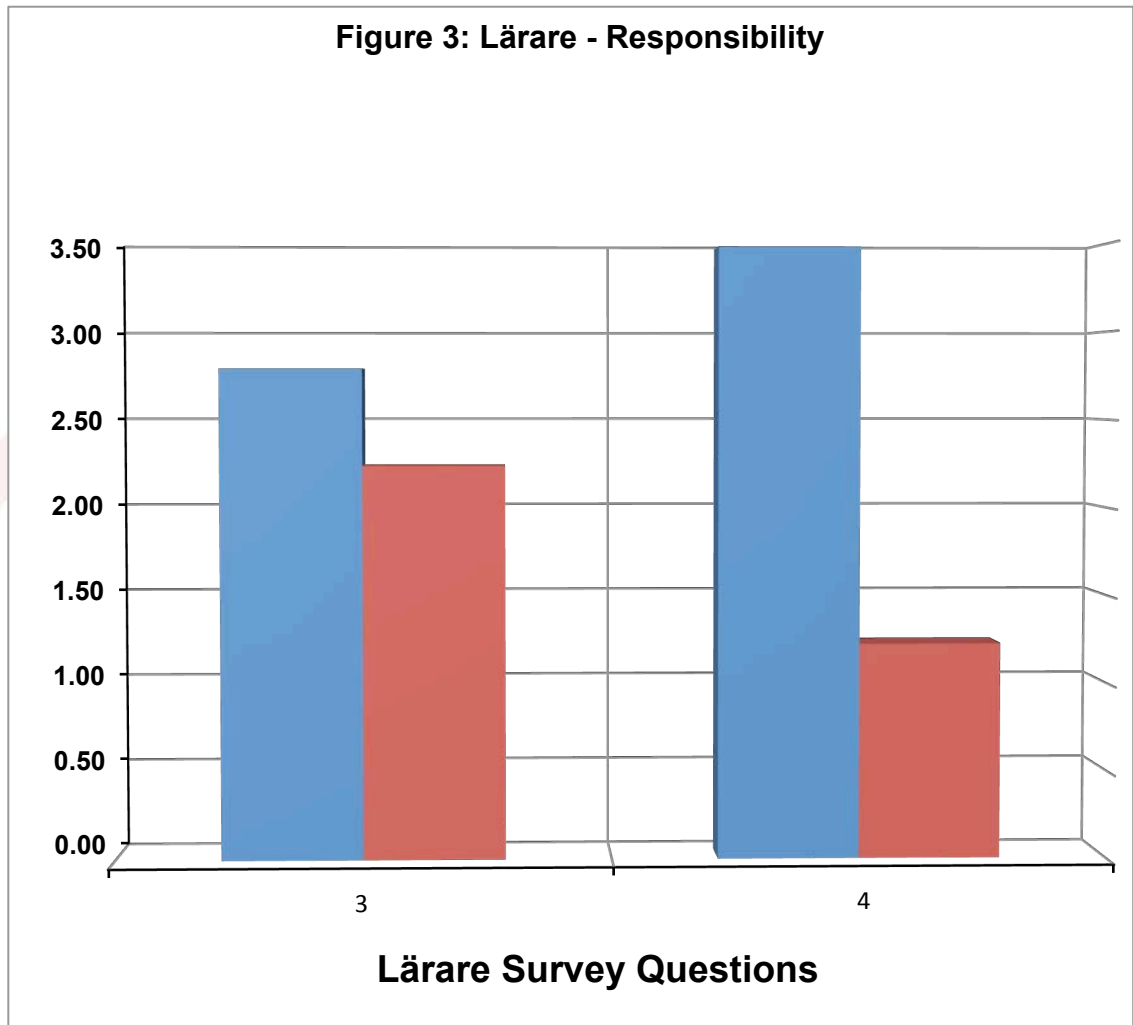


Figure 5: Elever - Control & Empowerment

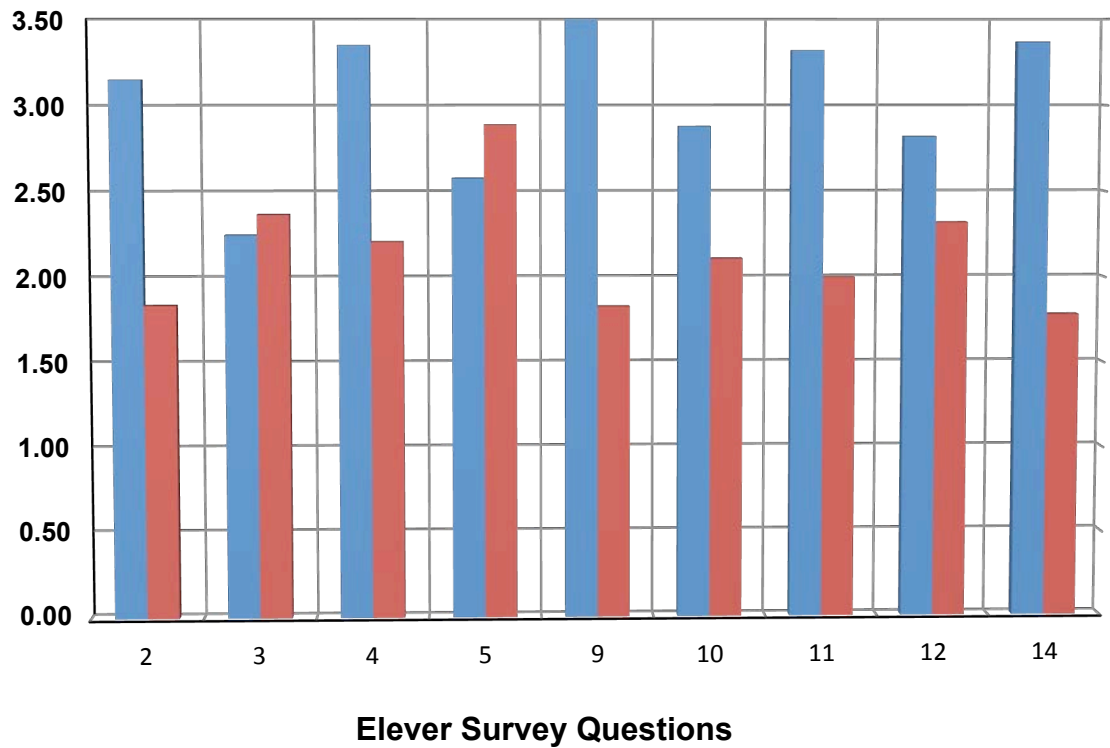
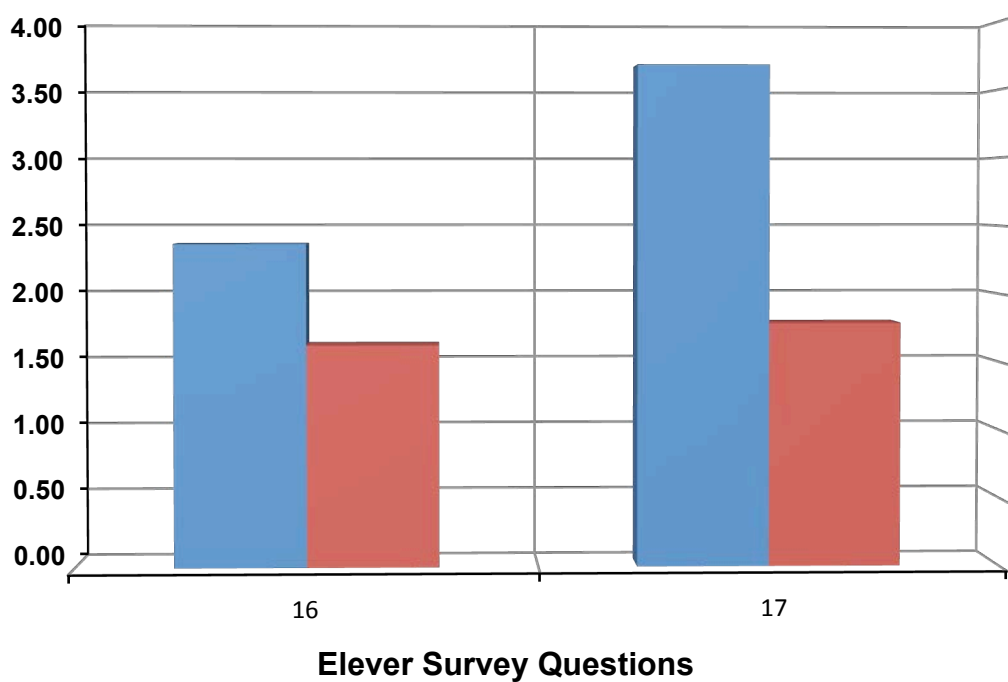
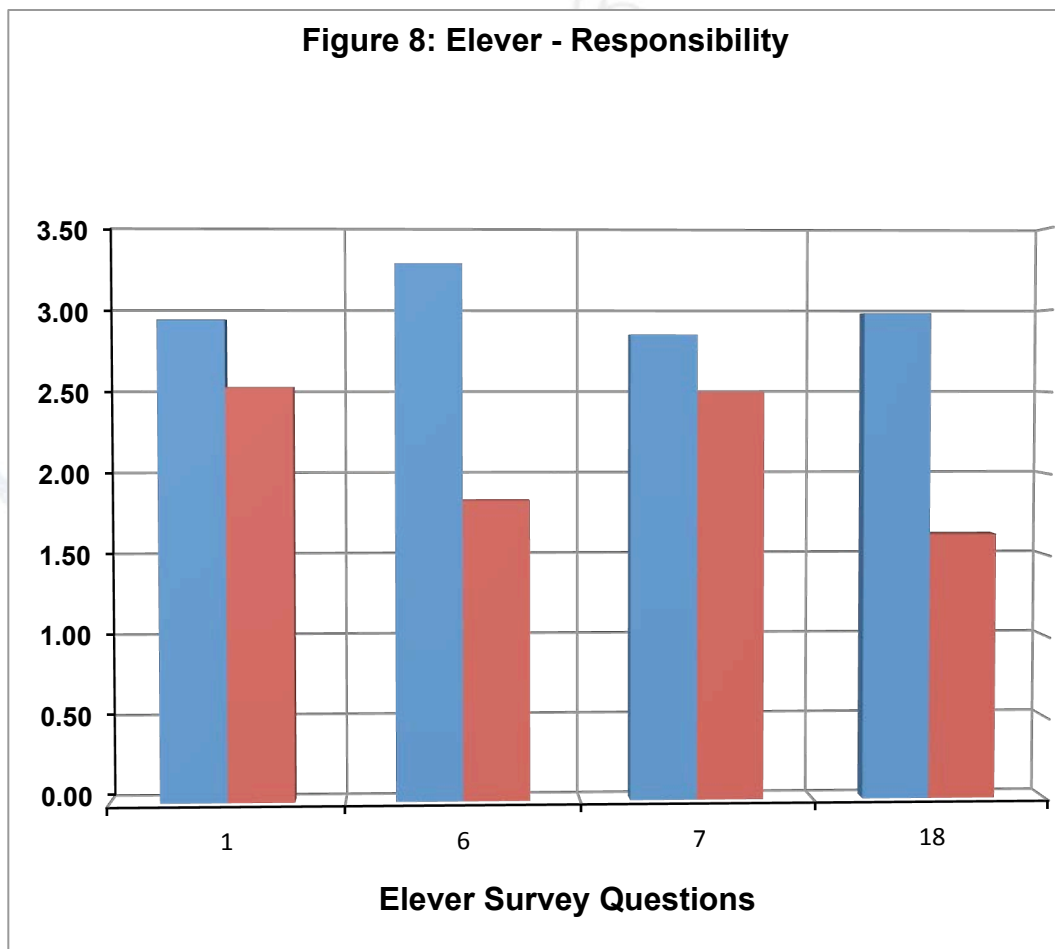
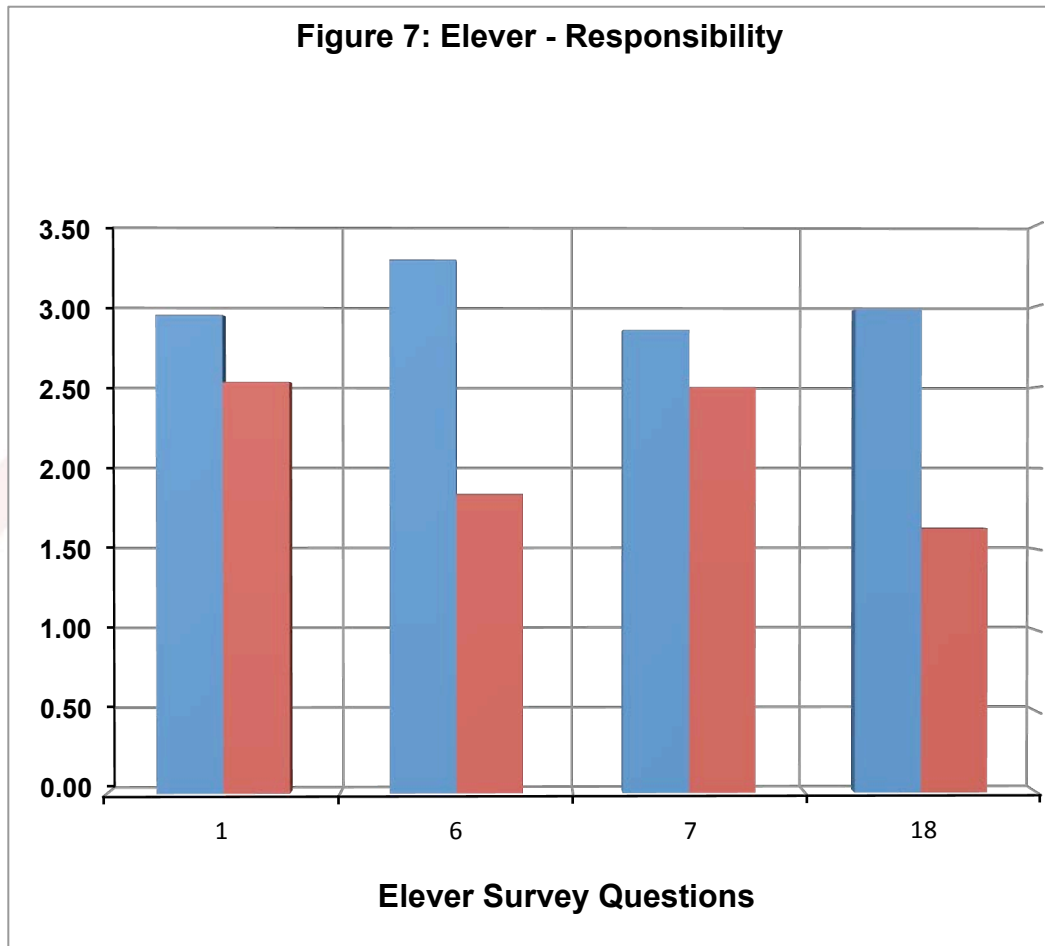


Figure 6: Elever - Openness





Implications or relevance of work for others (including how generalizable the findings are):

The researcher came away from the 2001 study greatly impressed by the progressive educational environments of the three schools where students and teachers were empowered, and high levels of learning of relevant curricula was pervasive. The Skolverket was not of great importance as the processes of education were managed within the confines of the community, schools, and classroom (Nordgren, 2001). Although still progressive in comparison with the researcher's experiences in a multitude of schools across the U.S., the schools in this study had become somewhat more controlled and controlling; more teacher-centered and more concern about outside-of-the-community influences—namely, the Skolverket. They appear to be slowly embracing the GERM model as has the U.S. (Sahlberg, 2011).

The Swedish Ministry of Education, as is the U.S. Department of Education, a bureaucracy that enforces policy and is greatly influenced by those who control it: national-level politicians. Whereas the U.S. Secretary of Education is a presidential appointee who works at the pleasure of the executive branch, the Swedish Minister for Education is a politician who is appointed by the coalition of parties who control the federal government. The “non-students” in this study were very negative toward the Minister of Education feeling he was over-stepping his authority and was trying to push a politically and ideologically-driven agenda. The impact of free schools was a common discussion topic among adults throughout the research and these schools were alluded to in the student interviews when it was suggested the free laptops given to each middle and high school student were a “bribe” to keep them from going elsewhere. If Sahlberg's (2011) contention is correct that the Finns' schooling success is based on their refutation of the GERM model (see Appendix G), then the Swedes may have taken the wrong path in their quest to meet the needs of all their students in an ever-changing world (see <http://www.sweden.se/eng/Home/Education/Basic-education/Facts/Education-in-Sweden/>). Their adherence to the GERM model will, according to Sahlberg's (2011) analysis, not allow them to provide a challenging and meaningful educational experience that will enable their students to gain the knowledge, skills, and dispositions necessary for success in the global economy and sustain a just society. Nor would it seemingly allow them to sustain the “Swedish Way”: which promotes an egalitarian democracy where no one is left behind (Wiborg, 2010).

Immigration is a theme which came up time and again in this study. Although the community and Sweden, as a nation, had a high rate of immigration back in 2001, the topic was not at the forefront as it was in 2013. The researcher took note that seemingly more students were from other cultures in his many classroom observations. Although a count was not made in 2001, it did appear that there were more students of color in 2013, and teachers readily discussed these students; they were quite cognizant of the plight of their first and second-generation immigrant students and were took great concern in ensuring they received the best educational services possible. Still, much consternation existed about this level of service (e.g., their questioning the policy of having students receive only six months of intensive integration prior to entering the schools, despite some services provided to them in the schools such as teacher aides).

Limitations

As with all case studies, the limitation of a small sampling is paramount. Such studies cannot be generalized across a population, but are used to examine issues that confront that limited environment (Gall, Gall, & Borg, 2009). This “case,” was the three-school feeder system in the small community in Sweden. In addition to the case study design, another limitation common across both the 2001 and 2013 studies is the possible biases of the researcher when observing classrooms. Of course, care was taken to observe objectively and certain protocols were used in the observations, there is still the possibility of observation error.

A glaring limitation is the small return rate of the surveys: 4% for the students and 15% for the teachers. Another limitation may be that the surveys were translated from English to Swedish for the 2013 administration which may have altered the data somewhat. The surveys were changed to a 4-point scale so as to remove the option of “not sure,” forcing participants to agree or disagree with each item. Another possible limitation resulting from differences in the two studies was the researcher opting to take notes on a computer during interviews rather than use a tape recorder. In 2001, the interviewees displayed some discomfort with the use of the tape recorder. Some error in interpretation of the notes may have occurred, although great care was taken to ensure that the intent of the interviewee was accurately captured.

Conclusion:

Given the poor return rate of the surveys, it would be logical to re-administer these so that a greater number could be collected. The researcher has asked the school district superintendent to do just this, adding four items based on immigration’s impact on the educational process. Of course “scaling up” this research would greatly enhance the validity of the findings. Although it is nearly inconceivable that all 278 “kommuns” in Sweden could be studied in this manner, the surveys could be widely disseminated throughout the nation negating the limitations of the small return rate and non-generalizability due to the case study design.

It is hoped that the results of this and follow-up research will garner the attention of educators and policy makers in both the U.S. and Sweden as the findings from this research, combined with those from 2001, may force policy makers in these and other countries to rethink school reform. Sahlberg’s (2011) “Global Education Reform Movement” or “GERM” is guided by standardization and not the principles of organizational development and learning. The Swedes may find that they are falling in with the “GERMs” and could slide down the world’s list of exemplary schooling systems—they are, ostensibly, a model for the highly-touted Finnish system.

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Appendices

Appendix A

Sahlberg's GERM-Finnish Way Comparison Chart

Global Education Reform Movement (GERM) [The Finnish Way
<p>Standardizing teaching and learning Setting clear, high, and centrally prescribed performance expectations for all schools, teachers, and students to improve the quality and equity of outcomes. Standardizing teaching and curriculum in order to have coherence and common criteria for measurement and data.</p>	<p>Customizing teaching and learning Setting a clear but flexible national framework for school-based curriculum planning. Encouraging local and individual solutions to national goals in order to find best ways to create optimal learning and teaching opportunities for all. Offering personal learning plans for those who have special educational needs [In Sweden: IEPs for all students]</p>
<p>Focus on literacy and numeracy Basic knowledge and skills in reading, writing, mathematics, and the natural sciences serve as prime targets of education reform. Normally instruction time of these subjects is increase.</p>	<p>Focus on creative learning Teaching and learning focus on deep, broad learning, giving equal value to all aspects of the growth of an individual's personality, moral character, creativity, knowledge, and skills.</p>
<p>Teaching prescribed curriculum Reaching higher standards as a criterion for success and good performances. Outcomes of teaching are predictable and prescribed in a common way. Results are often judged by standardized tests and externally administered tests.</p>	<p>Encouraging risk-taking School-based and teacher-owned curricula facilitate finding novel approaches to teaching and learning, and encourage risk-taking and uncertainty in leadership, teaching, and learning.</p>
<p>Borrowing market-oriented reform ideas Sources of educational change are management administration models brought to schools from the corporate world through legislation or national programs. Such borrowing leads to aligning schools and local education systems to operational logic of private corporations.</p>	<p>Learning from the past and owning innovations Teaching honors traditional pedagogical values, such as teacher's professional role and relationship with students. Main sources of school improvement are proven good educational practices from the past.</p>
<p>Test-based accountability and control School performance and raising student achievement are closely tied to processes of promotion, inspection, and ultimately rewarding schools and teachers. Winners normally gain fiscal rewards, whereas struggling schools and individuals are punished. Punishment often includes loose employment terms and merit-based pay for teachers.</p>	<p>Shared responsibility and trust Gradually building a culture of responsibility and trust within the education system that values teacher and principal professionalism in judging what is best for students. Targeting resources and support to schools and student who are at risk to fail or to be left behind. Sample-based student assessments.</p>

Source: Sahlberg, P. (2012, p. 103). Finnish lessons: What can the world learn from educational change in Finland? New York: Teachers College Press.

Appendix B
Enkät Lärare/Teacher Survey

1	2	3	4	5
Strongly Disagree Instämmer inte alls (I completely disagree)	Disagree Instämmer något (agree somewhat)	Neutral	Agree Instämmer delvis (partially agree)	Strongly Agree Instämmer helt (completely agree)

	Item
1	My principal controls my lesson plan development and teaching. Min rektor håller sig underrättad om hur jag planerar och genomför mina lektioner.
2	I want my principal to control my lesson plan development and teaching. Jag önskar att min rektor håller sig underrättad om hur jag planerar och genomför mina lektioner.
3	My principal demonstrates responsibility for her/his teachers' professional needs. Min rektor tar sitt ansvar för hans/hennes lärares professionella behov av stöd.
4	It is important that principals are responsible for their teachers' professional needs. Det är viktigt att rektor ta ansvar för sina lärares professionella behov av stöd.
5	Teachers help set goals, procedures, and policies at my school. Lärare medverkar till att sätta mål, forma arbets- och förhållningssätt vid min skola.
6	It is important that teachers are allowed to influence school goals, procedures, and policies. Det är viktigt att lärare tillåts medverka vid målformulering och utformning av arbets- och förhållningssätt.
7	My principal keeps teachers informed of important matters pertaining to the school. Min rektor håller lärarna informerade om angelägna frågor som berör vår skola.
8	It is important that a principal keeps teachers informed of important matters pertaining to the school. Det är viktigt att rektor håller lärarna informerade om angelägna frågor som berör vår skola.

9	<p>It is important that teachers are allowed to make decisions about their professional practice. Det är viktigt att lärare tillåts fatta egna beslut om frågor som är av betydelse för det egna professionella arbetet.</p>
10	<p>My principal encourages teachers to participate in making important school-wide decisions. Min rektor understödjer lärarna att delta i övergripande frågor om vår skola.</p>
11	<p>I feel empowered to make decisions about my own professional practice. Jag känner mig stärkt i att besluta om frågor som rör min professionella utövning som lärare.</p>
12	<p>It is important that I can make decisions about my own professional practice. Det är angeläget att jag kan fatta egna beslut om min professionella lärarroll.</p>
13	<p>It is important that teachers help principals make important decisions about their schools. Det är viktigt att lärarna hjälper rektor att före angelägna diskussioner om egna skolan.</p>
14	<p>My principal encourages me to set my own goals and performance objectives to which I will be assessed. Min rektor uppmuntrar mig att jag sätter egna mål och utforma önskvärda resultat som kan ligga till grund för uppföljning av mitt arbete.</p>
15	<p>It is important that teachers are able to set their own goals and performance objectives to which they will be assessed. Det är av vikt att lärare kan sätta sina egna mål och forma sina önskvärda resultat så att de kan bli utvärderade utifrån.</p>
16	<p>Sharing of school-wide information is open and this information is easy to access. Övergripande information om skolan finns lättillgänglig och öppen.</p>
17	<p>It is important that school-wide information is open and that this information is easy to access. Det är viktigt att övergripande information om skolan är lättillgänglig och öppen.</p>
18	<p>Important decisions about my school are made by people outside my community. Viktiga diskussioner om min skola förs bland personer utanför skolan och i kollegiet.</p>
19	<p>It is important that decisions about my school be made by those who are in my community. Det är viktigt att beslut om min skola tas av oss pedagoger (i</p>

	förekommande fall även övrig personal). <i>It is important that decisions on my school taken by us educators (including, where appropriate, other staff).</i>
20	Students at my school learn to work effectively in groups and teams. Eleverna på min skola lär sig att arbeta effektivt i grupp och arbetslag.
21	Students at my school learn technical skills that they will be able to use in their future jobs. Eleverna på min skola lär sig färdigheter som de har nytta av i arbetslivet.
22	Students at my school learn to solve problems independently and/or in groups or teams. Eleverna på min skola lär sig att lösa problem såväl på egen hand som i grupp/lag.
23	Students at my school learn to be creative and/or take risks in their learning. Eleverna på min skola lär sig att vara kreativ och/eller att ta risker i sitt lärande.

Appendix C
Enkät Elever /Student Survey

1	2	3	4	5
Strongly Disagree Instämmer inte alls (I completely disagree)	Disagree Instämmer något (agree somewhat)	Neutral	Agree Instämmer delvis (partially agree)	Strongly Agree Instämmer helt (completely agree)

	Item
1	I plan my own learning at my school. På min skola planerar jag mitt eget lärande.
2	I want to control my own learning at my school. Jag vill bestämma över mitt eget lärande.
3	I help to set classroom goals, procedures, and policies at my school. På min skola hjälper jag till med att sätta mål, forma arbets- och förhållningssätt.
4	Teachers should allow students to set classroom goals, procedures, and policies. Lärarna bör tillåta eleverna att sätta mål och forma arbets- och förhållningssätt.
5	All students help to influence the way we work in our classrooms at my school. På min skola hjälper alla elever till med att påverka vårt sätt att arbeta i klassrummet.
6	Each student is held responsible for her or his own learning at my school. På min skola hålls varje elev ansvarig för sitt lärande.
7	Teachers should hold students accountable for their own learning. Lärarna bör hålla eleverna ansvariga för sitt eget lärande.
8	Teachers at my school encourage students to make their own decisions. På min skola uppmuntrar lärarna eleverna i att fatta egna beslut.
9	It is important that students are allowed to make their own decisions about their learning. Det är viktigt att eleverna tillåts fatta beslut om sitt eget lärande.
10	Teachers at my school encourage students to participate in planning for classroom activities. På min skola uppmuntrar lärarna elevernas delaktighet i att planera arbetet i klassrummet.
11	It is important that students participate in planning for classroom activities. Det är viktigt att eleverna deltar i planeringen av arbetet i klassrummet.
12	Teachers at my school encourage students to develop their own learning goals.

	På min skola stödjer lärarna elevernas arbete med att utveckla mål för lärandet.
13	I participate in the planning of my own learning as much as or more than my teachers plan for it. Jag deltar i planeringen av mitt lärande i lika stor, eller större, grad än mina lärare.
14	Being able to sometimes influence my teachers is important. Det är viktigt att ibland kunna påverka mina lärare.
15	It is important that students help to develop their own learning goals. Det är viktigt att eleverna hjälper till att utveckla sina mål för lärandet.
16	Principals and teachers at my school inform students about important matters regarding the school. På min skola informerar rektor och lärare oss elever om viktiga saker som berör skolan.
17	It is important for principals and teachers to inform students about important matters regarding the school. Det är viktigt att rektor och lärare informerar eleverna om angelägna frågor som berör skolan.
18	Teachers at my school demonstrate responsibility for their students' learning. Lärarna på min skola visar ansvar för elevernas lärande.
19	I am taught at my school to effectively work in groups or teams. På min skola uppmanas jag att arbeta effektivt i grupper och i arbetslag.
20	I am taught at my school technical skills that I will be able to use in my future jobs. På min skola får jag lära färdigheter av betydelse för mitt framtida arbete.
21	I am taught at my school to solve problems independently and/or in groups or teams. På min skola får jag lära mig att lösa problem, på egen hand, eller i grupp/arbetslag.
22	I am taught at my school to be creative and/or take risks in my learning. På min skola får jag lära mig att vara kreativ och/eller ta risker i lärandet.

Appendix D

Teacher Interview

1. How much influence does your principal have on your job as a teacher?
2. How much influence do local authorities have on your job of educating students?
3. In what ways does the National Curriculum affect the curriculum you use and your instructional practices in the classroom?
4. What examples can you give that demonstrate how you make your own decisions about what you teach and how you teach?
5. Would you rather help make decisions about what happens at your school and the direction it takes, or would you rather leave these decisions to your principal? Please explain.
6. How do you help students make their own decisions about their education?
7. In what ways could you and your school increase the levels of democracy, trust, and student responsibility at your school?

Appendix E

Student Group Interview

1. How much influence do you think your principal has in your learning?
2. How much influence do you think local politicians have in your learning?
3. Are you aware of any influence the Skolverket or the Swedish national government has on your school or your education? If so, what are these influences?
4. What examples can you give that demonstrate how you make your own decisions about what you learn and how you learn it?
5. Would you rather make decisions about what happens in your school and the direction it takes, or would you rather leave these decisions to your teachers and principal? Please explain.
6. In what ways could you and your school increase democracy, trust, and student responsibility at your school.

Appendix F Example of a Grading Rubric as Mandated by the Skolverket

Eleven skall kunna	E	C	A
<p>Eleven kan redogöra för den fotografiska processen från planering och fotografering till redigering och presentation.</p> <p>Eleven kan redogöra för några olika bildformat och programvaror och dess möjligheter och begränsningar.</p> <p>Eleven kan skriva ut eller kopiera bilder med teknisk kvalitet och motivera hur man uppnått den.</p> <p>Eleven kan använda ljussättning, komposition och fotografisk teknik.</p> <p>Eleven kan diskutera på vilket sätt de egna bilderna förmedlar känslor, tankar, idéer och budskap.</p>	<p>Eleven redogör översiktligt för den fotografiska processen och för hur de olika delarna i processen hänger samman. Dessutom redogör eleven översiktligt för några olika digitala bildformat och programvaror samt för deras möjligheter och begränsningar.</p> <p>Eleven fotograferar och skriver ut eller kopierar bilder i samråd med handledare. Bilderna är av tillfredsställande teknisk kvalitet. Eleven motiverar översiktligt de val som har gjorts för att uppnå kvaliteten. I arbetet använder eleven med viss säkerhet ljussättning, komposition och fotografisk teknik för att åstadkomma visuella effekter. Eleven diskuterar översiktligt på vilket sätt de egna bilderna förmedlar känslor, tankar, idéer och budskap.</p>	<p>Eleven redogör utförligt för den fotografiska processen och för hur de olika delarna i processen hänger samman. Dessutom redogör eleven utförligt för några olika digitala bildformat och programvaror samt för deras möjligheter och begränsningar.</p> <p>Eleven fotograferar och skriver ut eller kopierar bilder efter samråd med handledare. Bilderna är av god teknisk och tillfredsställande estetisk kvalitet. Eleven motiverar utförligt de val som har gjorts för att uppnå kvaliteten. I arbetet använder eleven med viss säkerhet ljussättning, komposition och fotografisk teknik för att åstadkomma visuella effekter. Eleven diskuterar utförligt på vilket sätt de egna bilderna förmedlar känslor, tankar, idéer och budskap.</p>	<p>Eleven redogör utförligt och nyanserat för den fotografiska processen och för hur de olika delarna i processen hänger samman. Dessutom redogör eleven utförligt och nyanserat för några olika digitala bildformat och programvaror samt för deras möjligheter och begränsningar.</p> <p>Eleven fotograferar och skriver ut eller kopierar bilder efter samråd med handledare. Bilderna är av jämn och god teknisk och estetisk kvalitet samt har ett personligt uttryck. Eleven motiverar utförligt och nyanserat de val som har gjorts för att uppnå kvaliteten. I arbetet använder eleven med säkerhet och med variation ljussättning, komposition och fotografisk teknik för att åstadkomma visuella effekter. Eleven diskuterar utförligt och nyanserat på vilket sätt de egna bilderna förmedlar känslor, tankar, idéer och budskap.</p>

Eleven skall kunna	E	C	A
<p>Eleven kan avläsa och tolka fotografiska bilder samt resonera om vad bilderna uttrycker. I tolkningen och resonemanget kan eleven använda fotografiska begrepp. Eleven kan redogöra för skillnader mellan olika fotografiska genrer, även ur ett historiskt perspektiv.</p> <p>Eleven kan redogöra för lagar och andra bestämmelser inom området. Eleven diskuterar också etiska frågeställningar i relation till fotografiska bilder. Dessutom redogör eleven för miljömässiga och säkerhetsmässiga aspekter inom fotoområdet.</p>	<p>Eleven avläser och tolkar någon fotografisk bild samt resonerar översiktligt om vad bilden uttrycker. I tolkningen och resonemanget använder eleven med viss säkerhet enkla begrepp. Eleven redogör översiktligt, utifrån bildexempel, för skillnader mellan några olika genrer, även ur ett historiskt perspektiv.</p> <p>Eleven redogör översiktligt för lagar och andra bestämmelser inom området. Eleven diskuterar också översiktligt etiska frågeställningar i relation till fotografiska bilder. Dessutom redogör eleven översiktligt för miljömässiga och säkerhetsmässiga aspekter inom fotoområdet.</p>	<p>Eleven avläser och tolkar några olika typer av fotografiska bilder samt resonerar utförligt om vad bilderna uttrycker. I tolkningen och resonemanget använder eleven med viss säkerhet avancerade begrepp. Eleven redogör utförligt, utifrån bildexempel, för skillnader mellan några olika genrer, även ur ett historiskt perspektiv.</p> <p>Eleven redogör översiktligt för lagar och andra bestämmelser inom området. Eleven diskuterar också utförligt etiska frågeställningar i relation till fotografiska bilder. Dessutom redogör eleven utförligt för miljömässiga och säkerhetsmässiga aspekter inom fotoområdet.</p>	<p>Eleven avläser och tolkar flera olika typer av fotografiska bilder samt resonerar utförligt och nyanserat om vad bilderna uttrycker. I tolkningen och resonemanget använder eleven med säkerhet avancerade begrepp. Eleven redogör utförligt och nyanserat, utifrån bildexempel, för skillnader mellan flera olika genrer, även ur ett historiskt perspektiv.</p> <p>Eleven redogör utförligt för lagar och andra bestämmelser inom området. Eleven diskuterar också utförligt och nyanserat etiska frågeställningar i relation till fotografiska bilder. Dessutom redogör eleven utförligt och nyanserat för miljömässiga och säkerhetsmässiga aspekter inom fotoområdet.</p>

