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The Swedish report on teacher educators by Per Klingbjör, Ministry of Education and Research and Anders Gustavsson, Stockholm University.

Who are considered to be teacher educators in your country?

Essentially there are three categories of teacher trainers in Sweden, senior lecturers and professors both with a Ph.D., lecturers and tutors (supervisors) for practical school based training. They are not a homogeneous group. Senior lecturers and professors are involved in both research and education in order to create a close link between research and education. Lecturers with a master or a bachelor degree take responsibility for the development of specific professional skills. Most of them also have a long experience as teachers in different positions of the school system. Tutors for practical school based training are usually still employed as teachers in schools.

Is there a policy on teacher educators?

The national policy applies to all categories of teachers in universities and university colleges. The Swedish parliament decided in June 2010 that for purposes of education and research, higher education institutions should employ professors and senior lecturers as teachers.

Apart from professors and senior lecturers, higher education institutions should be free to decide for themselves on the categories of teacher that should be employed by the institution and the qualifying requirements and assessment criteria that should apply to these teachers.

The Swedish parliament decided in May 2010 that today's degree of Bachelor/Master of Education in the present program for teacher education should be replaced by four new degrees: a degree in pre-school education, a degree in primary school education, a degree in subject education and a degree in vocational education. The Swedish National Agency for Higher Education is the public authority that oversees higher education institutions in Sweden, including awarding degrees. According

to the decision of the parliament, universities that wish to give the new programs, must apply for the right to award the degrees and undergo a review by the agency. One of the criteria of the review is relating to teachers competences. Teacher competence and teacher-group composition is an important prerequisite for the education. It is required that teacher education is supported by teachers who have scientific/professional training and proven experience in this field and have good academic teaching skills. All teacher educators should be senior lecturers (with a Ph.D.) in order to create opportunities for an integration of research and education. Teachers should also have opportunities to maintain and further develop their scientific/professional and pedagogical skills. It is important that teachers' scientific training and professional experience within and outside the university are complementary. In addition, the number of teachers involved in education must be in proportion to the estimated number of students per degree and diploma level.

To what extent are initial teacher education, continuous teacher education and continuing professional development seen as a coherent whole or totally separated undertakings?

In principle, there is not a coherent system. Until the 1970's, Sweden had a comprehensive training system for teachers. The whole responsibility for the school system was transferred from the state to the municipalities in the 1980/90's and in connection with this, the responsibility for the in-service training became a responsibility for the new employers (municipalities and independent schools). However, during 2007–2011 the government invests 360 million Euro in continuing professional development for teachers ("A boost for teachers"). 30 000 qualified teachers have the opportunity to study at universities for approximately half a year.

Many teacher education universities/university colleges also offer complementary courses for teachers who want receive a masters degree and in some cases also a Ph.D.

How are the different kinds of Teacher Educator referred to in policy documents about teacher education or the education system?

See the second question.

What are the competences that teacher educators need? How homogeneous do these need to be?

At a national level, the requirements in the qualification descriptors for each degree in the higher education ordinance and the requirements that the national agency for higher education sets must be met. This is in some sense self-regulating because if an higher education institute does

not fulfill these requirements, their right to award the degree can be revoked.

Positions at the universities/university colleges offering teacher education often first of all require Ph.D. level, e.g. the vice-chancellor of Stockholm University has decided that no lecturers without a Ph.D. can get a permanent position. For employment in teacher education a complementary experience of teaching in different parts of the school system often is considered a special qualification. Tutors (supervisors) of practical school based training are offered relevant short courses and more than half of the tutors have this experience.