

INNLAB 2020

Skolverket, Sweden

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Revision - for the compulsory education in Sweden

- New steering documents – revision ongoing
- Parallel process (partially) even for the upper secondary school (Mathematics and CEFR-English, Modern languages) other subjects are to be revised under 2021
- No changes to the curriculum Part 1 and Part 2 (norms and values, guidelines for education), no changes of the grade scale (F-A).
- Syllabuses revision for the comprehensive school, same school, special education – changes come into effect in June 2021
- Comments to the syllabuses and knowledge requirements are to be published during the spring 2021, implementation process has started up with two web-based conferences for the school leaders, principles and other interested actors.

Implementation has started

- Digital meetings and conferences for municipal organiser, owners and headmasters
- <https://www.skolverket.se/om-oss/var-verksamhet/skolverkets-prioriterade-omraden/reviderade-kurs--och-amnesplaner/andrade-kursplaner-i-grundskolan>
- Ongoing political debate concerning the mother tongue education, from the proposal for having a school subject focusing the heritage languages to stopping the mother tongue tuition within the school forms

Proposals for educational changes

- There are presently two ways for organising learning hours in Modern language education (apart from English which has its own fixed time allocation) in Swedish compulsory education : Language choice and Electives. Both forms of organisation can also be used for Mother Tongue education (in accordance with the specific provisions related to the mother tongue and the heritage language tuition). Language Choice can also be used for “extra” or “supplementary” Swedish, Swedish as a second language or English.
- Language choice – proposal to eliminate alternatives Swedish, Swedish as a second language and English, thus making learning of an additional language (to English) compulsory.
- Electives – to be suppressed as assigned learning hours. Proposal to open other possibilities for schools to offer a third foreign language.
- Time allocation plans - to revise the amount of time being devoted to instruction in a certain subject within the compulsory education, the learning hours from Electives to be used for increasing the number of learning hours in Social and Natural sciences as well as the other subjects

Educational reform – upper secondary

- In Sweden, each upper secondary school subject consists of one or more courses or modules. Each course has its own course content and knowledge requirements (assessment criteria). After the completion of the course the student is awarded a grade for that course. All course grades from the student's upper secondary studies are included in the upper secondary diploma and count towards the mean grade average.
- A commission of inquiry has recently proposed a model for subject grades in upper secondary schools and modifications to the grading system used across all types of schools in Sweden. The commissioner proposes that pupils are awarded one overall grade for the whole subject. However, to ensure flexibility and to meet the needs of adult education at upper secondary level, subjects still need to be divided into modules or levels. After each level the student is awarded a grade which is then replaced if the student attains the next level. In this way it is ensured that students continually receive formal feedback on their progress. The diploma will list the student's final grades in the subject only, unlike the current course-based system where grades are listed for each course in a subject. For languages and mathematics, the commissioner discusses the possibility for students to keep the grade from certain levels even after completing higher levels since it feared that students otherwise will drop the subject. The purpose of that changes is to foster students' knowledge development and for grades to better reflect their knowledge.
- <https://www.regeringen.se/4a3d31/contentassets/fe3346ccd9f84e00a50f340411515aa7/bygga-bedoma-betygssatta--betyg-som-battre-motsvarar-elevernas-kunskaper-sou-202043-ny-version.pdf> with an introduction in English

Framework of the national programme of modern languages

- Internal initiative from the Swedish National Agency for Education – no governmental grant
- The main purpose is to increase the students' achievement of educational objectives, through systematic professional development for teachers of modern languages
- French, Spanish, German – primary school, secondary school and adult education
- Based upon experiences from similar national school development programmes
- Peer learning through modules

The existing and coming material

- Module 1: Oral proficiency
- Module 2: Written production and interaction
- Module 3: Intercultural competence
- Module 4: Receptive skills

The plan is to publish the material in August 2021.

- Lärportalen: <https://larportalen.skolverket.se/#/moduler/1a-moderna-sprak/alla/alla>

How Covid influenced teaching

- Primary face-to-face, secondary optional – up to the municipal organiser or the independent school owner
- Support from Skolverket in collaboration with the other institutions and organisations at <https://www.skolahemma.se/>
- Run by several public sector authorities, research institutes, academic researchers, private education technology suppliers and school administrative organizations. The collaboration, set up with rapid deployment in March 2020 as a response to Covid-19 and supports formal authorities from a people-in-the-field perspective. Support documentation, guides and current and relevant news updates has been part of the core mission.

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