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Styrning och re-kontextualisering av värden i utbildningspolicy på nationell och lokal nivå

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ACADEMIC THESIS

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Abstract

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In this study, governing as re-contextualization of values in Swedish educational policy was described and analyzed. Two levels were focused; the national level, in the form of the Swedish Schools Inspectorate's (SSI) survey to school personnel years 2010-2015, and the municipal level by interviews with 18 municipal superintendents in sparsely populated and rural areas. Three qualitative content analyses were performed, in which Rokeach's theory of values as desirable actions and goals was used in two analyses. The results showed that a dominant policy goal and value expressed was that schools should promote students' knowledge, in line with values underlying the PISA survey. The SSI survey expressed that schools should be quality assured to enhance students' knowledge development. Desirable actions to achieve this were by; the principals evaluating, the teachers adapting to individuals, the environment conducive to learning being strengthened with codes of conduct, and the guardians being informed about the development. The superintendents expressed a lack of competence, a need to upskill teachers, a lack of qualified teachers for equivalent assessments, and that the information to the guardians did not always reach them. The study also showed an expressed value of including all students in teaching, in line with the values underlying the SALAMANCA statement. The SSI survey expressed this value as the students' participation in individualized teaching, an increased efficiency in special support, a socialization through codes of conduct, and that the students should know their rights. The superintendents expressed this value as the schools motivating students to study, adapting education for students in need of special support, preventing violations of newcomers, addressing girls' ill health, and strengthening democratic attitudes. In summary, the study showed that the values at the national level were expressed as increased individual rights, while at the local level, the values were expressed as a need to increase democratic values. The values underlying the education of democratic citizens in sparsely populated and rural areas cannot be considered to be a closed chapter, even though policies at the national level continue to emphasize the values of promoting students' development of knowledge and their individual rights.

Keywords: Governance, PISA, Re-contextualization, Rural areas, Salamanca-statement, School inspectorate, Sparsely populated areas, Superintendent, Values