



Exempel I

Academisation and teacher's dilemmas

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Syfte och frågor

To identify and analyse systemic contradictions in dilemmas that emerge in activities between teachers, higher education and the local municipality when integrating scientific methods in school, and teacher's practice (academisation).

RQ 1: What dilemmas appear in teachers' narratives about their engagement in academic studies and the demands for the academisation of teachers' work?

RQ 2: What ideas, strategies or discourses about professional identity do they use to manage these dilemmas in practice?



- General and evidence-based and measurable knowledge great value in policy, increased supervision and control of the teaching profession (Hudson 2007, Biesta 2011)
- NPM, accountability - knowledge as quantifiable and assessable (Bergh 2015)
- The knowledge problem
 - Teachers' professional skills subordinated to technical and economic approaches
 - Political project to point out the “correct” knowledge and science for school (Carlgren 2012, Liedman 2011)
- Increased complexity of the policy process (Ball & Juneman, 2012)
- A research-based way of working and demands for collaboration with universities great challenges for teachers and non academic organisations



Method

- Interviews with 15 teachers in R&D masterprogramme, September 2016.
- Narrative research-interview approach (phase 1)
 - Teachers professional life-story and dilemmas in relation to their choice to participation in the R&D master programme.
- Strong reflection (phase 2)
 - reflections of preliminary results (master students and school leaders)



Findings

Curved career paths

Majority of teachers had out of different reasons been involved in different kind of further education

- Teach older students, School leader, permanent job, competence for school subject, unemployment

About the R&D master programme

I would love to do research sometime in future. Then this is an excellent opportunity (Eva)

If you get an opportunity to study you take it. There has been no opportunity, because then you should do it in addition to your full time job (Florence)



Findings

Tensions and envy

I don't really know what will come out of this, really. How to use our new competence or what shall we do?
(Florence)

It has hanged around me like this dark cloud, because I've known that I already have that position as a first teacher, and compares to my colleagues who are incredible skilled – what makes me worth tis money?
(Siv)



Findings

Lac of structures and dead ends

How can we, as individuals, have an effect on our colleagues? What strategy and route is the right one to go? A 100% support from the school leaders is a prerequisite. (Group 2, phase 2)