

Hallo, my name is Kirsten Krogh-Jespersen.

I have a teacher education and worked as a teacher from 1964 to 1972, when I was employed in the Teacher Education in Aarhus, got a cand.pæd. degree and later a ph.d. degree.

I am now a retired, but I am still actively writing and debating pedagogical issues in teaching and learning in connection with school and Teacher Education and I still perform tasks as a consultant .

I thank my Nordic colleagues, especially Janne Holmén and Björn Furuhausen, for giving me an opportunity to inform you about the sad situation in Denmark when it comes to the school and the teacher education.

I suppose I have been asked to give this paper because of my many years in teacher education, with teaching the coming teachers, with research programs in schools and in the teacher education and with a number of publications concerning different issues of teacher education - the history, the didactics, the challenges and my reporting on a number of development projects. The last publication that I have contributed to, has come out just this month.

I have called my paper

Deprofessionalization of teaching in Denmark – the unholy alliance between the reforms of the school system and the teacher education in the years 2012 and 2013

I will claim that these days a fight is going on in Denmark concerning both the reform of the school system – ‘Folkeskolereformen’ - and the reform of The Teacher education. The row is lauder when we talk about ‘Folkeskolen’, more people and more political and civilian circles are interested in ‘Folkeskolen’ than in Teacher education, but in this paper I will focus on Teacher Education with a glance to the ‘folkeskolereform’. My starting point will be the present situation and in a little while I will turn to the historical development.

In 2012 a new Teacher Education was formed, coming into operation in 2013. As I have mentioned also in 2013 we got the Folkeskolereform, coming into operation in 2014. Both reforms were prepared in a narrow circle of politicians, civil servants and pedagogical researchers in a relatively short time with very little openness. It is more or less a secret who has actually created the reforms, but it seems that though the two reforms have been prepared in two different ministries, Børne- og undervisningsministeriet, with Christine Antorini, S, as a minister, and Uddannelses- og forskningsministeriet with Morten Østergaard, R, as a minister, the ‘inner circles in action’ behind the reforms were formed by the same few people.

But in spite of this both reforms have been supported by a political majority in parliament.

(What do the two reforms have in common?)

When I mention the two reforms together, and even claim, that together they form a threat to the professionalization of teaching, it is because they are the result of the same tendencies and build on the same concepts. From approximately 1960 to 2012 there had been a great deal of consensus about the aims towards democratizing teaching and professionalizing Teacher Education. But the last 10- 15 years of this period was characterized by still more profound critics of the schools and the teachers for not delivering especially in relation to international surveys – fx PISA - and to a competitive society. Democracy and independence in thought and action is not 'à la mode'.

(Particularly concerning the folkeskolereform)

Both reforms claim the aim of lifting the subject standards by central formulation of detailed competence goals. Concerning the 'folkeskole' the first announcements from the ministry was that teachers were to perform 'læringsmålstyring' – meaning that the teaching should be based on a great number of competence goals – and the contents should be regarded as means to fulfill these goals.

The argumentation from the researchers who have been closely involved in the reform is that teaching in the schools should be evidensbased, and John Hattie's research has had great influence on what is going on in Denmark, strongly supported by the English firm Challenging Learning, led by James Nottingham. This firm owns a license for the school improvement concept: Visible Learning, which is bought by many municipalities in Denmark and is the most widespread concept for the teachers in-service training at the moment. . The Finnish school system seems to have lost its former power as a model for 'what to be done' in Denmark to rise the results in PISA.

(Particularly the teacher education reform)

In the Teacher Education the subjects pedagogic, didactic and psychology has been replaced by a content and competence goals inspired directly from the different tasks that meet the teacher from day one. This is the basis for talking about the instrumentalization of the education. The theoretical basis for a professional and autonomous performing of the profession has been profoundly minimized. And for the first time Danish teacher education suffers from a modular system, which makes it more than difficult to assure progression and coherence in the education.

(The critics)

In the first two to three years of the reforms it seemed that the actors in both educational systems were paralyzed. The paralyzation of school teachers was mostly a consequence of the lock-out they had suffered in April 2013 and the law 409 that regulated the teachers work conditions in an entirely new way – all happening just a few months before the reform was passed through parliament

As for the teacher educators they felt that the education had been ‘exposed to a coup’ because of the very short and very ‘secrete’ process that had led to a very radical reform of Teacher Education. The result was not highly approved by the educators, but as is seemed, by the leaders of the teacher educational institutions - nowadays The University Colleges .

But the critics of both reforms are being more and more precise and loud, researchers and practitioners publish and debate and some of the most obvious problems are slowly beginning to be dealt with. But the economic problem, each year a reduction of the funding of both schools and University colleges, do not seem to change – at least not until we get a new government – and maybe not even then. For Teacher Education it means less teaching lessons, less communication between teachers and students and more ‘selfstuding’ which might not be the best way to prepare for professional teaching.

Of course many of the educators in Teacher Education are the same persons as before the reform. They are very competent and dedicated and they struggle to maintain the qualities from the former education, which gets harder and harder because of the fragmented structures and starving of resources.

(From the 1960th)

But let me go back to 1960 to describe the historical development of Teacher Education. We had a new ‘Folkeskolelov’ I 1958, followed by an ambitious curriculum and didactically visionary understanding of good teaching and the formation of the pupils to independent young people who could lead the democratization of society.

The Teacher Education from 1954 was not capable of supporting these visions, and in 1961 the preparation of a new Teacher Education started. A very broad circle of educators, cultural personalities and civil servants were involved and the teachers union (Danmarks lærerforening) and the teacher educators organization (Seminarielærerforeningen) were both very active. Educators from the ‘Seminarier’ , which was the name of the Teacher Education institutions in those days, were constantly informed and asked to give their advice. The process took almost five years, and in 1966 a new law was passed, coming into operation as late as 1969 to give time to prepare the curriculum and the didactic principles that should facilitate the vision of a four years academic and professional Teacher Education with the raise of the

admission demands to a 'studentereksamen'. The academic demands of the teacher educators were raised simultaneously. But different from the other Nordic countries Teacher Education was still performed at 'seminarier', about 1970 there were 29 'seminarier' spread all over the country. And the Danish Teacher Education was and is still *the* education that authorizes to teaching all ten years of the 'folkeskole' – enhedslæreruddannelsen,' the unity education ' as we say.

(1966 law)

The very new in the 1966 education was the profound weighting of pedagogic, didactic and pedagogical psychology in order to educate professional autonomous teachers who deeply understand the character of teaching and are able to make decisions based on theories, research results and experiences. As for the school subjects the student should choose two 'linjefag', which were studied in depth and were understood as in comparison with 'bifag', subsidiary subjects, at the universities. Furthermore there were a number of subjects to be studied at a more general level as in the former education.

It was also new that the aim was to invite or even force the students to participate in the forming of the curriculum and the teaching methods in order to improve their consciousness and awareness of the conditions of teaching and education and their cooperative, work- together and communication skills.

Seen with the eyes of today's closed and secretive reform process I find it very provocative to read some of the critics of the 1966 reform for involving the teachers organizations in the process. (Fx Dansk Skolehistorie nr. 4).

There were challenges in the new education. The main challenge was to form cooperation between the studying of the school subjects and the pedagogical and didactic studies – and the school practice. There has been worked hard and in many different ways during the years to address this challenge¹ and with good results, but never completely overcoming the problem – which will never happen, it will always be a challenge. At the same time as teacher educators and students worked to find ways to optimize the education, developing the subjects and address the challenges in the theory – practice connection the conditions changed – and not for the better. The nineteen eighties faced new conditions – structurally , fx the capacity for student admission were lowered due to fewer children born in the country and a number of institutions, 'seminarier ' were closed or united - and the economic conditions were tightened.

¹Many reports tell about development projects and experiments in this area, fx Kirsten Krogh-Jespersen (2003): Læreruddannelse – en professionsrettet uddannelse, Århus dag- og Aftenseminarium is just one example of development project with this aim.

There has been three major adjustments to the law from 1966² to 2012, all with the proclaimed aim to improve the skills of the coming teachers –but based on more or less qualified analyzes and profound understanding of challenges in school teaching and teacher education- and, not to forget - in order to minimize the costs of the education. From 2000 the bad results of the Danish pupils in PISA has been a declared reason for adjustments and now for the reforms.

(The past and the future)

There have been eight laws and some minor adjustments in between to regulate the teacher education during the last 200 years, from the first in 1818, 1894, 1930, 1954, 1966, 1991, 1997, 2006 until the last in 2012. As you see the last 25 years have produced four of these eight changes and I anticipate that there will not be many years before we see the next. The critics of the last reform are massive and getting louder and louder. It seems that the reform actually build an education that has rather the character of an in-service training than of a basic education, which initiate the coming teacher to the profession, as for instance Erling Lars Dale understands the aim of Teacher Education.

I have the view that we rather than looking abroad to find inspiration for new ways, we should look back into our own teacher education history and take a starting point in the 1966 law. We should fulfill the major concern of this law- professionalizing teacher education and teaching by optimizing the studies of pedagogics, didactics, pedagogical psychology and -, sociology, optimizing the didactics of the subjects and the cooperation between the different kind of subjects, optimizing the cooperation with the schools and the schoolteachers – in the perspective of professional teaching and in the perspective of a deep understanding of the relation between theory and practice in teaching.

During the years the length of the education has been subject to some discussion – 4 or 5 years.. I think we could easily use 5 years, but it is probably better for the professionalization to let the first year of the new teachers employment be defined as an ‘ educational employment’ where the schools, the municipalities and the Teacher Educational institutions give room and support to the continuation of the new teachers studies – now in close connection with her teaching tasks.

I hope that we will soon start preparing a qualified and qualifying Teacher Education inspired by the ‘old’ qualities.

Thank you for the word. I hope I can answer your questions.

² 1991,1996,2006

In my written paper I have included a list of references where you can find documentation for (some of) my points, of course being aware that it is Danish titles.

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