

Schooling torn between markets and public good – Exploring Scotland and Denmark as UK- Vs Nordic-dependent solutions

Schooling torn between markets and public good :

- *The neo-liberal and transnational turns*
- *Anglo-American vs Nordic solutions*
- *High-stakes vs Low-stakes strategies*
- *The importance of context: reformulations of what 'market' and 'public good' means*

Exploring Scotland and Denmark as UK- vs Nordic-dependent solutions:

- *Contextual dependencies: constraints and re-orientations*
- *Scotland – UK – AngloAmerican – transnationalThe Nordic ... EU (dream or reality!?!)*
- *Denmark – Nordic – EU- transnational – Continental vs AngloAmerican*
- *Re-contextualization: what is the scope for 'national' independent room for maneuver?*

Theoretical perspective:

- *Scalar & topological view on educational geographies*
- *Governmentality: regimes of practice*

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Scaling up Danish identity in a Nordic perspective: The dream of welfare and public good challenged

- **The Nordic dimension/model -- the (deceptive) low-stakes version of reform!?:**
 - welfare societies > workfare/competition state (Cerny; Jessop):
 - flexicurity; efficiency; (Piketty)
 - the soft global voice; gender equity; diversity:
 - Homogeneous >< multicultural > national(ist) reactions
 - consensus-oriented:
 - Little power distance, trust, low level of corruption

Education myths/ realities:

- equity, child-centred, progressive, democratic:
- Reform pedagogy, democracy as life form
- Turn to standards-based education and 'low-stakes' testing
- From *pedagogik* to educational research

Danish School: From public good to market model in a transnational perspective:

National policy and the competition state (economy and education):

The Competence Council, the Globalization Council, Growth Forum, The School Flying Squad, New Nordic School, lock-out (lov 409)

School as a market-led organization (neo-liberal turn):

Strategic leadership, teacher teams, changing work time regulations

The tightening of municipal oversight (jf. OECD, 2004)

Evidence-informed teaching and learning, (standards-based education, low-stakes testing, evidence, school effectiveness, curriculum)

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Scaling up Scottish identity in a UK/US perspective: welfare and public good challenged

- **The British dimension/model high-stakes !?!**
 - Shifting from society to family and the individual: UK context (Thatcher)
 - Anti-industrial strategy as means to shift UK to service-based economy
 - The soft global voice - US alignment: the hard global voice: Falklands, Iraq
 - Multicultural education; rise of authoritarian precepts – riots/unrest
 - Low trust, surveillance culture introduced (England): inspection, curriculum - alternatives in Scotland
 - Control to centre (England); distrust (England); Scottish maintenance of HMIe, non-statutory curriculum.
- **Education myths/ realities:**
 - Return to tradition (England); Lad-o'-Pairs (Scotland)
 - Testing (UK); curriculum traditions (Scotland)
 - HEIs as one of the challengers to Tory government's desire for reform
 - HE as centre of excellence

English/Scottish School: From public good to market model (but differently):

National policy and the competition state (economy and education):

Increased reference to OECD; international standards; 'correct ways' to teach maths (Singapore, Shanghai, Taiwan, HK)

School as a market-led organization (neo-liberal turn):

'opting out'; OFSTED; National Strategies (England); challenges thereto (Scotland)

Removal of local authority control (80s, 90s, 2000s: England); one school in Scotland remains 'outside LA control'

Evidence-informed teaching and learning (or teaching and learning informed evidence) (England)

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Transnational collaboration transforming the Nordic: the quasi-market challenge

European (transnational turn): OECD & EU ... IEA and the Bologna Process

- Comparability, out-put orientation, competences, evaluation /test
- Transformed the meaning of 'the Nordic Dimension':
 - Mediation of the Nordic via transnational comparisons

• **The Nordic differences: Comparability: becoming fit for market competition or ... just excellence**

- The 2000 turn around: from progressive Sweden and Denmark to awe-inspiring Finland:
 - IEA 'Togo-shock' > Nordlæs , PISA etc.
- The different models for private schools: Denmark >< Sweden... and the rest
 - Danish liberal and Grundtvigian long-term developments
 - The sudden Swedish turn around from unitary school to radical market-oriented privatization
- The different models for teacher education: Finland, followed by Iceland and Norway >< Denmark:
 - Lagging behind 'Bologna Process'- truth regime
 - Finland (MA:1979, Iceland MA 2008, Norway MA 2017 and Sweden BA/MA (all research-based)
 - From seminary to University College a painful transition
 - Connection to research:
 - PhD-qualified teacher educators: from 2007 7% to 2018 13%, today around 20 %, i.e. way below other Nordic countries

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Transnational collaboration transforming Scotland: the quasi-market challenge

European (transnational turn): OECD & EU IEA and the Bologna Process (somewhat)

- Comparability, out-put orientation, competences, evaluation/test
- Transformed meaning of Scotland in the UK – significant part of news and current affairs
- ‘Scottishness’ reinvigorated: more than sporting rivalry; challenge to histories of Empire (devolution/SNP)
- City regeneration (Glasgow –City of Culture (1990); cultural and creative 'centre' of UK (2019))

Scottish differences: market positionality; Benign market?

- Post 2011 shift: inward referencing against desires; outward referencing to Nordic and Baltic states:
 - Couched in language of ‘small state success’: education a the heart.
- The different models for public/private schools:
 - Smaller percentage educated in private schools than in England
 - ‘Good’ local schools for local young people
 - Local authority control maintained; augmentation by RICs?
- Teacher education remains: teacher training (England):
 - Partnership approach: HEI/LA/School/GTCS/ES
 - Incorporation: from Colleges of Education to University departments (Jordanhill to Strathclyde; St Andrew’s to Glasgow)
 - Connection to research:
 - Increase in PGR enrolments; OS; ITE tutors; lower rates of PhDs/EdDs than other subjects

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○ **Post-2016:**

Market-model weakening!?! > national(ist) resurgence – public good or public bad?

Nordic variations (Bergman 2017):

- Global national(ist) resurgence spillovers: questioning transnational values; refugee crisis and so forth
- Danish People's Party, The Swedish Democrats, The Norwegian Progress Party; The Finns Party (the True Finns)
- The Cultural Conservative backlash: 'Danish values': The cultural values struggle
- Unholy alliance between progressive left and national(ist)-conservative right

Changes in Danish school and education policies:

- standards-based education and low-stakes testing challenged
- *Bildung* back in school and *Play* back in pre-school
- Danish values (Danish canon; Danish language and history)
- Danish democracy: Linkage radicalization, Islamicist movements and immigrant groups resistance to adapting to Danish values (Hedegaard, 2022)

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Post-2011/4/6:

Market-model weakening?! > national(ist) resurgence – *public good or public bad?*

UK variation:

- Global national(ist) resurgence (BREXIT!): (re)assertion of British (qua English) values; refugee crisis and so forth
- Shift to ‘the right’: Conservative ‘democracy’ poroguing Westminster; withdrawal from Human Rights law?
- Shift to the right: (New) New Labour ‘democracy’: curbs on immigration; imposed central candidate selection
- UKIP: most successful party?
- Scotland: foundational challenge to UK; ‘Civic Nationalism’; mitigation of ‘English’ policies

Changes in Scottish school and education policies:

- Debates over ‘educational standards’: e.g., test results Vs positive destinations
- ‘Whole-child’ education; local interpretations but central direction;
- ‘Scottishness’: Scots texts; Gàidhlig; rural and remote connections; Arctic Connections
- Challenge to the ‘two-term dash’ (OECD, 2021)
- Scotland, a ‘welcoming nation’: who so chooses to live and work here: civic mindedness; ‘exacting’ procedures for GTCS recognition.

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Findings: Similarities and differences between Scotland and Denmark:

Denmark:

- The Nordic as space for qualification before going transnational....And for recontextualization after.
- The Nordic as myth ... or reality?!

Scotland:

- UK as potential and/or trap?
- Connection seen as means to advance (Scotland); Connections seen as means to control the agenda of others (England)
- Outward referencing to *Norden* and Baltic States referential but flawed – a space for the ‘Scottish Myth’ referenced to the ‘Nordic Myth’
- Conservative financially/socially/culturally but open and welcoming as a means for challenge

Potentials for collaboration and mutual learning:

- Small countries, big neighbors
- Amassing critical mass by joining forces