



# The World Moves into the Everyday

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# Classroom

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# Theme of presentation

## Consequences for teachers, teachers training and professional development of multicultural classrooms

- Some statistics
- Research in a multicultural municipality, school and classroom
- Research on work with recently arrived pupils in need of special support
- 3 recommendations (wishes) how to move forward towards a more inclusive school system for *all* learners
- Further reading

# Some statistics

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- Between 2014-2017, recently arrived immigrant pupils increased with about 50% in Swedish schools (Swedish National Agency for Education, 2018)
- Many municipals and schools needed to adapt their organisation, education and teaching to new conditions in a very short amount of time
- Study guidance in the mother tongue was the most common form of special support in comprehensive school in the academic year 2020/21 (3.2%) (Swedish National Agency for Education, 2020; 2021)
- A smaller proportion of recently arrived pupils were eligible for a national program in upper secondary school than their peers in the academic year 2019/2020. About 29% of the pupils were eligible compared to about 85% of other pupils (Swedish National Agency for Education, 2020)

# Research in a multicultural municipality, school and classroom

- Little is known in Sweden how municipalities, schools and teachers deal with possibilities and challenges in a multicultural everyday context
- A research project 2014-2018 in a municipality that had received many new arrivals during this time period
- A research – and development project (4 years) with a head teacher and teachers in a school with about 98% pupils with foreign background
- Visits in classrooms, interviews, observations, action research, book circles, study visit to Lampton schools in London

“How can you ever tell anyone?” (Head teacher)



# Possibilities and challenges

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- The teachers and their head teacher had acquired knowledge together throughout the years. They learned from practice and from each other. New teachers learned from more experienced teachers
- They did not seem to recognize their own knowledge and they seldom verbalized it (tacit knowledge)
- Many challenges in everyday practice. The teachers expressed uncertainty and felt insufficient in constantly new situations that arose
- They expressed that they had little or no backing from support staff (outside or within school) to deal with and meet pupils who for various reasons had difficulties in their schoolwork
- The head teacher and most of the teachers clearly stated that they liked working at the school

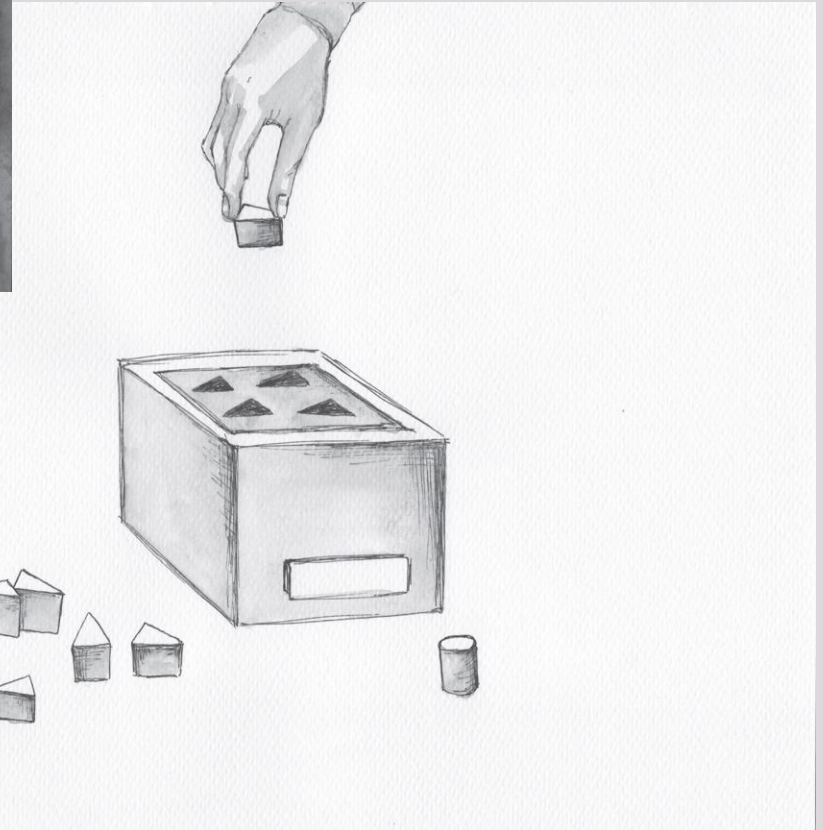
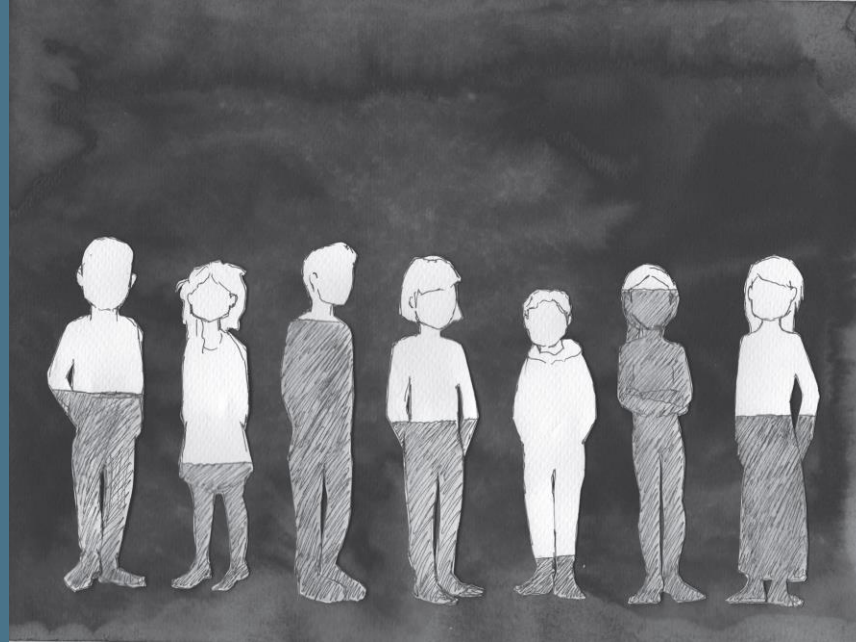
# Some voices

"You do not get to know how to work with a person who has trauma." (Teacher)

"No, I did nothing. Or there is nothing I can do." (Teacher)

"He had these, because I talked to the special educator. It is an adaptation disorder, was it called? And that would pass in three months." (Teacher)

"There are a lot of conflicts (between groups in the school) (...) But when you read about the world and the world situation and so on. That's right, I think. I can recognize that and what I know is going on in the world. So. I can see that in my school" (Head teacher)



# Perspektiv på skola i ett nytt utbildningslandskap

Utmaningar och möjligheter  
mellan teori och praktik

Monika Vinterek & Gunilla Lindqvist



# Perspectives on School in a New Educational Landscape - Challenges and Opportunities between Theory and Practice

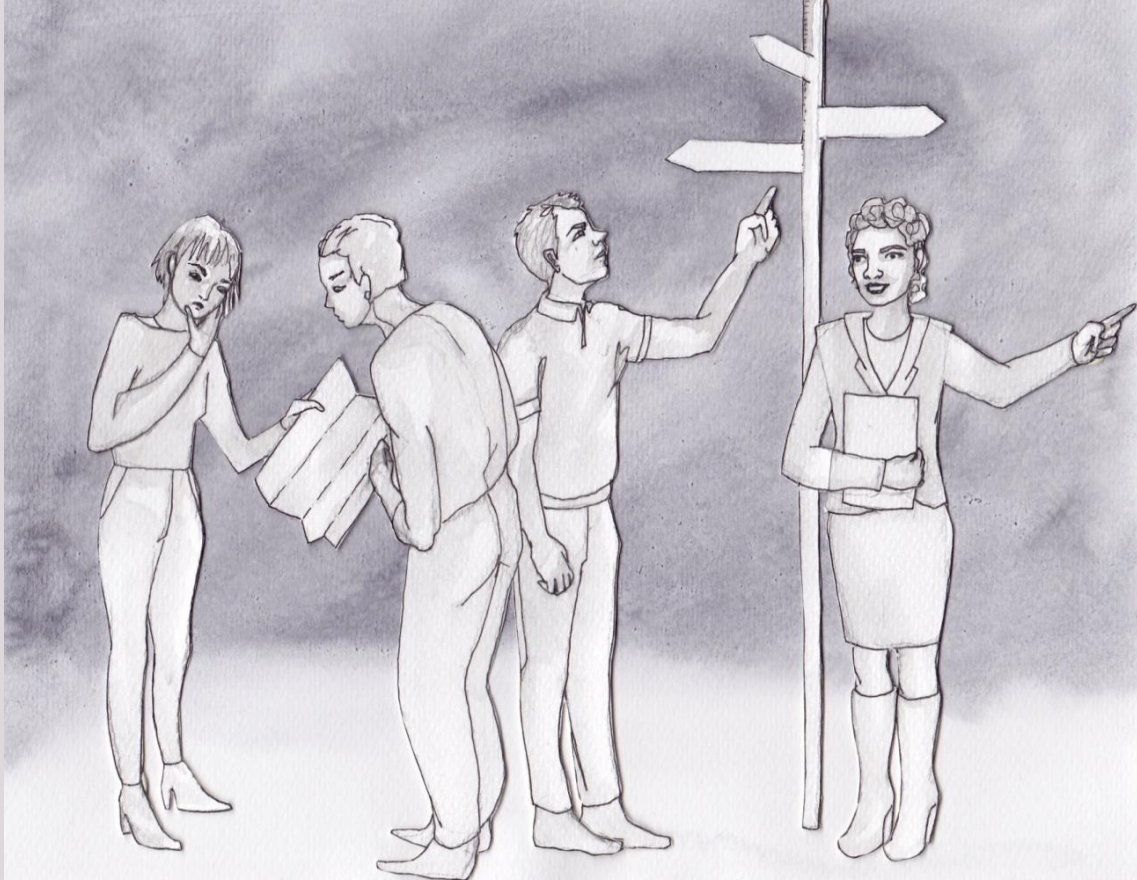
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# Research on work with recently arrived pupils in need of special support (Johansson, Klang & Lindqvist, 2021)

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- Migration to Europe in recent years has made the issue of educational support for recently arrived immigrant pupils critically important, and, especially for pupils who are in need of special educational support.
- Little is known about the work of Special Educators (SNEs) in regard to special educational support for recently arrived immigrant pupils.
- Results of 483 SNEs answering a survey on their views of their role and work tasks in relation to recently arrived immigrant pupils in need of special educational support in Swedish compulsory schools.
- SNEs report that their actual tasks include compiling individual educational plans (IEPs), developing learning environments, and supervising staff.
- They report a rather categorical view. Reasons to school difficulties are due to pupils' individual shortcomings
- Less than 50% of the participants responded that they work directly with the pupils
- Class and subject teachers and mother tongue tutors (no formal education) are the occupational groups seen as providing the most support for recently arrived immigrant pupils.





# Three recommendations (wishes)

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1. **more research**

2. **more knowledge** (through e.g. education):

to teachers

to student teachers

to special educators

to head teachers

to school administrators

to school politicians

3. **greater recognition and more debate**

# References

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Johansson, A., Klang, N., & Lindqvist, G. (2021). Special needs educators' roles and work in relation to recently arrived immigrant pupils in need of special educational support. *Journal of Research in Special Educational Needs*. 21 no 4, 355–367.

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Vinterek, M. & Lindqvist, G. (2022). Perspektiv på skola i ett nytt utbildningslandskap. Lund: Studentlitteratur AB.