## Sweden Education System Overview

### Priority and Organisation

<table>
<thead>
<tr>
<th>Teachers Roles, Recruitment and Retention</th>
<th>Professional Development, Teaching and Learning</th>
<th>Leadership, Accountability and Collaboration</th>
</tr>
</thead>
</table>

### System organisation and governance

The Swedish school system is regulated through the Education Act, and the national educational goals are set and evaluated by the Ministry of Education and Research (MoER). Decisions on how to achieve those goals are left to municipal and school level. The MoER is supported by four agencies, each with different responsibilities: The National Agency for Education (NAE), which is responsible for national curriculum goals, managing the collection and analysis of quantitative data, national follow-up and evaluation, and developing support materials, such as advice and guidelines. The NAE is supported by the Swedish Schools Inspectorate (SSI), which inspects educational quality in order to provide support and improvement for schools. The National Agency for Education (NAE) is responsible for national curriculum goals, managing the collection and analysis of quantitative data, national follow-up and evaluation, and developing support materials, such as advice and guidelines. The NAE is supported by the Swedish Schools Inspectorate (SSI), which inspects educational quality in order to provide support and improvement for schools. The Swedish Schools Inspectorate (SSI), which inspects educational quality in order to provide support and improvement for schools.

### Teacher Status and Autonomy

Teachers are required to work within the confines of the curriculum for compulsory schooling, which is developed by the Ministry of Education and Research (MoER). The curriculum is based on national educational goals, which are set and evaluated by the Ministry of Education and Research (MoER). Decisions on how to achieve those goals are left to municipal and school level. The MoER is supported by the National Agency for Education (NAE), which is responsible for national curriculum goals, managing the collection and analysis of quantitative data, national follow-up and evaluation, and developing support materials, such as advice and guidelines. The NAE is supported by the Swedish Schools Inspectorate (SSI), which inspects educational quality in order to provide support and improvement for schools.

### Professional Development and Learning

A lack of career paths has been a major challenge for Swedish teachers in recent years. In response, two changes were added to the curriculum for compulsory schooling. First, teachers hold additional responsibilities and a higher salary. Second, teachers who have a degree in education and a relevant major must demonstrate at least 4 years of high quality teaching experience. This phase is optional and leads to higher education and vocational programmes.

### Training, employment and retention

There is currently an acute shortage of teachers and current programmes are designed to tackle this challenge. There is a mismatch between the supply of and demand for new teachers, owing to low numbers of applicants to initial teacher education programmes. In the last anticipated number of teachers retiring or considering a career change. In 2015, against this backdrop, the OECD recommended that Sweden should improve the attractiveness of the teaching profession. It also recommended that Sweden should improve the attractiveness of the teaching profession. Strategies for this include:

- Raising teacher salaries (Lärarlönsilyftet)
- Developing professional standards to underpin appraisal and career structure
- More selective entry into teacher education programmes
- Adequately resourced CPDL for educators

According to the OECD (2015), conditions in the Swedish school system are not conducive to nurturing excellence in the teaching profession. This is due to the heavy workload, relatively low salaries, limited opportunities for appraisal and feedback, and unclear relationships between principals and employers.

### Pedagogy, Curriculum and Classroom Culture

The 2015 OECD Sweden perspective notes attitudes of low expectations of students, high tolerance to repeat and failure issues by school principals, and an apparent general feeling of complacency throughout large parts of the school system. There is a strong focus on classroom-based learning in Swedish schools. Teachers collect a range of evidence to assess students’ progress, which includes formal and informal feedback. However, the evidence suggests that teachers need to develop new skills to support effective professional development and to improve the quality of teaching. The Swedish Schools Inspectorate supports this by regular inspections, and a greater portion of this time is spent on teaching support and inter-school collaboration.
Sweden is becoming a more culturally diverse country. In 2013, 15% of the Swedish population was born abroad, putting Sweden among the OECD countries with the largest foreign-born population. Integration of immigrant families and children is therefore of key importance to Swedish society. Fast Track initiatives (2016) are in place to help both pupils integrate into schools and to enable qualified foreign teachers to more quickly enter the profession with shortened teacher training.