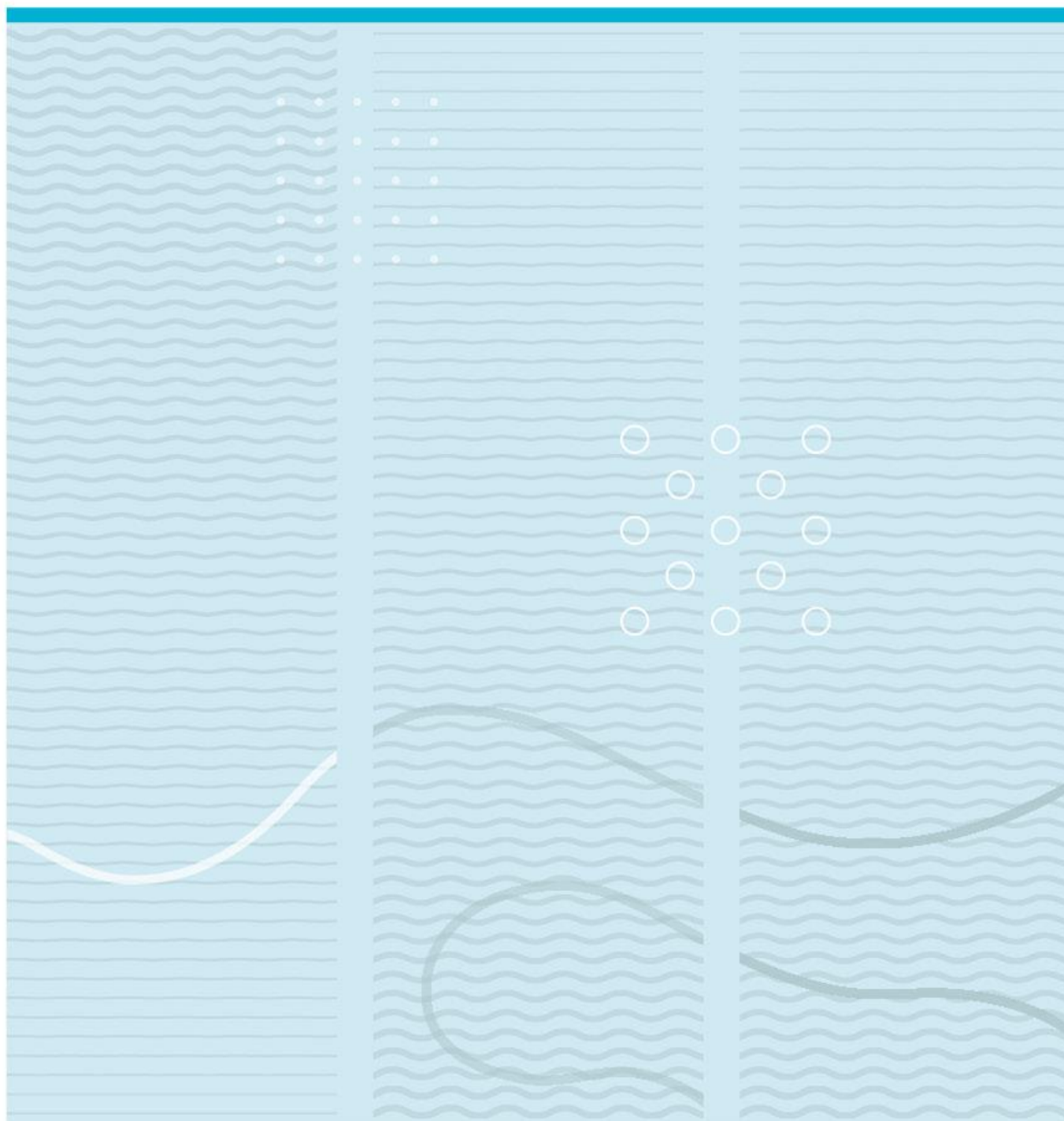


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ESL-learning in Norwegian public schools and Steiner schools

A comparison of pedagogical ideas and curricula.



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This thesis is worth 30 study points

Summary

This study examines different views and perspectives on ESL-learning in public schools and Steiner schools in Norway. I have chosen to compare Norwegian comprehensive schools and Steiner schools due to a longstanding curiosity and interest into the Steiner pedagogy, dating all the way back to my own primary school years.

Elevundersøkelsen is a national survey by the Norwegian Directorate of Education and is done each year. Pupils answer questions about their learning, motivation, learning environment and their well-being. The results have shown that many of them experience a lot of negative emotions and struggles in their education concerning the focus on academic results and testing (UDIR, Utdanningsspeilet, 2020).

I wanted to examine if the two school types present different views on deep learning, assessment and the use of teaching materials, and to examine the implications the two approaches have on student performance and overall well-being.

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1. Introduction

1.1 Background and position

I have chosen to compare Norwegian comprehensive schools and Steiner schools due to a longstanding curiosity and interest into the Steiner pedagogy, dating all the way back to my own primary school years. I went to a small comprehensive school situated next to a Steiner school, and consequently got an insight into how their school days were through the other children's accounts – and subsequently what differences and similarities there were compared to my own experience in a comprehensive school. I was reminded of these observations and experiences again later when I became a teacher myself, when faced with the struggles of making sure all pupils learn as much as possible and perform well on tests. Many of my own pupils have expressed negative feelings associated with tests, that they feel stressed and anxious about getting good results. Experiences like these are not uncommon, in fact, they are reflected both in Elevundersøkelsen and the Ungdata survey.

Elevundersøkelsen is a national survey by the Norwegian Directorate of Education and is done each year. Pupils answer questions about their learning, motivation, learning environment and their well-being. The results have shown that many of them experience a lot of negative emotions and struggles in their education concerning the focus on academic results and testing (UDIR, Utdanningspeilet, 2020). Findings like these are supported by the Ungdata survey done on stress, pressure and psychological health amongst children and youth in Norway (Ungdata, 23.01.20). Seeing as I now had three different sources telling me that pupils experience a lot of stress in their life caused by factors in their education, I was

intrigued to explore ways to change this. Another reason to evaluate my teacher practices was the implementation of the new curricula, LK20. Some of this new curricula's main changes revolve around a greater focus on deep learning, cross curricular work, and fewer competence aims in each subject. These changes are, however, still focused on a desire to make sure pupils learn as much as possible and can use their knowledge and competences in other situations. This is one of the central arguments behind LK20's focus on the term deep learning, that a deeper understanding and cross curricular work leads to learning and transfer of knowledge.

This way of thinking is not new, and it made me think of my earliest experiences with Steiner schools, and how differently they seemed to do things. It made me wonder about other ways of thinking about school, pedagogy, and pupils in connection with learning. My own experience is, amongst other subjects, as an English teacher in lower secondary school. I have experienced challenges when teaching the subject in more traditional ways with reading texts, answering questions about texts, and doing glossary tests. Many pupils do just fine with this approach, but there are also many who do not. I have also gotten a lot of feedback from pupils about their boredom when using this way to teach, which in turn made me curious to find out alternative ways of teaching. What alternative ways of thinking about the English subject, and of learning the language, are there? More specifically, owing to my earlier curiosity, what differences are there in pedagogical thinking about ESL-learning in public schools compared to that of Steiner schools? It would be interesting to look at the pedagogical ideologies about second language learning in Steiner schools, and to see how it compares to those of public schools - especially now that Norwegian schools and their teachers are implementing the new curriculum into their work with and around planning, lessons, evaluations, and collegial cooperation. If the new curricula for public schools are now closer to Steiner schools in terms of pedagogical principles and methods, does this mean that teacher practices are becoming increasingly more alike as well? And does this, in turn, mean

that English teachers understand and interpret the curricula for the English subject based on the same view on language learning?

1.2 The English subject in public and Steiner schools – a brief overview

Both public schools and Steiner schools have the same subjects in year 1-10. The only difference is that Steiner schools have something called eurhythmics, which is a subject focusing on movement, rhythm, sounds, dancing, and social connection. Both school types have the same number of hours, 366, for the English subject in year 1-7, the difference being that Steiner schools does not start teaching English until year 2, whereas public schools start in year 1. In year 8-10 public schools have 222 hours for English, and Steiner schools have 227 (Steinerskoleforbundet, 2020)(UDIR, 2020). This means that, in total, Steiner schools have 593 hours of English lessons compared to 588 in public schools. In other words, there are no significant differences when comparing the amount of time pupils in each school type are taught English. Since they have almost the same number of hours designated for the subject in both, the pupils receive the same amount regardless of which school type they attend. A difference would be in the number of lessons each week or year, since Steiner schools does not start English lessons until year 2.

The view on pedagogy, however, appears to be somewhat different. As mentioned, pupils in Steiner schools do not start learning English until 2nd grade, this is due to the Steiner pedagogy's view on the developmental stages of the child. 1st grade is what is viewed as a preparatory year, where the focus is on getting the child ready for school and transitioning from preschool. This is because their view is that the pupils are not yet ready for school, and that the ability to concentrate on one task over time needs to mature (Steinerskoleforbundet, 2021).

Then, the first years of language learning is about listening, before introducing books and more explicit teaching of grammar etc. later, from year 5. The reason for

doing it this way is that they organize the whole education based on the different developmental stages their pedagogy is created around. These stages are a rough measure on what is the best pedagogical approach based on the children's age and are one of the principles in which the curricula are made from. These stages are divided into seven-year periods of the child's life.

The English subject in public schools is a bit different in that they start in 1st grade, and that the teaching is more explicit from the beginning. Where the Steiner pedagogy focuses on learning through listening, movement and being immersed in the language through repetition, public schools focus more on learning to read and write right from the beginning. Grammar is taught throughout all their years learning English, advancing the difficulty level as they progress.

1.3 Research questions

To compare public schools to Steiner schools is a big task, and not one that will be fully explored in this thesis. There will, however, be aspects of it that will. To narrow it down, I decided that my focus would be on the English subject, and more specifically ESL-learning. I want to look at how the two curricula compare to each other in terms of similarities and differences in ideas about language learning, and if this is reflected in the ways teachers interpret and practice it. The ideas about language learning will be explored through three main elements, deep learning, teaching materials, and assessment.

I will also narrow it down to one part of the English education, more specifically the period between year 1 to 7. The reason for this is that the curricula for both types of schools are divided into different periods; 1-4, 5-7 and 8-10. To be able to get a good picture as possible of the language learning process I want to include both the first periods, especially since Steiner schools start one year later than public schools. In the analysis of the curricula the overarching part of the curricula will also be included, this because it outlines the core principles of education – views on

learning. In addition to analysing the curricula, I want to explore how it correspond with teacher practices. Based on this, my main question is as follows:

Which role does the concept of deep learning, teaching materials, and assessment play in the English subject in Public schools and Steiner schools in Norway?

I have divided it into two different approaches, to explore each part of it sufficiently. This means that I have two research questions, which both serve to answer the main question.

RQ1: In what ways are pedagogical ideas and theories about ESL-learning reflected through deep learning, teaching materials and assessment in the LK20 English subject curricula, and to what degree does it correlate or differ when compared to the equivalent curricula for Steiner schools?

RQ2: How do teachers in public school and Steiner school view and practice the concept of deep learning, teaching materials, and assessment?

2. Theoretical framework and previous research

2.1 Underlying influences of the English curricula in each school type.

The general view on learning in each school type is different in several ways. In public schools the main pedagogical ideas and principles correspond with that of the cognitivist and sociocultural perspectives on learning. In the overarching part of the LK20 it states that competence "... is the ability to acquire and apply knowledge and skills to master challenges and solve tasks in familiar and unfamiliar contexts and situations. Competence includes understanding and the ability to reflect and think critically." (UDIR, core curriculum, 2020). This definition does not provide

methodological suggestions or possible approaches one could take to achieve these abilities, skills, or knowledge.

This is in accordance with the last curricula, LK06, which also focused more on what competences pupils should develop rather than what methods to use in teaching. In fact, this shift in focus started at the beginning of the millennium, when curricula started emphasizing "... specific descriptions of competence aims" instead of methods (Carlsen, Dypedahl, & Iversen, 2020, s. 36). In terms of methods, and how pupils learn, it states the following: "The pupils must participate and assume co-responsibility in the learning environment which they create together with the teachers every day. Pupils think, experience and learn in interaction with others through learning processes, communication and collaboration." (UDIR, core curriculum, 2020). This reflects a view on learning which is in accordance with a sociocultural perspective in that learning happens "... in social interaction within the framework of a culture." (Stray & Wittek, 2014, p. 126 – My translation), and when the pupil is an active participant in its own learning. Even though the sociocultural theory about learning is central in today's schools, one cannot say that public schools are Vygotskij-schools the same way as Montessori- or Steiner schools can (Säljö, 2016). The overarching part of LK20 also reflects a perspective on learning similar to, or with aspects in accordance with, that of the cognitive approach. In the chapter called "Principles for education" it states that pupils must "learn to learn". That "School shall help the pupils to reflect on their own learning" and to "understand their own learning processes" (UDIR, overarching part, 2020). The ability to think about one's own thinking and learning can be defined as metacognition, to have a meta perspective on oneself (Stray & Wittek, 2014).

Since the overarching part states that all subject curriculums must be understood and read based on *its* main pedagogical principles, the view on learning is therefore transferred to that of the English subject – which will be analysed in greater detail later, in the document analysis.

Steiner schools on the other hand, base their pedagogical principles on a phenomenological and anthroposophical perspective on learning. The Steiner school curriculum gives a thorough introduction to its underlying pedagogical principles and approaches and how these inform all subjects. This indicates that the borders between subjects and the disciplines they are part of are softer than in the Public-school curriculum, with a greater emphasis on holistic thinking. The English subject curriculum is strongly shaped by the pedagogical framework of the Steiner pedagogy and less clearly based on research on language learning and teaching than is the case for the Public-school curriculum.

In the Steiner school curricula, the part called "Overview" is the equivalent to LK20's overarching part. The overview states that the pedagogy has its basis in Rudolf Steiner's anthroposophical ideas. Anthroposophy is the belief that humans are comprised by three parts: life, soul, and spirit. It believes in a form of reincarnation and karma as a part of evolutionary theory (Antroposofisk selskap, 2021). This is an interesting aspect in light of what the curricula says about being a pedagogy independent from religion, as reincarnation and karma are aspects of the Hindu religion. However, anthroposophy as Rudolf Steiner developed it is a philosophy or a spiritual science rather than a religious belief, and it has a holistic view on the world. On the one hand, this involves the idea that thought, emotions, and actions are intimately connected, and that emotional involvement is a key factor behind intellectual development (Steinerskoleforbundet, 2020, p. 8+9). On the other hand, the individual is seen as intimately connected with nature, physically and spiritually. The curriculum as a whole aims to give every child the opportunity to develop its unique potentials without wishing to "form it in any specific direction" (Steinerskoleforbundet, 2020, p. 9).

Even though the Steiner pedagogy is based on these ideas and principles, the overview makes sure that there is no confusion as to whether Steiner schools are religiously independent when stating that "Anthroposophy or elements from a spiritual content of life do not appear in the teaching and therefore only constitute a

backdrop for the methodological, didactic and attitudinal design of pedagogy.” (Steinerskoleforbundet, 2020, p. 8).

One important aspect of the view on learning described in the Steiner school curriculum is that children develop in stages or periods. These stages are divided into 7-year periods in which the child is receptive to learning in different ways based on what developmental phase he or she is in (Steinerskoleforbundet, 2020). This idea about stages or periods of development has a certain similarity to that of Jean Piaget. The difference being, however, that Piaget’s stages describe the child as something that will eventually develop into having a higher form of cognitive thinking (Stray & Wittek, 2014, p. 121). Steiner pedagogy on the other hand views the child as valued and complete in and of itself (Steinerskoleforbundet, 2020).

Another perspective on learning, which more directly influences the teachings in Steiner schools, is the phenomenological approach. The curricula use terms and phrases like “the phenomenological character of the teaching”, “the teaching is given a phenomenological style” and states that there is “an alternation between phenomenon-oriented and model-oriented approach to teaching” (L20, author’s translation). This means that the learning initially happens through being introduced to different phenomena, and then exploring them, rather than a more theoretical or mechanical approach. The reason for this is the argument that if one starts with abstract formulas and models, and detached facts to learn by heart, it will dampen the pupils’ interest in the topic and remove some of the feeling of it being a relevant part of each pupil’s life (Steinerskoleforbundet, 2021).

Steiner pedagogy points more towards the pupil as an active explorer, whereas public school pedagogy leans more to the pupil as a participant within culture (Stray&Wittek, 2014, p. 127). This distinction is not meant as a way of putting each school type in a certain box, in which they do not deviate. It is simply meant as a way of understanding the reasons why the two types of schools offer two different possibilities in terms of educating children.

A common aspect in both school types is that they have a focus on the pupil as an active participant in its own learning. This similarity is not surprising since “The idea that learning is constructed through activity and cooperation characterizes all the dominating approaches in the pedagogical field today. The biggest difference between approaches to learning is first and foremost tied to how they view the relationship between inner and outer conditions in learning processes, and what is perceived as the most important origin of human thinking.” (Wittek & Brandmo in Stray & Wittek, 2014, p. 129. My translation). Learning is not a detached phenomenon, it must be studied and understood in light of the social life and the culture in which a person participates and learns (Stray & Wittek, 2014, p. 122-123).

2.2 What has influenced the English subject curricula specifically?

In terms of the English subject, it is influenced by several aspects. Firstly, the subject curricula are influenced by the overarching parts described above, in that its view on learning is required to colour all practices in school. The general views on learning can be seen reflected in the overarching part of each school’s curricula and is in turn the basis for the views on language learning – this is because the overarching part of each school’s curricula “... describes the fundamental approach that shall direct the pedagogical practice in all lower and secondary education and training.” (UDIR, Core curriculum – values and principles).

In terms of influences outside of the curricula itself, there are widely acknowledged theories about language learning. Four of these will be presented, and used, in this thesis. Theresa Jinling Tseng explains them in greater detail in chapter 2 of Bruce and Rafoth’s book “ESL-writers” (2009). The four theories are the behaviourist approach, the innatist or nativistic, the cognitivist, and the interactionist approach (Tseng, in Bruce & Rafoth, 2009). In terms of ESL-learning, the behaviourist approach focuses on repetition, memorization, practice, and the different rules of the language. The innate, or nativistic, base language learning on the belief that 2nd or 3rd language learning happens in much the same way as learning one’s L1. Becoming

more and more proficient by being exposed to the language, trial and error both at speaking and writing, and experimenting with grammatical structures. Cognitive second language learning is achieved through a process of being trained in awareness of the use and rules of linguistic elements, and by practicing this it will become more automatic, and the user more proficient. As mentioned about theories about learning, there is no one ideal or correct approach since learning is comprised of several at once. The same principle applies to language learning as well, traces of more than one of these theories on language learning will present itself in the subject curriculum because they complement each other in the learning process. This is a point in accordance with Tseng as well, that language learning happens through a mixture of these theories (Tsen, in Bruce & Rafoth, 2009). When analysing the subject curricula for both schools in chapter 4, it will be interesting to see if all or the same are represented in each.

The third influencer of the curricula worth mentioning is the Council of Europe, and more specifically its “Common European Framework of Reference for Languages” – referred to as the CEFR. The CEFR was first published in 2001 and has later been updated with the Companion Volume in 2018 (Council of Europe, 2018). It contains all the elements and descriptors needed for language learning, and easy access to the pedagogical use of it “... for learning, teaching and assessment, teachers and teacher educators” (Council of Europe, 2018, p. 4). It is comprised of, amongst other elements, key aspects of teaching and learning, descriptive scales of the different skills within language competence, and self-assessment to mention some of it. The intention, or aims, of the CEFR is threefold; “To promote and facilitate co-operation among educational institutions in different countries; to provide a sound basis for mutual recognition of language qualifications; and to assist learners, teachers, course designers, examining bodies and educational administrators to situate and co-ordinate their efforts.” (Council of Europe, 2018, p. 22). Even though much of the focus seems to be on pedagogical use in some form, it is not the CEFR’s intention to take sides in concerns as to what theories on language acquisition is the correct or

best one. It states that it “cannot take up a position on one side or another of current disputes on the nature of language acquisition and its relation to language learning, nor should it embody any one particular approach to language teaching to the exclusion of all others” (Council of Europe, 2001, p. 18). This is due to its view on language learning as based on individuality and individual prerequisites.

The Steiner school curriculum is rooted in the pedagogical and philosophical ideas developed by Rudolf Steiner, but revisions are also shaped by public reports and government guidelines. The preface to the curriculum (Steiner school curriculum, 2020, p. 4) highlights the impact of the report “The School of the Future” (Ludvigsen, 2015) and recommendations proposed there, as well as the Government white paper “Fag, fordypning, forståelse – En fornyelse av kunnskapsløftet” (Government white paper 28, 2015-2016). This white paper also initiated the revisions of the public school curriculum.

Both types of schools have the same contents/elements to language learning based on the CEFR, i.e., grammar, reading, writing, speaking, socio-linguistic skills etc, but the order in which they are taught is different. The analysis conducted later in the thesis will be carried out in light of the theories and perspectives presented in this chapter.

2.3 Deep learning

In view of the research questions, an overview on research done on deep learning is necessary. Michael Fullan, Joanne Quinn and Joanne McEachen are all educational researchers, and have written a book called *Deep Learning: Engage the World Change the World* (2018). The book’s backdrop is empirical research from over 1200 schools in seven different countries. It explains, defines, and discusses the term deep learning in educational settings, and why it is so important.

In their book, deep learning is described as a new way of thinking about knowledge and competences. Their work resulted in them identifying what they call

six global competences. These six competences, as illustrated in figure 1 below, describe the skills and characteristic needed for the pupils to “flourish as world citizens” (Fullan et. al., 2018). Deep learning is defined as pupils being able “to gradually develop their understanding of concepts and contexts within a subject area and understanding of topics and issues that go across subject or knowledge areas” (Fullan, Quinn, & McEachen, *Deep Learning: Engage the World Change the World*, 2018, s. 8). They write that in their understanding of the term, deep learning is the very process itself of acquiring these competences (Fullan, Quinn, & McEachen, *Deep Learning: Engage the World Change the World*, 2018, s. 41).

They claim that deep learning and the six global competencies can be achieved faster if one uses what they call “the four elements for developing learning” (Fullan et al., 2018). These are pedagogical practices, learning partnerships, learning environments, and digital leveraging. Learning partnerships is about pupils, teachers, families, businesses, the local community, as well as the larger community in the country or globally, working together to learn. It is about ensuring that the learning happens in authentic situations and that the knowledge and skills acquired feel relevant and useful. Learning environment is to-fold, with each part mutually dependant on the other. The first aspect is about the class environment, that the pupils and teachers have a good relation and that it is a safe environment for everyone. The other aspect is about the physical environment surrounding the learners, the classroom. But equal importance is placed on the virtual environment. These to aspects are essentially about ensuring the full potential use of the learning environment.

Fullan et. al. also places great importance on digital leveraging. It goes beyond just using digital tool, it is about “... the importance of digital aids for increased interaction as a basis for better learning” (Fullan et. al., 2018, p. 118). Pedagogical practices are the last of the four, it centres around the process of choosing which pedagogical practices that might be effective to reach competence aims, and to evaluate how the four elements for developing learning can contribute to the choice

of pedagogical practices (Fullan et. al., 2018). An essential point here is that it is not solely about creating ground-breaking and new ways of doing everything, but about bringing about a fusion of proven and recognized pedagogical practices and new innovative practices (Fullan et. al., 2018).

In terms of assessment, the book talks about how “the new pedagogies” that they describe warrants new ways of evaluation and assessment, that the existing ones are not suitable. Examples given of assessment methods that can be used in in-depth learning:







- Students completed a self-assessment form to evaluate their social and cognitive collaboration skills.
- Students shared what they already knew about collaboration and what sets it apart from group work, using for example the Padlet program.
- Video recording to show progression.
- Assessment forms used by both students and teachers.
- Individual and group-based reflection tasks.
- Self-assessment

(Fullan et. al., 2018, p. 203-204)

They point out that their view on assessment within deep learning demands great effort from teachers in developing and changing their perceptions and practices. They write that “It is easier to compare students using test results and other standardized measurement methods than it is to use a wide range of evidence for who the students are, what they have done, and what they are capable of, beyond test results” (Fullan et. al., 2018, p. 204). This, however, does not mean that one should choose the easy way. “The key question is how we can look behind individual indicators for students' progress and instead focus on, and understand, what really matters” (Fullan et. al., 2018, p. 204).

The six competences needed for pupils to “flourish” are listed as: Creativity, Communication, Critical thinking, Citizenship, Collaboration and Character. Each of these are defined and described like this:

Figure 1 - Defining the Six Global Competencies for Deep Learning

| | |
|---|--|
|  | <p>Character</p> <ul style="list-style-type: none"> • Learning to learn • Grit, tenacity, perseverance, and resilience • Self-regulation, responsibility, and integrity |
|  | <p>Citizenship</p> <ul style="list-style-type: none"> • Thinking like global citizens • Considering global issues based on a deep understanding of diverse values and worldviews • Genuine interest and ability to solve ambiguous and complex real-world problems that impact human and environmental sustainability • Compassion, empathy, and concern for others |
|  | <p>Collaboration</p> <ul style="list-style-type: none"> • Working interdependently and synergistically in teams • Interpersonal and team-related skills • Social, emotional, and intercultural skills • Managing team dynamics and challenges • Learning from and contributing to the learning of others |
|  | <p>Communication</p> <ul style="list-style-type: none"> • Communicating effectively with a variety of styles, modes, and tools including digital • Communication designed for different audiences • Reflection on and use of the process of learning to improve communication |
|  | <p>Creativity</p> <ul style="list-style-type: none"> • Having an “entrepreneurial eye” for economic and social opportunities • Asking the right inquiry questions • Considering and pursuing novel ideas and solutions • Leadership to turn ideas into action |
|  | <p>Critical Thinking</p> <ul style="list-style-type: none"> • Evaluating information and arguments • Making connections and identifying patterns • Problem solving • Constructing meaningful knowledge • Experimenting, reflecting, and taking action on ideas in the real world |

Source: Fullan et al. (2018) *Deep Learning – Engage the World Change the World*. Corwin. Thousand Oaks, p.17.
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These competences focus on being universal, regardless of where in the world you are. In continuation, the author presents a list of experiences which are supposed to promote the six competences. These are:

Figure 2 - Learning activities promoting global competences.

Learning activities that promote the six competencies:

1. Involves higher order cognitive processes to gain a deep understanding of content and problems in a modern world.
2. Often dives into areas or problems that are interdisciplinary.
3. Integrates professional and personal skills.
4. Is active, authentic, challenging, and student-centered.
5. Is often designed to influence the world, locally or more broadly.
6. Strives for generalizability and increasing timeliness, and digital access.

(Fullan, Quinn, & McEachen, *Deep Learning: Engage the World Change the World*, 2018, s. 45)

This view of deep learning will provide the context for the findings presented and discussed later in Chapters 5 and 6.

The book has received some criticism for presenting deep learning in a way that may seem extraordinary and as something revolutionary for school practices and education as a whole. Monica Melby-Lervåg at the Institute for Pedagogy, University of Oslo, writes in an article that the book fits all the qualifications for being what is called "a fad in Education" (Melby-Lervåg, 2019). She writes that the book presents results and effects of deep learning that is difficult to prove or evaluate. She also criticizes the way deep learning is presented as a revolutionary and fantastic new way of working with education, and that it claims that existing empirical research methods will not be able to evaluate the results of working with deep learning the way it is

described. Another point she makes is that she questions whether or not deep learning is a new thing at all, and if not deep learning in some shape or form is not already practiced in schools today. The book addresses this point by stating that “At first glance, our list of competencies may appear to be quite similar to other lists for learning in the 21st century (collaboration, critical thinking, communication and creativity are the main points of most lists), but [...] our six global competencies differ from others lists of competencies on three important points: integrity, precision and measurability” (Fullan, Quinn, & McEachen, *Deep Learning: Engage the World Change the World*, 2018, s. 43).

This thesis’ goal is not to define once and for all what deep learning is, and the correct way to achieve it. The goal is to compare different understandings of the term and how they correlate with each other, not necessarily to judge which one is better or more correct compared to the book. Melby-Lervåg concludes that the book can be interesting to read if one wished to see some of the influences of today’s pedagogy (Melby-Lervåg, 2019). This is part of the reason why the book, or at least parts of it, is relevant to use in this thesis, because deep learning is part of the basis or foundation of the most dominant ideas seen in pedagogy today – including curricula for both school types intended for analysis.

Research context – previous research relevant to my focus.

Very little research has been carried out on comparing Steiner schools with public schools both in Norway and internationally. A study done by Dag Øystein Nome from 2011, called “Rom for dannelsesperspektiv i skolen – i lys av norsk og svensk privatskolepolitikk», focuses on how different ideologies influence what the purpose of schools should be, whether it should be about “dannelse” or “målstyring”. He writes that «The educational perspective is based on a hermeneutic and constructivist thinking where knowledge is individual and socially unique, culturally situated and dependent on context» (Hopmann 2010; Klafki 2001 in Nome, 2011. My

translation) », and that «Goal management, on the other hand, has its origins in a positivist quantitative thinking where knowledge and knowledge acquisition are tried made generalizable” (Hopmann 2010 in Nome 2011. My translation).

Whether schools should be about «dannelse» (the word “bildung” is often used in international research) or academic results is applicable to discuss both in Norway and Sweden. The debate about bildung vs. results is equally relevant in all countries. Both countries have controlled, and are still monitoring, the possibility of private schools to establish. Nevertheless, there is a larger percentage of children attending private schools in Sweden – approximately five times more than in Norway when the study was conducted, with 2 percent in Norway and 11 in Sweden. Since there are 32 Steiner schools in Norway, and 43 in Sweden, compared to 2799 Norwegian and 3524 Swedish public ones the grounds for comparison are uneven. However, when comparing ideology, ideas, and principles the number of schools are not the most central aspect. Nome’s study does not, however, focus on didactics and specific subjects in the different types of schools. So, when Nome’s study describes the relationship between “dannelse” and “målstyring”, it contributes to my thesis in that the analysis explores what the pedagogical principles are based upon – which may reveal similarities or differences on whether “dannelse” or “målstyring” is the driving factor in ESL-learning.

The lack of other research to refer to in relation to this thesis’ topic suggest a need for further exploration of the field is necessary.

3. Methodology

3.1 Research design and justification of approach

My research is based on a two-part question, and thus require a mixed approach to explore each part. One part wants to explore the different pedagogical principals and ideas in two different types of schools. This, as my research question indicates, can be found in the curricula for each type of school – as they are governing

documents and thus intended to serve as framework for teaching at each individual school. Consequently, I have chosen document analysis as the methodological approach to this part of the research question.

The second part of my research question revolves around teachers' perspective on the curricula, practical approaches to it, and the degree of correlation between what the document indicates compared to how teachers use it in their everyday work. "We cannot ... learn through records alone how an organization actually operates day-by-day. Equally, we cannot treat records – however 'official' as firm evidence of what they report" (Atkinson & Coffey, 1997:47 in Bowen, 2009:29). Therefore, I will have to supplement my sources of data since the documents alone does not provide insight into teacher practices, merely what the intentions and results of education is and should be. As a result of my two-fold research question, my methodological approach will consist of two different qualitative research methods – document analysis of curricula, and semi-structured interviews with teachers in each type of school.

3.2 Document analysis

Document or textual analysis falls under the research tradition called hermeneutics. Researching texts in a hermeneutic way means that the researcher is supposed to interpret or understand the meaning or perspective of the people expressing themselves, either orally or textually (Postholm & Jacobsen, 2018, p. 163). Using the curricula as research material will mean that I analyse it to interpret what the writers want to say about pedagogical ideals, and more specifically language learning. To conduct a document analysis as a way of collecting research data requires both a relevant empirical material, but there is also a necessity for the researcher to categorize said material (Postholm & Jacobsen, 2018, p. 163-164). There is no description of how said categorization is supposed to be done. However, they state that conducting a comparative method of analysis offers structure and categorization of the material (Postholm & Jacobsen, 2018). In my case the material

will be the curricula for public and Steiner schools. Doing a comparative analysis of the two curricula, including the narrowing down into subcategories described in the following, will provide the structure needed.

As my research question indicates, I want to examine pedagogical ideas and principals specific to each type of school. There will, however, not be necessary, or time for, an analysis of the entire curricula. My focus will be on the English subject, and the analysis will consequently be done on curricula specific to this subject. I will, nevertheless, include the general part of the curricula since it describes the overarching ideas about education and learning. I will mainly concentrate on year 1-7, and only briefly discuss the subject from year 1 through 13 when explaining the ideas about the educational process of learning English as a whole. My reason for choosing year 1-7 is mainly practical, as this thesis' framework would not allow for an analysis of the entire educational pathway. Narrowing it down like this also allows me to do a more in-depth analysis than would be possible were I to include the entire curricula. This way of analysing the document point to a specific dimension of analysis within hermeneutics – which there are three of (Postholm & Jacobsen, 2018). One is focused on the authors' purpose for writing the text, the second on linguistics and literary techniques, and the third on interpreting the implications texts have on settings and situations outside the text itself (Postholm & Jacobsen, 2018, p. 163). My approach is closest to the second one since I am analysing words and phrases. I am, none the less even closer to the last dimension. I am, after all, aiming to understand how these documents influence and impact teachers' work and practices.

When analysing these documents, there are two central parts of focus. Firstly, as mentioned, the general part of each curricula is relevant to analyse as it provides insight into ideas about learning. Secondly, there are the specific competence aims for the English subject. They contain words and phrases that express some form of those underlying pedagogical principals in whom I am interested. I will pay attention to specific words, and variations of the word, like *language learning*, to phrases about learning in general, but also to methodological suggestions. Suggestions about

methods imply a certain view on how learning can be achieved since they recommend specific ways in which learning can be accomplished. "Documents can provide data on the context within which research participants operate ..." (Bowen, 2009:29), which in my case means that the curricula I will be analysing creates the context in which the teachers I am interviewing operate. I will also be able to use data drawn from documents to contextualise that of which I collect during interviews.

The data collected from the document analysis will be presented in the three focus areas of my thesis, deep learning, teaching materials, and assessment.

The document analysis will provide an outline of the pedagogical principals, ideas, and values specific to each school. It will also offer an overview of similarities and differences between the two. Together, these two aspects of the analysis will form a basis for the interviews.

3.3 Semi-structured interviews

The second part of my research question require another approach, namely talking directly to teachers. This will allow me to gain insight into how the curricula is perceived, how it is interpreted and used, as well as the ways in which it influences teacher practices. My reason for choosing the semi-structured interview is that I want to be able to understand the participants' perspectives about my research topic. When using this method, I am able to introduce questions relevant to my research, but also to ask follow-up questions, clarifying questions, and include elements from participants which I had not thought of myself (Postholm & Jacobsen, 2018). Since I want to do interviews combined with textual analysis as my methodological approach, I have chosen to make the interviews more in-depth and with fewer participants. This in order to be able to include both within the limitations of this thesis' framework. My interviews will be with one English teacher from each of the school types, and both will be teachers in middle school with experience from year 1 through 7. This to be able to make the grounds for comparison as equal and good as possible.

3.3.1 Participants, selection, and description

I got in contact with the participants through my own connections as a teacher. I started asking around in the school I work at if any of the English teachers, or English teachers they knew, would be interested in participating. When someone volunteered, I explained what the theme and research questions were. The participant I ended up with from a public school has experience with teaching English from year 1 through 7, including experience from more than one school. My other participant, from a Steiner school, was acquired much the same way – through my own network. I had knowledge of a distant relation working as a teacher in the very same Steiner school I had grown up next to. I contacted the person with the same inquiry as before, wondering if they would be interested in participating in an interview for my research and explaining the framework of the interview.

The two teachers are both women. The participant from the Steiner school has been teaching for 7 years, while the public-school teacher has been teaching for 13 years. They have both been teaching from year 1-7 these years. Neither has teaching experience from the opposite school type.

3.3.2 Pilot

Since I only conducted two interviews, it was important to make sure those provided as much and as much relevant information as possible. Therefore, I made sure to do a pilot interview beforehand to test if my questions needed adjustment in any way. Doing this revealed that some of the original questions did not really fit the topic of the research questions and were therefore superfluous. I also needed to make some of them clearer, as they allowed for much wider interpretation than was intended. In the end I used the questions shown in the interview guide in appendix 1.

3.3.3 Main interviews

The interviews were conducted in two different ways. One of them was conducted face to face, with the conversation recorded. The second one was conducted digitally through a video conversation, with only the sound being recorded. The possibility of doing the interviews digitally was essential when taking into consideration the limitations on travelling during the COVID-19 pandemic, and that there are no Steiner schools in close proximity to where I live. Conducting interviews digitally has become quite normal in any case with the ever-evolving internet and its possibilities (Postholm & Jacobsen, 2018).

As mentioned, there were in both interviews done sound recordings. There were several reasons for this choice. Having the conversation recorded made the job of analysing it afterwards easier as I could listen as many times as I needed, rewind and pause. "To conduct an interview demands the researcher's full attention in order to have the possibility of asking follow-up questions, in-depth questions and clarifying questions" (Postholm & Jacobsen, 2018, p. 132. My translation). Making sure to record my interviews allowed me to do all those things without worrying about remembering what was being said, and hurriedly writing down as much as I could. Another important part about interviews is to make sure the participants are as comfortable as possible with the situation (Postholm & Jacobsen, 2018). One way I tried to accommodate this was in fact by doing recordings. Since this allowed me to pay full attention to the conversation I avoided having to write during the interview. If the researcher takes notes during the conversation, it may influence the participants by making them unsure about what I am writing, if what they said was particularly important, if what they said when I did not take notes were not important and so on. During interviews both the researcher and the participant try to understand and deduct meaning from what is being said, thus analysing each other's communication. By limiting my actions to only participate in the conversation, rather than taking notes, I made sure to give the participants one less thing to possibly be influenced by.

One aspect about the recording that could have been better was that the tool I used only allowed for 45 minutes of recording at a time. That meant that every 45 minutes it automatically stopped, and I had to stop the interview in order to start another recording. Since the interviews were so long, this made unnatural stops to the flow of the conversation.

Even though the interviews had the same interview guide, the conversations developed differently because of different follow-up questions that led the conversation in different directions. The result being that I was left with the urge to talk to each of them again when I had transcribed, to ask them some of the questions from the other teacher's interview, but also to ask more follow-up questions that popped up during transcription and editing. This would have given even more insight into the way they think and how they describe their everyday life as teachers of English.

The interview guide I made gave me framework for the conversation, but the questions were not necessarily asked in that particular order. Conversations are dynamic, which means that topics and questions may come at other times than anticipated. The interview guide was a way for me to make sure I asked all the questions I wanted to initially, as conversations often have the tendency to derail if not monitored.

3.3.4 Transcription

To transcribe my interviews, I made use of the dictation function in Microsoft Word. It automatically writes everything that is being said and made the process a lot faster than if I were to write every word myself. Nevertheless, I read along when it typed in what was being said, correcting if and when it made errors or omitted the use of punctuation. This way, I was able to go through the interviews again after conducting them to review, analyse, interpret, and take notes. I chose to focus on words, phrases or statements that reflected the teacher's view on language learning

directly or indirectly through descriptions of methods, materials, planning and/or evaluations.

To be able to map out each participant's statement I sorted them into categories, this to make the job of analysing them easier. See appendix 6 for an example of the transcription and sorting. I have chosen to include the statements and quotes that was most relevant to this thesis.

The interviews were very long, so the complete transcription was not necessary to include – but can be made available upon request. I chose to transcribe focusing only on the content of the interviews, ignoring non-verbal factors that were not of particular importance to what was being said. The most important aspect for me was the descriptions of methodology and language learning views. Therefore, I did not evaluate pauses and laughter as the most relevant. When the relevant answers had been sorted into categories, I then proceeded to compare what the two different teachers said about each of them, and what it revealed about language learning. By having the answer and the quotes in the same table type of table, it was easier to see likenesses and differences in them. The interviews were conducted in Norwegian, and because I used the method of transcribing that I did, the transcriptions are also in Norwegian.

When sorting the answers into categories, I translated them into English, to make discussing them easier in the thesis. Initially I wanted to make one table with an overview of both interviews' quotes side by side. Since, the interviews developed in somewhat different directions, that turned out to be difficult. Instead, I made two different tables, as seen an example of in appendix 6. This allowed me to sort them into categories in a much more comprehensible way. In the first column in each table the categories are listed, and then in the second column the quotes and answers are sorted.

4. Findings

4.1 Document analysis

4.1.1 The structure of the curricula

In order to make the analysis and discussion of each curricula more tangible an overview of how each are constructed is necessary. Therefore, the following will include a presentation both of the public and Steiner school curricula.

Public school

The curricula for public schools are built up of three main parts: the overarching part, the overview of number of hours for each subject, as well as a curriculum specifically for each subject. The curriculum for each subject, in turn, contains several elements. The first part of the subject curricula is called "about the subject", describing the subjects' central values, its core elements, cross curricular topics, and basic skills connected to it. Following this are the competence aims, which are divided into year 2, 4, 7, 10 and upper secondary level 1 (Vg1 for short), as well as a description of the continuous evaluating practices and principles for each of them. An addition to the evaluation practices and principles described after each year, there is a separate part of the subject curriculum which describes the final assessments and exams in year 10 and upper secondary levels. The structure described here is the same for all the different subjects.

Steiner school

Steiner school curricula on the other hand has a lot of the same elements, just a different way of structuring them. Their curricula start with a part called "Overview – Steinerpedagogical ideas and practice". It describes the nature of Steiner pedagogy, and clarifies the relationship with the general part of the public-school curricula. It is a bridge between the objects clause of the Education Act § 1.1 and the curriculum for each subject. It states that "The general part shows the connection between the

ideals, thoughts and perspectives of Steiner pedagogy, and the content, working methods, learning goals and organization of the teaching. It provides justifications for preferred working methods or organization of teaching, such as the emphasis on storytelling, art subjects, period teaching, multi- or cross curricula work, deep learning and more." (Steinerskoleforbundet, 2020, p. 4).

The section titled "Curricula for the Steiner schools' basic education" describes the purpose and perspectives of the various subjects, competence aims, central content, central working methods, as well as continuous and final assessments. As in public schools, the competence aims are divided into stages, year 4, 7 and 10. The curricula for the English subject in Steiner schools include two more parts apart from the competence aims. The first is called "Central content" and describes themes and elements within language learning. Here the different aspects are divided into each school year from year 2 and all through year 10. The next part is called "Central methods", describing different methodology and approaches for each period. Unlike the previous part, central content, it is not divided into each school year. Instead, it is divided into periods, the first from year 2-4, the second from year 5-7, and the last one from year 8-10. After each period there is a description of principals for continuous assessment. Steiner school curricula is also supplemented by a document called "Evaluation in Steiner schools" (Author's translation), which describes pedagogical practices and ideas about evaluation.

The two school types mainly have the same subjects, the main difference lies in the additional subject in Steiner schools called Eurhythmics.

The last part is a description of the division between subjects and hours for each subject. This part, however, is somewhat different from the public-school equivalent in that it is only indicative. It states that "A suggestive distribution of hours in each subject is also given based on how the teaching is organized according to the nature of the Steiner school." (Steinerskoleforbundet, 2020, p. 4). This means that the total amount of hours for teaching from year 1 to 10 is binding. How these are distributed

between subjects and years, however, is a suggestion – leaving room for schools to make adjustments they deem suitable.

The English curriculum in Steiner schools reflects some key recent developments within language acquisition and communicative language teaching. The learning content outlined for each year is grouped under the headings “Language and communication” and “Language and culture” (Steinerskoleforbundet, 2020), and there is separate learning specifically devoted to language awareness in a multilingual perspective, language use in different contexts, and intercultural competence (e.g., Year 7).

Findings from public school curricula

The competence aims are sorted into three different columns – this because the public-school curricula’s competence aims are divided into year 1-2, 3-4 and 5-7. By doing this, it allowed for a comparison of how the focus shifts, and what competence aims are focused more on at what point.

Table 1 – Number of competence aims in Public schools sorted into categories.

| Categories of competence aims | After year 2: competence aim number | After year 4: competence aim number | After year 7: competence aim number |
|-------------------------------|--|--|--|
| Oral skills | 5 | 6 | 7 |
| Writing | 1 | 2 | 7 |
| Reading | 6 | 8 | 3 |
| Listening | 9 | 4 | 1 |
| Digital competence | 1 | 1 | 1 |

In oral skills and writing, the number of competence aims increase throughout the years from 1st to 7th grade. The number of competence aims directly focusing on listening, on the other hand, decreases dramatically in the same period. The distribution of competence aims in oral skills and writing throughout these years can

reflect a view on learning language in which the pupils learn by expressing themselves by using it – both in writing and orally.

In public schools, it is equally distributed between oral skills and writing in year 7.

This, it could be argued, reflects a view on language learning with an equal focus on sociocultural learning and cognitive learning.

The sheer number of competence aims alone, does not paint a good picture of what the curricula shows about views on learning, the content is even more important. To present the findings in public school curricula, the results are divided into the three main categories – deep learning, teaching materials, and assessment.

Deep learning

In regard to deep learning, the term itself appears 4 times in the overarching part, and __ times in the English subject curriculum. In the overarching part, deep learning is first mentioned in chapter 1.4, where the term is defined by several key competences. It states in the part describing the core values of education that “The ability to ask questions, explore and experiment is important for deep learning.” (UDIR, 2020). It goes on to explaining that schools achieve this by “... cultivating different ways of exploration and creation.” (UDIR, 2020), and by letting the pupils learn and develop through perceiving and thinking, aesthetic forms of expression and practical activities. Meaning that teachers need to facilitate lessons and teaching which creates interest and curiosity within the pupils, which is necessary in order for the pupils to be able to “ask questions and explore”.

The second time deep learning is mentioned is in chapter 2.2, which describes competences in the different subjects. Generally, “the school must provide space for deep learning so that students develop an understanding of key elements and contexts within a subject, and so that they learn to use professional knowledge and skills in known and unknown contexts.” (UDIR, 2020). This shows that a part of deep learning is to be able to transfer knowledge from one situation to another, both

familiar and new situations. Deep learning more specifically within the different subjects means the ability to “use knowledge and skills in different ways, so that the pupils over time will be able to master different types of challenges individually and in interaction with others” (UDIR, 2020).

In the curriculum for the English subject, the term deep learning is not mentioned at all. However, the ideas and principles of the term, as described in the overarching part, can be seen reflected in the competence aims and the description of core elements in the subject. For example, the “Knowledge of and an exploratory approach to language, communication patterns, lifestyles, ways of thinking, and social conditions open up new perspectives on the world and ourselves.” (UDIR, 2020, p. 2). By doing this the English subject is contributing to the “... development of the pupils’ understanding that their view of the world is culturally dependant” (UDIR, 2020, p. 2). Further it states that achieving this will result in “... curiosity and investment” in the pupils. As mentioned above, curiosity leads to questions and a need to explore. In other words, the curriculum for the English subject indirectly refers back to the term deep learning. The part of deep learning concerning transfer and practical activities is reflected in the core elements. For example, “Students will use appropriate strategies to communicate orally, and in writing, in different situations” (UDIR, 2020, p. 2). This relates to the ability to transfer communicative skills one has learnt into different settings. As for deep learning happening through practical activities or approaches, it states that learning, and practicing, the language should happen through the teacher facilitating settings where “... the pupils can unfold and interact in authentic and practical situations” (UDIR, 2020, p. 2).

As far as wording goes, a point to be made is that a lot of the competence aims in public schools are the same in all the years up to year 7, with only small variations or additions. For example, many of them have the same wording, but add on a verb or phrase to it in order to make it more advanced. Competence aims

number 8 in year 2, number 7 in year 4, and number 7 in year 7 are in fact almost the same, with only small variations. 'An example of this can be seen in table 1 below.

Table 2 - Comparison of phrasing in competence aims

| Year 2 | Year 4 | Year 7 |
|---|--|--|
| Discover words that are similar or alike between English and other languages the student knows. | Discover and play with words and expressions that are similar or alike in English and other languages the students know. | Explore and discuss some linguistic similarities between English and other languages the student is familiar with and use this in their own language learning. |

This could be interpreted as a way that the competence aims in and of themselves facilitate deep learning. When being able to work with the same competence aim over several years it allows for the same kind of long-term focus as seen in the curriculum for Steiner schools. This means that teachers can build on the foundation from the earliest years in later teachings, and to gradually deepen and widen the pupils' competences throughout the years. If this type of planning and cooperation over time between teachers is the case in everyday practices may be revealed in the interview findings.

Teaching materials

Teaching materials reveal something about the views on language learning because they are a tangible tool for achieving it. What tools one chooses to use tells something about one's perception of the way in which language learning happens. The English subject curriculum gives a few guidelines as to what teaching materials to use. For example, the curricula focus on authentic situations and use of language. It states that the pupils should express themselves and interact with others in authentic

situations, as well as being able to "... meet authentic language models and conversation partners in English" (UDIR, 2020, p. 4). This means that teachers must facilitate opportunities for the pupils to interact with people from English speaking countries by making use of digital tools and media. In what ways, and what type of digital media to use, is up to the teacher as it is not specified.

The importance of authenticity is further underlined in the competence aim saying that the pupils should "listen to, and understand, words and expressions in adapted and authentic texts" (UDIR, 2020, p. 7). Authentic texts are texts that has not been written with the purpose of language learning in mind, they are not written for educational purposes. It refers to texts which give insight into more genuine use of language and/or cultural aspects. In the competence aims, there are some guidelines as to what types of texts that needs to be included. For example, "listen to, read, and talk about content in simple texts, including picture books", is a competence aim that specifies the use of picture books. Or another one, specifically mentioning "... English-language children's literature and children's culture". These two following competence aims are taken from year 7, and states that the pupils should:

"read and convey content from various types of texts, including self-selected texts."

"read and listen to English-language non-fiction texts and English-language children's and young adult's literature and write and talk about the content."

These two competence aims shows the need for teachers to let the pupils choose their own texts, as well as making sure some of the literature is within the categories of non-fiction, children's and young adult's literature. As seen here, there are some guidelines for teachers when using authentic texts as teaching material. However, there is still a lot of freedom for teachers when taking into consideration the vast number of texts available to choose from, even within the guidelines the curriculum sets. There are two more forms of teaching materials specifically mentioned in the English subject curriculum, one of them is the use of dictionaries. These two competence aims are from year 4 and 7, stating that the pupils should:

“explore different dictionaries and how they can be used in language learning.”

“use digital resources and various dictionaries in language learning, text creation and interaction.”

In addition to this, one could argue that the competence aims in the subject curricula indirectly refer to the use of writing equipment because the creation of texts warrant tools for writing in one form or another.

Even though the English subject curriculum places some guidelines or expectations for the use of teaching materials in schools, they are so wide that they accommodate the teachers’ methodological freedom in their choice of materials. This means that it is very much up to each teacher to choose the materials they deem fit in order to ensure language learning and achievement of competence aims.

Assessment

“The assessment of the students' academic competence should provide a picture of what the students can do, but a central purpose of the assessment is also to promote learning and development. Mapping and observation of the pupils are tools for following up the individual and for the development of the school practices. However, it has little value if it is not followed up with constructive measures.” (UDIR, 2020, p. 16). This quote shows the multifaceted purpose of assessment. On the one hand assessment is supposed to be a tool for teachers to evaluate how well each pupil does in school. In addition to this it is supposed to be a tool in learning, which means that teachers have to make sure the evaluation be used by pupils as well. On top of this, assessment is supposed to help influence and develop the schools – not just the individual teachers’ practices, but the school as a whole. This means that assessment is a central part of school for both teachers, pupils and administration. However, it is stated further that “unfortunate use of assessment can weaken the individual's self-image and hinder the development of a good learning environment.” (UDIR, 2020, p. 16). This illustrates the balance that teachers are responsible for in their work, on the one hand making sure they get enough information about the

level of each pupil, but at the same time ensuring their self-esteem. It does not, however, say anything about how this is done.

There are several obligatory tests that has to be done in school, like national test. But the assessment done continuously throughout the year is, again, left for the teachers to decide how and when should be done. Some guidance, however, can be found in the paragraph following each years' competence aims, which is called "continuous assessment". It is described as a contributor to promote learning, and to develop competence in the subject. It is supposed to be done in collaboration with the pupil, and for them to be active in their own evaluation. The teacher should give feedback and guidance based on the evaluation, to help the pupils progress.

Assessment should also be used to develop teachers' collective understanding of pedagogical questions, to spark discussion and reflection. "Teachers need to think carefully about what, how and why students learn, and how they can best lead and support students' learning, development and formation. Teachers who jointly reflect on and evaluate the planning and implementation of teaching, develop a richer understanding of good pedagogical practice." (UDIR, 2020, p. 18). In other words, there is an expectation that teachers regularly cooperate, discuss and reflect on their practices.

The common feature of these findings is that the teachers have a lot of room to make decisions about methods, assessments, and materials based on their own professional judgment. This is pointed out in the overarching part where it is stated that "complicated pedagogical questions rarely have clear answers. The employees in the schools must therefore have acceptance and room to use their judgment in their professional practice." (UDIR, 2020, p. 18), as an explanation for why so much is left up to the teachers.

Findings from Steiner school curricula

Table 2 – Number of competence aims in Steiner schools sorted into categories.

| Categories of competence aims | After year 4 : competence aim number | After year 7 : competence aim number |
|-------------------------------|--|--|
| Oral skills | 9 | 9 |
| Writing | 0 | 5 |
| Reading | 2 | 6 |
| Listening | 8 | 2 |
| Digital competence | - | - |

As shown in this table, there is a shift in focus from year 1-4 compared to that of year 5-7. In the first years the focus is on listening and oral skills, in keeping with the principle of learning mentioned earlier. This is also explained in the central methods part of the English curricula, where it states that children in this age range have an implicit ability to learn languages, and that this should form the basis of the methods used. In accordance with the Steiner view on developmental stages, the shift happens around year 5 with the introduction and increased focus on the written competences. This way of teaching language is in accordance with the overarching phenomenological approach Steiner schools has – that the pupils are exposed to and experience phenomena within language which is then explored further.

The predominance of the number of competence aims is in the category “oral skills”, with almost double the amount found in “writing. Even though writing and reading takes up a bigger part of the English subject from year 5, speaking and listening still have a vital role. The curricula’s part about central methods stated that the oral skill in English from year 2-4 is a treasure chest, “a resource bank for the next school years” (Steinerskoleforbundet, 2020). This shows that even if the focus shifts in year 5, the main idea in language learning is that it happens through being exposed to the language by listening to it, imitating it, reading it, writing it, and talking about it.

As stated in the curriculum, language learning "... takes place first through oral language use, as well as extensive use of conversation. Then the subject is enriched by writing and reading a multitude of texts, the vocabulary is increased, and the students are made aware of the grammatical aspect, before the students work on mastering their own language use and language comprehension at the lower secondary level." (Steinerskoleforbundet, 2020, pp. 179-180). This indicates a predisposition towards the innate or nativistic approach to language learning – the way native speakers learn the language is firstly through listening and imitating, then more explicitly being taught the written part of the language.

Additionally, there is no competence aim in neither year 2-4 nor 5-7 directly focusing on digital competence. It is stated in the curriculum that "Especially from 7th grade, it may be appropriate to use digital sources and tools" (Steinerskoleforbundet, 2020, p. 189). This does not necessarily mean that pupils in Steiner schools never see a computer or use digital tools before 7th grade, only that the digital aspect is not central to language learning in the first years. An interesting comparison will be to see if the interview with the Steiner school teacher reveal any use of digital tools or aids despite it almost being a non-entity in the curriculum.

Deep learning

The term appears 7 times. It is mentioned in the very first paragraph as one of the preferred methods and ways of organizing. In total it is mentioned 6 times in the overview, and 1 time in the subject curriculum for arts and crafts. The mention of it in that subject curricula could be interpreted as a signal of the way they view practical approaches and artistic expression an essential part of deep learning.

"An essential ethical aspect of the school's conveying of knowledge concerns the holistic framework of understanding that relates knowledge and skills to a wider range of phenomena." (Steinerskoleforbundet, 2020, p. 13). The Steiner pedagogy

aims to create an ethical context for the knowledge that the pupils work with in school, and “an ethically oriented deep learning is the goal” (Steinerskoleforbundet, 2020, p. 13). Which means that the view on deep learning is not described by specific competences or characteristics, like what could be seen in the public-school curricula, but rather on a view that all knowledge is interconnected. This ethical approach to deep learning is strengthened through the inclusion and focus on artistic and artisanal methods (Steinerskoleforbundet, 2020).

“Through artistic work with the subjects, the foundation is laid for an in-depth learning where concepts from the teaching can be dynamic, development-oriented and seen in a network of relationships.” (Steinerskoleforbundet, 2020, p. 15). This could mean that one of the characteristics of deep learning is that terms and topics and concepts that are taught theoretically will resonate on a deeper level in the pupils when processed through artistic and practical tasks. This can in some ways seem like one of the principles for deep learning in public schools – namely transfer.

“The teacher's deep knowledge both of each of the students and of the class' professional development enables nuanced forms of in-depth learning and customized training.” (Steinerskoleforbundet, 2020, p. 25). This knowledge about the pupils and what competence level they are at have similarities with the public-school view on assessment, that assessment is used to achieve this knowledge about the pupils. However, the Steiner school curricula describes another way to achieve it – namely that “... the pupils will often have the same teacher over many years” (Steinerskoleforbundet, 2020, p. 25). So, by having the same teacher over time, as well as a core principle of respect, dialogue and trust between teacher and pupils, the knowledge needed to facilitate deep learning can be achieved.

The principle of deep learning is not only relevant in the different periods throughout the school year but is also a central part of how Steiner pedagogy views learning throughout all the years pupils are in school. “In Steiner pedagogy, emphasis is placed on the idea that the development of thinking can be built on previous

experimental and willed experiences” (Steinerskoleforbundet, 2020, p. 29). By applying this to teaching, it means that all the content of each school year builds on the previous ones. Therefore, by following the Steiner pedagogy throughout all the years in school, the education it itself is a form of deep learning.

In terms of deep learning as part of language learning the curriculum focuses on that in several different ways. By looking at language learning through a holistic view, it implicitly describes the teaching and learning as something that happens throughout all the years in school – thus allowing more time to be spent on each part of language learning since the teachers work from the notion that all aspects of language will be covered in the different stages of development throughout the school years. The curriculum also states that texts and other resources from the earlier years can and should be used as a starting point or basis for reading and writing from year 5 and up (Steinerskoleforbundet, 2020). This also applies when working with different linguistic themes in year 5-7, as can be seen in statements like “Topics in linguistic knowledge can be taken from texts (oral or written) that are already familiar to the students” (Steinerskoleforbundet, 2020, p. 189), and like this “Known texts from the first school years are suitable for writing and reading in 5th and 6th grade” (Steinerskoleforbundet, 2020, p. 188).

As with public school curricula, the competence aims, to a degree, also reflect this idea about deep learning over the years. Some of them have a similar wording throughout year 4, 7 and 10. For example:

Table 3 - Comparison of competence aims in Steiner schools.

| Year 4 | Year 7 | Year 10 |
|--|---|--|
| Participate in joint work with recitation, language games and dramatization. | Recite and convey poems and songs from different part of the language area. | collaborate on conveying, through recitation and/or dramatization, English literature. |

This shows that recitation is something that the pupils do throughout their years in school. In contrast to public school curricula, the Steiner school one does not have as many examples of similarly formulated competence aims in their English curriculum. It does, on the other hand, have more specific examples of what types of texts to use – e.g., pictures, poems, songs, drama, prose, and poetry. Several of them, like poems, are used more than once. In addition, the “Central content” part describes in greater detail what each year should contain. For example, for year 4 the required content is:

Language and communication:

- Recitation, communication, pronunciation exercise
- Clock times, 24 hours a day
- Food and drink, table setting, cooking
- City, roads, directions, transport, travel
- House, decor, and furniture
- Residence, leisure, sports, interests
- Key prepositions, personal pronouns, pronouns
- Preliminary subject (there is / are / it is)
- Key question words and sentence structures for questions and answers

Language and culture:

- Song, toys, and poems: traditional material about plowing, sowing, growth and harvesting, crafts, and professions
- Song, poems, and dance from different English-speaking areas
- Stories about this year's themes and from English - language children's literature
- Student-led 'games'
- Dramatization of scenes from daily life and working life

There is approximately the same number of bullet points for each year from 2nd grade through 10th grade. Even though there are more guidelines concerning topics and themes to teach, these bullet point does not give much direction as to how it can or should be taught. This may seem similar to public school curricula, but this is where the third part of the Steiner school one comes in – the “central methods”. This part describes the methods and principles of language learning that should be followed. This part, to a greater extent than the others, reflects the views

on language learning in which Steiner schools is based on. It states that “The young school children's ability to implicitly learn language, orally and without explanations and translations, forms the basis for the working methods in 2nd – 4th grade” (Steinerskoleforbundet, 2020, p. 185). And that “The students meet and participate in English through the most monolingual training possible. In a work atmosphere of calm and happy attention, students' desire and ability for imitation and interaction can open up for learning with similarities to mother tongue learning” (Steinerskoleforbundet, 2020, p. 185). Both of these quotes specifically reflect the nativistic or innate view on language learning. By being exposed and immersed in the language they will acquire linguistic skills and understanding because of an instinctive ability to do so.

It goes on to explain that it is important to expand the vocabulary in these first years, and there should be a clear progression in the first three year. “Vocabulary is anchored through movement, concretes or images. Words and expressions are repeated in varied situations, so that the words do not remain as isolated and unambiguous words. It is a goal that the students acquire a vocabulary that they can actively use in varied contexts” (Steinerskoleforbundet, 2020, p. 185). This reflects a view on vocabulary learning that is in accordance with the part of deep learning called transfer. By focusing on the shift of situations in which the same words are used, the belief is that the pupils will learn those words.

“Knowledge of grammatical structures is practiced through play, example sentences, grammar verses and conversation exercises” (Steinerskoleforbundet, 2020, p. 186). It specifies an important part about grammar, namely that it does not start until 4th grad at the earliest. This is due to their view of developmental stages, and that the pupils are not ready for it until then. Work on written competences does not start fully until 5th grade, and this is why there is not

set any competence aims specifically for writing English in year 2-4 (Steinerskoleforbundet, 2020, p. 186).

From year 5-7:

“From the beginning of 5th grade, writing and reading are central to the English subject, at the same time as the oral skills are further developed through conversation, storytelling, poetry, song and play. Language learning is integrated into both written and oral English work” (Steinerskoleforbundet, 2020, p. 186).

As seen in public school curricula, the Steiner school curriculum for year 5-7 focuses on authentic texts as well. “During the three years, the text selection expands, with the main emphasis on authentic texts, old and new, whether it is poems, songs or excerpts from narrative texts” (Steinerskoleforbundet, 2020, p. 187).

“The work on written competences is expanded with image descriptions, letters, diaries and small dialogues and stories, such as joint texts, or prepared in groups or individually” (Steinerskoleforbundet, 2020, p. 187). This gives specific examples of different types of texts to use and work with, but in addition to this, the curriculum gives even more detailed examples of how to work with written skills. For example, it states that a way into written English is to “to look for orthographic patterns, such as hat-cat-sad-bad; car, father, hard, part; lazy, take, snake, basic; thing, thanks, throw, three” (Steinerskoleforbundet, 2020, p. 187). These kinds of very specific suggestions cannot be found in the public school curriculum.

The curricula focuses on the same linguistic areas as public school curricula, e.g., listening, speaking, vocabulary, grammar etc. But the methods used to achieve competence in them are different, reflecting a view on language learning with similarities to the innate or nativistic perspective. But also on the perspective with similar views on developmental stages, like that of Jean Piaget.

All the examples given shows that deep learning is not only one of the principles that Steiner schools navigate their practices by, but that it can perhaps be characterized as *the* principle. Deep learning is part of what the whole Steiner pedagogy is built on, it permeates the entire organization.

Teaching materials

In the first years in Steiner schools, the focus is on listening, speaking, imitation, storytelling, practical tasks and exploration. This is reflected in the amount of teaching materials mentioned in the curricula. The use of different types of texts are emphasized, some of the ones mentioned are poems and stories, but authentic texts as well. The use of authentic texts is similar to that found in public school curricula. Using poetry and songs and other literature play a major role throughout the years "... with an emphasis on authentic literature, from traditional nursery rhymes and singing games to Shakespeare and newer young adult literature" (Steinerskoleforbundet, 2020, p. 178).

Since there are a focus on using pictures and concretes in the teaching, there will probably be a lot of different items used throughout each period. For example, in the list of content shown above different aspects of the household is mentioned. When using concretes while working with this, it could mean having one or several household items in the classroom. Therefore, even though the curriculum does not specifically name teaching material to a great extent, by describing such particular topics and content it is implicit that the need for varying teaching material is there. Specific content and topics, and a principle of using concretes in teaching, warrants appropriate teaching materials. However, what kind of teaching material to use is up to the teachers.

As for any mention of writing equipment, there are very few. There are not specified any guidelines for what type of writing equipment to use, or in what way

the first years. A specific mention of tools for writing cannot be found until year 5-7, where the "Central methods" states that "especially from 7th grade, it may be appropriate to use digital sources and tools for presentations and written assignments" (Steinerskoleforbundet, 2020, p. 187). So, if the use of digital tools generally is not used until year 7, this implicitly means that other tools are used for writing until then.

In terms of teaching materials, there is less guidelines in Steiner school curricula, than there is about the content and methods. For example, the description of content is specified for each year, but the material is less discussed. Dramatization is mentioned as a method throughout all the years from 2-7, but what materials to use and how to do it is left for teachers to choose.

Assessment

"... the teacher and students must be in dialogue about students' development in the subject" (Steinerskoleforbundet, 2020, p. 186). This sentence is repeated in the description of continuous evaluation that follows each period in the curriculum. In the period from year 5-7 an aspect is added, namely that the practice of continuous evaluation should contribute for the pupils' developing competence, as well as "... reflection and evaluation of one's own expertise" (Steinerskoleforbundet, 2020, p. 188).

The curricula for Steiner school have, as mentioned, a supplementing document called "Evaluation in Steiner schools", which further describes and explains the principles and requirements that must be followed. It states that it is "... essential that the competence aims do not become the compass by which we are guided" (Steinerskoleforbundet, 2020, p. 4). This means that the more important guide to follow when assessing pupils are the ideas and principles described in the Overview part of the curricula.

Another prerequisite for good evaluation practices is defined as the professional community amongst teachers (Steinerskoleforbundet, 2020, p. 4). To ensure the quality of this professional community several elements must be practiced regularly. It requires teachers to evaluate their own practice, share experiences with each other, open up their classrooms for colleagues, share ideas with them. But also, that they give each other feedback and share their own self-evaluation with one another (Steinerskoleforbundet, 2020). This emphasis on the professional cooperation between teachers cannot be seen this clearly in the public-school curricula.

Steiner schools do not operate with graded evaluations, and this is why there is put so much emphasis on the evaluation practices, making sure the oral and written assessments are as good and precise as possible (Steinerskoleforbundet, 2020). In addition to this, Steiner schools do not conduct the same obligatory mapping tests as public schools. They do, however, have their own tests in order to accommodate the exemption given by The Norwegian Directorate of Education. Therefore, it is expected that Steiner schools "... have a separate system for compulsory mapping tests" to ensure the intention that it be discovered at an early state if they lack sufficient reading and writing skills (Steinerskoleforbundet, 2020, p. 6). Nevertheless, none of these obligatory mapping tests are done specifically in the English subject. The mapping done is distributed like this:

| | | |
|-----------------------|-----------------|---|
| 1 st grade | Autumn semester | Observation |
| 2 nd grade | Autumn semester | Individual mapping in basic language- and numeric understanding |
| 3 rd grade | Autumn semester | Norwegian |
| 3 rd grade | Autumn semester | Mathematics |
| 4 th grade | Autumn semester | Norwegian |
| 4 th grade | Spring semester | Mathematics |

Source: (Steinerskoleforbundet, 2020)

In addition to this, Steiner schools are supposed to do the national tests in 5th grade and 8th grade. Which means that even though there are no obligatory testing in English listed in the table above, there are national tests in English done twice.

4.2 Interviews

Looking at the answers from the interviews, several interesting points of comparison came to light. In the beginning of the interviews the teachers were asked about their methods and ways of teaching.

Deep learning

The Steiner school teacher (referred to as ST) said that *“What we do in English lessons is what’s called rhythmic English, which is an idea about being physical and using the body. We get together, shove all desks away up against the walls, we sit in a circle on the floor. I have prepared a lesson which includes limericks, songs, stories, poems, and games, and these are the same every lesson, every week of the period. This makes it predictable for the pupils. If I use for example the story about the little red hen, I extract short sentences from it, which I then say out loud accompanied by movements that fit them. Then, maybe, I say it in Norwegian. Essentially, I may have shortened the story to approximately ten sentences, that are repeated every week of the period. At the end of the period, we complete the work by, for example doing a kind of role play called “table game”. That’s done by placing figures etc that match the story on tables, and when I retell the story, the pupils act it out by using the figures. Later on, they may be able to draw from it, and even write the story. It’s a very slow kind of learning, but it goes so deep”*. This illustrates ST’s view on deep learning in a good way by describing the slow process in which she thinks learning takes place. It also includes the importance she places on the combination of senses that the pupils are exposed to language through – e.g., listening, speaking, and physical movement. It also describes one possible way in which concretes are used, by using figures and acting stories out with them.

The public school teacher's (referred to as PT) descriptions of her methods are in some ways similar. She said that her teaching is varied, because *"you must in a way learn both to understand the language, and to speak the language, and to write the language, and to read the language. So, a good mix of all that is best. You can, in a way, read a text, and work with content, and talk about what you have read in one and the same lesson you know, and change between several methods"*. They both describe lessons where there is a change in activities, utilizing and engaging several senses. The difference being that PT include writing at an earlier stage than what ST does. In fact, written competence is not a specific part of teaching until around year 5. She says that *"language learning in the first years is exclusively done orally"*. This statement warranted a follow-up question of whether or not the pupils wrote at all in their first years of language learning. To this, her answer was that *"if they want to, yes, if you want to write you can write. So, if they say, "oh can't we write about what we have heard in the story?" Then the teacher can say "yes you can, but how do you write it? You can also write it on the board, or would write in Norwegian, or would write in English. I.e., the fairy tale about the little red hen, then we draw the little red hen, and then we can write "the little red hen". So, then it is the child itself who takes the initiative, it is not the adult who urges or force the writing"*. This illustrates a view on language learning in accordance with the innate or nativistic view.

A statement by ST that further emphasizes the innate/nativistic view on language learning is *"In terms of linguistic subjects like the different foreign languages, they are taught from 2nd grade, so at our school English and French are taught in the children's second year. The reason for doing that is because, well, imagine how much language a child learns from it's born until it's six years old. Children show a great receptivity towards language. You see it even in small children, trying to conjugate verbs for example, they have this innate ability to understand that that is part of language. They may not know how, and they may pronounce it weird or wrong, but the fact that they have that "code" within them, telling them that that needs to be done is part of the reason why language learning starts as early as the 2nd grade"*.

PT also made a statement which had elements of the nativistic or innate perspective on language learning. She said that learning is "a bit like when you learn to talk as a child maybe, that you just have to try and experiment you know, from what you have heard, and what you have seen or memorized". The two teachers seem to agree that the premise for language learning, and indeed learning in general, is a good relation between teacher and pupils, and a good classroom environment. ST says that *"Learning is linked to the class environment, you know. Nothing works if the pupils does not have a good relationship with you as a teacher, and if it isn't a good class environment. This is, in a way, I think, the bare minimum for learning. It should be okay to make mistakes, we all do, and we will continue to do so the rest of our lives, and that is totally okay"*.

PT comments on the new curricula's increased focus on deep learning when asked about what she feels are the biggest changes from the previous curricula, stating that *"there are fewer competence aims, and there is a greater focus on deep learning. That one should spend more time on topics, you know. Moving away from a very detail-oriented curriculum to focusing on more general use of language. That there are more possibilities of working more interdisciplinary with the different themes and topics"*. She goes on to explain that there is less of that hectic feeling of having to rush from topic to topic every time there is a change of lessons, because the new curricula create an opening for a different use of time. She also explains that they have started working with topics in periods of 4 to 6 weeks, which in turn allows for a deeper dive into each topic. Being able to spend more time on deep learning is something she feels are one of the strengths of the new curricula, that it has another type of approach to learning, being able to explore and spend time on natural curiosity. "This is much better than the previous, where you had sort of checklist where you could tick off each competence aim you were done with. This was not good learning, because it was often forgotten soon after for example the test". Her opinion was that it is a good thing being able to focus on teaching competences and skills that are applicable in many different

situations. This is in accordance with the principle of transfer that has come up several times in both the curricula and the interviews.

ST states that *"I have never experienced any pupils that does not want to do grammar, or that have expressed getting grammar tasks they do not want to do"*. This is very different than PT in that she describes it as something one must accept to do even if it is boring, implying that it being boring is something that most people think, including pupils. She says that *"you have to practice memorizing words in order to learn them"*, and that *"on the one hand, it is important to inspire and engage the students, but at the same time you cannot escape the boring stuff, in terms of memorization and such, you have to do that too"*.

Teaching materials:

The use of textbooks, concretes and the classroom environment:

PT was explaining the way she planned her lessons, so the follow-up question "Does this mean that the textbook is a central part of language teaching and English teaching, and that you have it as a starting point for your teaching? Is that the correct interpretation of what you are saying?" was asked. This was her answer: *"Yes. So I think that if you think about the digital websites that belong to them, smart boards and things like that are also widely used as a method, without always having to work in the books. Because there are plans for different topics and there are plans for many different ways of working with topics both in the book and on that board. So that you do not always need the book. It's kind of a supplement. But you usually follow the order of the themes in the textbook, even if you have the curriculum as a basis, it is often the book that you lean on in planning. Because it is set up in a way that makes it easy to explore the themes, the words, and that makes it coherent. What was learned in the first chapter, is what the next chapter is based on, and so on. So, when you get to the last chapter, you should have learned all the words and everything that has been worked through. So, it is built up very wisely. In that sense, you are kind of smart even, if you use it as it is intended"*. This is a totally different view on textbooks than that

of ST, which explained that “from approximately 6th or 7th grade is when the use of textbooks normally begins. The introduction to the use of textbooks start with grammar and linguistic aspects from year 5”. The two teachers seem to be almost polar opposites in terms of their views on textbooks as teaching material, with one having it at the centre of her planning, and the other does not use it for at least the first five years.

Professional cooperation:

ST says that “we have team-meetings every Tuesday, for two hours, where we discuss all the pedagogical questions. Those teachers who alternate between different classes or participate in the meetings with one team the first week, and the second teams the next week etc. When, for example, we had a period about Norse mythology, we discussed what each subject could contribute with in working with this topic”.

PT on the other hand describes quite the different situation in her school in terms of professional cooperation. She said that *“there is little sharing, there is little discussion, there is little critical reflection on perhaps one's own practice first and foremost. I experience it a bit like doing what you do, that because you are who you are, you do it that way. You also have your own arguments, etc. for why you do as you do, but there is no such professional community and exchange of experiences, or arrangements for that matter. If you have a textbook that you feel works, then follow it, it's a bit like that”*.

Interestingly, PT describes a focus group on her school, consisting of teachers who have volunteered to lead the developmental work needed to implement the new curricula. That they have facilitated group work and discussions concerning questions like “What does the term deep learning mean, and how are we to understand it?”, and “What characterizes good professional cooperation, and how do we ensure this?”. This is done to create *“an awareness of how we are to work in accordance with the LK20, not just doing what we have always done. This work will probably have to continue for*

quite some time before it is implemented and an internalized part of teacher practices. The goal is to create a common understanding of the curricula, that we have a common basis for our work with ensuring pupils' learning".

Assessment

PT describes assessment done in English as *"typically, vocabulary tests, or perhaps a reading test you have made yourself, will enable you to check if the pupils practice. It can also let you know whether or not you can expect responses from pupils in class. Because if there are pupils who repeatedly fail vocabulary tests or phrase tests, then one should start thinking about what the reason for this might be. Is there something that makes it difficult for the pupil? These things should be discussed with the pupil, but also report home about. On the basis of such tests, it will also be natural to evaluate where the pupil is academically in relation to, for example, the national tests in 5th grade and in 8th grade. To ask questions like where is the pupil now, and where does he or she need to be? You always need to have these kinds of assessments towards the pupils. Another evaluation to do is whether or not your teaching is fitting for the pupils. Is it too difficult, too easy, or maybe just right? Assessments and evaluations are indicators to use, you know. Evaluations has to be used. If the pupil repeatedly gets zero points correct on the vocabulary tests, then that is feedback to the pupils that tells them that this is something that requires more effort, or that it is too difficult and needs to be discussed with the teacher"*. She also describes some of the history surrounding assessment in her municipality, explaining that there have been fairly heated arguments concerning mid term evaluations a few years back. Each semester the teachers are obligated to give each pupil an evaluation of where they are at academically.

PT explained that in her municipality the teachers were asked to do this by crossing off on the level of accomplishment for all the competence aims, this being the LK06 consequently meant that there were 72 check marks for each pupil. These 72 check marks showed whether you struggled to reach the competence aims if you were on you way or if you had reached them. The pupils were to receive these two times per school year. When teachers were required to do this, it resulted in a big

uproar. Teachers refused to do it, the dispute ended up in the newspapers, teachers were threatened with being dismissed from their positions. The Norwegian Union of Education fought against this, and in the end the teachers were successful, and it was later called a victory for the teachers.

Further on in the interview, PT says that “School is becoming more and more professionalized, you may have a good relationship with your students, but you do not know your students, as it may have been before. Constantly assessing the children makes it all a bit clinical, or something like that, it just becomes a system, you know. You meet the child in a system, a system you have to get them through. Preferably in a way that enables them to earn a living with a job and income, in a way making sure that they become good people. But at the same time, you have almost no time to care about them, along the way, because the system has become so preoccupied with evaluating them. You kind of have so little time to hear them, listen to them, in a real way. You may even lack the strength or energy to do so either. And this can be discussed whether is a strength or weakness in a setting where there are people interacting with other people, where children are interacting with adults”. This quote illustrates a bit of ambivalence in the way she views assessment practices. On the one hand she has talked about it being something good in the way that it gives the teacher an overview of his or her pupils, a way to uncover which pupils need more help and assistance, as well as a way for her to evaluate if her own teaching fits her pupils. This latest quote however reflects more of a negative side to evaluation practices. That it creates an environment in which the teacher no longer has time and energy to really care for their pupils.

ST says that there are less assessments and mapping tests in Steiner schools. She talks about this being both a strength and a weakness at the same time, that teacher autonomy is strong. “This can be a strength if what the teacher contributes with is really good, fantastic, but on the other hand it could be completely rubbish. And the question then becomes, how do you verify which one is the case?”. Not a lot

of the assessment is documented, this is recognizable from the document analysis that showed much of the evaluation is done in the teaching situation, orally, with the pupils. Another reason for the lack of documented evaluations is because the pupils take their self-made book home after each period. She explains that this is part of the reason why the Steiner school association in Norway are working on developing mapping tests, to be able to strengthen teachers' autonomy, but at the same time ensure there is some documentation of the work that is being done apart from the mid term evaluations. She has personal experience with the possible struggles that may occur when there is little documentation. *"I have been in a situation where one of my pupils struggled with coming to school, refused to. The parents claimed that their child had not received the adapted education which it was entitled. I then, was in a pickle because I had no documentation of the work that had been done. After all, the self-made book had been sent home. Those could have been burnt for all I knew. I had some mapping tests, and the result from national tests, but all that had happened in between, well..."*. This is a good example of the possible situations that may arise, and the struggles one may face should there not be enough documentation.

Pupils' motivation

The interviews showed a similar view on the importance of the pupils themselves, they both want to spark curiosity and motivation within their pupils. This, in addition to creating a good classroom environment were viewed as essential for all learning. PT said that "I think that the students must feel safe to be able to learn anything, so if there is a good learning environment in the class, that you have, that it is safe to say the wrong thing, it is safe to say what you think, that is good. That the pupil wants to answer because he or she want to show that there is something they have understood, you know. These are important principles, I think, in general. I do not know if it is like that in all rooms however, but .. Because the students do not learn anything if they are insecure. Feeling safe is very very important". This same view, that insecure pupils cannot learn properly, is reflected in ST's answer where she says that "Learning is linked to the class environment, you know.

Nothing works if the pupils does not have a good relationship with you as a teacher, and if it isn't a good class environment. This is, in a way, I think, the bare minimum for learning. It should be okay to make mistakes, we all do, and we will continue to do so the rest of our lives, and that is totally okay." Their views are the same, the pupil's confidence and wellbeing is totally dependent on the teacher and its ability to create this environment in their classrooms, and that achieving this will consequently lead to enthusiasm and motivation to learn. ST goes on to explain her experience with the effects of creating such an environment. "The teacher's enthusiasm for what's being presented will inspire the pupils. I have experienced this with the introduction of books for example. I had held back for quite some time regarding handing out printed workbooks. Up until around year 4 or 5 the pupils make their own textbooks, they are handed out blank empty books in which they fill out themselves with everything they learn. I had a student teacher with me during this period, and she told me she had never seen such enthusiasm from pupils getting printed textbooks or workbooks before".

5. Discussion

In public schools it appears to be more of the perception that deep learning, pupils' interests, exploration, and experimentation has the purpose of making the pupils useful adults in society rather than in Steiner schools where the focus seems to be on the child's innate capability/ability to do this and to build on it rather than giving/creating this ability within the child.

While both curriculums have competence aims, there is a difference in how much principles or guidelines there is in terms of methods and content. While the Steiner school curriculum has a framework both for themes and methods one should use, public schools seem to have much more methodological freedom, leaving it up to each teacher to choose what they think is best. Looking at this in the perspective of the new curricula generally, with its focus on deep learning, this may be a positive trait – since it gives each school the opportunity for teachers to form collaborative

groups, discuss approaches to learning in each subject as well as with an interdisciplinary view.

The initial impression when reading the overarching part, and the overview, is that both school types of curricula seem to give general guidelines and principles to follow, but still leaving much up to methodological freedom for teachers. When looking at the curriculum for the English subject, some differences appeared. The public-school English curriculum continued in the same way as the overarching part had, by leaving much of the choices up to teachers. The Steiner school English curriculum appears to set more specific requirements for its teachers in terms of topics, methods, and content, at least in the two parts supplementing the competence aims – central content, and central methods. This makes it appear as if the Public-school teachers have a greater freedom when planning, and executing their teaching than that of Steiner school teachers.

Public school curricula put a greater emphasis on mapping tests for revealing pupils who may struggle, the intended use being to ensure all the pupils with the need for extra measure get them. Steiner school curricula revealed a slightly different approach to assessment by focusing on to a greater extent on the continuous evaluation done by the teachers every day in lessons, as well as in professional cooperation amongst themselves.

Views on language learning

The view on language learning in the two school types are more alike than different in the curricula when looking at language learning, but the interviews showed a difference in the practices and perspectives amongst the two teachers.

- **Deep learning:**

The document analysis showed that there were similar views and expectations in regard to deep learning and professional cooperation. Deep learning was described by many of the same characteristics, such as transfer of knowledge, curiosity and

exploration, authenticity in situations and texts, practical activities, working in longer periods with the content, methodological freedom for teachers. Steiner school curricula puts a greater emphasis on the arts and crafts, not only as individual subjects but as a part of all subjects, and as a prerequisite for deep learning. Deep learning is a bigger part of Steiner school curricula as it is what the whole institution is built on, the holistic view on learning where everything is connected. This is reflected in the curricula, the way lessons and timetables are organized, and in the way that teaching is planned in periods and based on developmental stages.

Teaching materials:

The documents showed a difference in the use of teaching materials, especially in terms of digital tools and textbooks. This was consistent with the findings in the interviews, the interviews showed an even bigger difference between the two schools, especially when looking at what their views and practices were on using textbooks and digital tools. Other than this, both the curriculums and the interviews reveal that teachers have a lot of freedom when it comes to the choice of methods and approaches, and the materials and tools.

Assessment:

Assessment is described as something that should encourage and facilitate learning and development. It should also be a tool to help teachers develop their own and the school's practices, and the way they view pedagogical questions and challenges. Professional cooperation turned out to be a relevant part of the term deep learning in both curriculums and interviews. In the curricula professional cooperation was mainly described as a way of ensuring development and evaluation of teacher practices, but the interviews revealed that it was also a tool for developing common understandings of pedagogical questions and terms – like deep learning.

PT described in her interview that in her municipality, there are given a framework for which competence aims they are to work with each semester. This, one could argue, restricts the creativity for teachers in a way when it comes to deep learning and their idea of teachings following or based on the seasons for example, the way Steiner schools do it. If the competence aims were available for free distribution throughout the year for the teachers that may open up more creative discussions in the planning and organization of each school year.

The curriculum for both schools points out the unfortunate effects that assessment can have if done wrong, that it can lead to pupils developing low self-worth. The importance is being placed on continuous evaluations instead of final assessments. Another difference is that Steiner schools do not operate with graded assessment until final exams in 10th grade, whereas public school pupils get grades on their accomplishments from year 8.

Assessment views and practices seem to be very different in the two school types, almost as being in opposite corners – at least based on the interviews. One teacher talks about school being a clinical system where testing takes away from time with pupils. While on the other hand, ST describes a situation where there may be too little documentation to the point where it can cause very difficult situations with pupils and their parents. There seem to be a need for some middle ground when looking at assessment practices. But the issue is complicated. As the example from ST showed, difficult situations may arise because parents are far more aware of the rights that their children have. But this is a result of the development in the school system as a whole. More testing has led to both the need to ensure results, but also serve as a security net when practices are being questioned. This may also be why results of testing, and the measures put in place, is communicated to parents throughout the school year, so that it is visible for the parents what the school does to improve academic achievements of the pupil.

A point to be made is that public schools are getting closer to Steiner pedagogy with the LK20 despite the differing results on national tests done each year (UDIR, 2021). One possible reason for the differing results could be that the tests does not cover the way that Steiner schools work pedagogically. For example, did T2 report in the interview that Steiner schools often work with one text over several weeks, owing to their view on the term deep learning. So, when their pupils are asked to do the national tests, they are tested in a way that is very different to how they normally work with texts. National tests often consist of several texts, with tasks to each of them. This means that the pupils must be able to, or at least used to, changing focus from one text to another fairly quickly. Another aspect to consider is that the progress in each subject is different to that of public schools, which means that they may not have learnt the topics of the national test yet – thus making it seem unfair to many parents, pupils, and teachers in Steiner schools that the tests are obligatory.

Another point to remember is that the obligatory tests in Steiner schools does not include testing in English, only math and Norwegian. In addition to this Steiner schools have repeatedly applied for exemption from national testing. Which could be interpreted as them not having mapping test in English at all. But if they were to use national tests in English for this purpose it would conflict with their progress plan, resulting in pupils being tested in things they have not yet learnt.

The English subject is taught from year 1 and 2 all the way up to year 13 in Norwegian schools, and the idea is that the content of the subject and the language learning within it is developed throughout all these years. Considering this view on language learning, it can seem ambitious to test pupils' skills nationally when they are in the 5th grade. One justification for doing so is that it is important to map their progress in the basic skills to allow teachers, school administrations etc to see if the pupils score adequately for their age. There has been proven a link between scores on national tests and grades as to each pupil's likelihood of not dropping out, and

their success later in life. Another possible effect of doing national test the way they are conducted today is that it becomes a measure of comparison and may consequently put pressure on teachers to make sure their pupils perform well.

The results from document analysis and interviews have shown that transfer, cooperation, cross-curricular or interdisciplinary work, critical thinking, spending more time on each topic, it being authentic and practical are the main characteristics of deep learning. This view is similar in both school types as well as the theoretical views of Fullan et. al.

6. Conclusion:

My research question was:

Which role does the concept of deep learning, teaching materials, and assessment play in the English subject in Public schools and Steiner schools in Norway?

The research done has shown that deep learning is at the core of both school types' curricula. However, perhaps not equally as integrated in teachers' practices as of yet. The views on, and use of, teaching materials and assessment was revealed to be heavily influenced but the teachers' and their school system's view on deep learning and learning in general.

6.1 Implications - Important limitations of this thesis:

When conducting this thesis, a comparison of the two school types was the goal. Seeing the results, it became apparent that in order to make these findings more generalizable it would require more interviews. It would also have been interesting to do observations in order to see how ideas and views on language learning was reflected in practice. Since it is a research area with little previous research done,

there is a well of possibilities for further research to be done. It would for example be interesting to compare curricula for different linguistic subjects such as French, Spanish, or German. It would be relevant to look at the curricula as a whole, meaning from year one to ten to see if the process of more advance level teaching differs more or less than what can be seen in year one to seven. Lastly, a comparison of teacher educations, the curricula, and the practices there, could reveal what teachers are taught about language learning and learning in general.

There is a certain need to explore this field further because there is very little existing research done on comparing public schools to Steiner schools both in terms of pedagogy, organization, and teacher practices.

6.2 Concluding remarks

The analysis of the new curricula for public schools, LK20, and the new Steiner school curricula shows that the two school types are coming closer to each other in terms of perspectives on learning, language learning, and in their principles and ideas, especially concerning the characteristics of deep learning. The distance is still quite noticeable in practice when looking at the interviews, especially in the findings about assessment, teaching materials and professional cooperation. The ideas about deep learning seem to be similar, but how the term influences teacher practices are quite different. This may be because of the differing traditions in Steiner schools and public schools. Steiner schools have long traditions for working with the term, while public schools have just gotten it as a specified part of their curricula. The interpretation of what deep learning means also influences the use and perception of teaching materials, which is one of the areas analysed that showed the biggest differences between the two schools.

The most interesting result from the analysis was the differences in teacher practices. May be as a result of the difference in the views on language learning and learning in general. That to have a holistic and phenomenological approach to

learning influences the ways one thinks about how deep learning can be facilitated. This may be where public schools could draw inspiration and ideas from Steiner schools. The tradition of working cross curricularly and the focus on deep learning has longer traditions in Steiner schools than public school in terms of organization of the timetable, cooperation between teachers, views on learning etc. Seeing as public-school teachers seem to struggle to incorporate these ideas into their practices and wondering how to make their teaching and evaluations cross curricular or "deep", it would be an idea to look at Steiner schools for inspiration or input.

Steiner schools on the other hand have experienced some challenges concerning testing and assessment. And even though public schools may have an excessive amount of testing, Steiner schools could evaluate the different types of tests to see if some of them, or parts of them, could inspire the development of tests for them to use. Doing this really is not up to the individual teachers or schools, but as ST mentioned in her interview, the Steiner school Association is already taking steps to develop mapping tests more suited for their schools.

The two school types present different views on assessment and the use of teaching materials, and more research would be needed to examine the implications the two approaches have on student performance and overall well-being.

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8. Appendix 1

Steiner school curricula for the English subject

Competence aims after year 7

The goal of the training is that the student should be able to:

1. Read different types of text, aloud and silently, and talk about content and form.
2. Develop descriptive and narrative texts, orally and in writing.
3. Find, evaluate, and use sources in English for various tasks.
4. Contribute to conversations about familiar topics.
5. Use high-frequency words and expressions in different contexts.
6. Compare phenomena in English with Norwegian and other languages the student knows.
7. Explore English-language texts, describe and use key words and expressions, language structures and sentence patterns.
8. Recite and convey poems and songs from different parts of the language area.
9. Use idiomatic expressions and conversational patterns for everyday social situations.
10. Investigate and talk about traditions and lifestyles in English-speaking countries and in Norway.

9. Appendix 2

Steiner school curricula for the English subject

Competence aims after year 7

The goal of the training is that the student should be able to:

1. Read different types of text, aloud and silently, and talk about content and form.
2. Develop descriptive and narrative texts, orally and in writing.
3. Find, evaluate, and use sources in English for various tasks.
4. Contribute to conversations about familiar topics.
5. Use high-frequency words and expressions in different contexts.
6. Compare phenomena in English with Norwegian and other languages the student knows.
7. Explore English-language texts, describe and use key words and expressions, language structures and sentence patterns.
8. Recite and convey poems and songs from different parts of the language area.
9. Use idiomatic expressions and conversational patterns for everyday social situations.
10. Investigate and talk about traditions and lifestyles in English-speaking countries and in Norway.

10. **Appendix 3**

Public school curricula for the English subject

Competence aims after year 2

The goal of the training is that the student should be able to:

1. Use digital resources to experience the language via authentic language models and interlocutors.
2. listen to and recognize language sounds and syllables in words.
3. connect language sounds to letters and spelling patterns and pull letter sounds together into words.
4. listen to and explore the English alphabet and pronunciation patterns in play and song activities.
5. discover high-frequency words and phrases in different types of texts.
6. Ask and answer simple questions, follow simple instructions, and use some polite expressions.
7. participate in rehearsed dialogues and spontaneous conversations about their own needs and feelings, daily life, and interests.
8. discover words that are similar or alike between English and other languages the student knows.
9. listen to, read, and talk about content in simple texts, including picture books.
10. read and experiment with writing familiar words, phrases, and simple sentences.
11. acquire words and cultural knowledge through English-language children's literature and children's culture.

11. **Appendix 4**

Public school curricula for the English subject

Competence aims after year 4

The goal of the training is that the student should be able to:

1. explore different dictionaries and how they can be used in language learning.
2. use digital resources to explore the language and to interact with others.
3. explore and use the English alphabet and pronunciation patterns in varied play, song, and language learning activities.
4. listen to and understand words and expressions in tailored texts.
5. use some common small words, polite expressions and simple phrases and sentences to help understanding and to be understood.
6. participate in conversations about one's own and others' needs, feelings, daily life and interests and apply conversation rules.'
7. discover and play with words and expressions that are similar or alike in English and other languages the students know.
8. identify word classes in tailored texts.
9. follow simple rules of spelling and sentence structure.
10. read and understand texts with phonetic words, and familiar and unfamiliar word pictures.
11. read and understand the meaning of familiar and unfamiliar words, phrases and sentences based on the context in self-chosen texts.
12. read and talk about content in different types of texts, including picture books.
13. write simple texts that express thoughts and opinions.

14. converse about some aspects of different lifestyles, traditions, and customs in the English-speaking world and in Norway.
15. acquire words, phrases and cultural knowledge through English-language literature and children's culture.

12. **Appendix 5**

Public school curricula for the English subject

Competence aims after year 7

The goal of the training is that the student should be able to:

1. use simple strategies in language learning, text creation and communication.
2. use digital resources and various dictionaries in language learning, text creation and interaction.
3. explore and use pronunciation patterns, words and expressions in play, song, and role play.
4. listen to and understand words and expressions in adapted and authentic texts.
5. express themselves comprehensibly with a varied vocabulary and polite expressions adapted to the recipient and the situation.
6. initiate, maintain and end conversations about your own interests and current topics.
7. explore and discuss some linguistic similarities between English and other languages the student is familiar with and use this in their own language learning.
8. identify clauses in different types of sentences and use knowledge of inflection of verbs, nouns, and adjectives in work with own oral and written texts.
9. follow rules for spelling, inflection, and sentence structure.
10. read and convey content from various types of texts, including self-selected texts.

11. read and listen to English-language non-fiction texts and English-language children's and young people's literature and write and talk about the content.
12. talk about the reliability of different sources and choose sources for one's own use.
13. write coherent texts, including multimodal texts, that retell, narrate, ask, and express opinions and interests adapted to the recipient.
14. edit own texts based on feedback.
15. reflect on and talk about the role English has in one's own life.
16. explore lifestyles and traditions in different societies in the English-speaking world and in Norway and reflect on identity and cultural affiliation.

Appendix 6

Extract of transcription and sorting of answers

| Category | Quotes |
|----------------|---|
| 1: Methodology | <ol style="list-style-type: none"> <li data-bbox="495 616 1966 842">1. I think that the methodology in Steiner schools is born out of the curricula, and the curricula is in turn born out of our view on humans. Our view on humans, which influences our schools, lies the idea that children go through development, developmental steps. The idea is that this is universal to all people regardless of where you are from, that there are certain things you have to go through in order to, kind of, open up new rooms within yourself. The idea is that the smallest children learn mostly through listening, and through activity and imitation, which is facilitated through the teacher being a role model worth emulating. <li data-bbox="495 890 1966 1155">2. The principle of modelling and imitation is very very strong. Also very strong in kindergartens, where the adults have to do exemplary tasks. The teacher never says that “Now everyone should sit down and everyone should bake”. Instead it's like, the plan is to bake, so the adult starts to bake, the children who want to join in on the baking they join, because it arises as an initiative from within the child itself. Those who want to go play with something do that, those who want to do an activity together an adult, maybe it is to wipe dust that day, they do that. There is very little that is controlled by the adults, they simply arrange for a space and activities wherein the children can flourish. <li data-bbox="495 1203 1966 1394">3. What we do in English lessons is what's called rhythmic English, which is an idea about being physical and using the body. We get together, shove all desks away up against the walls, we sit in a circle on the floor. I have prepared a lesson which includes limericks, songs, stories, poems, and games, and these are the same every lesson, every week of the period. This makes it predictable for the pupils. If I use for example the story about the little red hen, I extract short sentences from it, which I then say out loud accompanied by |

movements that fit them. Then, maybe, I say it in Norwegian. Essentially, I may have shortened the story to approximately ten sentences, that are repeated every week of the period. At the end of the period, we complete the work by, for example doing a kind of role play called “table game”. That’s done by placing figures etc that match the story on tables, and when I retell the story, the pupils act it out by using the figures. Later on, they may be able to draw from it, and even write the story. **It’s a very slow kind of learning, but it goes so deep.**

4. By doing activities like “king commands”, the children get to practice understanding, oral skills, and listening. These types of activities ensure the continued practice and expansion of the children’s understanding and vocabulary within the target language.

Appendix 7

Approval of research from NSD

18.02.2021 17:01

Behandlingen av personopplysninger er vurdert av NSD. Vurderingen er: Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 18.02.2021, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte. DEL PROSJEKTET MED PROSJEKTANSVARLIG Det er obligatorisk for studenter å dele meldeskjemaet med prosjektansvarlig (veileder). Det gjøres ved å trykke på "Del prosjekt" i meldeskjemaet. MELD VESENTLIGE ENDRINGER Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde: nsd.no/personverntjenester/fyll-ut-meldeskjema-for-personopplysninger/melde-endringer-i-meldeskjema TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 30.06.2021 LOVLIG GRUNNLAG Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake. Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a. PERSONVERNPRINSIPPER NSD vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om: lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke behandles til nye, uforenlige formål dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet DE REGISTRERTES RETTIGHETER Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: åpenhet (art. 12), informasjon (art. 13), innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), underretning (art. 19), dataportabilitet (art. 20). NSD vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13. Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned. FØLG DIN INSTITUSJONS RETNINGSLINJER NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art.

5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32). For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og/eller rådføre dere med behandlingsansvarlig institusjon. OPPFØLGING AV PROSJEKTET NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet. Lykke til med prosjektet! Tlf. Personverntjenester: 55 58 21 17 (tast 1)

Appendix 8

Interview guide

Del 1

Rammer for intervjuet

- Informere om innholdet i masteroppgaven og hva den skal handle om, formålet med intervjuet og hva informasjonen skal brukes til.
- Gjøre rede for konfidensialitet, anonymitet, intervjuets varighet, og hvordan og hvor lenge lydopptak blir lagret.

Bakgrunnsinformasjon om deltaker

- Kjønn
- Hva slags skole jobber du i, offentlig skole eller steinerskole?
- Hvor lenge siden er det du ble ferdig utdannet?
- Har du erfaring kun fra den ene typen skole, eller har du jobbet både i Steinerskole og offentlig skole?

Del 2

Hovedfokus:

- Pedagogers perspektiver på endret læreplan i engelsk
- Pedagogers perspektiver på pedagogiske ideer og prinsipper som er sentrale for sin skoletype
- Læreplanens innvirkning på pedagogers praksis

RQ: In what ways do teachers interpret, implement, and apply the curricula to their own practices?

Spørsmål om metodikk:

- Kan du si litt om hva slags metodikk som kjennetegner din undervisning i engelsk?
 - Hva er grunnen til at du har valgt denne tilnærmingen?
- Hva er, etter din mening, de sentrale elementene i engelskundervisning?
- I hvilken grad vil du si at det er samarbeid på din skole mellom faglærere i engelsk når det kommer til pedagogiske valg?
 - I planleggingen og som refleksjoner i etterkant av undervisning
- Kan du si litt om synet på kartlegginger?
 - Hva slags kartlegginger brukes i engelsk?
 - Hvordan, og til hva, brukes resultatene av kartlegginger?
 - Som skole, som pedagog, inn mot elever og foresatte?
- Hva er dine erfaringer med engelskundervisning i elevgrupper med flere morsmål enn norsk?

- Kan du beskrive hvordan et typisk klasserom ser ut, og hvilke tanker som ligger bak utformingen av klasserom?
- Kan du beskrive hvordan en typisk engelsktime ser ut?
- Kan du beskrive hvordan bruken av lærebøker i engelskfaget er, og hvorfor/hvilke tanker som ligger bak?

Løpet i engelskfaget:

- Hvordan vil du beskrive helhetssynet på engelskundervisningen som løp, fra 1.trinn til vg3?

Synet på læring:

- Hva er prinsippene for engelskundervisningen utover kompetansemålene for trinn?
- Kan du beskrive hvilke prinsipper for læring du (dere på skolen) jobber etter?
 - Kan du også beskrive hvilke sentrale ideer for hvordan språklæring skjer du (dere) jobber etter?
- Dersom du har erfaring fra begge typer skole; hvilke likheter og forskjeller vil du si det er i synet på (språk)læring i engelskfaget?
- Hvilke prinsipper vil du si gjelder for tilpasset opplæring i engelskfaget?
- Kan du si litt om hvordan du jobber med å tilpasse opplæringen i faget?

Endret/ny læreplan:

- Hva opplever du er de største/mest sentrale endringene i læreplanen for engelskfaget fra LK06 til LK20?
 - Kan du si litt om hva slags innvirkning den nye læreplanen har på din pedagogiske praksis?
 - Kan du beskrive hvordan arbeidet med implementering av ny læreplan har vært på din skole?
 - Hvor stor rolle spiller læreplanen i ditt daglige arbeid?
 - Hva opplever du som styrker og svakheter ved den nye læreplanen?
 - Hvordan omsettes målene i læreplanen til praksis?
 - Hva vil du si er styrker/svakheter eller fordeler/ulempes med gjeldende vurderingssyn i faget?
- Er det noe du ønsker å tilføye eller noe du lurer på?

Appendix 9

Information and agreement for interview participants

Vil du delta i forskningsprosjektet

*“ESL-learning in Norwegian public schools and Steiner schools,
a comparison of pedagogical ideas and curricula”?*

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke likheter og forskjeller i engelskfaget i offentlig skole sammenlignet med Steinerskolen. I dette skrivet vil du få informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Formålet er å undersøke engelskfagets metodiske og pedagogiske likheter og forskjeller i offentlig skole sammenlignet med Steinerskolen. I tillegg å se dette i et endringsperspektiv, med utgangspunkt i en sammenligning av LK06 og LK20.

Prosjektet er en masteroppgave.

Hvem er ansvarlig for forskningsprosjektet?

Universitetet i Sørøst-Norge, institutt for pedagogikk er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

Utvalget består av to pedagoger i engelskfaget, og rekrutteringen skjer gjennom eget nettverk. En pedagog fra offentlig skole, og en fra Steinerskolen.

2 Hva innebærer det for deg å delta?

Dersom du velger å delta i prosjektet innebærer det at du deltar i et intervju. Dette vil ta omtrentlig 45 minutter. Spørsmålene vil handle om din metodiske valg og erfaringer i engelskundervisningen. Det vil også omhandle prinsipper for læring og språklæring, i tillegg til spørsmål rundt nåværende og forrige læreplaner. Under intervjuet vil det bli gjort lydopptak og notater.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrevet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Det vil være meg selv, Linn-Beathe Solheim (student), og Christian Carlsen (veileder) ved Universitetet i Sørøst-Norge som har tilgang til intervjuenes innhold. Datamaterialet vil kun lagres kryptert på minnebrikke. Bakgrunnsopplysninger vil bli anonymisert, og i stedet for navn vil det stå «pedagog 1» eller «pedagog 2».

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er i juni 2021. Opptak og innhentede opplysninger vil slettes ved prosjektslutt.

Dine rettigheter

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,

- å få slettet personopplysninger om deg, og
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Universitetet i Sørøst-Norge, Institutt for pedagogikk har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:

- Universitetet i Sørøst-Norge, Institutt for pedagogikk ved Linn-Beathe Solheim, enten på e-post linnbsolheim@gmail.com eller på telefon: 95900029. Veileder på oppgaven, Christian Carlsen, kan også kontaktes på e-post christian.carlsen@usn.no, eller på telefon: 31009584.
- Vårt personvernombud: Paal Are Solberg. Kan nås på e-post paal.a.solberg@usn.no, eller på ett av disse telefonnumrene: 35575053/91860041

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:

- NSD – Norsk senter for forskningsdata AS på epost (personverntjenester@nsd.no) eller på telefon: 55 58 21 17.

Med vennlig hilsen

Christian Carlsen

Prosjektansvarlig

(Forsker/veileder)

Samtykkeerklæring på neste side

Linn-Beathe Solheim

Student

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet "ESL-learning in Norwegian public schools and Steiner schools, a comparison of pedagogical ideas and curricula", og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i personlig intervju
- at mine opplysninger kan lagres frem til prosjektslutt

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet

(Signert av prosjektdeltaker, dato)

