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From vision to reality-
A model for developing a visionary democratic Teacher Education

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Abstract

Both teacher education and the school system have in Sweden the last decades undergone several major reforms, based on policymakers’ ideas more than on research about good teaching and learning, designed to support a democratic society.

Teacher training programs still often focuses on academic theories about teaching profession. Only a minor part concerns student teacher meeting with the professional activity and the outcome of democratic values.

This study claims that closing the gap between coursework and clinical work in teacher training programs by creating a common vision will give student teachers the opportunity to achieve valuable goals and create equity for a democratic society.

The purpose of the paper is based on an empiric model in teacher education and argue for a renewed teacher training model for developing a visionary democratic teacher education, which clearly supports students to develop a qualitative high level of expertise and an interest in the teaching profession.

As a result of the research we argue that teacher educations should have a more integrative structure to make visible which knowledge is needed in the schools of the future. We are also arguing for integrative pedagogical content knowledge to develop ideas to capture a subject integrated education perspective on issues related to sustainable development.

The paper focus on items as literacy and knowledge of interculturality in relation to democratic values and a more refined assessment basis for the observation of student teachers' teaching.

There is a strong case for a clearer integration of the university content of the education with an equal and simultaneous content during the practical part. Our conclusion is that there are clear research-based arguments and actions that can lead to a development of Swedish teacher education with a focus to stimulate and support teachers to be a part of creating an equal society.