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Innehåll

Avhandlingar

.....	4
New special educational practices for social skills and play between children: Inclusive reflections and enactments of peer-mediated instruction and intervention in Swedish preschools.....	5
Maria Gladh, Stockholms universitet	5
Att orkestrera naturvetenskapslek i förskolan: Lekresponsiv undervisning för social och kulturell hållbarhet.....	7
Anna Henriksson, Högskolan Kristianstad	7
Lekresponsiv naturvetenskapsundervisning i förskolan.....	8
Kristina Lund, Högskolan Kristianstad.....	8
Documentation of special educational needs. The governance of knowledge, learning and practitioners in the Swedish preschool.....	9
Hanna Vretblom, Umeå Universitet	9
Samskapande rörelser och om(för)handlanden: undervisningens tillblivelser i förskolans praktiker.....	10
Moa Frid, Luleå tekniska universitet.....	10
”Vi pratar ju inte om det”. Barns och pedagogers handlingsutrymme i förskolans sexualpedagogiska diskurser	11
Magdalena Hulth, Stockholms universitet	11
Play-responsive teaching. Navigating semiotic repertoires and digital technologies in early childhood education and care	13
Sofije Shengjergji, Göteborgs universitet	13
Flerstämmiga svängrum i förskola — didaktiska var-frågan i teoriinformerade undervisningsupplägg	15
Max Persson, Malmö Universitet	15
Ann-Christine Vallberg Roth, Malmö Universitet	15
How early childhood inclusion can be achieved: literature reviews which address the perceived challenges of preschool staff.....	16
Johanna Lundkvist, Mälardalens universitet	16
Transforming sacred space to children’s own space: Finnish preschoolers at the meeting point of secular and religious.....	17
Saila Poulter, University of Helsinki,	17
Analys av undervisning i spontant uppkomna situationer i förskolan.....	18
Carina Hjelmér, Umeå Universitet	18

Maria Rönnlund, Umeå Universitet.....	18
Anna Olausson, Umeå Universitet.....	18
Exploratory Space for Whom? Children's Opportunities for Subject-Related Learning in Early Childhood Education and Care.....	19
Maria Rönnlund, Umeå Universitet.....	19
Sofie Areljung Umeå Universitet	19
Anna Günther-Hanssen Stockholm Universitet.....	19
Mia Heikkilä Stockholm Universitet	19
Carina Hjelmér Umeå Universitet,.....	19
Anna Lindqvist Umeå Universitet	19
Annika Manni Umeå Universitet	19
STREAM - didaktik i förskola med litteracitet(er) i fokus – mellan att öppna för det okända och söka efter det kända.....	20
Helena Hansen, Malmö universitet.....	20
Ann-Christine Vallberg Roth, Malmö universitet.....	20
Systematic quality work in preschools: Principals' prioritized improvement measures for increased quality.....	21
Mikael Segolsson, Jönköpings universitet	21
Lene Foss Jönköpings universitet	21
Children's participation positions in various activities within Norwegian Early Childhood Education and Care (ECEC) institutions.....	22
Anne Holla Sivertsen, Tromsø universitet	22
Kathrine Bjørgen, Tromsø universitet.....	22

Avhandlingar

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Piteå kommun

New special educational practices for social skills and play between children: Inclusive reflections and enactments of peer-mediated instruction and intervention in Swedish preschools

Maria Gladh, Stockholms universitet

[Läs avhandlingen här](#)

Abstrakt

Play between children is crucial for their well-being, development, and learning. Peer-mediated instruction and intervention (PMII) is an evidence-based practice (EBP) that aims to increase such play for children with low social skills due to disabilities and other special educational needs, here referred to as “children with SEN”.

Feasibility studies grounded in implementation science can provide insights into the contextual opportunities, obstacles, and outcomes of EBP for children with SEN and their educators. With this objective, the thesis explored PMII through the Play Time/Social Time (PT/ST) programme. PT/ST involves educators guiding and scaffolding children with SEN and their more socially skilled peers to help them play together. Besides play-based learning sessions on social skills, PT/ST contains the Teacher Impression Scale (TIS). TIS can be used for structured observations of children’s play to identify and monitor children’s strengths and difficulties in social play skills and peer interactions.

The two studies of the thesis, resulting in three papers, are situated within the framework of quality inclusion and informed by a bioecological development perspective. The analysis focused on dynamic factors influencing the applications of PT/ST and a Swedish version of the TIS, the TIS-S, in Swedish preschools through an interconnected model for teachers’ reflections and enactments of new practices.

Paper I investigated the psychometric properties and social validity of the TIS-S. Sixteen teachers from 12 preschools participated. Quantitative and qualitative data from teacher observations and a survey indicate that the TIS-S reliably differentiated between children with and without SEN in social play situations. Based on the teachers’ professional reflections, the TIS-S showed potential to provide insights into play interactions between children and to support the adaptation of social learning environments, with minor revisions for clarity and usability.

Papers II and III included four teachers who performed PT/ST in their respective preschools, with four children with SEN and six peers without SEN. These papers explored social skills, engagement, and peer play outcomes for children with SEN and the feasibility of PT/ST, with and without coaching for the teachers, through structured observations, recorded coaching

conversations, teacher logbooks, video recordings, questionnaires, and a group interview. The findings reveal that three out of four children with SEN demonstrated increased engagement and peer interactions following the intervention. Intervention fidelity was higher in coached preschools, though completion rates were affected by staff and child absences. Coaching did not significantly influence the children's social play skills. Engaging, interactive toys, goals and roles facilitated play between children; play barriers included mismatched play materials and limited peer engagement. The teachers perceived that while PT/ST supported social skills and peer play for children with SEN, it also provided them with beneficial methodologies that complemented their inclusive preschool practices when used regularly and responsively. They also perceived challenges in organising the PT/ST sessions and ensuring staff collaboration.

Throughout the studies, the external PMII information connected the teachers' knowledge, values, and practices with the salient outcomes of PT/ST and TIS-S. Their reflections and enactments of PT/ST and TIS-S disclosed dynamic links in inclusive teaching across external, personal, practical, and consequence domains. Organisational conditions that sometimes disrupted the implementation of PT/ST exposed broken links in inclusive enactments.

The thesis concludes that continuous professional development, adequate resources, and clearer inclusion policies and guidelines are critical for introducing and sustaining new special educational practices such as PMII – and, not least, collaboration within and across various levels of the current preschool context.

Att orkestrera naturvetenskapslek i förskolan: Lekresponsiv undervisning för social och kulturell hållbarhet

Anna Henriksson, Högskolan Kristianstad

[Läs avhandling här](#)

Abstrakt

Det övergripande syftet med denna doktorsavhandling är att utveckla kunskap om hur naturvetenskap och lek kan integreras som en ömsesidig aktivitet. Särskilt fokus riktas mot hur förskolepedagoger visar responsivitet för barns initiativ. Även om studier mot yngre barns lärande i naturvetenskap har ökat, finns ett fortsatt behov av att utveckla undervisningsmetoder som har en lekbaserad ansats. Avhandlingen bygger på fyra empiriska studier som vilar på det teoretiska ramverket Play-Responsive Early Childhood Education and Care (PRECEC) (Pramling m.fl., 2019), en teori om undervisning responsiv på lek. Enligt PRECEC skiftar ständigt lekaktiviteter mellan *som om* (fantasi) och *som är* (verklighet). Data består av videoobservationer av naturvetenskapslek, där förskolepedagoger och barn deltar, samt ljudinspelningar från arbetslagsbaserade fokusgruppsamtal med video-stimulated recall. Resultatet visar hur förskolepedagoger genom verbala och icke-verbala handlingar skiftar mellan *som om/som är*, som sätt att samordna perspektiv riktade mot naturvetenskap, socialisering och omsorg i naturvetenskapslek. Både förskolepedagoger och barn bidrar med initiativ som utvecklar och berikar *som om*- och *som är*-dimensionen. Dessutom visar resultaten hur olika faktorer såsom sammanhanget (miljö och artefakter), barns initiativ, förskolepedagogers egen roll, både hindrar och bidrar i orkestrering av naturvetenskapslek. Avhandlingen bidrar med ny kunskap om kopplingen mellan naturvetenskap och lekresponsiv undervisning.

Lekresponsiv naturvetenskapsundervisning i förskolan

Kristina Lund, Högskolan Kristianstad

[Läs avhandlingen här](#)

Abstrakt

Denna doktorsavhandling görs inom forskningsämnet pedagogiskt arbete och bygger på ett två år långt professionsutvecklingsprojekt om lekresponsiv undervisning (LRU) och arbete med naturvetenskap i förskolan utifrån förskollärares perspektiv. Det övergripande syftet för avhandlingen är att bidra med kunskaper om förskollärares erfarenheter från utveckling av lekresponsiv naturvetenskapsundervisning där projicerade bilder och filmer använts som stöd. Som teoretiska utgångspunkter har Play Responsive Early Childhood Education and Care (PRECEC), och Technological, Pedagogical, and Content Knowledge (TPACK) använts. Avhandlingen består av fyra delstudier där förskollärares diskussioner i fokusgrupper med stimulated recall analyserats i delstudie I–III. I delstudie I riktas fokus mot förskollärarnas initiala arbete med lekresponsiv undervisning. I delstudie II och III riktas fokus mot naturvetenskapligt innehåll respektive förskollärarnas motiv för att använda projicerade bilder eller filmer i aktiviteten. Efter avslutat projekt följs några av förskollärarnas reflektioner upp i intervjuer vilket utgör empiri för delstudie IV. Avhandlingen bidrar med kunskaper om betydelsefulla aspekter som framkommer i förskollärares diskussioner och reflektioner om sitt arbete med lekresponsiv naturvetenskapsundervisning. Genom att bygga vidare på förskollärares tidigare erfarenheter och genom kunskaper om lekresponsiv undervisning kan relationen mellan lek och undervisning med naturvetenskapligt innehåll utvecklas. Att arbeta med lekresponsiv naturvetenskapsundervisning med stöd av digitala verktyg kan beskrivas som en trefaldig utmaning för förskollärarna, som omfattar kunskaper om lek, naturvetenskap och digitala verktyg. Utmaningen kan ligga inom ett eller flera områden utifrån om förskolläraren till exempel känner osäkerhet i att delta i barns lek. PRECEC kan bidra till en förskola på vetenskaplig grund genom att stödja utvecklingen av ett professionellt språk med begrepp som kan användas i diskussioner om utvecklingsarbete.

Documentation of special educational needs. The governance of knowledge, learning and practitioners in the Swedish preschool

Hanna Vretblom, Umeå Universitet

[Läs avhandligen här](#)

Abstrakt

Identifying special educational needs (SEN) in preschool often involves various methods of observation, mapping, and planning through documentation. These documentation practices store, communicate and distribute written content through templates and documentation systems. There is variation in such systems and approaches to documentation in different municipalities, and this has significant consequences for the ways in which knowledge is differently produced, used and shared within preschool contexts, and across wider municipality settings.

This thesis aims to gain a deeper understanding of how SEN documentation is perceived and utilised by key actors at different municipal and preschool levels; how it contributes to creating knowledge and values in early childhood education and care (ECEC); and how the (fairly) new digital systems are employed to produce and handle SEN documentation processes and practices in preschools and municipalities.

The empirical data builds on semi-structured interviews with municipal officials and principals, group interviews with preschool work teams and a survey that maps the prevalence of digital systems for SEN documentation in ECEC by Swedish municipalities. The data analyses draw on theoretical concepts of organisational learning, knowledge formation and agency.

The findings from the empirical material reveal diverse perceptions of SEN documentation and its value in various levels of preschool education stakeholders (municipal officials, principals, and work teams). This creates tensions among professionals and across levels regarding what and whose knowledge is to be inscribed and thus meaningful. In addition, digital systems for SEN documentation are becoming increasingly prevalent in preschool practices and this shapes how SEN documentation is visualised and realised, with preschool principals and work teams raising new challenges and identifying tensions and ambiguities in the process. The findings suggest that SEN documentation through analogue and digital systems plays an important role in (re)conceptualising SEN. In addition, the particular governing of documentation practices across different systems affects how SEN knowledge is generated, evaluated and distributed within municipalities and preschools, and hence sets parameters for organisational and professional learning.

Samskapande rörelser och om(för)handlanden: undervisningens tillblivelser i förskolans praktiker

Moa Frid, Luleå tekniska universitet

[Läs avhandlingen här](#)

Abstrakt

Det övergripande syftet med avhandlingen är att, inom ett praktikinära forskningsprojekt, utforska hur undervisning blir till i förskolans praktiker med utgångspunkt i framväxande lokala och situerade utvecklings- och forskningspraktiker. Genom att under närmare tre års tid arbeta i nära samverkan med förskollärare och barnskötare från tre olika förskolor har frågan om undervisning i förskolan kunnat undersökas på en mängd olika sätt, med utgångspunkt i förskolepraktikernas frågor. Med utgångspunkt i etisk-onto-epistemologiska (Barad, 2007; Haraway; 2016; Stengers; 2005) ställningstaganden och kritisk aktionsforskning (Carr & Kemmis, 1986; Kemmis et al., 2014a) har utvecklings- och forskningsprocesser kombinerats, med sikte på att producera kunskaper i och tillsammans med de förskolepraktiker som deltar. Teoretiska och metodologiska utgångspunkter hämtas från posthumanistisk teoribildning, främst via Barad (2003; 2007), Haraway (1988;2003;2008b;2016), Stengers (2005; 2010; 2018) samt Deleuze och Guattari (1980/2015). Tillsammans med en mångfald av aktörer så som förskollärare, barnskötare, barn, dokumentationer, styrdokument, lera och tidigare forskning har undervisningens tillblivelse i flera olika praktiker utforskats genom omtänkanden, kartograferanden, kollborativt samskrivande och berättanden. Det empiriska materials som har producerats och analyserats består av minnesanteckningar, transkriberade ljudinspelningar, skriftliga reflektioner och olika former av kollektivt skapade dokumentationer. I avhandlingen framträder undervisning som en praktik vilken sträcker sig bortom en specifik händelse och omfattar både det förberedande planeringsarbetet, de efterföljande reflektionerna och den fortsatta processen. Rörelser, i olika riktningar och hastigheter, skapar gränser kring undervisningen, gränser som visar på föreställningar och traditioner om vad undervisning i förskolan ska vara. Dessa gränser utmanas när pedagogerna med sina frågor och handlingar provar att tänka och göra på andra sätt. På detta sätt om(för)handlas undervisningen när utforskandet blir en plats där olika praktiker möts. I avhandlingen framträder en mängd berättelser om, med och för undervisning i förskolans praktiker som tillsammans visar på vikten av att behålla komplexiteten i frågor som rör såväl syfte med som innehåll i förskolans utbildning och undervisning, för att inte begränsa barns möjligheter att lära sig, utvecklas och bli till. Vidare argumenteras för vikten av att förskollärare och barnskötare, vilka utifrån sina situerade kunskaper kan ses som förskolepraktikens kännare, fortsätter att vara med och förhandla undervisningens tillblivelser både i förskolans praktiker och i forskning.

”Vi pratar ju inte om det”. Barns och pedagogers handlingsutrymme i förskolans sexualpedagogiska diskurser

Magdalena Hulth, Stockholms universitet

[Läs avhandlingen här](#)

Abstrakt

This thesis investigates preschool as a site for sexual pedagogy. It aims to generate knowledge about sexual pedagogical discourses in Swedish preschools and how these discourses, along with the agency of children and preschool practitioners, are constituted and reconstituted over time.

The thesis is theoretically grounded in a discourse analytical approach, drawing inspiration from Norman Fairclough's (1992/2008) critical discourse analysis and Judith Butler's (1993/2021) theory of performativity. Based on an ethical standpoint that children can be understood as sexual subjects and that agency is always relational and dependent on interconnections, tension emerges between the support that enables agency and the restrictions that limit it.

Methodologically, the study combines two empirical materials: sexuality education texts for educators published between 1969 and 2021, and focus group discussions with preschool practitioners. The texts are analysed using critical discourse analysis (Fairclough 1992/2008) to reveal how perceptions of children's sexual play have changed over time. The focus group discussions are analysed using both critical discourse analysis and an age-critical and didactic analysis. These analyses provide insight into how practitioners negotiate their professional role within sexuality education discourses and how norms surrounding children and sexuality shape the conditions for both children's and practitioners' agency.

The results demonstrate that sexuality education discourses in preschool have changed over time; from an encouragement of children's sexuality and sexual play to increasing restrictions. Based on the focus group discussions, two different perspectives on the child as a subject of rights emerge. With the practitioners' support through the curriculum, the child is constituted as a sexual subject in two ways: with the right to sexuality as identity and the right to protection from sexuality as action. Since both practitioners' and children's agency is constituted in a reciprocal and relational process, the practitioner is also constituted in two distinct ways. Firstly, as part of a professional “we” alongside the curriculum and management, where the practitioner acts as the child's advocate vis-à-vis parents whose views on children's right to sexuality as identity differ from those of the preschool. Secondly, as a rule-follower in relation to sexuality as action, where the practitioner emerges as a monitor of children.

The thesis argues that sexuality education should be informed by professional considerations rooted in scientific knowledge and proven experience. Without education and discussion on children and sexuality, preschools risk becoming platforms for political agendas and unreflected norms. Education and reflection would strengthen practitioners' professional agency and enhance children's recognition as sexual subjects in diverse ways. The thesis advocates for a professional discourse on sexuality, sexuality education, and preschool-aged children, both within teacher education and in preschools. These discussions should integrate multiple perspectives, ensuring that children's right to protection from sexual abuse and their right to sexual subjectivity are both addressed.

Play-responsive teaching. Navigating semiotic repertoires and digital technologies in early childhood education and care

Sofije Shengjergji, Göteborgs universitet

[Läs avhandlingen här](#)

Abstrakt

This thesis focuses on teaching in ECEC and how it can be responsive to bi-/multilingual children's semiotic repertoires and support their participation in activities involving digital technologies. It is grounded in PRECEC theory and draws on the literature and principles of design-based research. The empirical data comprises video recordings of digital storytelling activities in which teachers and children use tablets and a story-making application to co-construct stories. The video recordings are analyzed using Interaction Analysis. Additional data, such as interviews with teachers and principals, field notes, photographs of the preschool environments, and screen recordings are generated to provide detailed descriptions of the context and participants. The findings demonstrate that teachers' responsivity to bi-/multilingual children's semiotic repertoires involved translanguaging practices that acknowledged and included not only multiple languages but also diverse semiotic means of communication. These practices fostered children's participation in digital storytelling activities and challenged deficit-oriented perspectives. Furthermore, teachers supported children's participation in digital storytelling activities by being responsive to and mediating their expressions of agency through various strategies. These included (a) asking opinion-seeking questions, (b) being responsive to children's alterity, (c) meta-communicating their previous suggestions and reminding them of the storyline they created, (d) accepting diverse interpretations of their drawings, (e) inviting children to test their initiatives, (f) assisting them with the application's tools, and (g) using questions to stimulate their "what if" thinking. Additionally, teachers' dynamic use of scaffolding and triggering questions emerged as a key teaching practice supporting children's participation in digital storytelling activities. This thesis offers practical implications for ECEC teachers' work regarding multilingualism and the use of digital technologies. It makes empirical and conceptual contributions to the advancement of PRECEC theory and contributes new, empirically grounded insights into theoretical concepts such as responsivity, translanguaging, children's agency, participation, and social and cultural sustainability.

Artiklar

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Piteå kommun

Flerstämmiga svängrum i förskola — didaktiska var-frågan i teoriinformerade undervisningsupplägg

Max Persson, Malmö Universitet

Ann-Christine Vallberg Roth, Malmö Universitet

[Läs artikeln här](#)

Abstrakt

The purpose of this article is to build knowledge of what can characterize the “didaktik-where” question in theory-informed preschool teaching arrangements trialed in an ULF-network. The material from the teaching arrangements includes a total of approximately 320 documents containing approximately 64,400 words concerning co-planning and co-evaluation and approximately 10 hours of video of the teaching in 19 departments/preschools. Abductive analysis has been performed. The results unfold in multivocal pivoting spaces that include: 1) shifts between as-if places and as-is places; 2) spaces and places of attention; 3) movement between real, digital, imaginary, historical, and mobile places –i.e., STREAM places where children and preschool teachers come into being in rooms and places including both the material and the more-than-human; and 4) the pivoting spaces of the interludes where the children are involved in trying out and reflecting on location alternatives. Interludes take place between main activities with a focus on transitions. Pivoting spaces allow room to take turns and for various alternative choices. Multivocal pivoting spaces are tried out in the pursuit of democracy in a wiser world.

How early childhood inclusion can be achieved: literature reviews which address the perceived challenges of preschool staff

Johanna Lundkvist, Mälardalens universitet

[Läs artikeln här](#)

Abstrakt

The aim is to investigate what challenges preschool staff may face when they put preschool inclusion into practice and to locate, present and synthesise recommended evidence-based ways of overcoming these challenges. Eight focus group interviews with preschool staff members from the same number of preschool units were conducted to identify the challenges. In addition, scoping reviews were carried out. The focus group interviews revealed ten challenges. Three examples are to support children's communication, to monitor and evaluate preschool inclusion and to decrease the need and implementation of segregated support and therapy. The reviews come up with possible ways to overcome these challenges. At a time when inclusion is a right, an international statement and a worldwide Goal, the results form the basis for interesting discussions, and professional development, which may enable the creation of preschools that are inclusive from the very beginning and encourage important improvement efforts in practice.

Transforming sacred space to children's own space: Finnish preschoolers at the meeting point of secular and religious

Saila Poulter, University of Helsinki,

[Läs artikeln här](#)

Abstrakt

This study investigates young children's embodied, emplaced, and experienced learning in the context of sacred spaces. In the study, a group of 5–7-year-old Finnish preschoolers participated in four site visits to churches and mosques. Different conceptualizations of space are elaborated together with pedagogical ideas about the pedagogy of sacred spaces. The research material of the focused ethnography consists of onsite observations, interviews and stories created by children. Theory-inspired thematic analysis was chosen for data analysis. The findings illustrate that children's interests, emotions, memories, and senses play pivotal roles in making sense of space. Depending on the prior knowledge of religion, children also elaborate on the conceptual and symbolic level of sacred space. Importantly, children create constantly new meanings of space through social interaction and practices using imagination, play, humor, and stories, thus making sacred spaces "children's spaces"

Analys av undervisning i spontant uppkomna situationer i förskolan

Carina Hjelmér, Umeå Universitet

Maria Rönnlund, Umeå Universitet

Anna Olausson, Umeå Universitet

[Läs artikeln här](#)

Abstrakt

This article explores preschool teachers' experiences of conducting analysis of their own and each other spontaneously arising teaching situations. Grounded in an ecological perspective on teachers' agency, the study addresses two central questions: (1) What prerequisites appear to be essential for enabling preschool teachers to conduct analysis of teaching in spontaneous situations? (2) What insights do preschool teachers gain through such analyses, and how do these contribute to developing their teaching? The study draws on a one-year Swedish research and development project involving three researchers and 50 preschool teachers. Data were collected through notes documented by both researchers and preschool teachers. Key prerequisites identified include access to continuing professional development, opportunities for collaborative reflection work, and dedicated time for analysis. The use of an analysis tool aligned with teachers' perceptions of core preschool values and practices also proved beneficial. Through their analysis, teachers gained awareness of their own interactions with the children and the children's interests. However, connecting spontaneous situations to specific curriculum goals emerged as more of a challenging aspect of the process.

Exploratory Space for Whom? Children's Opportunities for Subject-Related Learning in Early Childhood Education and Care

Maria Rönnlund, Umeå Universitet

Sofie Areljung Umeå Universitet

Anna Günther-Hanssen Stockholm Universitet

Mia Heikkilä Stockholm Universitet

Carina Hjelmér Umeå Universitet,

Anna Lindqvist Umeå Universitet

Annika Manni Umeå Universitet

[Läs artikeln här](#)

Abstrakt

This article we explore how children's opportunities for subject-related learning in Nordic early childhood education and care (ECEC) depend on intra-actions between the physical environment, gender norms, and the relevant learning content. We apply a socio-material perspective and draw on three Swedish ECEC studies, in which the learning content was related to physics, dance, and environmental sustainability, respectively. The analyses illustrate how socio-material intra-actions encouraged or impeded certain bodily encounters, thereby encouraging or impeding certain kinds of subject-related learning.

STREAM - didaktik i förskola med litteracitet(er) i fokus – mellan att öppna för det okända och söka efter det kända

Helena Hansen, Malmö universitet

Ann-Christine Vallberg Roth, Malmö universitet

[Läs artikeln här](#)

Abstrakt

The study in this paper aims to contribute knowledge about what characterizes STREAM didaktik in preschool based on a theory-informed teaching arrangement in an ULF network. The study is guided by the question: What can characterize STREAM didaktik in preschool with a focus on literac/y/(ies) in what and who/which questions? Theoretically, the study is connected to three main concepts: STREAM, didaktik and literacy. The material consists of 85 documents, totalling 14, 200 words and 2.5 hours of film focusing on planning and conducting teaching in preschool. The knowledge contribution is: 1) STREAM didaktik with literacy(s) in focus appears as a relation between general didaktik and subject didaktik in preschool, 2) STREAM didaktik with literacy(s) in focus can also be seen as a bridge between opening to the unknown and searching for the known in a movement between planned and spontaneous teaching in preschool, and 3) STREAM didaktik with focus on literacy(s) in what and who/which questions can be tried in terms of STREAM actors.

Systematic quality work in preschools: Principals' prioritized improvement measures for increased quality

Mikael Segolsson, Jönköpings universitet

Lene Foss, Jönköpings universitet

Abstrakt

Systematic quality work (SQW) has become a large part of principals' work in preschools. This study investigates principals' priorities in SQW in preschools and identifies measures they implement to reach quality and improvement goals. The collected research data consists of 63 action research reports written by the principals as part of an education training program. The researchers investigated these reports through document analysis and thematic content analysis, which generated five themes. The results demonstrate that the majority of the improvement measures prioritized by the principals are implemented according to a top-down principle and that the improvements are primarily about creating the conditions for SQW at a structural level. Furthermore, the results show that the principals develop templates for joint documentation with the aim of supporting the preschool teachers in their work, but also for everyone to document in the same manner. The most interesting result is that few of the principals' prioritized improvement measures pertained to the national goals in terms of children's development and learning, suggesting a discrepancy between expected and officially pronounced national goals for improvement measures in preschools and principals' prioritized actions for enhancements.

Children's participation positions in various activities within Norwegian Early Childhood Education and Care (ECEC) institutions

Anne Holla Sivertsen, Tromsø universitet

Kathrine Bjørgen, Tromsø universitet

[Läs artikeln här](#)

Abstrakt

This study focuses on children's own perceptions of participation in Norwegian Early Childhood Education and Care (ECEC) settings. Research on children's perceptions of participation in different ECEC activities has been limited. Semi-structured conversations were conducted with a small group of 16 five-year-old children from two ECEC institutions. Utilizing Lundy's model (2007) of participation positions, we analysed the children's perspectives. The findings indicate that children perceive themselves as occupying different positions of participation, including both 'passive' and 'active' roles across various activities. Notably, the study reveals greater opportunities for children's participation in outdoor activities and hiking, encompassing positions such as 'space, voice, audience, and influence', compared to circle time and indoor activities. Understanding children's roles in influencing decisions across different environments and participation processes is crucial for staff members to consider and discuss. The findings reveal that the children's lifeworld's perceptions of participation are more individually than democratic oriented.