

English summaries

Eva Sæther, Åsa Bergman and Monica Lindgren: El Sistema – music teachers in a tension-filled model for a socially inclusive pedagogy [El Sistema – musikk-lärare i en spänningsfylld modell för socialt inkluderande pedagogik]

In 2010, a Swedish Education Act was passed together with a revision of the Pre-School Curriculum LpFö. These changes were made in order to improve the pedagogical quality of the Swedish pre-school sector, by increasing the focus on children's learning and modifying the responsibility structure of the preschool staff: the head-teacher, the preschool- teachers and the pre-school teachers in their team-work with child-care workers. For the preschool teachers, the revisions meant a discursive change from a formulated anticipation of collective team responsibility to an explicitly expressed, clarified and professionally grounded responsibility for teaching and educational activities. The study presented in this article concerns descriptions of preschool teachers' responsibilities over time as suggested in Swedish national policy documents from the early 1900s to the 2010 revision of the Education Act and the Preschool Curriculum. It is based on an analysis Government Bills, National Guidelines, reports and other texts related to the field of Early Childhood Studies. Fairclough's critical discourse analysis has been used as a framework, particularly for the analysis of the concepts of intertextuality, inter-discursivity, hegemony and ideology. Taken together, these concepts have contributed to the uncovering of reproductions and to transforming hegemonic relations and ambivalence related to the discourse that involves the responsibilities of the preschool teacher.

The article illustrates how the discursive changes that emerged during the analysis can be related to four different periods. The process of change with regard to the responsibilities of the preschool teacher can be described in terms of a shift from an individually imposed form of undertaking to a state-imposed and partly legitimized set of assignments. Self-imposed responsibility is associated with the early part of the 20th century, up until the 1930s, when the profession began to assert itself. During the second period (1930-1960) the voice of the profession weakened as a consequence of influences from the government and other actors in the creation of a discourse.

As an illustration of the shift in national documents, the preschool teacher had initially been described as an autonomous professional and the government had begun to place expectations on municipalities to employ pre-school teachers, as their professional knowledge was recognized as a precondition for improving quality within the Child Care sector. At the end of the period, however, an alteration was made to the discourse. In the 1970s, the preschool teachers' responsibility was reduced to being described as a member of a democratic work-team, in which preschool teachers and child-care workers were expected jointly to take responsibility for teaching and other educational activities. This alteration can also be viewed as a discursive change from hierarchical leadership organization to a flat work-team structure, within which the team members were expected to serve as democratic role models for the children. Furthermore, there was also a discursive weakening in the descriptions of the preschool teacher's professional knowledge. It was now presented as more or less on a par with the extensive, practical experience of child-care workers.

During the late 1990s, this discourse was affected by renewed proposals to increase and clarify the role of preschool teachers. This attempt, however, did not impact on the discourse of the 1998 Curriculum for Preschools and the flat work-team structure and responsibility continued to dominate guiding documents until 2010, when things changed once more. On the one hand, the responsibilities of preschool teachers were formalized and inscribed into the Education Act. On the other hand, the collective team responsibility of the 1998 Curriculum was divided into two parts, recognizing the special responsibilities for preschool teachers that were separate from those of the work team.

Together, these two changes meant a discursive move from a flat organizational (work-team) structure back to a more hierarchical one. However, it must also be highlighted that the preschool teacher is still described part of a team, which means that s/he has joint responsibilities. The discursive change both clarified and expanded the preschool teacher's mission and commitments, which meant that several aims concerning children's development and learning were shifted from the team to the preschool teacher.

In the revised curriculum of 2010, a comparison between the pre-school teacher's work and that of the work team shows that the discourse differs both with regard to the way concepts are used and the content that is included. When related to the former, it is noticeable that the content and concepts adhered to indicate more or less implicit expectations on the pre-school teacher as the one who interprets, concretizes and manages the educational activities, which are then implemented together with the other members of the work team. Using Bernstein's concepts of vertical and horizontal discourse

as a starting-point, a preschool teacher's responsibility can be described as a vertical knowledge discourse, while the work team's responsibility functions horizontally.

Finally, it is argued that the discursive alterations made in 2010 can be difficult to implement since the preschool teachers have responsibilities imposed on them on the basis of their professional knowledge, without explicitly being given the formal authority to exercise that responsibility. Consequently, the discursive change from a flat organizational work-team structure to a more hierarchical and management structured in accordance with the formulation of curriculum-goals is not made explicit in either the Curriculum or the Education Act.

Linnéa Holmberg: Learning through democratic wishes – Pastoral care in Leisure-time Centers [Lärande genom demokratiska önskemål – pastoral omsorg i fritidshem]

Giving voice to children is a regular feature found in much contemporary research about education, and has become a key element in organization of education today. This article explores a specific strategy by which children are given the opportunity for democratic participation referred to as Leisure-time Center council. In these councils, children are expected to exercise influence in relation to the educational activities they are part of.

The councils comprise an institutional hybridization, including both democratic influence (verbally and spontaneously), and education (learning and understanding a democratic meeting tradition). Through an analytical problematization of the empirical material, consisting of 9 recorded councils, the article address the issue of how institutional expectations are handled in these situations and furthermore how the content needs to be delivered in order to meet and satisfy these expectations.

Theoretical and methodological starting points are drawn from a discourse analytical perspective on governance through pastoral power and by which analytical interest is directed towards how governmental ambitions related to fosterage are expressed, managed and balanced in relation to the pupils influence in the linguistic activity going on in the councils. In light of this, the study argues that inscribed in the education assignment is a moral responsibility to revise individuals' beliefs and emotions, i.e., a change and the refinement of peoples 'soul'. Teachers are expected to teach skills and knowledge but also use 'gentle' psychological and therapeutic approaches to induce individuals to perform and to realize predefined normative goals. Thus, pastoral power comes with a sophisticated concatenation of relationship, support and control

designed to help the individual to a better life. Pastoral governance may therefore be described to operate through care: "Pastoral power is a power of care".

A fundamental ideological dilemma revolving around democracy-authority is visible in the Leisure-time Center councils since the situations implies democratic premises giving children the opportunity to practice democratic influence over the educational activities while the teacher has a professional responsibility. This responsibility involves an assurance about ensuring that the situation is organized in accordance with the role and assignments of the Leisure-time Centers, as well as an assurance indicating that its contents relate to specific educational objectives. An approach of balancing professional management and children's empowerment in this specific educational setting goes through continuous oscillation between planning and spontaneity. In this, the limits of influence are negotiated. It does not seem rhetorically possible to plan educational activities without children's voices. At the same time, it is not appropriate allowing the children to define the forms and contents of influence themselves. This leads to a situation where children both are expected to exercise democratic empowerment, but also accept being the subject of pedagogical impact and pastoral control. To bridge this dilemma the influence is often enabled and staged by the possibility to make wishes, since these accommodate both a spontaneous element and a planning component.

Pupils influence works as a steering strategy in order to design citizens and by this, democracy becomes a method for producing a specific citizen subject. Through linguistic activity and content production, children's voices are recruited with the purpose of making democracy. In a pastoral perspective we can consider the councils as a way to carefully activate children in a certain direction with predefined objectives. In this manner children are incorporated in a discourse where an ideal form of citizenship where qualities like individual autonomy, participation, ability to choose, ability to take initiatives, flexibility and learnability are highly valued, but where passivity and dependence should be avoided.

Maria Pajkin: Socioeconomic background and its significance for boys and girls literacy skills and grade [Socioekonomisk bakgrund och dess betydelse för pojkar och flickors läsförmåga och betyg]

This article describes a study of relations between SES (Socio Economic Standard) on one hand, and reading ability and school results on the other, in a sample of 214 fifteen-year old pupils. Reading ability, as measured by national surveys as Program for International Student Assessment (PISA), has

been decreasing among Swedish pupils for many years. Differences between girls' and boys' reading skills have increased, in favor of the girls'. To explain these differences, several factors are considered, some of them relate to school context, others to societal settings. Girls' commitment to reading seems to be higher than boys', which make them more skilled readers. Boys on the other hand, seem to have other interests and spend less time reading, thus not developing reading skills. Ability to read is an important factor in academic achievement and probably relevant when boys' under achievement in school is discussed. Boys' approaches to school-context is a complex matter and difficult to explain only by factors in school settings. A wider approach is more profitable. How the societal context creates different gender roles for boys and girls offer possibilities to understand boys' and girls' different attitudes concerning academic achievement in school.

Parents own experiences and estimation of education have great impact on children's attitudes towards academic achievement. Children from homes where education is a highly estimated path into society are more inclined to make efforts in school. Children from home where education is less familiar enter school less acquainted with its stipulations. Reading skills are more than decoding letters into words and words into sentences. The definition of Literacy consists also of an ability to interpret the information in texts, maps, and figures to achieve understanding according to your own objectives. Reading literacy includes decoding ability, vocabulary knowledge, grammatical awareness and understanding of different features in texts of various genres. Reading literacy has shown to predict socioeconomic standard and ability to take part in societal activities later in life. Development of reading skills is dependent of many factors, individual and environmental. In contrast to speaking which develops in a social context with others reading needs teaching. Teaching where the pupils' interests are valued and where different strategies are taught, is successful according to research.

Stimulation at home and social interaction with adults are essential for developing reading skills. Reading and discussing literature with children, develop their linguistic skills and prepare them acquire functional literacy. Children with educated parents are more likely to get linguistic and social stimulation at home. Furthermore, these parents tend to engage in their children's education and have an awareness of the importance of this engagement. Gender differences in reading skills are a complex issue. Boys prefer to read digital texts, they tend to read less and they have less interest in visiting libraries. Girls read books for pleasure, they visit libraries and they read more than boys did. Generally, girls develop better reading skills due to more time-spent reading.

Boys on the other hand read less, which can explain the lack of interest of reading for pleasure. Reading skills develops after many hours of reading and poor readers do not find reading rewarding and therefore readless.

A questionnaire was distributed to the sample of 214 fifteen-year old pupils in four schools in two communities. The questions of Likert type were focused on three main themes, reading-activities, attitudes towards reading and socio economic standard. The pupil's reading ability was measured by the national tests made by all Swedish pupils in spring the ninth year in compulsory school. Their grades in all subjects were summarized to a measure of school result. A factor analysis was carried out on the items of the questionnaire. The analysis identified three factors, Pleasure in reading, Reading skills and Cultural Capital. These factors, together with gender, were used in a multiple regression analysis as independent variables. Dependent variables were scores in reading test and school result.

The descriptive analysis indicated that girls' attitudes towards reading activities are more positive than boys'. Nonetheless, they are less confident in their reading-skills although boys' scores in reading test are lower. Gender together with Pleasure in reading, Reading skills and Cultural Capital explain 24 percent of scores at reading-test and grades. When regression analysis was carried out for boys and girls separated, Cultural capital, explained girls' scores at reading test and school result. The relation between boys' Cultural capital and their school result and scores in reading test was not significant. Resources in economic terms had no significant relation to other variables.

Children with parents who appreciate discussions about literature and films, health and exercising are valuable, are better equipped for academic achievement than other children. Daily magazines, books and art at home are related to high scores at reading tests and school results where economic resources are not. Economic standard indicates less relevance than cultural communication, when it comes to success in school. To understand why girls are better readers than boys and why they have better grades, the concept of habitus can be used. It encompasses the expectations and values in terms of gender that are integrated in the personality of the individual. Possibly, girls are inclined to seek approval by teachers during lessons, while boys are seeking estimation among their peers during recess. Boys and girls have different approaches in school due to their habitus. This entails that girls with inferior cultural capital are more likely to fail than boys in equal situation because their grades and scores are not as dependent in their cultural capital.

Tarja Alatalo: Preschool teachers and primary school teachers' beliefs about teaching and learning in preschool [Förskollärares och grundskollärares uppfattningar om undervisning och lärande i förskoleklass]

The mission of the preschool class is, with the help of a new pedagogical approach, to combine the traditions of learning at preschool with those at the school level to make for a gentle transition between the two. The Swedish School Inspectorate reports that there are preschool classes in which the children are highly prepared for the formal instruction of school and that in other institutions; it is “free play”, i.e. play initiated by the children that predominates. Today, seventeen years after the introduction of preschool class as a type of school, there is yet again discussion about the preschool class being compulsory or becoming the first year of primary school. In an investigation carried out by the Government, there came a proposal to make preschool class mandatory for all six-year-olds and to provide this type of school with a more distinct preparatory role. The government report indicates that about 52 percent of the educators in preschool class are preschool teachers and 21 percent primary school teachers. According to the report, preschool teachers and primary school teachers will continue to teach in the compulsory institution and the purpose, mission and content of the preschool class will remain unchanged. It is in this context that the present study is placed and contributes to the accumulated knowledge of the preschool class.

In the present study the teachers' identity is understood as being social and situated (Lave & Wenger, 1991). From that perspective, preschool class educators can be considered to be trained in different traditions, i.e. preschool teachers in a caring tradition and primary school teachers in a knowledge tradition. The purpose of the study was to examine how these two categories are expressed in existing beliefs about teaching and learning, and how the teachers relate to the issue of preschool as a mandatory school type. It also seems important to highlight the impact of the meeting between the two traditions. Eight active preschool class educators from six different school units in a medium-sized, central-Sweden municipality were interviewed at the turn of 2013-2014. Two informants were primary school teachers (from hereon, teachers), and six were preschool teachers (from hereon, preschool teachers).

A content analysis of the material was carried out by sentence concentration. All informants highlighted play as being one of the constitutive elements of preschool class education. The preschool teachers emphasized the difference between learning in preschool class and school, and consistently used the word play to describe both the child-initiated free play and the educational foundation that preschool class works from. The teachers spoke a great deal about playing to learn. The informants' statements showed that they

conducted activities based on the tradition of and approach to teaching and learning that they had received in their teacher education. Despite there being many similar views on educational issues, signs emerged that the teachers work explicitly with the knowledge requirements detailed in the school curricula in mind. Preschool teachers, on the other hand, expressed a clear care-focused understanding of the “child as nature”: this means that “everything is in the child” and that everything must be given the freedom to be expressed, processed and developed. Unlike the preschool teachers, the teachers expressed a need to work towards achieving the goals in the school’s curriculum. The teachers meant that the preschool class already forms a part of school. The preschool teachers considered learning in preschool class to be preparatory, while the teachers did not express such opinions. It seemed that the teachers, with their professional identity background, found it natural to consider the students’ learning as real learning. An image that appeared was that the preschool teachers increasingly focused on knowledge about the school and the teachers focused on knowledge for the school.

From the results, you can understand that with the play as the basis and through collaboration between teachers from the two teaching training programs, as well as through meaning making in the cultural community, there can be opportunities for more targeted activities in the preschool class. Communication and situated learning provide opportunity for both professional traditions to learn from each other through meetings where attitudes can come together and be challenged. In such meetings, preschool teachers may appropriate the common assumptions of school tradition regarding goal-oriented education, where knowledge requirements dominate. For teachers the approach of the preschool tradition to playing and learning may become a communicative value and help them to appropriate the educational objective of the preschool class to create a smooth transition for the children to formal school learning and disparate activities. The revised curriculum specifies what content teaching in preschool class should have. The teachers’ subject-specific knowledge may come to be important for the preschool class as an arena for teaching and learning. Also, the requested progression between the school types in conjunction with transitions can win in terms of the interaction between the teacher categories, something that was also discussed. Because learning is described and approached somewhat differently in teacher training for preschool and school, the results raise questions concerning the importance and opportunities for teacher training programs to bring about early meetings and collaboration between the traditional cultures of preschool and school and communities of practices. Collaboration between the two educational traditions provides opportunities to strengthen the potential of the preschool

class to develop into a clearer school preparatory educational institution, not least with regard to the equivalence of education.

Lena Wilhelmson and Marianne Döös: Experiences of shared leadership in the local school: Principals' and teacher team leaders' voices [Erfarenheter av delat ledarskap i den lokala skolan: Rektors och arbetslagsledares röster]

Leadership is increasingly being described in research literature as a collective function. Included in this trend is research on leadership shared between managers, including in schools. Earlier research has described the organisation of school management into a communal function as a solution to what is often a difficult and multidimensional undertaking for principals operating in pressured work situations with a substantial workload. The role of the 'superprincipal', an individual who carries the entire burden of running and improving a school, can be seen as part of a traditional, hierarchical organisational model that masks pioneering, collective working methods such as those involving principals. Given the difficulties inherent in the duties of a principal in schools, it now seems unfortunate that the current Education Act is limiting opportunities for principals to operate with shared responsibility.

This article aims to add to our knowledge about leadership shared between managers and, more specifically, to highlight and discuss the issue of leadership shared between principals. We show how principals have organised the leadership function as a close partnership between two or more people, i.e. leadership shared between managers. The theoretical premises here are learning theory and theory about collective forms of leadership. Competence is seen both as an individual attribute and also as something carried between people in what is known as competence-bearing relations. These relationships are the basis of collective forms of leadership, and are founded on three qualities: trust, a lack of pretention, and common values in terms of what to achieve with the school operations and how to treat people.

The empirical basis of the study is in the form of qualitative data from principals, vice-principals and teacher team leaders at five schools with shared leadership. This means the experience of shared leadership is voiced by both principals and teacher team leaders. A variety of schools were selected to ensure that the study incorporated both municipal and independent schools, and both schools consisting of one school unit and of several school units. The data was collected during 2014/2015.

All principals of the five schools included in the study have invited others to share leadership in order to together manage a complex operation and to hold the school together as one. The results show the value to the principal of not feeling alone with their duties; problems become manageable, engendering a healthy sense of security. This is in keeping with the findings of previous studies about leadership shared between managers, including principals. The teacher team leaders included in the study also see the value of their principals not having sole responsibility for the school. By establishing competence-bearing relations between each other, principals are able to both manage conflicting targets and bring clarity to their organisations. Work tasks are split while responsibility for the school as a whole is shared, whether or not it is divided into several school units. However, the shared responsibility is not always apparent to teacher team leaders in schools divided into several school units. Here, there were also difficulties with some work being duplicated and a lack of clarity around the school as a whole.

One theoretical contribution to our knowledge about leadership shared between managers is the broadening of the concept of invited leadership to also refer to horizontal invitations, i.e. invitations across organisational boundaries between principals in different school units within the same school. In these cases, as when the invitation is a vertical one between a principal and one or more vice-principals, the intensified level of interaction creates opportunities to develop competence-bearing relations.

With this study in mind, and in view of the acknowledged difficulty of the general work situation principals are faced with, we consider it a matter of concern that the current Education Act has limited the scope for shared leadership for this particular group of managers by stipulating that a school unit may only have one principal. Based on our research, we propose that responsible authorities be allowed to operate in such a way that principals are again able to lead schools on a formally equal footing. Two principals with the same formal status could then have joint overall responsibility but still split their work tasks according to their competence and interests. Continued research is thus needed to test how in legal terms the current Education Act might be changed. We call for an open, critical analysis of the dominant notions of organisation and leadership, and recommend that, based on the local circumstances, schools are also given the option to choose different leadership models – either singular or joint.

Peter Johnsson: Competence and prerequisites for practice-based innovation: From self-regulated to expert-supported continuous improvement work [Kompetens och förutsättningar för praktikbaserad innovation – från självreglerat till expertstött förbättrings- och utvecklingsarbete]

As a means to achieve operational excellence and practice-based innovations, continuous improvement work is a priority for companies in the manufacturing industry, and often it is driven by a desire to involve employees at all levels and in all parts of the organisation. However, the involvement of employees at all levels entails a range of challenges as it implies that new tasks, or an extended set of the existing work tasks, are emerging as part of employees' everyday work. Thus, in addition to an expected appropriation of tasks related to the production of goods or services, employees in manufacturing industry are also expected to engage in continuous improvement work. The critical issue addressed in this article is about what opportunities different kinds of continuous improvement work afford for work-based learning and as such can enable the emergence of practice-based innovation. Thus, the aim here is to generate a knowledge and understanding of the relationship between how continuous improvement work is enacted and the likely conditions for work-based learning it affords production operators in a manufacturing industry context. Two research questions are used to guide the considerations of these issues and the empirical work that explores them:

- o How are continuous improvement work enacted in industrial production?
- o To what extent and in what ways have production operators an action readiness to enact continuous improvement work?

The empirical material used in this article is generated from a qualitative case study situated in two Swedish manufacturing companies. Both case companies use lean production processes to manage and run a systematic production development. The empirical material is, however, limited to the continuous improvement work that is integrated as part of the production operators' daily work. Data has been collected through interviews with managers and production operators, and through participative observations of ongoing continuous improvement work.

When analysing the empirical material, two dimensions emerge concerning how continuous improvement work is enacted in the cases. The first dimension concerns how it moves between being self-organised to intentionally organised. Whereas the former means that it is based on the initiative of the individual actor, the latter means that it is organised with an intention to produce

continuous improvement work. The second dimension concerns how it moves between being self-regulated to expert-supported, where the former means that it is based on the actors' own perception of what to do and how to do it, and the latter on the fact that it is in some way supported by a competent other through different kinds of facilitation and/or supervision. In the matrix of the two dimensions, four positions are identified, representing different ways in which continuous improvement work is enacted: 1) The intuitive driven position, which is characterised by being self-organised and based on the individuals' own initiatives, as well as self-regulated in the sense that it is based on their acquired knowledge of how to identify problems and work out possible solutions. 2) The team-driven position, which is characterised by being intentionally organised, which means it has some expected goals, but it is still self-regulated regarding the execution of continuous improvement work. 3) The coach-driven position. What distinguishes this position from the team-driven position is that the teamwork is managed and facilitated by a competent other, i.e. it is expert supported. 4) The guidance-driven position, which reflects continuous improvement work that is self-organised; but, what singles it out from the intuitive position is the access to supervision by a competent other.

The empirical material indicates that in the cases represented in the article there is a limited distributed readiness to carry out advanced continuous improvement work. However, in situations where such a kind of work has been enacted with support from an expert, and thus managed by a competent other, it enabled more of an exploratory work, contrary to when the work is enacted in one of the self-regulated positions. In order to assess the prerequisites for production operators to systematically enact advanced continuous improvement work, it is, therefore, necessary also to consider a third dimension: the actors' (individuals' or groups') level of competence to carry out continuous improvement work.

One conclusion is that, with limited distributed competence for continuous improvement work, it is far too weak a catalyst when this kind of work is carried out in the self-regulated positions. Expert support by a competent other can, through facilitation or tutorials, allow more explorative activities and break the ingrained behavior patterns in the search for new solutions, enabling more work-based learning and thus becoming an important basis for the emergence of practice-based innovation.

