English summaries

Ninni Wahlström: The citizens and the school after thirty years of freedom to choose school in Sweden: A repetition of the 1989 citizen survey in 2020

This article presents the results of a new study on the ability of citizens (*guardians*) to influence schools. The survey, which was conducted in 2020 by the Survey Institute at Linnaeus University in collaboration with Kantar-Sifo, is an exact repetition of the survey conducted in 1989 by a Committee of Inquiry, termed the Power Investigation, which came to clearly influence the discourse on freedom of choice of school.

This article seeks to answer the following question: How do guardians perceive the possibility of influencing their children's school today, thirty years after the introduction of freedom of choice of school, compared with how guardians perceived the possibility of influencing their children's school in 1989?

Since the government bill on schools' changed responsibilities in 1991, the responsibility for schools' activities has been transferred from the state to the municipalities. In addition, the government proposed allowing the establishment of publicly funded independent schools. A regulation was introduced in the Education Act stating that in addition to the schools organized by the municipalities, there are schools organized by individual natural or legal persons, so-called independent schools. Until 1991, the equivalence of the school system was ensured by presupposing a state-regulated funding system and state-regulated teacher posts. When the responsibility for the school was transferred to municipalities and independent actors, the concept of equivalence needed to be redefined. After the reform of 1991, school equivalency was instead to be guaranteed by the goals of the national curriculum and through state-regulated teacher education.

The Power Investigation's report was influential on the Swedish school reform implemented in 1991. As a basis for the committee's conclusions, the

Power Investigation conducted a survey of citizens' perceptions of opportunities to influence various citizen areas relevant to their daily lives and activities. In the results presented by the Power Investigation, it emerged that the school was the area of society in which citizens felt most powerless regarding their opportunities to influence it.

In comparing the surveys conducted in 1989 and 2020, the single biggest change in the results between the two surveys concerns the question of guardians' opportunity to choose another school for their child if they so wish. Concerning this question, the guardians' perception of their opportunity to choose a school for their child has increased between the two measurements, from an average of 2.7 to an average of 6.2 on a 10-point scale, where the value of 0 designates *no opportunity* and the value of 10 denotes *very good opportunities*.

What the 2020 school survey shows is that relatively good opportunities for *exit* (i.e., *vote with your feet* and choose another school) do not covariate with an increase in the opportunity to influence through *voice* (i.e., influence the school and its activities through dialogues and arguments). The possibility of being able to choose a school thus appears to be an isolated phenomenon that does not covary with other opportunities for influence. Nor does satisfaction with the school increase with the opportunity to exit by changing to another school for their child. The results from the two measurements instead show the opposite. In the 1989 survey, twice as many stated the value 0 (*no dissatisfaction* with the child's school) compared with the 2020 survey. At the same time, the proportion that indicated great dissatisfaction with the school increased markedly in the 2020 survey.

The results from the 2020 survey have the potential to form the basis for an in-depth discussion regarding in which areas and in which ways citizens' democratic influence can best be exercised in terms of the setting and activities of compulsory school.

Ulrika Bergmark, Ann-Charlotte Dahlbäck, Anna-Karin Hagström and Sara Viklund: To lead with care: four supervision metaphors in action research

Today, there is great interest in practice-based research in school and a popular form of collaboration between researchers and teachers is action research. Supervision is central to action research. This study's purpose is to problematize supervision and supervisor roles in action research. The theoretical basis is the philosophy of care ethics by the American educational philosopher Nel Noddings. The participants in the study were one researcher and three teachers with experience of being supervisors in action research.

Data collection included written reflections and collegial conversations on supervision. The analysis was based on thematic analysis and the domain interaction model. In the analysis, four supervisor metaphors in action research emerged: the gardener, the shepherd, the teacher and the bridge-builder. All roles can be practiced at the same time and sensitivity determines when a supervisor moves in and out of different roles. The conclusion is that care ethics can contribute to an increased understanding of supervision as something situated and relational, where a symmetrical approach between supervisor and supervised is emphasized. It is important not to treat everyone equally, but instead to get to know each other as individuals, trust and care for them, based on their needs. Based on the study, the four supervisor metaphors could be a useful tool for critically reflecting on the complexity of the role of being a supervisor and accordingly, the renegotiating of stereo-typical supervision roles.

Åsa Wedin and Jenny Rosén: Teachers for others? Agency, competence and professional roles on the Language Introduction Programme

This article focuses on the Language Introduction Programme (LIP) in Sweden, a programme for recently arrived students between 16 and 19 years who need to learn Swedish and to complement earlier studies to fulfil requirements for National Programmes at Upper Secondary School. The aim of the article is to generate knowledge about educational policy regarding equivalent education at LIP by directing focus towards agency, competence and professional roles of principals and subject teachers. Layers of official policy documents on a national level regarding LIP and documents regulating the education of teachers and principals have been analysed through a content analysis. Apart from official documents on national level, course plans and programme plans for education for principals and for subject teachers at four universities in Sweden are analysed.

Through the analysis important contradictions appear between demands on national level and the competence expressed in the education for subject teachers and principals. One contradiction appears between the explicit responsibility ascribed principals on national level regarding specific competence among the staff, and the fact that this competence is only made visible in the education of the teachers in Swedish as a second language (L2-teachers). Another contradiction appears between the focus on national level of collaboration between staff, such as L2-teachers and subject teachers, and between teachers and study assistants in the mother tongue, while this is not mentioned at all in documents from education of teachers and principals. While L2-teachers are trained in second language development in subject

teaching they do not have competence in the subject specific language of various school subjects. Subject teachers, on the other hand, are not trained to focus on language issues in their subjects and not in learning conditions for L2-students. Thus, the continuity between stipulations for collaboration between L2-teachers and other subject teachers is low. At the same time there is a discontinuity between stipulations regarding teacher competence on the national level regarding LIP and the education for subject teachers as well as for principals.

The lack of competence among teachers generally regarding conditions for learning among L2-students and about teaching approaches that promote language development in school subjects has been addressed previously in research and reports. The Swedish National School Agency (Skolverket) has launched large efforts through in-service training through various courses and training programmes. These are, however, not directly related to LIP, for example as a competence requirement for teachers or principals. Thus, there is an ambivalence between on the one hand the coherence between national documents and research on conditions for L2-students' learning, and on the other hand educational demands on principals and teachers in LIP. The lacking coherence and the discontinuities revealed here may severely affect the education quality for the students and may explain several of the problems that have been shown through research and reports regarding LIP. The main conclusion is that taking the large number of students who are recently arrived and who have Swedish as an L2 into account, issues on multilingualism in education should be included in all teachers' education and regarding LIP such competence should be a requirement among teachers and principals.

Ann-Katrin Perselli and Björn Haglund: Children's perspective and child perspective: an analysis of starting points for teaching in Swedish school-age educare centres

The article draws attention to the concept of teaching in Swedish school-age educare centres. Earlier, school-age educare centres (SAEC), formerly called leisure-time centres, were institutions focused on the care for schoolchildren (6-12 years) before and after school while their parents were working or studying. However, in the last decade policy directed towards SAEC have shifted and current government policy emphasizes both care and learning (Ackesjö & Haglund, 2021; *Lgr 11*, 2019; SFS 2010:800). The introduction of a national curriculum document in 2011 means that school-age educare centres, although not obligatory, are now a part of the Swedish school system. Teachers working in SAEC hold a 3-year undergraduate degree especially focused on school-age educare.

Traditionally, childrens' perspectives were often emphasized as being of central importance in the teaching and activities of SAEC before the introduction of the curriculum (Lager, Sheridan & Gustafsson, 2015; Perselli & Hörnell, 2019). While the construct 'children's perspective' is not specifically addressed in the government policy documents of either SAEC or schools, related concepts, such as (pupil) interests, participation and influence, do figure prominently in these documents. The purpose of this study is to problematize and discuss how children's perspectives can be found as expressed in written reflections of SAEC teachers when discussing their teaching. The focus of the SAEC teachers' reflections is on how they understand the concept of teaching, in both planned and unplanned situations, and how they approach teaching based on the pupils' interests and needs.

The basis for this study is written reflections by 48 SAEC teachers in 31 schools in four of Sweden's municipalities about why they have chosen to teach certain topics in specific situations of their practice. The study is grounded in a phenomenological (Merleau Ponty, 1945/1962) and a childhood sociology (James, 2007; Qvortrup, 2009) approach. In the analysis, the concepts of 'children's perspectives and 'child perspective' are used in looking at how, and if, the SAEC teachers plan their teaching based on the pupils' interests and wishes. Different points of departure for planned and unplanned teaching emerge in the results. The teachers' perspective is predominant in the written reflections on both their planned and implemented teaching. The basis for their planning is mainly the curriculum objectives and there appears to be little consideration taken of the pupils' perspectives and interests. The curriculum goals and guidelines dominate the SAEC teachers' perceptions of what the pupils need to practice or learn. In unplanned spontaneous learning situations, the children's perspectives become more visible (cf. Haglund, 2015; Elvstrand & Lago 2019). Here, the pupils' interests, curiosity and questions are often described as the starting point for the teaching. The analysis shows that 'teaching' is a concept that rarely figures into the reflections on unplanned teaching. Words such as 'talks' and 'discussions' are more frequently used in their reflections, which also indicates that teachers and pupils do talk about things that are meaningful to the pupils. The results reflect how the SAEC teachers interact with the pupils in planned teaching situations, as well as in unplanned situations and how they engage in dialogue with the pupils around this.

A prominent feature seen in the results is how the teachers approach and respond to the pupils in teaching situations; how they are actively present (or not) in the pupils' engagement, their response towards the pupils' wishes, and the teachers' intentionality towards the pupils' interest and life world (Merleau Ponty, 1945/1962). The results highlight the intersection between curriculum objectives and the lack of mandatory requirements that the teachers

experience while planning and implementing their teaching. As a result, this may lead to the teachers having to prioritize, leaving the children's perspective outside their planning, in order to meet the curriculum goals in their teaching.

The results further show that there exists a slippage between the two perspectives of adhering to the curriculum and the children's interests and needs and that the teaching can change from one perspective to the other when teaching is unplanned. This slippage, however, is not shown in the results from the analysis of the written descriptions concerning the planned teaching. To be able to draw general conclusions on this balance, further research is required on how SAEC teachers fulfill their mission of teaching the pupils in their care.

Tarja Alatalo and Annie-Maj Johansson: "Let's Read the Frog's Diary": Literacy Practices in Science Education in Preschool Class

This article aims to contribute knowledge about literacy instruction in social practices relating to text exploration and meaning-making in a preschool class science classroom. In recent decades, it has become increasingly apparent that a correlation exists between children's language and literacy development in early childhood education and later schooling (e.g. Cunningham & Stanovich, 1997; Schatschneider et al., 2004). Studies show that early language stimulation in functional situations and social contexts is highly important for the development of children's literacy skills (Gillen & Hall, 2013). The central argument of the study on which this article is based is that teaching in preschool class needs to focus on joint conversation, listening, writing, and reading in meaningful and functional situations so that pupils have the opportunity to explore form, content, and function of texts in social interaction (Barton, 2007; Gillen & Hall, 2013; Justice et al., 2009).

Five science education lessons in preschool class were observed with focus on the perspective of the teacher and her instruction. For the analysis, Luke and Freebody's four resources model was used, which describes literacy learning as a set of social practices: the roles of text decoder, text participant, text user, and text analyst. In the model, cognitive and socio-cultural theories interact in the way that pupils' individual cognitive abilities affect learning, with the social practice being of central importance. Basic cognitive abilities in literacy development increase when teaching incorporates text exploration and meaning-making of text in different subject areas (Roskos et al., 2003; Wright & Neuman, 2015).

The results of the study show that the use of exploration in the teaching of science allows pupils to move between the four practices in the resources model in social interaction and functional contexts. The type of instruction

used enabled the pupils to make linguistic discoveries and increase their subject knowledge both individually and with others, which benefits the development of reading comprehension skills. The teacher created opportunities for the pupils to formulate and test out new words that related to their oral text about their ideas and experiences. One point worth raising is that the teacher did not provide instruction on how to create compound words, nor an explanation as to what compound words are or the importance of knowing what they are. Had the teacher done so, pupils may have better understood how new Swedish words are formed. Purposeful instruction is essential to literacy and language development of children (Dickinson & Caswell, 2007), while supportive environments benefit all children, especially those who are less advantaged (Beck & McKeown, 2007) and those who are being taught in a second language (in the case of this study, Swedish) (Axelsson, 2016).

During the study on which this article is based, a form of teaching emerged in which the creation of text based on pupils' thoughts and ideas was central. Pupils were given the opportunity to jointly create and explore content in different text types, and to create fairy tales where imagination and play were foundational. This form of teaching enabled pupils to participate in text conversations where text mobility was outward in conjunction with oral meaning-making of different text types. Further, the teacher encouraged interactive text mobility by highlighting typical features of narrative and factual text in a functional context and by helping pupils to understand the structure of narrative text (cf. Wiksten Folkeryd et al., 2006). There was little explicit instruction on typical features of, for example, instructional texts, which could have extended pupils' understanding of that text type as well. Explicit instruction using examples and joint exploration of how the function of a text affects its tone and content would have been beneficial and possible in oral contexts.

The article discusses the potential that exists of enhancing literacy didactics in conjunction with text events in science both through explicit teaching of linguistic aspects in functional contexts as well as by highlighting how form, content, and function interact in various text types.

Anna Lindqvist and Märtha Pastorek Gripson: Dance teaching in preschool – education on the move

This article investigated preschool teachers' experiences and pedagogical reflections on the teaching of dance, with particular attention to contents and methods used. The preschool teacher participants were part of an action research project and worked with dance from a gender perspective. We have

drawn theoretical insights based on didactic models (Hjälmeskog et al., 2020; Selander, 2017), as well as the concepts of 'the lived body', 'bodily experiences' and 'bodily approaches to learning' (Anttila, 2019; Merleau-Ponty, 2001). The empirical material was collected over a period of 12 months, and consists of: (a) preschool teachers' documentation of dance activities, and, (b) continuous dialogue and conversations (as well as semi-structured interviews) during the action research project about the nature of dance and dance teaching with preschool children, and children's perspectives in and about dance (Nilsson et al., 2016). The findings highlight a number of important issues in relation to dance teaching in preschools. First, preschool teachers find it challenging to define and explain dance-related content. Framed by the fundamental values and tasks stated in the 2018 curriculum (Skolverket, 2018), preschool teachers working with dance draw on ideas of children's rights for active participation and influence regardless of gender. At the same time, dance appears as both a spontaneous and as a planned activity, taught by preschool teachers and Blue bots (programmed robots), and often initiated by children (Olsson et al., 2020).

Second, dance as an activity is very much influenced by the relationships preschool teachers have with the children, their colleagues, and the parents. These are all important for the degree and nature of participation of children to the activity and for the teaching content of dance. Family practices, television programs and music preferences strongly shape preschool education activities (Sansom, 2011, 2015).

Third, in terms of the methods and pedagogical approach, the study suggests that dance teaching is understood as holistic, thematic and flexible in relation to spaces, time and the children groupings. Within the context of preschools, teaching can be usefully understood as 'embodied' both in learning and in teaching (Pape Pedersen, 2019). This is reflected in our findings in a wide range of creative engagement of children with dance where teachers (i) use their own bodies to stimulate and engage the children in planned learning situations, (ii) organize and plan dance teaching without being actively involved themselves, (iii) use norm creative pictures and projections (projections of Swan lake and "dance with shadows" on the wall), (iv) use dance-related concepts to develop children's performance of basic dance steps.

Preschool teachers described also 'smaller' strategies that work with children, such as staging and focusing of activities rather than aiming at combinations of several things at the same time.

Finally, the study highlights differences between teaching children in an artistic dance context, and teaching of dance in a preschool context (Sjöstedt Edelholm & Wigert, 2005; Smith-Autard, 2002). Even though there are many common values and ideas shared by the preschool context and the artistic dance contexts (such as using play, imagination, expression, joy, and the

possibility to be creative), there are also differences in relation to emphasis and content.

The study extends the discussion about what can be considered as content and pedagogical approach in relation to dance in preschool settings. Despite the consistency with the curriculum, the subject content knowledge and pedagogy are in need of further research and reflection for increasing the quality of preschool dance teaching.