

# Lyssnandets Pedagogik Etik Och Demokrati I Pedagogiskt Arbete

The Swedish Preschool as an Integration Arena Pedagogy, Education, and Praxis in Critical Times Movement and Experimentation in Young Children's Learning Explorations in Narrative Research Creativity and Innovation Technology Teachers as Researchers Exploring Education and Professional Practice Gender and Education in Politics, Policy and Practice Structural Injustices in Swedish Education Information i prognosfrågor Utbildningsstatistisk årsbok Educational TA for teacher Pedagogical Quality in Preschool Kvinnors och mäns löner - varför så olika? Innehåll och innebörd i lärares arbete i förskola och skola Se skolan Om karaktärsbildningens didaktiska hjälpmittel Class Structure and Class Consciousness Allmänna konst- och industriutställingen i Stockholm 1897 Tills vidare; berättelser Charlotte Löthman Kathleen Mahon Liselott Mariett Olsson Ivor F. Goodson Kjell Skogen Inga-Britt Skogh Kathleen Mahon Marie Carlson Dennis Beach Sweden. Statistiska centralbyrån Sonja Sheridan Inga Persson Eva Gannerud Carina Rönnqvist Waldemar Ruin Ludv Looström Gustaf af Geijerstam

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the swedish preschool is increasingly recognized as an important integration arena in

swedish politics it is assumed that merely enrolling migrant children in preschool will lead to integration however research on migrant children in swedish preschools remains limited leaving the actual potential of preschools to promote integration underexplored this thesis investigates how integration is manifested in swedish preschools and how specific practices and approaches support or hinder this process the focus is on how preschools manage the initial steps of migrant families into the educational integration trajectory in settings where the vast majority of families and practitioners have a majority background integration is used as a theoretical concept that postulates migrants inclusion and active participation in society while their cultural and linguistic backgrounds are acknowledged penninx 2019 through this investigation this thesis provides a valuable contribution to both academic research and political discourse on integration within early childhood education and care ecec the study was conducted in two phases and includes four peer reviewed articles two associated with each research phase firstly integration was explored from the perspective of preschool practitioners narratives based on a licentiate study löthman 2022 addressing their experiences of working with migrant parents article i and their children article ii secondly integration was explored in situ based on observations of migrant children s participation in teaching activities article iii and peer play article iv the results show that integration does not occur automatically according to the preschool practitioners integration is manifested through a process of change within themselves resulting in the capacity to acknowledge and respond to migrant families needs and perspectives this process requires a dialogic stance and is accompanied by greater cultural reflexivity and practical flexibility the analysis of observations of migrant children s participation in preschool suggests that practitioners responsiveness largely manifests during care and routine activities rather than during teaching activities and peer play where constraints to integration exist these constraints are primarily linked to insufficient attention to the crucial role of language in teaching and peer play combined with a strong emphasis on child centered pedagogy enacted as a majority child centered pedagogy consequently migrant children risk being excluded from teaching activities and peer play in the majority language furthermore the promotion of children s free choice during peer play which is inherent to this pedagogy tends to reinforce the formation of segregated peer communities in conclusion this thesis reveals that migrant children who go through a double transition when they start ecec do not become part of ecec or participate in it using the same approaches and practices as children with a majority background consequently the political assumption that integration occurs naturally through the process of enrolling migrant children in ecec is misleading this thesis underscores the need for greater political recognition of the

demands placed on ecec institutions to actively facilitate integration as the findings highlight integration requires deliberate and intentional efforts it necessitates integration work without such recognition the burden of integration risks falling disproportionately on the children themselves this thesis suggests that ecec s integration work should focus on the development of 1 a dialogic stance 2 language awareness and 3 a critical evaluation of how specific pedagogical and didactic approaches influence the premises for integration collectively these efforts aim to achieve the goal of 4 organizing preschool activities in alignment with an equity approach which means adapting established practices to meet the genuine needs of migrant families and thereby ensuring that they have the same opportunities within ecec as families with majority backgrounds den svenska förskolan framställs i allt högre grad som en viktig arena för integration inom svensk politik genom att skriva in migrerade barn i förskolan förväntas integration ske dock är förskolans potential att främja integration underutforskad denna avhandling syftar till att bidra med kunskap om integration av migrerade barn i den svenska förskolan genom att undersöka hur integration manifesteras samt vilka praktiker och förhållningssätt som stödjer eller hindrar integrationsprocessen särskilt fokuserar avhandlingen på hur förskolor hanterar nyanlända familjers första steg in i den svenska förskolan i en kontext där majoriteten av familjer och pedagoger har svensk bakgrund integration används som ett teoretiskt begrepp som förutsätter migrerade familjers inkludering och aktiva deltagande i samhället samtidigt som deras kulturella och språkliga bakgrunder tas i beaktande penninx 2019 genom denna undersökning bidrar avhandlingen med värdefull kunskap till både forskning och politik om integration i den svenska förskolan studien har genomförts i två faser och inkluderar fyra vetenskapliga artiklar två kopplade till varje fas först utforskades integration ur förskolepedagogers perspektiv baserat på en licentiatstudie löthman 2022 som behandlar deras uppfattningar om att arbeta med migrerade föräldrar artikel i och barn artikel ii därefter utforskades integration in situ baserat på observationer av nyanlända barns deltagande i undervisningsaktiviteter artikel iii och kamratlek artikel iv resultaten visar att integration inte sker automatiskt enligt förskolepedagogerna manifesteras integration genom en förändringsprocess hos dem själva vilken resulterar i en ökad förmåga att identifiera och svara på migrerade familjers behov och perspektiv denna process kräver en dialogisk hållning och åtföljs av större kulturell reflexivitet och praktisk flexibilitet analysen av observationer av nyanlända barns deltagande i förskolan indikerar att förskollärares responsivitet främst återspeglas i omsorgs och rutinaktiviteter snarare än i undervisningsaktiviteter och kamratlek där begränsningar för integration finns begränsningarna är främst kopplade till otillräcklig uppmärksamhet

på språkets roll i kunskapsförmedling och kamratlek kombinerat med en stark betoning på barncentrerad pedagogik genomförd som en majoritetsbarn centrerad pedagogik följdakligen riskerar migrerade barn att exkluderas från undervisningsaktiviteter och kamratlek på majoritetsspråket dessutom tenderar främjandet av barns fria val under kamratlek som är inneboende i denna pedagogik att förstärka bildandet av segregerade kamratgemenskaper sammanfattningsvis visar avhandlingen att migrerade barn som genomgår en dubbel övergång till den svenska förskolan inte blir en del av eller deltar i förskolans verksamhet genom samma förhållningssätt och praktiker som barn med majoritetsbakgrund följdakligen är det politiska antagandet att integration sker naturligt genom att skriva in migrerade barn i förskolan missvisande avhandlingen understryker behovet av ett större politiskt erkännande av de krav som ställs på utbildningsinstitutioner för att aktivt underlätta integration som resultaten visar kräver integration avsiktliga och medvetna ansträngningar det kräver integrationsarbete utan ett sådant erkännande riskerar bördan med integrationsarbetet oproportionerligt att falla på barnen själva denna avhandling föreslår att förskolans integrationsarbete bör fokusera på utvecklingen av 1 en dialogisk hållning 2 språkmedvetenhet och 3 en kritisk utvärdering av hur specifika pedagogiska och didaktiska tillvägagångssätt påverkar förutsättningarna för integration tillsammans syftar dessa ansträngningar till att uppnå målet att 4 organisera förskolans praktiker i linje med ett rätviseperspektiv vilket innebär att anpassa etablerade praktiker i enlighet med migrerade familjers genuina behov och därigenom säkerställa att de har samma möjligheter i förskolan som familjer med majoritetsbakgrund

this book critically explores urgent questions that researchers educators and policy makers need to consider and address in order to better our understanding and capacity to transform education focusing on areas that underpin the empirical theoretical and strategic research of the pedagogy education and praxis pep international research network it discusses the following topics the nature of educational praxis research approaches that facilitate praxis and praxis development changing cultural social political and material conditions affecting the educational practices of teachers and how good professional practice in teaching leading and professional learning are understood and experienced presenting findings emerging from the pedagogy education and praxis research the book raises new questions and offers new ways of thinking about the identified issues and themes in light of current educational concerns and the prevalence of neoliberal conditions being experienced in educational settings around the globe it provides supporting evidence and illustrative examples to help

readers understand important concepts situations and concerns and brings together intellectual and cultural historical traditions that when considered in relation to each other open up critical opportunities and ideas orienting readers towards future educational transformation

this ground breaking book connects apparently disparate subjects the very young learning child in the field of early childhood education and the thinking of deleuze and guattari in the field of philosophy

there has been a major turn towards narrative biographical and life history approaches in the academy over the last 30 years what are some of the new directions in narrative research how do narrative research approaches help us to understand the world differently what do we learn by listening to stories and narratives how do narratives extend our understanding that other research approaches do not this collection of work grows from a symposium organised to explore new directions in narrative research what emerges is a fascinating innovative and generative series of essays generally exploring narrative enquiry and more specifically themes of culture and context identity teacher education and methodology this book will be useful for students and researchers using narrative and biographical methods in a range of disciplines including education sociology cultural and development studies

innovation is the successful realization of new ideas creativity is the sine qua non of innovation this book presents different challenges and opportunities using educational entrepreneurship as a strategy for promoting creativity and innovation in education it contains selected contributions from the nordic entrepreneurship conference 2008 the book see educational entrepreneurship as a key factor in the development of personal occupational entrepreneurial and social competences the topics reviewed include strategies for innovation in schools user oriented designs for innovative methods in an educational context educational entrepreneurship as an ideal and philosophy for learning teachers ideas about educational entrepreneurship the status and perception of educational entrepreneurship in the political arena entrepreneurial identity among young people in sparsely populated areas entrepreneurship in the perspective of a post modern paradigm young enterprises as a learning arena the growth of the entrepreneurial school management of entrepreneurship

this book presents the scientific output of the tuff research school in sweden in this school a group of active teachers worked together on a series of educational research studies all of those studies were related to the teaching about technology and

engineering the research program consisted of studies at various angles of view a philosophical view a national view and a classroom practice view the book is a showcase of how a well conducted research program for teachers can lead to good contributions to technology education research a selection of topics the nature of technological knowledge mental images of engineers and engineering the process of choosing for a study in technology teachers beliefs about technology education and assessment these topics are directly related to major issues in the international technology education research agenda the studies presented here were the basis of the authors ph d theses the teachers chapters are preceded by a description of ideas behind the tuff research school and the way it was realized

this book was written to help people understand and transform education and professional practice it presents and extends the theory of practice architectures and offers a contemporary account of what practices are composed of and how practices shape and are shaped by the arrangements with which they are enmeshed in sites of practice through its empirically based case chapters the book demonstrates how the theory of practice architectures can be used as a theoretical analytical and transformational resource to generate insights that have important implications for practice theory policy and research in education and professional practice these insights relate to how practices are shaped by arrangements and other practices present in specific sites of practice including early childhood education settings schools adult education and workplaces they also relate to how practices create distinctive intersubjective spaces so that people encounter one another in particular ways a in particular semantic spaces b that are realised in particular locations and durations in physical space time and c in particular social spaces by applying such insights readers can work towards changing practices by transforming the practice architectures that make them possible

this book presents ideas on education gender and intersectionality through a transdisciplinary frame by crossing disciplinary and methodological borders exploring the diversity of educational settings ranging from early childhood to adult education it brings together scholars from various disciplines to discuss deconstruct and problematize gender and education in relation to several themes in a comparative intersectional local national regional and international perspective each chapter approaches the topic in an intersectional and or transnational manner and creates powerful gendered educational knowledge questions addressed in the book include what are the challenges or barriers to gender equal education how can we understand

the gaps between formal policies and educational practices the chapters in the book illustrate how gender and education are relevant and needed concepts within the field of transdisciplinary research the authors hail from a range of countries such as croatia indonesia turkey uk as well as the nordic region and they critically examine gender and education at all levels and in diverse sectors and with varied lenses such as neoliberalism in education and the inclusion of newcomers and refugees the work also critically investigates programs and pedagogical approaches culture and values knowledge and identity in teacher education the book further addresses criticisms of western and anglophone bias around white feminism and the norm of white male and heterosexual privilege

while sweden is often viewed as a benchmark for equality within education this book examines this assumption in greater depth the author argues that sweden s education system even prior to the global spread of neoliberalism in education meta policies and privatization was never particularly equal instead what became apparent was a system that offered advantages to the upper social classes under a sheen of meritocracy and tolerable inequalities combining ethnographic and meta ethnographic methodologies and analyses the author examines the phenomenon of structural injustice in the swedish education system both vertically and diachronically across a period of intensive transformation and reform this revealing volume offers a mode of engagement that will be of value and interest to researchers and students of injustices within education as well as policy makers and practitioners

denna bok visar en spänvidd av forskningsmetoder som går att använda i undersökningar i pedagogiskt arbete en rad forskare bidrar med exempel från sin egen forskning och delar med sig av sina erfarenheter för att ge en levande bild av hur olika metoder kan tillämpas på detta sätt ges också en möjlighet till ökad förståelse för hela arbetsprocessen och de olika överväganden och modifieringar som ofta krävs samtidigt hoppas vi att forskningsexemplen i sig ska ge värdefull kunskap och frågor med anknytning till pedagogiskt verksamhet

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