

## English summaries

**Linda Palla:** When children become a burden and a problem in preschool: Concerning the needs for special support and resources in a critical situation

This study is based on 1600 stories published on the website [www.forskoleupproret.weebly.com](http://www.forskoleupproret.weebly.com). Research results, status reports, and quality evaluations have contributed to the image of Swedish preschool being faced with difficult challenges, even though in some respects it is highly ranked in international measurements (OECD, 2017). There is a shortage of preschool teachers. One of the development areas that the National Agency for Education (2017) has identified relates to creating a preschool that meets all children and upholds their right to support and challenges. Preschool personnel have contributed to the image of the current critical situation. During 2018 and 2019, several demonstrations were held in different parts of the country agitating for a better working environment for preschool employees. These demonstrations were part of the so-called Preschool Uprising (Förskoleupproret), and stories of situations and experiences of everyday life in preschool were brought together and published under the hashtag #pressed\_mode (Swedish, #pressat\_läge). The Preschool Uprising is a non-profit organization that was founded in 2013 in connection with a continuing education initiative. According to its own information, the group consists of preschool educators “who are fighting for better conditions in preschool” ([www.forskoleupproret.weebly.com](http://www.forskoleupproret.weebly.com)). In the stories submitted to the Preschool Uprising website, two aspects are of interest: the issue of resources and the constructions of children in need of special support. The aim of this study is limited to identifying and analysing the written statements of preschool personnel published at [www.forskoleupproret.weebly.com](http://www.forskoleupproret.weebly.com) under #pressat\_läge, with a focus on the multiple constructions and

categorizations of children in need of special support within the discourse on the critical situation. Three main questions form the basis of the analysis:

- What expressions about children constructed as in need of special support have become prominent in the discourse on the critical situation?
- How are children portrayed and positioned as subjects in the category “need special support” within the discourse on the critical situation?
- How are preschool staff portrayed and positioned as subjects in relation to the constructions of children in need of special support that have become prominent in the discourse on the critical situation?

A qualitative thematic content analysis was conducted with the theoretical support of Judith Butler’s and Michel Foucault’s work. Overall, the analysis shows that the construction of children in need of special support is consolidated as a recurring category in stories in which various expressions for and about children are emphasized. The results indicate that, in the category of children in need of special support, children who are subjectified as “more resource demanding”, who “act out”, and who need to be “chaperoned” stand out as the main categories in the discourse on the critical situation. Various subject positionings are created, where the effects of discursive power cause some children to become resource and time thieves, risk creators, energy extinguishers, or killjoys, and the preschool personnel in turn become empathetic, inadequate, stressed, exhausted, and sad subjects. Some children are singled out, and in the long run are also made part of a situation involving a lack of well-being, care, security, development, and learning in the discourse on the critical situation in Swedish preschool. The published stories, open for anyone to read, create a kind of truth (Foucault, 1971/1993, 1980) about “certain” children in Swedish preschool. These children are, by extension and in relation to the perceived lack of resources, made into a burden and a problem in the critical situation.

**Ulrika B. Andersson and Håkan Löfgren:** Assessments for adaptation in early reading education: Teacher's experiences of developing student decoding ability

In the article, Assessments for adaptation in early reading education: Teacher's experiences of developing student decoding ability, we study Swedish teachers’ use of assessments as a basis for making adjustments in early reading instruction with a focus on decoding.

The aim of the study is to contribute with knowledge about teachers' work on using assessment data and information as a basis for adaption of decoding training in early reading instruction.

Many Swedish, didactic studies address the question of how teaching and methods can be developed for pupils' to practice their ability to decode, but they rarely link the methods to the detailed information the teacher, through their various assessments, has about the pupils' level of knowledge.

To support Swedish teachers' work with early reading teaching, it is common to organize and use different forms of reading projects. For this article, we use the context of a locally developed reading project developed to increase pupils decoding ability. We specifically study the assessment actions and adaptation actions that teachers tell us that they perform and also study and how they motivate these actions. The project is called "Training camp" because the schools that are included make common adaptations for decoding training, based on standardized tests, which are similar to training activities in the sports world.

We interviewed 12 teachers and encouraged them to talk about their work on developing their pupils' decoding skills in the context of a locally developed reading project focused on decoding training. By using a narrative method, we want to contribute with knowledge about how teachers make different assessments, where information is interpreted and forms the basis for adjustments, which according to the teachers, contribute to improved decoding ability of the pupils'. A special interest is directed at how the teachers motivate their actions, that is, what they themselves see as the main point of making the adjustments they make.

Through narrative analyzes we have studied the teachers' narratives about their work with assessment and adaptation of the decoding training.

We present three narratives that illustrate different types of assessment and actions of adaptations that, according to the teachers, are important for pupils' decoding development. The narratives also include how the teachers motivate these actions in different ways. The first narrative, named *Listening and Challenging*, focuses on cognitive assessment and adaptation aspects and an adaptation action that focuses on the critical aspects of decoding. The second narrative, named *To Consider and Simplify*, focuses on the teacher's search for the right adaption. In the narrative, the teacher describes both cognitive and social assessment aspects. The third narrative, named *Making Independent Adaptations*, describes a challenging teaching situation and an adaptation act that goes beyond the project's established form. This narrative presents assessment and adaptation aspects of cognitive as well as social aspects. In the narratives, both cognitive and social assessment aspects emerge as central to the teachers' adaptation actions. These are often used in an interaction that is of great importance for the teachers' work in finding the right adaptation.

In the discussion, we highlight different perspectives that appear in the teachers' motivations and discuss the importance of teachers adapting their teaching in different ways based on the assessments the teachers tell us about and how they motivate their actions.

The study points to the importance of the professional teacher's competence and the importance of giving teachers the opportunity to make refined and historically grounded assessments for successful reading projects of this type. The study also shows that both social and cognitive assessment aspects should be given room in research on teachers' assessment work and in the pedagogical work with early reading education.

**Stefan Lund:** School desegregation policy: increasing equality and social cohesion in multicultural schooling

A critical mass of studies in Sweden show that residential segregation in combination with school choice policies has led to increased ethnic school segregation (cf. Dahlstedt, 2018; Dovemark & Holm, 2017; Bunar & Sernhede, 2013; Trumberg, 2011; Andersson et al., 2010). This trend is seen most vividly in large and mid-sized cities (cf. Lund, 2015; Ambrose, 2016; Kallstenius, 2010; Lidegran, 2009). However, as an unintended and unplanned outcome of the 2015 migration crisis, ethnic school segregation in Sweden is no longer solely an urban phenomenon. Thirty years after the reform that transferred the responsibility for education from the central government to the municipalities, actions are being taken in rural regions to implement desegregation policies in order to meet the goals of equality put forth by the Swedish Education Act.

In this paper I discuss a municipality where desegregation policies target children in public primary schools through school mergers and bussing. Children who previously studied at three P-6 schools are bussed to two P-3 schools and one 4-6 school. The purpose of the paper is to describe and analyze how a desegregation narrative is articulated by municipal policy actors (politicians, civil servants, and principals) and to explain how this narrative is supported by contextual circumstances and processes.

This paper is built on document analysis (pre-investigations and evaluations of the desegregation policy) and interview data with three politicians, two officials, and five headmasters, as well as one parent who led the protests against the school desegregation policies. It draws on Jeffrey C. Alexander's theory of immigrant incorporation, which builds on the assumption that democratic societies include a civil sphere that "...defines itself in terms of solidarity, the brotherly and sisterly feeling of being

connected with every other person in the collectivity” (Alexander & Tognato, 2018, p. 17). In this perspective, the notion of performing change through desegregation policy can be viewed as an action of solidarity; of working for “the expansion of the discourse of liberty” (Alexander, 2006, p. 551). The results demonstrate that both structural and cultural conditions make the policy initiative of desegregation possible.

This region has a long history of labor migration that has come to influence the community’s beliefs about and experiences of immigration, regarding it as a positive aspect of economic and cultural development. The results indicate that the school desegregation policy narrative started at a grassroots level, with a unifying belief among school actors that ethnically heterogeneous school cultures would improve the school’s ability to fulfill the Swedish Education Act’s overall objectives; namely, to ensure that all children are given equal opportunities for personal knowledge development, to counteract prejudice and intolerance, and to develop students’ understanding of society’s cultural diversity. In order to accomplish this, they have implicitly or explicitly imbued their engagement and public performances with notions of the necessity to expand the horizons of solidarity. In other words, they are committed to a belief that schooling is or can be a vital part of civil repair.

The desegregation narrative is supported by the available school buildings, the size of the city, and the short distance between schools, plus a limited school marketization. There is only one free school on the local school market, reducing the options for “white flight” (Swedish middle-class parents taking their children out of the desegregated schools and searching for other educational options), which in turn empowers the desegregation policy initiative. Further, educational politicians in the municipality, independent of their political affiliation, have come to espouse a similar and unifying image of the purpose of schooling. Persistent communication of and transparency around the main purposes of the reform have produced a vital center of a shared belief, from politicians to teachers, which has eventually also managed to turn parents’ concerns, fears, and anger into trust and confidence. Thus, the results show that what Alexander (2011) calls a re-fusion of meanings is critical for making sense of the policy and its consequences for stakeholders in the process of reorganizing primary education in order to accomplish desegregation policy.

**Catarina Schmidt:** Culture Clinics as a Community Practice around Children's Literature - "We come straight into this together!"

An increasing number of children in Sweden now read fewer books than before or no books at all in their spare time. It is thus imperative that we interrogate the community practices relevant to the consumption of children's literature. This paper draws on a case study where we examine the *Kulturakuten* initiative [Culture Clinic], which aims to promote reading engagement among children within the context of Leisure Time Youth Centres. The purpose of the study is to shed light on the epistemological assumptions that inform the initiative. This study focuses on the interactions and the talk about the initiative where the promotion of reading practices was analyzed in terms of the practices' underlying assumptions. The results of the study indicate the initiative makes immediate and perceptual reading possible, an observation that is predicted by reader response theories. I argue that reading involves several dimensions, including (i) automatized decoding of script, (ii) different levels of reading comprehension, (iii) reading engagement, and (iv) critical and analytical reading of visual and auditive information in combination with script. Furthermore, I claim that these dimensions need to be integrated with each other when reading practices for children are designed. In this context, immediate and perceptual reading can constitute an important bridge towards reflective and critical reading. Simultaneously, immediate and perceptual reading can be deployed to support children in their development of automatized decoding. In this domain, children's literature plays a crucial role.

**Catarina Economou:** Fiction in the school subject Swedish as a Second Language. Teachers' and students' perspectives on motivations and selection of literary texts.

This article focuses on teachers' views and motivations of literary texts and the selection of these, in the school subject Swedish as a second language in upper-secondary school. The school subject of Swedish as a Second Language can be described as a sister subject to Swedish as a mother tongue and is offered to relatively newly arrived students. The goals of the subject are similar to Swedish but with a focus on language development. The way to reach the goals is different as the subject offers a lot of support. The aim of

the presented study is to illustrate and analyse the motivations behind teachers' selections of literary texts they choose to use. In addition, students' views on these selection criteria are also included in the aim.

The main theoretical framework in this qualitative study is Kathleen McCromick's socio-cultural model of reading and literature teaching (1994) as well as Rita Felski's concepts of modes of textual engagements (2008).

The empirical material consists of tape-recorded and semi-structured interviews with eight teachers and 15 students, independent of each other, from three upper secondary schools.

A thematic content analysis is used to find patterns and then themes to be applied in conjunction with the interpretation of the material. The results show that teachers find literature useful as it may provide knowledge of and various perspectives on life and society, even though second language pupils, as the curriculum points out, do not take part in the history of literature or knowledge about authors in their course. Furthermore, and in many cases foremost, an important motivation is that literature helps to develop multilingual students' knowledge of reading comprehension, grammar and vocabulary of the Swedish language. According to the teachers, literature may also provide students with insights and knowledge of Swedish culture, in some ways with an assimilatory ambition to include the students in the Swedish culture (and way of living). Literature that includes a high recognition aspect is often selected and the teachers argue that this can help the students to gain perspectives on their own lives, which the students most often appreciate. The teachers adjust their selection of literary texts after the expectations they have on the group of students, but in some ways they have a shortcoming perspective on the students' language and literary repertoire. The students themselves show a positive approach to the schools' selections and to the arguments the teachers give. However, the students call for more contemporary texts as well as global selections, as the selection of literature was found to be traditional and Western. The students also search for more alien and challenging literature and they point out that far too often they have to take part of literature with a recognition factor of being an immigrant. Overall, the results make visible the needs to further discuss the conditions and terms under which different groups of students can be enriched or limited by the selection of literary texts in teaching Swedish as a second language.