English summaries

Magnus Levinsson, Anita Norlund, Lill Langelotz: Content and pedagogical discourses in teachers' CPD market: a study of invoice-generating CPD initiatives

The aim of this article is to explore the content of teachers' CPD. In particular, it focuses on how CPD content relates to teachers' dual task of equipping pupils with knowledge and values. Theoretically, the study is based on Basil Bernstein's concept of *pedagogical discourse* and the related analytical concepts of *instructional* and *regulative* discourse. The article employs a 'follow the money' approach; data were collected from invoices for teachers' CPD in three Swedish municipalities. Since municipal invoices are official documents in Sweden, CPD invoices for compulsory and upper secondary school teachers from 2018 to 2019 were requested from each municipality. Of the submitted invoices, 679 were determined to be relevant to the study, but 170 of these were excluded from the analysis, as they did not concern teaching. Information was extracted from the invoices and coded into a SPSS file that includes several variables. This study examines six main variables: *pedagogical discourse, CPD content, school subject, CPD actor, school type* and *desired changes*. The variable of *pedagogical discourse* was further divided into the following five sub-categories: *instructional subject discourse* (pupils' acquisition of subject matter knowledge); *instructional competence discourse* (pupils' development of basic skills or competences); *regulative discourse* (pupils' behaviour, identity, attitude etc.); *discourse blend* (CPD focusing on both instructional and regulative discourses) and *other* (CPD not related to teaching). The data were analysed using descriptive statistics, mainly via cross tabulations computed in SPSS, to explore the distribution of invoices across the main variables and the relationships among the variables.

The results illustrate the degree to which CPD content focuses on instructional or regulative discourse. We identified 188 invoices (37%) related to regulative discourse. Here, most content relates to conflict management and other forms of challenging student behaviour. We identified 127 invoices

(25%) relating to instructional subject discourse; most were related to mathematics, VET subjects or physical education. We identified 95 invoices (19%) related to instructional competence discourse. Most of these focus on programs and materials that aim to support pupils with counting, reading, writing and communication disabilities. We identified 99 invoices (19%) related to a blend of discourses; the patterns here reinforce those identified in the other discursive categories.

The results also illustrate several relationships among discursive orientation, school type (compulsory vs upper secondary school) and type of CPD actor. For example, compulsory school teachers receive more CPD from commercial actors than upper secondary school teachers. Meanwhile, upper secondary school teachers receive more CPD from universities and other interested organizations. We also found that upper secondary school teachers receive more subject-specific CPD than compulsory school teachers, who, in turn, are more engaged in activities that concern pupils' behaviour. Finally, we find that the content of teachers' CPD is characterized by intra-individual ambitions for pupils' change rather than by ambitions for intergroup change, or equalizing differences among sociologically defined groups. The study concludes that the CPD offered to teachers in the studied municipalities reflects teachers' dual task, which is characterized by reproduction of social class.

Helen Melander Bowden: Children's narratives about game play in the peer group

Online gaming constitutes a central part of children's everyday lives today. As many as 80% of all Swedish girls and boys aged 9-12 years play, even if boys still play both for longer periods of time and to a higher extent than girls (Mediarådet, 2021). During fieldwork in an elementary school, that was conducted in 2016 as part of a research project concerned with children's use of mobile and digital technologies and the literacy competencies that they develop as they move through different places and everyday contexts, talk about games, in particular in certain groups of boys, was recurrent. In the article, focus is on how and what the boys tell each other in the peer group about one of the games that they recurrently play – Minecraft. The study, that builds on ethnography and video recordings of everyday interactions, is theoretically framed by ethnomethodology and conversation analysis. Consequently, narratives are seen as co-constructed and so called 'small stories', that is, everyday tellings about past, present, future as well as hypothetical events and shared experiences, are highlighted as significant for human social life (De Fina & Georgakopoulou, 2008, 2012; Georgakopoulou,

2007). By analyzing the social and embodied practices in and through which the narratives emerge (e.g. Goodwin, 2000, 2007a), the study focuses on the narratives' verbal form as well as on how the boys use different multimodal resources, such as sound effects and body movements, in their tellings.

Children's narratives are seen as expressions of meaning-making and as part of how children's social lives are established and sustained (Maybin, 2006), where narratives fulfill an important interpersonal function that involves keeping each other informed about everyday undertakings such as game play (cf. Heritage, 2012). The study connects to literacy research that emphasizes literacy as *participation in a digital world*, where literacy encompasses technical, cultural, and social skills, as well as knowledge and competencies in ways that include lived, aesthetic, and emotional aspects (e.g. Aarsand & Melander Bowden, 2019; Buckingham & Burn, 2007; Dezuanni, 2018; Wernholm, 2021). Through their narratives, the boys relate to fictive worlds that simultaneously constitute their real worlds, something that makes relevant the border between the physical and the virtual (Dezuanni, 2019).

Previous research argues the relevance of games in and for children's social lives as an intrinsic part of their digital literacy practices (Aarsand, 2010; Dezuanni, 2018, 2019; Dezuanni, O'Mara & Beavis, 2015). In the study, narratives about game play are shown to constitute a recurrent feature of the boys' peer group cultures where they share and sometimes contest knowledge and experiences, as well as describe events and constructions and engage in joint imaginations. The focus on 'small stories' and the sequential and emergent structure of narratives (Georgakopoulou, 2007), simultaneously makes visible how peer group relations are dynamic and at times asymmetric, where identities are linked to epistemic positions as well as rights to tell and narrative authority (De Fina & Georgakopoulou, 2012).

The results of the study show how the boys' narratives emerge through a complex and dynamic interplay where the children act as tellers, co-tellers and audience. Language is a significant resource when the children's narratives take shape through quick chains of association as they ask questions, add to each other's tellings, put the interaction on a different track, tell a fun story, and collaboratively imagine possibilities in the game. The analyses simultaneously show the significance of different multimodal resources, embodied as well as material, for how the narratives emerge. The analyses thereby contribute with knowledge about children's narratives in peer groups, what is treated as relevant knowledge and information, and the different multimodal resources that the children use in their tellings. This is an addition to previous research that has mainly taken an interest in the role of narratives in peer groups for children's management of social relations (e.g., Evaldsson & Svahn, 2012; M.H. Goodwin, 1990, 2006). The study contributes more broadly to research on the significance and role of multimodal resources for

the emergent structure of narratives (cf. Goodwin, 1984, 9816, 1007b; Heller, 2019).

The narrative approach represents a powerful way of elucidating children's digital cultures as well as the skills and competences that are required to participate in them, and shows examples of how knowledge is negotiated and spread in peer groups (e.g. Dezuanni et al. 2015; Wernholm, 2018). Grounded in the children's experiences, the study thus demonstrates what counts as valuable knowledge for children as part of their social worlds and digital literacy practices. Children's talk about games is an essential expression of children's and youths' popular culture today, and thereby constitutes important knowledge for teachers and schools (cf., Buckingham, 2015; Melander Bowden, 2019; Wernholm, 2018, 2019). However, as argued by Willett (2016) among others, children's digital literacy practices and social worlds also deserve attention in their own right.

Marina Wernholm: Does teaching in educare include all children?

The purpose of this study is to problematize teachers' perspectives on supporting children with special needs in school-age educare. The following question guides the study: What discourses appear in teachers' talk about teaching children with special needs in school-age educare? Today, the school-age educare is expected to be responsible for both pupils' care and their education. The image gleaned from previous research is that the school-age educare lies in a field of tension between a social pedagogical discourse and an educational discourse (Augustsson & Hörnell, 2021; Lager, 2015; Skolforskningsinstitutet, 2021). School-age educare historically rests on a social pedagogical tradition, with the focus centered on care and social education directed towards values and relationships - to enable a sense of belonging (Lager, 2015). As a result revisions conducted in 2016 when the school-age educare received its own chapter in the curriculum, an educational pedagogical discourse has emerged (Ackesjö & Haglund, 2021; Augustsson & Hörnell, 2021). The educational pedagogical discourse includes that school-age educare must meet the responsibilities regarding required extra adaptations and special support, as formulated in the Educational Act (SFS 2010: 800) and in the curriculum (Skolverket, 2019). The Swedish school-age educare is unique in comparison with many other countries in that it is a voluntary, but still has an expressed responsibility in terms of extra adaptations and special support for pupils (SFS 2010: 800; Skolverket, 2019).

Previous research shows that several aspects seem to be common regarding special education and extended education in school-age educare. The most important aspect seems to be school-age educare teachers' own values and

views of students, as these affect both the choice of content in the teaching and how teaching is carried out (Skolforskningsinstitutet, 2021; Willén Lundgren & Karlsudd, 2013). The importance of starting from the pupils' interests and needs and that the pupils must be independent and make their own choices so that they feel that learning is meaningful are emphasized (Lundqvist, 2016; Skolforskningsinstitutet, 2021). Furthermore, pupils should have opportunities to play, learn to get along with others, and develop social and relational abilities (Augustsson & Hörnell, 2021; Haglund, 2018; Holmberg & Kane, 2020). Finally, participation is something that happens together with others, and therefore teachers should organize the large group in a thoughtful way, so that all pupils experience participation, togetherness and belonging (Karlsudd, 2020b; Ludvigsson & Falkner, 2019; Orwehag, 2020).

The study framework is based on social constructionist theory formation. The methodology makes use of discourse analysis, which makes it possible to examine the norms and values woven into teachers' talk about teaching in school-age educare. Discourse analysis allows study of the central role of language when school-age educare teachers create their reality in focus group discussions. The purpose of the study's Foucault-inspired analyses is to open up reflection and alternative ways of thinking and speaking other than those that have spread and become natural and dominant regarding teaching children in need of special support. The analysis identifies four discourses: talk about value-relational teaching, talk about teaching children in need of particularly good relationships, talk about teaching in a complex everyday life, and talk about teaching children in need of special support. An empirical model illustrates how the discourses relate to when the school-age educare teachers express that a value-relational approach is in the foreground and in the background, and when the teaching is based on a child perspective or approaches a child's perspective.

Maria Rosén: How anti-discrimination legislation becomes a solution for education – a policy analysis of the development of the Child and School Student Protection Act

Legal concepts such as discrimination and degrading treatment have gained increasingly prominent positions within education during the 2000s. This development can be understood as a consequence of the introduction of the Child and School Student Protection Act in 2006, in which these incidents were banned. In this article, the Child and School Student Protection Act is understood as part of a larger shift towards a so-called juridification of education with an increased focus on individual rights that can be claimed

through legal processes. Despite the fact that the Child and School Student Protection Act has significantly changed the conditions for education in several ways, little attention has been paid to how the regulations on discrimination became part of this act, and thereby a solution for education.

Against this background, the overall aim of the study is to examine the emergence of the Child and School Student Protection Act by placing the regulations on discrimination in the foreground and specifically examine how anti-discrimination legislation is constructed as a solution for education in the policy process. Based on critical policy analysis and a What's the problem represented to be? (WPR) approach, problem representations are analyzed in a chain of policy texts from 2002-2006.

The results show that anti-discrimination legislation was made possible as a solution for education through an active political practice in which Sweden used the EU to make new legislation for education, in which EU directives on discrimination were given influence over education. In this shift, education was given a democratic mission on a legally guaranteed liberal-democratic basis, in harmony with other EC legislation on discrimination - a jurified democratic mission with the fight against discrimination as central, where education was democratized through juridification. In the policy process, a national policy development towards a juridification of education became intertwined with national and international expansion of discrimination legislation as a basis in the Swedish liberal democracy.

Eva Kane: Technical, practical and emanicipatory quality in quality development work in school-age educare

This article explores which qualities that are made visible in quality development work in school-age educare through an analysis of conversations between researchers and staff in an action research and development project focusing on how quality development work can be based on pupils needs, interests and experiences.

Previous research shows that when national standards in governing documents, intended to increase quality, are transformed in everyday life in school-age educare it is possible that they counteract these intentions since resources and structures needed seldom follow. Both international and national research shows that communication and relationships are important quality indicators. Staffs understanding of their own practice and the staff team's reflection and communication about it and their setting can contribute to increased quality in school-age educare. The question is what forms of knowledge and knowledge interests are made visible in these reflections?

The staff involved in the project were facilitated in the different processes of exploring their pupils' interests and needs, planning based on these findings as well as documenting and reflecting on the outcome. The analysis of these collective conversations and reflections shows what is valued and what knowledge building is focusing on, in these particular school-age educare settings, at this particular time. This contributes to the discussion about quality norms for school-age educare, focusing on those qualities in the dialogical and collective processes that the analysis makes visible.

Habermas theory (Habermas, 1968/1971) about technical, practical and emancipatory knowledge interests are used as a tool for analysis to discuss quality. Technical knowledge, in this theory, is based on an analysis of empirical material where the aim is predetermined and the knowledge interest is to improve and control something. Practical knowledge has a historical-hermeneutical frame and develops through meaning making where pre-understanding is made visible. The knowledge interest is to develop consensus among the actors of a specific tradition about how life should be lived by increasing understanding. Emancipatory knowledge is based on transformative reflection, knowledge becomes emancipatory when rules are questioned. The interest focuses on developing self-reflection that sets limitations aside (Habermas, 1968/1971, s. 317) and thereby reflect on that which we otherwise take for granted.

The empirical examples in the article illuminate different forms of quality by making one or intertwined knowledge interests visible. Staff seems to move between these interests depending on which part of the aim of school-age educare that are most valued when talking about their practice. Desire for technical quality seems to lead to control both of participation as well as assessment of individual pupils. Collegial discussions allow for professional meaning making about the motive for actions and their underlying values, thus can be recognised as practical quality. When collective reflections focus on norms and other limitations it seems to motivate for change. It is not until change actually happens though, in staffs work or/and in the conditions of the school-age educare setting, that it may be possible to talk about emancipatory quality in school-age educare.

Quality in systematic development work at these school-age educare settings made it possible to work with the different parts of the aim of the service as well as ensuring that all the children in the specific group had their interests and needs met over time. Conversations and collective meaning making about the aim of school-age educare allowed for an everyday practice that was open to challenging and changing collective norms and structural barriers to collectively build a school-age educare setting together with the pupils (Lager 2020) where a good life could be lived (Kemmis, 2010).

Lena Boström, Helene Elvstrand, Monica Orwehag: Didactics in School Age Educare centers from the perspective of Swedish principals: distinctive perceptions meet a pedagogical practice

Teachers in primary schools and in School Age Educare Centers (SAEC) work with the same children during the school day, but in different contexts and sometimes in different premises. The principal leads and distributes the work and has the ultimate responsibility for both activities. To lead an, in many ways different, educational activity as the SAEC, that at the same time is intended to complement the compulsory school doesn't seem to be easy. SAEC and schools are different educational practices, representing partially different educational cultures and traditions. In addition, there are different, but in some cases overlapping, governing documents to deal with. A previous study has shown distinctive perceptions of principals in relation to other professions (cf. SAEC-teachers, leisure pedagogues, child minders and researchers) within the SAEC sphere. The analysis of the principals' answers show that they do not differentiate between after-school didactics and regular school didactics, and that they see a clearer connection to the school, compared to the other professional groups. This discrepancy between principals' and other respondent groups' view of the activities of the SAEC is thus the starting point for the present text, and the study therefore provides new and in-depth knowledge of principals' perceptions of the didactic concept in this respect.

The purpose of this study was thus to contribute to knowledge about Swedish principals' perceptions of the meaning of the concept of didactics in SAEC. The empirical material consists of a web survey answered by 51 principals comprising open and closed answer options. It has been analyzed with inferential and descriptive statistics as well as content analysis.

The results make principals' perceptions visible regarding the content of the concept of didactics in SAEC. Principals generally consider themselves to have good knowledge of the concept, but their descriptions of the concept are relatively terse. There are no clear connections between the principals' answers and their age or years in the profession. Furthermore, the results show few differences between those who consider themselves to have good knowledge in the field and those who consider themselves to have less knowledge. The qualitative analysis of the answers generated some different themes about didactics and teaching with some connection to didactic theory building. The conclusion is, however, that the principals do not describe the concept of didactics in detail or multifaceted, but that it is linked to a certain extent with teaching, especially in the school environment. Regarding the concept of teaching, the principals make more explicit statements, but these

can be interpreted as more clearly linked to the principal's role in primary schools than to teaching in SAEC.

The answers given by the principals in this study about the didactic concept in SAEC possibly testify to their affiliation to other forms of school and that the concept is therefore associated more with, for example, primary school. No specific traces of didactics in relation to the SAEC perspective can be discerned. An important and distinguishing perspective between the SAEC and the school is the SAEC commitment to care. In the answers from the principals, no didactic ideas about this can be discerned. It is problematic since the didactics of care should, in line with the SAEC curriculum, be given a considerable scope in the activity.

An important conclusion of our study is that if principals are to lead the activities in the SAEC in a successful way, a consensus is required between them and the staff on how the tasks should be understood and carried out. There, didactics play a decisive role. Results like this, and from other studies on principals' perceptions of and understanding of the core concept of the SAEC, show a reality that is not completely in line with the legislation's requirement that principals need to have pedagogical insight in all parts of the school activities. For these reasons, we see the need for intensified research in the field as great.

Tina Kullenberg, Anders Eklöf, Lars-Erik Nilsson: Students' contextual meaning making in Upper Secondary School – Agency in theory and practice

Research has identified a seemingly puzzling student attitude that indicates a non-appreciative stance toward gaining freedom and room for action in education. Students do not always welcome agentic hallmarks such as legitimately having freedoms, for instance, freedom of choice or decision-making. Instead, they tend to prefer teacher-led guidance and, accordingly, the state of being relationally dependent on the teachers. In this article, we explore the mechanisms for such a student preference and the opposite view, represented by students from the 70s enrolled in the historic Swedish democratic school: the Experimental Gymnasium - *Experimentgymnasiet* - in Gothenburg.

There is a growing concern for the general tendency to restrain students by monitoring and controlling them closely, during their learning trajectories. The problem is that such a pedagogy might be seen as counter-productive, especially when academic freedom is a part of the learning goal. Hence, we also deal with this issue, as we discuss and illustrate notions of student agency in theory and practice throughout different school contexts and implicated

cultures. More precisely, we distinguish between two theoretical concepts of agency in schooling that ultimately result in very different didactic implications. Furthermore, we adduce empirical qualification by providing exemplifying excerpts and a written student report relevant to our theoretical reasoning (i.e., distinct types of student agency in theory and practice). These empirical constructs are derived from two distinct corpus of data through time and space which radically differ from each other in school contexts and the applied pedagogical views. The data sets contain upper secondary students' own voices, revealing their respective perspectives on participating in the same kind of task: learning to write academically and collaboratively in peer groups about Social Science. One data set is a collection of contemporary students' video-documented reasoning from three focus groups. The other one is an extract of data derived from a peer group of students who vividly write about their everyday learning experiences in a school journal back in the 70s, as they were enrolled in a democratic, experimental state school (Experimental Gymnasium in Gothenburg, Sweden). Their text contribution aimed to share and inspire other students at the school.

Research focusing on student agency has recently become more common in the current field of Educational Science. However, more research is needed to fully understand the role of students' actions, needs, and rights throughout different educational contexts. Accordingly, differentiated conceptualizations of student agency should also be addressed. We see a chance to contribute to filling this knowledge gap. This article aims to explore diverse notions of agency that have not yet been explicitly discussed in our national context. Due to the conceptual nature of this paper, our research question addresses the issue of conceptualizing student agency. We examine two contrasting concepts deriving from scholars who engage in Bakhtin-inspired dialogic pedagogy: *instrumental* vs. *authorial* student agency. These concepts are also rooted in a pedagogical research field oriented to democratic education; dialogic pedagogy influenced by Bakhtin's dialogue philosophy. The concept of *authorial agency* is here related to the student group from the Experimental Gymnasium in Gothenburg (it existed 1969-1975). When launching this experimental, democratic school was, above all, to encourage the students to feel free to engage democratically in decision-making about their studies, teaching, and organizational practicalities in developing the school together with the leader and the teachers. By implication, this type of agency concerns creative, new thinking, and person-oriented learning that resonates with the notion of authorial agency, further explicated in our present article.

The other illustrated concept in the present text is *instrumental agency*. It is explored in the context of students in our current age participating in a research project in which they discussed their writing experiences in focus groups. These writing experiences refer to a school course in doing so-called project work in peer groups, and the task of their performed activity has

aimed at writing up an academic text about Social Science. The participating students are enrolled in a conventional, municipal upper secondary school in Sweden, in a program that orients to Social Science. In our interpretation, we link their reasonings to an instrumental agency, representing the idea of a limited agency and creativity in (written) meaning making, including being highly dependent on the teacher. We discuss how they were confined to such a goal-rational student position of educational subordination due to predefined goals and rules dictated from above.

In our final discussion, we problematize why the contemporary student group did not search for full-blown student agency and why the students from the experimental, democratic school in the 70s articulated the opposite. We conclude that there is an analytic need to address the role of contextual premises for didactics when considering the implied links to democracy in practice, the teacher role, student motivation, creativity in learning, and assessment regimes.