



<http://www.diva-portal.org>

Postprint

This is the accepted version of a paper presented at *NERA 2018, 46th Congress of the Nordic Educational Research Association. Educational Research: Boundaries, Breaches and Bridges. Oslo, Norway, March 8-10, 2018.*

Citation for the original published paper:

Norqvist, M. (2018)

The leisure-time centre in the new curriculum

In:

N.B. When citing this work, cite the original published paper.

Permanent link to this version:

<http://urn.kb.se/resolve?urn=urn:nbn:se:umu:diva-205670>

The leisure-time centre in the new curriculum

The aim of this study is to explore the process of introducing a revised curriculum for the Swedish leisure-time centres (which was introduced 2016); to analyse the process of formulating the added curriculum text, how leisure-time centre teachers interpret and re-contextualise the text in their practice, and how formulation-, interpretation-, and realization processes relate to and affect each other: RQ1; What issues and areas have been the subject of discussion during the formulation and referral process? RQ2; How do leisure-time centre teachers, headmasters and civil servants interpret the new curriculum text? RQ3; To what extent and if so, how does the revised curriculum affect the everyday practice in the leisure-time centres?

The theoretical framework builds on concepts of policy enactment. A policy text is not simply implemented into practice. It has to be translated from text into action in the practice, and this process is related to the history and context of the practice and the resources that are available. Local actors have to navigate and reinterpret among different policies and other requirements and demands. They are not only implementers of policies, but can actively take part in the process to put the policy into practice (Ball, 2012).

This paper focuses on results from the first research question. The analysis is based on documents from the Swedish National Agency for Education and includes responses from the referral process where different interest groups, like municipalities, teacher unions, universities, researchers in the field and leisure-time centre teachers, had the opportunity to send in their views on the draft of the text. The documents also comprise texts from the reference group that worked with the development of the curriculum text. The documents comprise 320 pages in total. The method used for this part of the study is a text analysis of the documents where different themes will be identified further on in the process.

Preliminary findings show that the term 'teaching' causes most comments and discussions. The majority of the comments are negative towards the use of teaching for describing leisure-time centres' learning environments. There is a concern that the use of this term will make the practice in leisure-time centres become more school-like, and this is not perceived as something positive. They mean that the term excludes important parts of the leisure-time centres core mission; the caring and the situational and spontaneous learning.

The results from this study are of relevance for the NERA conference since there are both similarities and differences between the Nordic countries in how school-aged childcare is organized and governed.

References

Ball, S. J. (2012). *How schools do policy : policy enactments in secondary schools*. London [u.a.: London u.a. Routledge.