



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

Postprint

This is the accepted version of a paper presented at *2nd WERA-IRN Extended Education Conference: Practice, Theories and Activities. Stockholm, Sweden, September 26-28, 2019.*

Citation for the original published paper:

Norqvist, M. (2019)

The new curriculum for Swedish school-age educare

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-206929>

The new curriculum for Swedish school-age educare

Swedish school-age educare is a comprehensive practice for children in the ages six to twelve. School-age educare is governed by the same curriculum as the compulsory school, but there has not been any specific part aimed at school-age educare until July 2016, when the curriculum was revised.

The aim of my doctoral project is to explore the process of introducing a revised curriculum for Swedish school-age educare; to analyse the process of formulating the added curriculum text, how school-age educare 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 school-age educare 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 school-age educare?

The design of the project is inspired by policy enactment (Ball, 2012). 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, they do actively take part in the process to put the policy into practice (Ball, 2012).

This paper focuses on results from the first research question. A content analysis was conducted of documents created during the referral process during which different interest groups (e.g., municipalities, universities, researchers in the field and school-age educare teachers) commented on the draft of the curriculum 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 content analysis of the text documents resulted in three categories of core content; 'teaching', 'the task of school-age educare' and 'play'. The discussion about the first category, 'teaching', concerned the concept itself, and how teaching is related to the practice in school-age educare and the kinds of learning that take place there. The discussion about the second category, 'the task of school-age educare', was about whether the text was clarifying the task for the practice in school-age educare or not, and almost every actor that addressed the issue of clarifying thought that the text did clarify this, but in some paragraphs they wanted to change some of the wordings. Additionally, within this category the complementary task of school-age educare, and the task to complement the education in pre-school class and the compulsory school was discussed. The third category, 'play', was discussed foremost in relation to how play was described and what role play was given in the text proposal.

References

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