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Dear Reader,

*Educare* is a peer-reviewed journal published regularly at the Faculty of Education and Society, Malmö University, Sweden since 2005. *Educare* publishes a wide range of research in education and educational sciences and has long been considered a research forum for faculty, practitioners and policymakers in Sweden. The journal strives to be of relevance to these stakeholders not only through its choice of the published topics, but also through the clarity of presentation. The journal accepts original submissions in Swedish, Danish, Norwegian and English. We welcome both experienced and young researchers to contribute to the journal. All articles are first reviewed by the editor-in-chief and the editorial board. In the next step, articles are subjected to a double-blind review by two external reviewers. All submissions are judged based on their relevance from a professional and educational perspective, theoretical and methodological contribution, critical insights and rhetorical quality. The journal is indexed by The Directory of Open Access Journals (DOAJ) and is included in The Norwegian Register for Scientific Journals, Series and Publishers as a national peer-reviewed journal within the field of education and educational research with scientific level 1. All articles are published Open Access. Publication with *Educare* is free of charge at any stage.

Current research of relevance to the educational practice does not reach policy makers and participants in the educational practice to as high a degree as we would like. Therefore, *Educare* aims to make research available by offering writers of the published articles and position papers to publish a short video presentation of the central aspects of the article as a way to create an interest for the article/paper among participants in the educational practice. Two such examples from the current issue are Maritha Johansson's presentation of the central findings in the article she has written together with Bengt-Göran Martinsson on the construction of the new research area Svenskämnesdidaktik and Charlotte Öhman's

presentation of the article she has written together with Martin Hugo and Lilly Augustine about guardians' participation in preschool education.

The current issue consists of seven articles covering diverse aspects of educational issues such as guardians' participation in preschool education; how students enrolled in a teacher programme specialising in school-age educare articulate their educational choices in relation to migrant background, gender and class; the construction of the research area *Svenskämnesdidaktik* as perceived through a corpus of job announcements; variations that appear in preschool teachers' perceptions of experiences from conducting systematic child talks in preschool; how practitioners perceive their experiences with values clarification, a technique comprising of various exercises employed to process diverse themes; preschool teachers' and head teachers' conceptions and experiences during the initial phase of the national improvement initiative, Collaboration for the Best School Possible and manifestations of professional agency in teacher educators during higher education's transition to emergency remote work.

Charlotte Öhman, Martin Hugo and Lilly Augustine have conducted an interview study with 20 guardians regarding participation in preschool activities using Buber's understanding of dialogue in interpersonal meetings. Their study shows that guardians have different perceptions about what participation implies and that even though they wish to participate to a higher degree, they settle with being informed. One conclusion that the authors make is that there is a need for preschool teachers to enter into a dialogue with guardians about participation. They also see that there is a need for increased competence regarding continuous dialogues as a way to promote guardians' participation in preschool education. There is a short filmed presentation, where Öhman presents the central findings, accessible via the website.

How students enrolled in a teacher programme specialising in school-age educare (*grundlärare i fritidshem*) articulate their educational choices in relation to migrant background, gender and class, as well as how they envision the future profession is the target of Live Stretmo's article. The study highlights the dual motivation driving the students' specific educational decisions: a desire for higher education and the need to enhance employability. The study offers insight into

the interplay of class, gender, migrant background and educational aspirations, and thereby contributes to a more nuanced understanding of contemporary teacher education in Sweden.

In a study focusing on the construction of the research area *Svenskämnesdidaktik* as perceived through a corpus of job announcements from 1990 to 2022, Maritha Johansson and Bengt-Göran Martinsson explore how the materialistic and intellectual landscape of the academic field has evolved in terms of new academic positions with new content and merit assessment. Relying on Bernstein's distinction between singularities and regions, they find that the development of a new research area can be described in terms of a fight between different opponents for what is considered valuable cultural capital. There is a short filmed presentation, where Johansson presents the central findings, accessible via the website.

Ingrid Pramling Samuelsson, Ingrid Engdahl and Eva Ärlemalm-Hagsér have studied the variations that appear in preschool teachers' perceptions of the experience of having conducted systematic child talks in preschool. Based on 60 written comments from preschool teachers, their study shows that the teachers demonstrate four varying perceptions: becoming aware of one's own actions, exciting and educational to discuss with the children about sustainability, talking with children was difficult, and sharing children's thoughts and experiences was the retention. The findings reveal that preschool teachers' reflections and awareness have deepened through the systematic child talks and that there were difficulties regarding how to ask questions and maintain the children's interest. The authors conclude that systematic child talks are not common in preschool.

In an article on method of values clarification, a technique comprising of various exercises employed in school and higher education to process diverse themes, Anneli Einarsson and Sofia Cedervall critically investigate how practitioners perceive their experiences with this method and identify its potential risks and benefits. Through a phenomenographic study of group interviews with teachers, drama pedagogues and actors, the results show that the method carries inherent risks such as triggering underlying conflicts within a group, exerting pressure on participants' integrity or expecting them to take a stance on an issue without proper preparation. The authors find that responsive leadership is the most critical element for accomplishing a qualitative

application of the method, and they conclude that, when used competently, values clarification can enhance participants' learning, develop group dynamics, facilitate understanding of different perspectives and support the individual's subjectification process.

The Swedish national improvement initiative, Collaboration for the Best School Possible (CBS), is the focus of Maria Olsson and Maria Fredriksson's article. The article investigates preschool teachers' and head teachers' conceptions and experiences during the initial phase of CBS through an interview study with 14 preschool professionals. Employing qualitative content analysis guided by the concept of ideological dilemmas, the results of the study show imbalances regarding the dilemmas of a linear logic and a complex practice, as well as between the top-down governance and bottom-up influences. The authors find that the professionals had adapted to the linear logic for improvements, which appears to lack a place for complexities and that the professionals appeared subordinate to representatives of the National Agency for Education. They demonstrate the need for further discussion on why, for what and for whom an educational practice needs to be improved.

Anna Roumbanis Viberg's article investigates manifestations of professional agency in teacher educators' perceptions of changed circumstances during higher education's transition to emergency remote work through 14 semi-structured interviews with Swedish teacher educators. The content analysis shows that in an acute transition, the teacher educators exercised agency when trying to frame a blurred context, a connected space and a screen identity for purposes of retaining professional pride, transforming the teaching practice and thus coping with the "good enough" discourse as a way to preserve the individual's well-being. The study's results contribute to understanding university educators' and teacher educators' professional agency and professional development in an ever-evolving digital work environment.

I hope you find this collection of articles exciting to read!

*Anette Svensson*

(Editor-in-chief)