

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 relevant to these stakeholders through its choice of the published topics and the clarity of presentation (see Author Guidelines). The journal accepts original submissions in Swedish, Danish, Norwegian and English. We welcome both experienced and young researchers to contribute to the journal. The editor-in-chief or the editorial board first reviews all articles. 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 Norwegian Register for Scientific Journals, Series and Publishers* currently registers the journal as a national peer-reviewed journal within the field of education and educational research with scientific level 1.

This summer issue consists of seven articles and a position paper. In focus in this issue are several pertinent educational questions: how the concept of proven experience shapes teaching practice in school, how professional orality should be viewed from ethical perspectives, what is the essential meaning of joy in learning, how pupils develop narrative competencies and identities through consuming and producing stories in various forms, in what ways the Swedish minorities are represented in the steering documents (*Lgr11*), how taste can be reconceptualised to contribute to sustainable food consumption, what teaching means for pre-school and school-age recreation leaders and how PE teachers legitimise pupils' writing in their subject.

In an interview-based phenomenographic study, Pia Åman, Ylva Lindberg and Stephan Rapp investigate 14 teachers' conceptualisations of proven experience in

school. They demonstrate that teachers view proven experience as a multi-dimensional concept, define it through individual and collegial practice and situate it in time and space. The authors note significant differences between how teachers understand proven experience and how The Swedish National Agency for Education (*Skolverket*) defines it.

Kristin Solli Schøien argues that professional orality is an essential relational competence and an ethical obligation in any professional practice. The author defines professional orality as a transdisciplinary field that focuses on verbal and non-verbal aspects of oral communication. Further, professional orality is argued to be a measurable and trainable skill, and all practitioners of phonic professions – including teachers and teacher educators – are urged to increase their ethos, or trustworthiness, making their oral expression more precise and purposeful.

Based on a phenomenological analysis of interviews with and written stories by school children aged 9 and 12, Marita Cronqvist concludes that children find joy in learning when they understand their learning processes. To support joy in learning in children, teachers thus should act as facilitators and be inspiring and supportive. In addition, since the author found that joyful school breaks with friends contribute to children experiencing joy in learning also during the lessons, teachers should pay more attention to shaping meaningful school breaks.

Annette Svensson and Therése Haglind examine pupils' and teachers' experiences of a teaching unit on Lindgren's *Ronja, The Robber's Daughter*. The unit involved consuming and producing stories in various forms and media. The authors find that this way of working with literary texts stimulates pupils' identity development and contributes to their gaining a meta-perspective on their learning processes.

Lina Spjut illuminates the difficulties teachers may experience when interpreting the steering documents (*Lgr11*). In particular, the author demonstrates that the different parts of the steering documents (i.e. the aim, central content and grading criteria) pertaining to the theme of the Swedish national minorities do not align. Such misalignment is problematic for the teachers' compliance with the steering documents and can negatively affect the teaching content itself.

Having analysed video recordings of several Home and Consumer Studies' classes, Lolita Gelinder concludes that the best way to promote sustainable food consumption is to construe taste as a transactional category that is changeable and reflexive. However, in her data, the teachers and pupils conceptualise taste as permanent and fixed, which may impede pupils from developing new taste experiences and decrease their willingness to make sustainable food choices.

In an interview-based study, Linnéa Holmberg investigates how pre-school teachers and school-age recreational leaders talk about teaching. On the one hand, she found that talking about teaching, at least to outsiders, may help legitimise what pre-school teachers and recreational leaders do, which is also what is prompted by educational policies. On the other hand, the pre-school teachers and recreational leaders in Spjut's study do not themselves conceptualise their practice in terms of teaching. The author concludes that despite this apparent conflict between the educational policies and the teachers' actual practice, talking about teaching contributes to the professionalisation of pre-school teachers and school-age recreational leaders.

Finally, in the interviews with five PEH (Physical Education and Health) teachers, Anna-Maija Norberg investigates discourses of writing to illuminate in what way writing is legitimised and delegitimised in the subject of PEH. The author reveals a tension between teachers viewing – and thus legitimising – writing in PEH as the conventional tool for instruction and assessment, on the one hand, and pupils viewing – and thus delegitimising – writing as difficult and foreign to what they perceive to be the core activities in PEH, on the other.

With wishes of a long and restful summer,

*Anna Wärnsby*

