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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.

The current issue consists of seven articles covering diverse aspects of educational research such as challenges related to language development, motivation and diversity of proficiency levels among young learners in primary English education; constructions of the disciplinary measure *emergency school* [Sw. akutskola]; the use of national assessment material for recently arrived students; the construction of children as sedentary, overweight and costly in official documents produced by WHO and OECD; how preschool principals comprehend, practice and develop their pedagogical leadership; possibilities provided by sloyd education for newly arrived students; and Mother Tongue Instruction in secondary school education for students with intellectual disabilities.

Focusing on challenges related to language development, motivation and diversity of proficiency levels among young learners in primary English education, Maria Nilsson focuses on the use of picturebooks as a resource for motivation and language learning. The questionnaire study reveals that the substantial heterogeneity of proficiency levels among learners is the biggest challenge experienced by teachers. Other related challenges are a shortage of teaching materials to cater to varying needs and difficulties in engaging all learners in oral language production. Even though many teachers are positive towards picturebooks as an instructional resource, they are not used in the classroom.

Nihad Bunar focuses on constructions of the disciplinary measure *emergency school* [Sw. akutskola], which relates to an institutionalization of the policy for and public discourse about forceful measures for safety and discipline in schools, in policy documents, Swedish media discourses and international research. Applying critical policy analysis, the study shows that the question of knowledge is absent from the public discourse as well as from the policy document. Instead of offering support to students at risk (discourse of equity), the function is to provide a space for violent and criminal students (discourse of safety). One risk with emergency schools, apart from stigmatization and negative impact on the learning process, is the effect they might have on regular schools in terms of providing safety, a positive school climate and equity for all students.

National assessment material for recently arrived students are the focus of Erika Bomström Aho and Åsa Wedin's study. Using discourse analysis, they have analysed the assessment materials for five students and find two prominent discourses: assessment discourse for newly arrived students and important knowledge at language introduction. The assessment material, constructed by the Swedish National Agency for Education, supports comprehensive assessment where information about students' previous knowledge and background regarding language and education is requested. However, the findings show that the documentation is inconsistent, often fragmentary and abbreviated and teachers consider personal matters to be important knowledge. The findings also show that the documentation regarding students who have experience from formal school education is more informative than those with little or no experience of formal education.

Through a critical analysis, Jonas Johansson investigates how children and their physical activities are constructed in official documents produced by WHO and OECD. The results show that children are constructed as sedentary, overweight and costly – problems that should be solved within education by regulated physical activities. The analysis focuses on the public health discourse and the neoliberal market discourse, where focus is on a recontextualization of natural scientific and sporting knowledge into financial profit. Johansson demonstrates that this might lead to an instrumental view on children and a reorganization of education.

Magnus Erlandsson, Bim Riddersporre and Jonas Stier investigate how preschool principals comprehend, practice and develop their leadership. The article focuses on how the participating principals, in written reflective texts, position themselves vis-à-vis their organization and their staff. By using a theoretical framework of the generated metaphors: sing-along leader, conductor, dissonance, jam session and the overarching metaphorical concept of ensemble, the authors capture the essence of preschool principals' own understanding, enactment and progress of pedagogical leadership. The text analysis focuses predominantly on four areas: the principals' image of the ideal leadership, their interpretation of the pedagogical leadership assignment, their individual leadership practices and their leadership development.

In a study focusing on the use of practical-aesthetic subjects to mitigate the transition for newly arrived students into the schools system, Emma Gyllerfelt presents two examples of newly arrived students in the sloyd classroom. Through analyses of video recordings of sloyd lessons with newly arrived students in years 8-9, the article focuses on the interaction, communication and learning environment that the students encounter in the sloyd classroom. The findings show that the sloyd classroom environment offers rich multimodal interaction and communication opportunities, and that the students encounter complex and abstract subject-specific content and concepts in situated learning situations. Hence, the author concludes that the use of multimodal pedagogy enables newly arrived students to demonstrate their knowledge beyond verbal actions.

Åsa Wedin and Lovisa Berg's study focuses on Arabic Mother Tongue Instruction in secondary school education for students with intellectual disabilities. They analyse fieldnotes and

recordings from observations of eight lessons conducted in one class focusing on aspects of space, activities and language use. The results show that the Arabic instruction is separated from the instruction in other subjects and that mother tongue teachers do not collaborate with other teachers at the school, which results in few opportunities to compare languages.

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

Finally, I would like to welcome Shaun Nolan as new editor-in-chief.

*Anette Svensson*

(Editor-in-chief)