



COURSE SYLLABUS

The Growth and Development of the Swedish Preschool - From Social Policy to Educational Policy, 10 credits

The Growth and Development of the Swedish Preschool - From Social Policy to Educational Policy, 10 högskolepoäng

Course Code:	LGDR27	Education Cycle:	Second-cycle level
Confirmed by:	Director of Education Jun 21, 2017	Disciplinary domain:	Social sciences
Valid From:	Autumn 2017	Subject group:	PE1
Version:	1	Specialised in:	A1N
Reg number:	HJK 2017/2640-313	Main field of study:	Education

Intended Learning Outcomes (ILO)

On completion of the course, the student should be able:

Knowledge and understanding

- explain the history, development and implementation of Swedish preschool philosophies, pedagogies, and policies
- explain the structure and organization of the Swedish preschool
- describe the role of preschool in the overall Swedish educational system
- explain, apply and implement the dual approach for developing Swedish preschool educational activities involving the combination of teaching on a scientific basis and proven experience in preschool

Skills and abilities

- communicate their knowledge and understanding of the Swedish preschool system using written, oral, and multimedia texts
- systematically analyze national preschool systems in terms of their policies and pedagogies using relevant theoretical and historical perspectives
- systematically compare policies and pedagogies of the Swedish preschool system to those in other countries

Judgement and approach

- critically and systematically reflect on and assess the Swedish preschool system, as well as preschool systems in other countries
- compare the cultural and historical development of the Swedish preschool system with respect to those of student's home country

Contents

- International comparisons of early childhood education provision
- The debate over the relationship between early childhood education provision and

developmental and learning outcomes

- Basic organizational and policy elements of preschool provision in the Nordic countries
- History and development of Swedish preschool provision from both social and educational policy perspectives
- The organization of the Swedish preschool system
- The Swedish preschool curriculum
- The influence of the Swedish preschool model on both Swedish and international education systems
- The debate in Sweden over how to organize preschool education based on a combination of teaching on a scientific basis and proven experience
- The role of preschool teachers and leaders in the development and transformation of preschool policy and pedagogies

Type of instruction

The course combines classroom-based seminars, lectures, group work and field visits to preschools and other childcare institutions.

An online learning management platform (Ping Pong) is used for course communication and assignment distribution and evaluation.

Students who have been admitted to and registered on a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course to which they were accepted. After that, the right to receive instruction/supervision expires.

The teaching is conducted in English.

Prerequisites

General entry requirements and a bachelor's degree (i.e. the equivalent of 180 ECTS credits at an accredited university) within behavioral science, social work, educational sciences, or related field, including independent, theoretical-based work, i.e. a thesis or equivalent. English proficiency is required. Exemption is granted from requirement in Swedish.

Examination and grades

The course is graded A, B, C, D, E, FX or F.

The grades A, B, C, D and E are all passing grades. For courses with more than one examination, students are given a final grade based on an overall assessment of all examinations included in the course. The final grade of the course is issued only when all course units have been passed.

The examination is based on instruction and course literature.

The examination must allow for students to be assessed on an individual basis. Students may not make a second attempt at any examination (or element of examination) already passed in order to receive a higher grade. Further information concerning assessment and grading criteria is provided in a study guide distributed at the beginning of the course.

Students are guaranteed a minimum of three examination occasions, including the regular occasion. If a student has failed the same examination three times, the student is entitled to request that the next examination is assessed and graded by a new examiner if possible. The decision to accept or reject such a request is made by the vice dean of education.

In case the course is terminated or significantly altered, examination according to the present course syllabus shall be offered on at least two occasions in the course one year after the termination/alteration.

To pass the course, the student needs to fulfill all the course requirements. Mandatory assignments, such as short papers and presentations (i.e. course assignment portfolio), will be graded pass(G)/fail(U). The final course paper will be graded A, B, C, D, E, FX, or F.

Registration of examination:

Name of the Test	Value	Grading
Course Assignment Portfolio ^I	7.5 credits	U/G
Individually Written Essay	2.5 credits	A/B/C/D/E/FX/F

^I The examination is graded Fail (U) or Pass (G)

Course evaluation

At the end of the course, a course evaluation is performed and commented on by the course coordinator and, if possible, a student/students (course developer/s). The course evaluation, which is published on the relevant learning platform and submitted to the study administration, is to function as a basis for future improvements to the course.

Course literature

Barnett, W. S. (1995). Long-term effects of early childhood programs on cognitive and school outcomes. *The Future of Children*, 5(3), 25–50. (25 p.)

Bennett, J. (2005). Curriculum issues in national policy-making. *European Early Childhood Education Research Journal*, 13(2), 5–23. (18 p.)

Burger, K. (2010). How does early childhood care and education affect cognitive development? An international review of the effects of early interventions for children from different social backgrounds. *Early Childhood Research Quarterly*, 25(2), 140–165. (15 p.)

Haug, P. (Eds.). (2015). The long history and continuing development of ECEC provision in Sweden and Norway. In David, T., Gooouch, K., Powell, S. (eds.) *The Routledge International Handbook of Philosophies and Theories of Early Childhood Education and Care* (pp. 298–306). New York: Routledge. (8 p.)

Edwards, C. P. (2002). Three Approaches from Europe: Waldorf, Montessori, and Reggio Emilia. *Early Childhood Research & Practice*, 4(1), n1.

Einarsdottir, J., & Wagner, J. T. (2006). *Nordic Childhoods and Early Education: Philosophy, Research, Policy, and Practice in Denmark, Finland, Iceland, Norway, and Sweden*. Charlotte, NC: Information Age Publishing

Havnes, T., & Mogstad, M. (2011). No child left behind: Subsidized child care and children's long-run outcomes. *American Economic Journal: Economic Policy*, 3(2), 97–129. (32 p.)

Heckman, J. J. (2006). Skill Formation and the Economics of Investing in Disadvantaged Children. *Science*, 312(5782), 1898–1900. (2 p.)

Mahon, R., Anttonen, A., Bergqvist, C., Brennan, D., & Hobson, B. (2012). Convergent care regimes? childcare arrangements in Australia, Canada, Finland and Sweden. *Journal of European Social Policy*, 22(4), 419–431. (12 p.)

Korpi, B. M., & Turner, B. R. (2007). *The politics of pre-school: intentions and decisions underlying the emergence and growth of the Swedish pre-school*. Stockholm: The Ministry of Education and Research.

Munkhammar, I., & Wikgren, G. (2010). *Caring and Learning Together: A Case Study of Sweden* (Early Childhood and Family Policy Series No. 20). UNESCO.

Organisation for Economic Co-operation and Development (Ed.). (2006). *Starting strong II: early childhood education and care*. Paris: OECD.

Sheridan, S., Williams, P., Sandberg, A., & Vuorinen, T. (2011). Preschool teaching in Sweden – a profession in change. *Educational Research*, 53(4), 415–437. (22 p.)

Skolverket. (2011). Curriculum for the preschool Lpfö 98: revised 2010. Stockholm: Skolverket. (20 p.)

Taguma, Miho, Litjens, Ineke, & Makowiecki, Kelly. (2013). *Quality matters in early childhood education and care: Sweden*. Paris: OECD.

Taguma, Miho, Litjens, Ineke, & Makowiecki, Kelly. (2012). *Quality Matters in Early Childhood Education and Care: United Kingdom*. Paris: OECD.

UNICEF. (1989). *Convention on the Rights of the Child*.

Total pages – Course Literature: 710

In addition to listed course texts there will be, in accordance with lecturers' recommendations, reports, articles and internet resources.

Reference literature

Ambjörnsson, R., Hedqvist, H., Ning De Conick-Smith, O'Connor, A., Svenle, E. (2014). *Century of the child: Nordic design for children 1900 to today*. Förlag: Stiftelsen Museum Vandalorum. (pp. 179).

Havnes, T., & Mogstad, M. (2015). *Is universal child care leveling the playing field?* *Journal of Public Economics*, 127, 100–114.

Herman, J., Post, S., & O'Halloran, S. (2013). The United States Is Far behind Other Countries on Pre-K. Center for American Progress. Retrieved from <http://eric.ed.gov/?id=ED565368>

Hinitz, B. S. F., & Miller, S. A. (Eds.). (2013). *The hidden history of early childhood education*. New York: Routledge.

Johansson, I., & Moss, P. (2012). Re-Forming the School: Taking Swedish Lessons: Reforming the Swedish school. *Children & Society*, 26(1), 25–36.

Lascarides, V. C., & Hinitz, B. F. (2000). *History of early childhood education* (Vol. 982). New York: Falmer Press.

Melhuish, E. C., & Petrogiannis, K. (Eds.). (2006). *Early childhood care and education: international perspectives*. New York: Routledge.

Nutbrown, C., & Clough, P. (2014). *Early childhood education: history, philosophy and experience* (Second edition). Thousand Oaks, California: SAGE Publications.

Pramling Samuelsson, I., Sheridan, S., & Williams, P. (2006). Five Preschool Curricula - Comparative Perspective. *International Journal of Early Childhood*, 38(1), 11–30.

Scheiwe, K & Willekens, H. (2009). *Childcare and Preschool Development in Europe*. Institutional perspectives. London: Palgrave Macmillian.

Siraj-Blatchford, I., Sylva, K., Melhuish, E., Sammons, P., & Taggart, B. (2010) *Early Childhood Matters. Evidence from the Effective Pre-school and Primary Education project*. London: Routledge.

UNICEF. (2007). *Child poverty in perspective. An overview of child well-being in rich countries*. UNICEF. Innocenti research Centre Report card 7, 2007.

UNICEF. (2008). *The child care transition: A league table of early childhood education and care in economically advanced countries*. Florence: UNICEF Innocenti Research Centre.

Unit, E. I., & Britain, G. (2012). *Starting well: Benchmarking early education across the world*. London: Economist Intelligence Unit.

Citing Sources – How to Create Literature References. <http://ju.se/library/search--write/citingsources---how-to-create-literature-references.html>

Information Material about Anti-Plagiarism at Universities. *The Interactive Anti-Plagiarism Guide – Jönköping University.* <http://pingpong.ju.se/public/courseId/10565/publicPage.do>