



## COURSE SYLLABUS

# History and Policy of Swedish Preschool Provision, 10 credits

*History and Policy of Swedish Preschool Provision, 10 högskolepoäng*

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<b>Course Code:</b> LHPR29	<b>Education Cycle:</b> Second-cycle level
<b>Confirmed by:</b> Director of Education Mar 20, 2019	<b>Disciplinary domain:</b> Social sciences
<b>Valid From:</b> Autumn 2019	<b>Subject group:</b> PE1
<b>Version:</b> 1	<b>Specialised in:</b> A1N
	<b>Main field of study:</b> Education

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### Intended Learning Outcomes (ILO)

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

#### Knowledge and understanding

- explain the history, development and implementation of Swedish preschool philosophies and policies
- explain the structure and organization of Swedish preschool provision
- describe the role of preschool in Swedish society generally, and in the Swedish educational system specifically
- explain 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 knowledge and understanding of the Swedish preschool system using written, oral, and multimedia texts
- compare the cultural and historical development of the Swedish preschool system with respect to that of the student's home country
- 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
- systematically analyze national preschool systems in terms of their policies and pedagogies using relevant theoretical and historical perspectives

### Contents

- The organization of the Swedish preschool system
- The Swedish preschool curriculum
- International comparisons of early childhood education provision
- Organizational and policy elements of Nordic preschool provision.

- History and development of Swedish preschool provision
- The relationship between early childhood education provision and developmental and learning outcomes
- The organization of university-level preschool teacher training in Sweden

### **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 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 given three opportunities for examination per course assignment, including the initial opportunity. If a student has failed the same examination three times, the student may request that the examination be assessed and graded by a new examiner. 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, will be graded pass/fail. One presentation and the final course paper will be graded A, B, C, D, E, FX, or F.

Registration of examination:

Name of the Test	Value	Grading
Individual written assignment <sup>1</sup>	1 credit	U/G
Individual written assignment <sup>1</sup>	1.5 credits	U/G
Individual written assignment <sup>1</sup>	1.5 credits	U/G
Individual written assignment <sup>1</sup>	1.5 credits	U/G
Individual presentation	1.5 credits	A/B/C/D/E/FX/F
Individual written assignment	3 credits	A/B/C/D/E/FX/F

<sup>1</sup> The examination is graded pass (G) or fail (U)

### 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

Blackmore, Elena, Hawkins, Richard, Holmes, Tim, and Wakeford, Tom. (2011). *The Common Cause Handbook: A Guide to Values and Frames for Campaigners, Community Organisers, Civil Servants, Fundraisers, Educators*. Machynlleth: Public Interest Research Centre Ltd. (53 pp.)

Einarsdottir, Johanna, & Wagner, Judith. T. (2006). *Nordic Childhoods and Early Education: Philosophy, Research, Policy, and Practice in Denmark, Finland, Iceland, Norway, and Sweden*. Charlotte, NC: Information Age Publishing. (306 pp.)

Hammarstrom-Lewenhagen, Birgitta (2013). *The Unique Possibility – A Study of the Swedish Preschool- Model 1968-1998. English introduction to Doctoral Dissertation*. Stockholm University (6 pp.)

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

Korpi, Barbara Martin. (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. (88 pp.)

Organisation for Economic Co-operation and Development (Ed.). (2006). *Starting strong II: early childhood education and care*. Paris: OECD. (222 pp.)

Skolverket. (2016). *Curriculum for the preschool Lpfö 98: revised 2010*. Stockholm: Skolverket. (20 pp.)

UNICEF. (1989). *Convention on the Rights of the Child*. (10 pp.)

Total pages – Course Literature: 709

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

### Reference literature

Economist Intelligence Unit. (2012). *Starting well: Benchmarking early education across the world*. London: Economist Intelligence Unit. (42 p.)

Haug, Peter . (2015). *The long history and continuing development of ECEC provision in Sweden and Norway*. In David, T., Goouch, 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.)

Havnes, Tarjei., & Mogstad, Magne. (2015). *Is universal child care leveling the playing field?* *Journal of Public Economics*, 127, 100–114. (14 p.)

Mahon, Rianne, Anttonen, Anneli, Bergqvist, Christina, Brennan, Deborah, & Hobson, Barbara (2012). *Convergent care regimes? childcare arrangements in Australia, Canada, Finland and Sweden*. *Journal of European Social Policy*, 22(4), 419–431. (12 p.)

Pramling Samuelsson, Ingrid., Sheridan, Sonja., & Williams, Pia. (2006). *Five Preschool Curricula Comparative Perspective*. *International Journal of Early Childhood*, 38(1), 11–30. (19 p.)

*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>