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Teaching and learning - being together in a relational field of exploration

Based on a long preschool tradition, with roots in the Swedish society striving for equality and good care of the youngest children, a preschool and a preschool teacher education with a good reputation has been developed in Sweden. However, the preschool and the teacher education is emerging, not in a vacuum, but in the middle of a complex and changing society, in which political forces have their impact, and where the view of the child and of what knowledge really is, must be repeatedly highlighted.

At Stockholm University an updated preschool teacher education has just been launched. Term by term, an education grows that seeks to start from the competent child, an explorative approach and learning as a relational place. Societal issues, such as the growing threat of climate change, refugee issues and human rights, and the school's and preschool's own questions, where knowledge and assessment are pressed lower down the ages, coexist with each other in the educational arena.

By letting the students take an active part of an exploratory approach, pedagogical documentation, process writing and project work, the aim is to offer tools for a future preschool teacher career in a changing society. A preschool teacher education where learning is seen as a relational field and education should be saturated by an awareness of sustainable development is emerging. The theories that exist in the background are mainly taken from social constructionism and poststructuralism, where thoughts and ideas from Foucault, Derrida, Deleuze and Levinas have given significant impulses. Another important source of inspiration is the educational work carried out and developed in Reggio Emilia since the mid-1900s.

Based on some examples from the Swedish preschool and preschool education, I would like to present the ideas behind the development work being done at the preschool teacher education at Stockholm University.