

Teaching in Preschool: Principals' Beliefs as Central in Positioning Preschool Teacher and Caregiver Within Preschool Practice

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ABSTRACT

In 2010, preschool in Sweden became an education form within the overall educational system and teaching was introduced as a new concept. This policy reform entailed that preschool teachers become responsible for teaching. In 2018, the revised preschool curriculum stipulated principals' responsibility to create conditions for preschool teachers to take responsibility for teaching. This becomes important for improving children's learning and supporting and preparing them for success in their further education. Otherwise, it will risk limiting children's opportunities and create an unequal preschool. The concept of teaching in preschool practices has in prior research been emphasized as a complex issue where preschool teachers and caregivers are viewed as doing the same things and that it is a challenge for preschool teacher to take responsible for and lead teaching. By the use of new institutionalism, positioning theory and interviews with principals, we show that the beliefs of principals become crucial and influence their positioning of preschool teachers and caregivers in implementing changes in curriculum which will affect the quality of preschool education. We emphasize a need to move from a previous flat organisational structure towards a focus on increasing preschool teachers' responsibilities and leadership.

Keywords: Principals, Preschool teacher, Leadership, Positioning, Teaching, Institutionalisation