



Brief

Preschool teachers' reflected practice – a study on pedagogical supervision and pedagogical documentation

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The study aims at shedding light on practice-based perspectives on professional activities in preschool on an overall level, and specifically preschool teachers' reflective processes on the role of being pedagogical supervisor in early child education and the work with pedagogical documentation. Reflected practice is the theoretical starting point for both the study and the analysis of the results, where different themes emerge as central to compiling statements about preschool teachers' reflection of their professional practice. The study is based on preschool teachers' analyzes of reflected practice in preschool in written texts based on their student logs during a university course in an academic continuing education for becoming pedagogical supervisors. The main knowledge in this course is about strengthening the professional ability to analyze the pedagogical activities, develop relational competence and be a complement to the preschool director. Relational professionalism has to do with both the professional competence of individual educators and the collective working culture. In preschool in Sweden, there has been a discursive change in the use of documentation, from a practice of portraying the individual child to instead focus on the relationships between the children as well as children, materials and educational environments, which is also a task for the pedagogical supervisor. Changing demands on the preschool teacher role is another of the discursive shifts in both the theoretical and practical knowledge base of the profession of preschool teacher. The reflections of the preschool teachers in their logs have been analyzed through thematic analysis. The material on which the theme categories are based is the preschool teachers analyzes of the pedagogical activities in their daily activities at preschools, but which also contain reflections

on their own development of the role as pedagogical supervisor during the course. The result of the study shows how the preschool teachers reflect on potential opportunities with the role of supervisor, but also on difficulties with pedagogical supervision and pedagogical documentation as working methods based on their personal development during the course. The result also shows how changed conditions as discursive changes regarding early childhood education in Sweden, changed requirements for leadership, an increasing lack of and increased number of unauthorized staff as well as changes in the curriculum, risk leading to deteriorating quality in preschool. Preschool teachers thus have to function as educational leaders, often alone at each department as a trained educator, who will supervise the work with colleagues who are unauthorized. The preschool teachers have an awareness of the need for strengthening the reflected practice, collegial learning and pedagogical supervision as well as a qualitative and systematic work with pedagogical documentation for compliance with the curriculum objectives. Here also emerges the need for an increased awareness of a connection between proven experience and scientific basis in educators. In the role of pedagogical supervisor, there is a potential to contribute to the development in preschool at many different levels as a collegial support. The results point to similar results as previous studies, where the Swedish preschool is part of a historical shift from a Nordic / Central European knowledge tradition with care and learning from a holistic educational perspective to a knowledge culture that is increasingly characterized by quality control and individual orientation towards an Anglo-Saxon knowledge tradition. At the same time, there is a direction towards an interactive and relational view of learning and collegiality that emerges in the study, which has also been demonstrated in previous research as a strong focus in Swedish and Scandinavian preschool research.

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