

Curriculum for the Preschool

Lpfö 18



Skolverket

Curriculum for the Preschool

Lpfö 18

Ordinance (SKOLF5 2018:50) on the curriculum for the preschool

To order, please contact:
Norstedts Juridik kundservice
SE-106 47 Stockholm
Phone: +46 8 598 191 90
E-mail: kundservice@nj.se
www.nj.se/offentligapublikationer

ISBN: 978-913832747-0
Illustration: Tobias Flygar
Production: AB Typoform
Print: DanagårdLitho 2019

Contents

1. The fundamental values and task of the preschool	5
Fundamental values	5
Understanding and compassion for others	5
Objectivity and comprehensiveness.....	6
An equivalent education.....	6
The task of the preschool	7
Care, development and learning.....	10
The development of each preschool	12
2. Goals and guidelines.....	13
2.1 Norms and values.....	13
2.2 Care, development and learning.....	14
2.3 Participation and influence of the child.....	17
2.4 Preschool and home	18
2.5 Transfer and collaboration	18
2.6 Follow-up, evaluation and development.....	19
2.7 Responsibilities of preschool teachers in teaching.....	20
2.8 The head's responsibilities	21

1. The fundamental values and task of the preschool

FUNDAMENTAL VALUES

The preschool is part of the school system and rests on the basis of democracy. The Education Act (2010:800) stipulates that the purpose of education in the preschool is to ensure that children acquire and develop knowledge and values. It should promote all children's development and learning, and a life-long desire to learn. Education should also convey and establish respect for human rights and the fundamental democratic values on which Swedish society is based.

Every single person working in the preschool should promote respect for the inviolability of human life, individual freedom and integrity, the equal value of all people, equality between women and men, girls and boys, and solidarity between people. No child in the preschool should be subjected to discrimination on the grounds of the gender, transgender identity or expression, ethnic origin, religion or other belief, disability, sexual orientation or age, of the child or any person with whom the child is associated, or to any other abusive treatment. All such tendencies should be actively counteracted.

Education should be undertaken in democratic forms and lay the foundation for a growing interest and responsibility among children for active participation in civic life and for sustainable development – not only economic, but also social and environmental. Both long-term and global future perspectives should be made explicit in education.

The preschool should reflect the values and rights expressed in the UN Convention on the Rights of the Child (CRC). Education should therefore be based on what is deemed to be the child's best interests, that children have the right to participation and influence, and that children should be made aware of their rights.

UNDERSTANDING AND COMPASSION FOR OTHERS

Everyone who works in the preschool should promote respect for the intrinsic value of every person and strive for sustainable development.

Education should give children the opportunity to develop their ability to express empathy and consideration for others by encouraging and strengthening their compassion for and insight into the situation of other people. Education should be characterised by openness and respect for differences in people's perceptions and ways of life. It should give children the opportunity to reflect on and share their thoughts about life-related issues in different ways.

The increasing internationalisation of Swedish society places high demands on people's ability to live with and understand the values that derive from cultural diversity. The preschool is a social and cultural meeting place that should promote children's understanding of the value of diversity. Awareness of different living conditions and cultures can help to develop an ability to understand and empathise with other people's conditions and values.

Education in the preschool should lay the foundation for children's understanding for different languages and cultures, including the languages and cultures of the national minorities. The Act (2009:724) on National Minorities and National Minority Languages states that the national minorities are Jews, Roma, Sami, Sweden Finns and Tornedalers. The Sami are also an indigenous people. The Language Act (2009:600) states that the national minority languages are Finnish, Yiddish, Meänkieli, Romani and Sami.

OBJECTIVITY AND COMPREHENSIVENESS

The preschool should be open to different perceptions. Everyone working in the preschool should at the same time uphold the fundamental values set out in the Education Act and in this curriculum, and clearly dissociate themselves from anything that is in conflict with these values. The preschool should encourage children to express their thoughts and ideas and should create the conditions for this. The children's opinions should be incorporated into education, and they should be given the opportunity to form their own views and make choices based on their own preconditions. This can enable children to develop confidence in their own abilities and to become involved and exert an influence over their education.

Children in the preschool should not be unilaterally influenced in favour of one or other point of view. Education should therefore be objective, comprehensive and non-denominational.

The approach of all those working in the preschool and the way they behave and talk about something affects children's understanding of and respect for the rights and obligations that apply in a democratic society. This means that everyone who works in the preschool is important as a role model.

AN EQUIVALENT EDUCATION

The Education Act stipulates that education should be of equivalent value regardless of where in the country it is provided. It should take into account the different conditions and needs of children and be adapted to all children in the preschool. This means that education cannot be structured in the same way everywhere and that the resources of the preschool should not be distributed equally.

Education should take its starting point in the curriculum and what children show an interest in, and also in the knowledge and experiences that children have already acquired. It should continuously challenge children by inspiring them to make new discoveries and acquire new knowledge. The preschool should pay particular attention to children who need more guidance and stimulation or special support for various reasons. All children should receive an education that is designed and adapted so that they develop as far as possible. Children who need more support and stimulation, either temporarily or permanently, should be provided with this, structured according to their own needs and conditions.

The preschool should actively and consciously promote the equal rights and opportunities of all children, regardless of gender. The preschool also has a responsibility to combat gender patterns that limit children's development, choices and learning. How the preschool organises education, how children are treated and what demands and expectations are made of children all contribute to shaping their perceptions of what is female and what is male. The preschool should therefore organise education so that children mix, play and learn together, and test and develop their abilities and interests, with the same opportunities and on equal terms, regardless of gender.

THE TASK OF THE PRESCHOOL

Holistic view

Education in the preschool should lay the foundations for life-long learning. It should be enjoyable, secure and rich in learning for all children. Education should be based on a holistic approach to children and the needs of children, in which care, development and learning form a whole. In cooperation with the home, the preschool should promote the development of children to become active, creative, competent and responsible people and members of society.

Education includes teaching. Teaching means stimulating and challenging the children, taking the goals of the curriculum as a starting point and direction, and is aimed at encouraging development and learning among the children. Teaching should be based on content that is planned or appears spontaneously, as children's development and learning take place at all times. Preschool teachers should be responsible for the educational content of teaching and for targeted work to promote development and learning in children. Preschool teachers therefore have a special responsibility in the education provided jointly by the work team. Other members of the work team, e.g. child minders, also participate in teaching activities to promote children's development and learning.

The preschool should be a vibrant social community that provides security and creates a will and a desire to learn. Children create context and meaning based on their experiences and the way they think. When in the preschool, they must therefore be encountered with respect for them as a person and for the way they think and understand the world around them. Everyone who works in the preschool should provide

every child with the conditions to develop trust and self-confidence. They should encourage the children's curiosity, creativity and interest. The rights of children to physical and personal integrity should also be respected. This applies, for example, in day-to-day care and in matters of documentation.

Education in the preschool should be planned and implemented in such a way as to promote the development, health and well-being of children. The preschool should offer children a good environment and a balanced daily rhythm with both rest and activities that are adapted according to their needs and length of stay. The environment should be accessible for all children and inspire them to play together and to explore the world around them, and support the children's development, learning, play and communication.

The environment in the preschool should offer all children varied activities in different contexts. Having several options to choose from provides increased conditions for children to broaden their playing patterns and choice of activities. It is important that everyone who works in the preschool contributes to providing children, regardless of gender, with the conditions for extended experiences and perceptions of their opportunities. The environment in the preschool should inspire and challenge children to broaden their abilities and interests without being constrained by gender stereotyped perceptions.

The preschool should collaborate with the home to give children the opportunity to develop according to their conditions. The preschool should make it clear to children and children's guardians what the goals of the education are. This is a precondition for their ability to influence and their understanding of the tasks of the preschool. It is important that everyone who is part of the work team has the ability to understand and interact with the children and to create trusting relationships with the home, so that the time spent in the preschool is positive for the children.

Play is the foundation of development, learning and well-being

For children, playing is an important activity in its own right. Play gives children the opportunity to imitate, fantasise and process impressions. This enables them to form an idea of themselves and other people. Play stimulates imagination and insight. Play can also challenge and stimulate children's motor skills, communication, collaboration and problem-solving, as well as the ability to think in terms of images and symbols. It is therefore important to give children time, space and peace so that they can invent games, experiment and experience.

Play should play a central role in the education. An approach by everyone who is part of the work team and an environment that encourages play confirm the importance of play for children's development, learning and well-being.

Children should be given the conditions both for play in which they themselves take the initiative and play introduced by someone in the work team. All children should

be given the opportunity to participate in shared games based on their conditions and abilities. When someone in the work team follows or leads play appropriately, either outside the games or by participating themselves, factors that limit play can be noticed and work methods and environments conducive to play are developed. An active presence makes it possible to support communication between the children and to prevent and manage conflicts.

Communication and creation

Language, learning and the development of identity are closely linked. The preschool should therefore place great emphasis on stimulating children's language development in Swedish, by encouraging and taking into consideration their curiosity and interest in communicating in different ways. Children should be offered a stimulating environment where they are given the opportunity to develop their language by listening to reading aloud and discussing literature and other texts. Education should give children the opportunity to think, learn and communicate in different contexts and for different purposes. This will lay the foundation for children in due course to acquire the knowledge that everyone in society needs. The ability to communicate, seek new knowledge and collaborate is necessary in a society characterised by a high flow of information and continuous change.

Children belonging to national minorities, which include the indigenous Sami people, should also be supported in their language development in their national minority language and promoted in their development of a cultural identity. The preschool should thereby help to protect and promote the languages and cultures of the national minorities.

For deaf children, children with impaired hearing and children who for other reasons need sign language, language development should be promoted in the Swedish sign language.

Children with a mother tongue other than Swedish should be given the opportunity to develop both the Swedish language and their mother tongue.

The preschool's task includes transferring and developing a cultural heritage – values, traditions and history, language and knowledge – from one generation to the next. The preschool should also make sure that different cultures are visible in education.

Children should be given time, space and peace for their own creative activity. They should have the opportunity to explore, reflect on and describe their environment. Education should give children the opportunity to experience, portray and communicate through different aesthetic forms of expression such as image, form, drama, movement, singing, music and dance. This includes giving children the opportunity to design, shape and create by using different materials and techniques, both digital and others. This results in creation being both content and method in the preschool to promote children's development and learning.

Education in the preschool should give children the opportunity to use mathematics to investigate and describe their environment and solve everyday problems. Education should also give children the opportunity to develop adequate digital skills by enabling them to develop an understanding of the digitalisation they encounter in everyday life. Children should be given the opportunity to develop a critical, responsible attitude towards digital technology, so that eventually they can see opportunities and understand risks, and also be able to evaluate information.

Sustainable development, health and well-being

Education should be characterised by a positive belief in the future. Education should give children the opportunity to acquire an ecological and caring approach to their surrounding environment and to nature and society. Children should also be given the opportunity to develop knowledge about how the different choices that people make can contribute to sustainable development – not only economic, but also social and environmental.

Education should take into account children's curiosity, and challenge and stimulate their interest in and knowledge of nature, society and technology.

Children should be given the opportunity to develop comprehensive mobility by being able to participate in physical activities and spend time in different natural environments. Education should give children the opportunity to experience the joy of movement and thereby develop their interest in being physically active. When physical activity, nutritious meals and a healthy lifestyle are a natural part of children's day, education can help children understand how this can affect health and well-being.

Education should give every child opportunity to explore, ask questions and discuss phenomena and correlations in the world at large and thus challenge and stimulate their interest in health and well-being, and also in sustainable development.

CARE, DEVELOPMENT AND LEARNING

The preschool should offer children safe care and has an important role to play in helping to form the child's security and self-esteem. Education should be characterised by care for the child's well-being and security. All children should experience the satisfaction and joy that come from making progress, overcoming difficulties and being an asset in the group. The preschool should give children the opportunity to develop a positive perception of themselves as learning, creative individuals. Children should therefore have the opportunity to discover and marvel, try and explore, and also to acquire and shape different skills and experiences.

The preschool should stimulate every child's development and learning. Education should always be founded on a scientific basis and proven experience in terms of both

content and work methods. Children should be given conditions for education and culture, thinking and knowledge development based on different aspects such as those that are intellectual, linguistic, ethical, practical, sensual and aesthetic. This assumes that everyone in the work team participates in an active discussion about children's learning and what is important knowledge both now and in the future. Different aspects of knowledge are natural starting points in such a discussion. Knowledge is not an unambiguous concept. Knowledge is expressed in various forms – such as facts, understanding, skill and familiarity – that presuppose and interact with each other. The work of the preschool should focus on providing space for different forms of knowledge and creating an approach to learning in which these forms are balanced and become a whole. A thematic approach can make children's learning both versatile and cohesive.

Education should take into account the children's own experiences, needs and what they show an interest in. But children should also be continuously challenged through the curriculum by being inspired to make new discoveries and acquire new knowledge. The preschool should contribute to continuity and progression in children's development and learning, and prepare them for continuing education.

The preschool should stimulate children's creativity, curiosity and self-esteem. Children should be given the opportunity to marvel and develop their ability to explore, communicate and reflect. Education should stimulate children to take the initiative and responsibility and enable them to work both independently and together with others. Education should encourage and challenge children to try out their own and other people's ideas, solve problems and translate ideas into action.

The group of children and the interaction between children are an important and active part of children's development and learning in the preschool. Teaching should be based on children learning together and from each other, and also on the interaction between adults and children. All members of the work team should therefore be aware of all children's opportunities for interaction between individual children, in the group of children and with adults.

Children learn through play, social interaction, exploration and creation, but also by observing, conversing and reflecting. Children's learning can be versatile and cohesive if the work methods vary and the environment is challenging and stimulating, and encourages play and activity. Education should provide space for children's own initiatives, imagination and creativity. Children should be able to switch between different activities during the course of the day, both outdoors and indoors and in varying environments.

THE DEVELOPMENT OF EACH PRESCHOOL

Education in the preschool should be developed to correspond with the national goals. The school authority has a responsibility for ensuring that this happens. The head's leadership, the responsibility of preschool teachers for teaching in accordance with the goals set out in the curriculum and the work team's mission to promote children's development and learning are all prerequisites for the development and quality of the education. Such development requires that the head and all members of the work team systematically and continuously document, monitor, evaluate and analyse the results of the education.

2. Goals and guidelines

The **goals** specify the orientation of the education in the preschool and thus the quality development expected of the education and how it contributes to each child's development and learning.

The **guidelines** specify the responsibility of preschool teachers for ensuring that teaching takes place in accordance with the goals set out in the curriculum. The guidelines also specify the task of everyone in the work team, which can include preschool teachers, child minders and other staff, to provide each child with secure care and to promote development and learning in all children.

Everyone who works in the preschool should follow the norms and values set out in the preschool curriculum and contribute to the preschool's implementation of its task.

2.1 NORMS AND VALUES

The preschool should actively and consciously influence and stimulate children into eventually embracing the common values of our society and let them find expression in practical, everyday action in various contexts.

Goals

The preschool should provide each child with the conditions to develop

- openness, respect, solidarity and responsibility,
- the ability to take into account and empathise with the situation of other people, as well as a willingness to help others,
- the ability to discover, reflect on and work out their position on different ethical dilemmas and fundamental questions of life in daily reality,
- respect and understanding of the equal value of all people and human rights, and
- a growing responsibility for and interest in sustainable development and active participation in society.

Guidelines

Preschool teachers are responsible for

- respecting and satisfying children's needs, and enabling them to experience their own intrinsic value,
- applying a democratic approach where children are actively involved,
- actively including a gender equality perspective so that all children have equal opportunities for extended perspectives and choices, regardless of gender, and

- developing norms and approaches for the work and coexistence in the group of children.

The work team should

- show respect for the individual and help in creating a democratic climate in the preschool, where children have the opportunity to feel a sense of belonging and to develop responsibility and solidarity,
- cooperate in work on active measures to prevent discrimination and abusive treatment,
- work consciously and actively on gender equality,
- stimulate interaction between children and offer them help and support to resolve conflicts, work out misunderstandings, compromise and respect each other,
- emphasise and approach the problems involved in ethical dilemmas and questions of life in everyday situations,
- make children aware that people may have different values that determine their views and actions while at the same time reinforcing the fundamental values, and
- collaborate with guardians, and discuss rules and approaches in the preschool with guardians, to promote the child's development to become a responsible person and member of society.

2.2 CARE, DEVELOPMENT AND LEARNING

Education in the preschool should contribute to children developing an understanding of themselves and their environment. Exploration, curiosity and a desire to play should be the foundation of this education. It should be characterised by care, development and learning coming together to form a whole. Education in the preschool should take its starting point in the curriculum and in children's needs, experiences and what they show an interest in. The flow of children's thoughts and ideas should be utilised to create diversity in learning.

Goals

The preschool should provide each child with the conditions to develop

- their identity and feel security in it, and awareness of the right to their physical and personal integrity,
- independence and trust in their own ability,
- curiosity, creativity and a desire to play and learn,
- an ability to function individually and in a group, cooperate, manage conflicts and understand rights and obligations, and to assume responsibility for common rules,
- an ability to listen and reflect on other people's perceptions and to reflect and express their own beliefs,
- fantasy and imagination,

- motor skills, coordination and body perception, and an understanding of the importance of caring for their health and well-being,
- an ability to use and understand concepts, see correlations and discover new ways of understanding the world around them,
- an ability to create and an ability to express and communicate occurrences, thoughts and experiences in different forms of expression such as image, form, drama, movement, singing, music and dance,
- an interest in stories, pictures and texts in different media, both digital and other, and their ability to use, interpret, question and discuss them,
- a nuanced use of spoken language and vocabulary, as well as the ability to play with words, relate things, express thoughts, ask questions, put forward arguments and communicate with others in different contexts and for different purposes,
- an interest in the written language and an understanding of symbols and how they are used to convey messages,
- their cultural identity and knowledge of and interest in different cultures, and an understanding of the value of living in a society characterised by diversity, as well as an interest in local culture,
- both the Swedish language and the national minority language, if the child belongs to a national minority,
- both the Swedish language and their mother tongue, if the child has a mother tongue other than Swedish,
- Swedish sign language, if the child has impaired hearing, is deaf or needs sign language for other reasons,
- an ability to use mathematics to investigate, reflect on and try out different solutions to problems raised by themselves and others,
- an understanding of space, time and form, and the basic properties of sets, patterns, quantities, order, numbers, measurement and change, and to reason mathematically about this,
- an ability to discern, express, investigate and use mathematical concepts and their interrelationships,
- an understanding of relationships in nature and different cycles in nature, and how people, nature and society affect each other,
- an understanding of how different choices people make in everyday life can contribute to sustainable development,
- an understanding of natural sciences, knowledge of plants and animals, and simple chemical processes and physical phenomena,
- an ability to explore, describe with different forms of expression, ask questions and discuss science and technology,
- an ability to discover and explore technology in everyday life, and
- an ability to build, create and construct with the help of different techniques, materials and tools.

Guidelines

Preschool teachers are responsible for every child

- feeling that it is fun and meaningful to learn new things,
- being given new challenges that stimulate enjoyment in acquiring new experience and knowledge,
- being given the conditions to develop, play and learn, and at the same time being encouraged to use their full capability,
- being offered good care, with a balance between activity and rest,
- being challenged and stimulated in her or his motor, social, emotional and cognitive development,
- being given good conditions to build up trusting relationships and feel a sense of security in the group,
- being challenged and stimulated in her or his development of language and communication, as well as mathematics, science and technology, and
- being able to use digital tools in a way that stimulates development and learning.

The work team should

- promote a good, accessible environment for care, play, movement, development and learning,
- inspire and challenge children to broaden their abilities and interests in a way that goes beyond gender stereotypical choices,
- make use of children's knowledge, eagerness, willingness and desire to play and learn, and strengthen the child's faith in her or his own ability,
- pay attention to and provide guidance and encouragement to all children, and give special support to those children who for various reasons need it in their development,
- challenge children's curiosity and understanding of language and communication, and also of mathematics, science and technology,
- create conditions for children to develop their ability to communicate, document and convey occurrences, experiences, ideas and thoughts using different forms of expression, both with and without digital tools,
- create conditions for children to understand how their own actions can affect the environment and contribute to sustainable development, and
- create conditions for children to become familiar with their surroundings and those societal functions that are important for everyday life and to take part in local cultural life.

2.3 PARTICIPATION AND INFLUENCE OF THE CHILD

Education in the preschool should lay the foundations for children to understand what democracy is. The social development of children presupposes, according to their ability, that they can assume responsibility for their own actions and for the environment in the preschool. Children have the right to participation and influence. The needs and interests that the children themselves express in different ways should provide the foundation for shaping the environment and planning the education.

Goals

The preschool should provide each child with the conditions to develop

- an interest in and an ability to express thoughts and opinions so that they can influence their situation,
- an ability to assume responsibility for her or his own actions and for the environment in the preschool, and
- an understanding of democratic principles and the ability to cooperate and make decisions in accordance with them.

Guidelines

Preschool teachers are responsible for every child

- having a real influence over work methods and content.

The work team should

- promote the ability of children to participate and exert influence over their education,
- respect the right of each child to express her or his opinions with different forms of expression, and to ensure that children's perceptions and opinions are taken into account and expressed in education,
- promote the ability of children to assume responsibility for themselves and for coexistence in the group of children,
- make sure that all children have equal influence over and scope for participating in education regardless of gender, and
- prepare children for participation and responsibility, and for the rights and obligations that apply in a democratic society.

2.4 PRESCHOOL AND HOME

In order to create the best possible conditions for children to be able to achieve rich, versatile development, the preschool should cooperate in a close and trusting way with the home.

Guidelines

Preschool teachers are responsible for

- the content, design and implementation of the development dialogue being consistent with the national goals, and
- guardians being given the opportunity to participate in the evaluation of the education.

The work team should

- assume responsibility for developing a trusting relationship between the preschool and the home,
- be clear about the goals and content of the education in order to create the conditions for the opportunities of children and guardians to have an influence,
- maintain an ongoing dialogue with children's guardians about the child's wellbeing, development and learning, and hold development dialogues, and
- keep informed about children's personal circumstances with respect for children's integrity.

2.5 TRANSFER AND COLLABORATION

The preschool should collaborate in a trusting way with the preschool class, the school and the school-age educare in order to support the development and learning of children in a long-term perspective. Before transfers, the school forms involved and the school-age educare should share knowledge, experiences and information about the content of the education, to promote context, continuity and progression in the development and learning of children. There should also be forms of collaboration aimed at preparing children and their guardians ahead of transfers from the preschool to the preschool class, school and school-age educare.

Guidelines

Preschool teachers are responsible for

- in collaboration with preschool teachers and teachers in the preschool class, school and the school-age educare, sharing knowledge, experiences and information about the content of education in order to create context, continuity and progression in the development and learning of children, and

- in connection with transfers, paying particular attention to children in need of special support in their development.

The work team should

- in collaboration with preschool teachers and teachers in the preschool class, school and the school-age educare, prepare the children and their guardians for transfers.

2.6 FOLLOW-UP, EVALUATION AND DEVELOPMENT

All members of the work team must, based on their roles, provide education in accordance with the national goals and investigate what measures need to be taken to improve education and thus increase achievement of goals.

In order to support and challenge children in their learning, knowledge of each child's experiences, knowledge and participation is needed, as well as influence over and interest in the different goal areas. There is also a need for knowledge of how children's exploration, questions, experiences and involvement are used in the preschool, how their knowledge changes and when they experience the preschool as being interesting, fun and meaningful.

The purpose of evaluation is to acquire knowledge of how the quality of the preschool, i.e. its organisation, content and implementation can be developed so that each child is given the best possible conditions for development and learning. Ultimately this involves developing better work processes, being able to determine whether the work takes place in accordance with the goals, and investigating what measures need to be taken in order to improve the conditions for children to play, learn, develop, feel secure and have fun in the preschool. Analyses of the results of the evaluation indicate areas that are critical for development. All forms of evaluation should take the perspective of the child as the starting point. Children and parents should participate in evaluation and their views are to be given prominence.

Guidelines

Preschool teachers are responsible for

- each child's development and learning being continuously and systematically followed, documented and analysed so that it is possible to evaluate how the preschool provides opportunities for children to develop and learn in accordance with the goals of the curriculum,
- documentation, follow-up, evaluation and analysis covering how the goals of the curriculum are integrated with each other and form a whole in the education,
- carrying out a critical examination to ensure that the evaluation methods used are based on the fundamental values and intentions as set out in the curriculum,

- results from follow-ups and evaluations systematically and continuously being analysed in order to develop the quality of the preschool and thus the opportunities of children for care, as well as conditions for development and learning, and
- using the analysis to take action to improve education.

The work team should

- continuously and systematically follow, document and analyse each child's development and learning in order to make it possible to follow changes in children's knowledge and to evaluate how the preschool is providing children with opportunities to develop and learn in accordance with the goals of the curriculum,
- follow up and evaluate how children have the opportunity to exert an influence over the education and how the education takes into account the needs, interests, perceptions and opinions of children,
- follow up and evaluate the opportunities for guardians to exert an influence, and
- analyse the results of follow-ups and evaluations in order to develop the quality of the preschool and thus children's opportunities for care, as well as conditions for development and learning.

2.7 RESPONSIBILITIES OF PRESCHOOL TEACHERS IN TEACHING

Teaching in the preschool should take place under the leadership of preschool teachers and promote the children's development and learning through the acquisition and development of knowledge and values. Preschool teachers should lead the goal-oriented processes and assume responsibility in teaching for

- care, development and learning forming a whole,
- planning and implementation being based on the curriculum and from the knowledge and experience already acquired by children,
- activities and interests that occur spontaneously, everyday activities and procedures in the preschool becoming part of teaching, and
- developing pedagogical content and environments that inspire development and learning and that challenge and stimulate the interest and curiosity of the children and keep their attention.

2.8 THE HEAD'S RESPONSIBILITIES

As the pedagogical leader and head of the preschool teachers, child minders and other staff in the preschool, the head has overall responsibility for ensuring that the education as a whole is targeted towards the national goals. The head is responsible for the quality of the preschool and has, within given constraints, special responsibility for

- planning, following up, evaluating and developing the education systematically and continuously, thereby promoting increased achievement of goals,
- carrying out systematic work on quality together with preschool teachers, child minders and other staff, as well as providing children's guardians with opportunities to participate in work on quality,
- including work on gender equality in systematic work on quality,
- the preschool's work on active measures against discrimination and abusive treatment being carried out and documented continuously,
- preschool teachers being given the conditions to be responsible for teaching,
- each child, together with her or his guardian, receiving a good introduction to the preschool,
- the preschool's work methods being developed in order to benefit children exerting an influence,
- a good, accessible environment being designed, with access to both digital and other learning aids,
- the education being structured so that children in need of special support in their development receive the support and the challenges they need,
- structuring the education and adapting resource allocation so that all children receive the support and the challenges they need for development and learning,
- forms of cooperation being developed with the preschool class, the school and the school-age educare to support the development and learning of children,
- collaboration with the preschool class, the school and the school-age educare in order to create the conditions for a consensus and trusting collaboration,
- developing forms of collaboration between the preschool and guardians, and informing them about the preschool's goals and work methods, and
- preschool teachers, child minders and other staff receiving the competence development required to be able to carry out their tasks in a professional manner and being given opportunities continuously to share their knowledge and learn from each other in order to develop the education.



The curriculum of the preschool is decided by the Government. It consists of two parts, *The fundamental values and task of the preschool* and *Goals and guidelines*. To understand the mission of the preschool education it is important to read the two parts of the curriculum together.

Skolverket

www.skolverket.se

ISBN: 978-913832747-0