

Democracy and gender equality at pre-school and lower primary school: Relations between gender policy, perspectives and practice in Swedish pre- and primary schools ^[1]

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AVAILABILITY

-Full paper in pdf ^[2]

Abstract:

Gender equality is regarded as a central aspect of any democratic society. In the politics of education in Sweden today and in the policy texts concerning both pre-school and comprehensive school (i.e. national and local curricula). Democracy is emphasised as a value of superior importance. However, research has shown that the everyday work in preschools and primary schools contributes to the continued reproduction of social differentiation, social order and of gender regulated positions for both children and teachers.

This paper is based on data from a national questionnaire that was answered by pre-school and lower primary school teachers. The results describe how teachers view their pupils, their own professional competence, as well as the professional demands and the level of experience expected from the parents, especially in regards to aspects of democracy and gender equality. Their views are discussed in relation to their stated participation in gender equality work at pre-school and primary school levels, as well as to different socio-economic and ethnical conditions. Finally, the findings are problematized in relation to gendered professional identities.

Region: Europe ^[3]

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