HOME AND PRESCHOOL COLLABORATION - PRESCHOOL TEACHERS VIEWS OF COMPETENCES VISUALIZED FOR AND REQUESTED BY PARENTS

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The purpose of this paper is to discuss Swedish preschool teacher’s views of competence within their profession when focusing on home and preschool collaboration. Questions addressed are; in which situations do preschool teachers’ perceive that their competences become visible for parents and what competences do preschool teachers perceive that parents request? A qualitative content analysis has been used in processing data based on semi-structured interviews with 30 female preschool teachers. Preliminary results show that preschool teachers work consciously to draw attention to their specific competences related to children’s learning and development. They also have an ambition to visualize how the national preschool curriculum is put into practice. The ability to create dialogue with parents and gain their trust is valued as particularly important in order to establish and maintain good relationships to parents. Preschool teachers perceive that parents seek their specific preschool teacher competences in daily matters concerning childcare and fostering. The competences preschool teachers perceive parents request and the competences preschool teachers visualize do not therefore always correspond. The results from this study are important in order to reach a deeper understanding of the communication and collaboration between preschool teachers and parents.

Keywords:
Preschool, home, collaboration, co-operation, competence