



JÖNKÖPING UNIVERSITY

*School of Education and
Communication*

Preschool quality in the Swedish context

Preschool Heads' Perspectives and Actions

Course: *Thesis Project in Early Childhood Education Research, credits:15*

PROGRAM: *EDUCARE: The Swedish Preschool Model*

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Abstract

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The importance of preschool quality in Sweden is a subject of concern for preschool workers, researchers, parents and other stakeholders internationally. After the revision of the national preschool curriculum in 2010, the examination of the role of heads in outlining and maintaining quality has become a topic of concern, in particular regarding systematic quality work and the responsibilities of the heads in relation to this work. The purpose of this literature review is therefore to examine the extant research on how preschool heads in Sweden understand and work with the issue of quality in Early Childhood Education and Care. The research questions are: What is preschool quality, and how can it be assessed in the eyes of the head preschool teachers in Sweden? And, how do the heads fulfil their responsibilities in relation to quality work in preschool? Four studies were reviewed and analyzed based on three criteria of measuring quality: *structural*, *result*, and *processual*. The results showed that the preschool heads had broad areas of measuring quality work, covering all three areas of quality. However, their practical quality work only covered some of these areas. Collaboration with staff, parents and other preschools was most commonly mentioned by the heads, as they are also problematised on their daily tasks in practice. Generally, there was an emphasis on structural quality more than processual and result quality matters. The findings and implications are discussed also in terms of the three areas of measuring quality: *structural*, *result*, and *processual*. Overall, heads might need more support and guidance from experts in order to achieve quality work in relation to processual areas of quality matters in preschool. Future research ought to examine quality of care in preschool (rather than quality of education) from the perspective of preschool heads.

Key words: Sweden, preschool quality, quality work, heads' responsibilities, documentation.

TABLE OF CONTENTS

ABSTRACT	2
.....	2
1 INTRODUCTION	1
2 BACKGROUND /PRIOR RESEARCH.....	4
2.1 THESIS CONCEPTS, MODELS AND/OR THEORIES (QUALITY IN PRESCHOOL PROVISION)	4
2.2 PRESCHOOL QUALITY IN SWEDEN AND HOW IS RELATED TO SYSTEMATIC QUALITY WORK	6
2.3 EDUCATION AND CARE IN SWEDISH PRESCHOOLS	8
2.4 PRESCHOOL HEADS: THE IMPORTANCE OF THEIR ROLE AND RESPONSIBILITIES	9
3 RESEARCH AIMS/QUESTIONS	11
4 METHODOLOGY OF THE RESEARCH.....	11
4.1 LITERATURE SELECTION CRITERIA	11
4.2 SEARCH STRATEGY AND SOURCES	12
4.3 LITERATURE SELECTION PROCESS	14
4.4 DESCRIPTION OF DATA ANALYSIS	15
4.5 ETHICAL CONSIDERATIONS	15
4.6 OTHER CONSIDERATIONS: STUDY QUALITY ASSESSMENT TOOLS	16
5 FINDINGS	17
5.1 PRESCHOOL HEADS' BELIEFS ABOUT PRESCHOOL QUALITY	18
5.1.1 <i>PROCESSUAL QUALITY</i>	18
5.1.1.1 <i>COLLABORATION WITH STAFF</i>	19
5.1.1.2 <i>COLLABORATION WITH PARENTS AND CHILDREN</i>	19
5.1.1.3 <i>COLLABORATION WITH OTHER PRESCHOOLS</i>	19
5.1.2 <i>RESULT QUALITY</i>	19
5.1.2.1 <i>QUALIFIED STAFF</i>	20
5.1.2.2 <i>SYSTEMATIC QUALITY WORK</i>	20
5.1.3 <i>STRUCTURAL QUALITY</i>	21
5.1.3.1 <i>RESOURCES FOR STAFF</i>	21
5.1.3.2 <i>COLLABORATION WITH THE MUNICIPALITY</i>	21
5.1.3.3 <i>THE CORRECT USE OF RESOURCES</i>	21
5.2 HOW THE HEADS FULFIL THEIR RESPONSIBILITIES IN QUALITY WORK	22
5.2.1 <i>PROCESSUAL QUALITY</i>	22
5.2.1.1 <i>COLLABORATION WITH STAFF</i>	23
5.2.1.2 <i>COLLABORATION WITH PARENTS</i>	23
5.2.1.3 <i>COLLABORATION WITH THE MUNICIPALITY</i>	23
5.2.2 <i>RESULT QUALITY</i>	23
5.2.2.1 <i>QUALIFIED STAFF</i>	24
5.2.2.2 <i>SYSTEMATIC QUALITY WORK</i>	24
5.2.3 <i>STRUCTURAL QUALITY</i>	24
5.2.3.1 <i>PRACTICAL ASPECTS OF PRESCHOOL'S STRUCTURE</i>	25
5.2.3.2 <i>COLLABORATION WITH OTHER LEADERS FROM DIFFERENT MUNICIPALITIES</i>	25
6 DISCUSSION	25
6.1 METHODOLOGICAL ISSUES AND LIMITATIONS	27
6.2 FUTURE RESEARCH.....	28
7 CONCLUSION	28
8 REFERENCES	29
9 APPENDIX	32

1 Introduction

The importance of quality-related work in preschool is emphasised in the new Education Act and the revised preschool curriculum (The Ministry of Education and Science in Sweden, 2010). The 2010 revision of the curriculum added new requirements (Section 2.6) for every preschool to engage in documentation of preschool activities in order to systematically evaluate, follow-up and improve the quality of preschools, which is stated to be crucial for children's play, learning development and wellbeing (Sheridan, Williams, & Sandberg, 2013). Sheridan (2007) explains that, so as to realize pedagogical quality as a whole, as well as part of a whole, concerning children chances for education and progress in preschool, it is essential to assess it through four dimensions of quality by approving different perspectives. Sheridan (2007) claims that there are four quality measurements: "the dimension of society, the dimension of teachers, the dimension of children, and the dimension of settings/learning contexts" (p. 204). It is vital to mention, that these measurements of evaluation and analysis are inherent features of pedagogical quality.

Moss and Pence (1994) explain that in order to define quality in early childhood education, from the Swedish perspective, it is important to break it down into two meanings of quality: the descriptive and the evaluative. On the one hand, the descriptive meaning of quality is about analysing, describing, and understanding the core of the type of quality, what quality is and what creates quality (Moss and Pence, 1994). On the other hand, evaluation of quality is related to the services provided in preschool, more specifically, the assessment of goals met, including child-adult interactions and staff ratios or training (Moss and Pence, 1994). According to Skolverket (2010): "the goals specify the orientation of the work of the preschool and thus the quality development expected in the preschool" (p.8).

Preschool heads in Sweden are responsible for the preschool's working methods and learning environments, the cooperation between the preschool and the children's parents and for providing children with opportunities to influence the educational setting. The head of the preschool has general accountability for ensuring that the school is run in harmony with the goals of the curriculum and in accordance with the needs of preschool teachers and other staff in the preschool (Skolverket, 2010). Hence it can be argued that

quality in early childhood education in the Swedish context – how it is defined, developed and maintained - is strongly related to the day to day decisions and actions that preschool heads take in order to fulfil their responsibilities. As for the definition of quality by means of its descriptive meaning (understanding what quality is) and the evaluation of quality (meeting the goals of the national curriculum), it is important to grasp how different stakeholders understand and work with the concept of quality. A principally important actor in the preschool is the preschool head, because of his or her participation in so many different aspects of the administration of the preschool. As a result, how preschool heads in Sweden define, understand and work with the concept of quality, is based on the fact that they have a wide range of responsibilities and must consider the perspectives through the four starting points of quality (educators, children, the culture and the educational setting) (Sheridan, 2007).

Preschool quality, as it is presented in the national curriculum in the Swedish context, is reflected on the goals and guidelines, which are categorised in seven themes. The first theme is based on norms and values where the preschool ought to keenly and determinedly influence and motivate children into developing ways to understand and accept society's shared democratic values (Skolverket, 2010). The second theme includes information on the children's development and learning through daily activities in preschool. What is more, the third theme of the national Swedish curriculum is based on the influence of the child, where democracy is the essential foundation for the ideal environment on how the activities will be planned (Skolverket, 2010). In addition, the fourth and the fifth theme of the curriculum provide information on the collaboration between preschool and home as well as the collaboration between the preschool class and the leisure time centre, because it is considered to be vital in order to achieve quality (Skolverket, 2010). The sixth theme is based on follow- up evaluation and development, where the quality of the preschool shall be often and methodically documented (Skolverket, 2010). All of the six themes embrace reports and special guidelines and goals to be followed by preschool teachers and the work team of the preschool. Lastly, the seventh theme gives information and guidelines specifically on the responsibility of the head of the preschool (Skolverket, 2010). In Sweden, it is believed that after following these curriculum goals and guidelines, preschool quality is more likely to be achieved.

The following section of the thesis provides a background on the topic of quality in Swedish preschools. The purpose of studying quality assessment is to additionally develop the presented data, regarding the topic, which is based on how preschool heads understand and work with the issue of quality in Early Childhood Education and Care. After this, the methods that have been used for completing the systematic literature review will be presented, followed by a presentation of the research findings. In the discussion section I will examine the findings and compare them with previous studies. In the conclusion, I will examine the theoretical and practical suggestions and the take-home message of the study.

2 Background /Prior Research

According to Sheridan (2009), quality is a discursive and value-laden concept, which can have several different definitions and meanings. Preschool quality has four dimensions as a starting point (Sheridan, 2007). The first dimension is the society (macro level), which is based on values (Sheridan, 2007). In addition, the teacher, the child and the settings/learning contexts (meso and micro level) are starting points of the preschool context, constituting the development of quality (Sheridan, 2007). In Sweden, preschool quality has a twofold meaning: the descriptive and the evaluative meaning, where the first one is based on the understanding of preschool quality and the second one is based on the assessment of the goals of the national curriculum (Moss and Pence, 1994). As a result, although the meaning of preschool quality generally differs from the Swedish one, the four dimensions that constitute quality are linked to the Swedish meaning of preschool quality.

In order to facilitate the analysis and discussion of findings in this thesis, it is necessary to understand some of the previous research regarding perspectives of preschool quality in Sweden and the philosophy of preschool education. In this section, the existing Swedish and international literature on preschool quality in Sweden will be discussed and the Swedish EDUCARE model of education and care will be reflected upon. This section will also take up the history, central concepts and theories related to quality work relevant for the thesis. Preschool teachers' and heads' perspectives on quality matters are important in order to examine holistically the concept of quality in the Swedish context from previous research.

2.1 Thesis concepts, models and/or theories (Quality in preschool provision)

In this section several theories of preschool quality are presented as they are essential tools for understanding the concept of preschool quality from different perspectives and therefore analysing the findings of the study. Gunilla Dahlberg, a professor, and the author of the Swedish preschool curriculum is responsible for early years policies in Sweden and researching learning in Reggio Emilia philosophy from Italy, for that reason it is important to focus on her conceptualization of preschool quality in Sweden, as well. Dahlberg Moss & Pence (1999), consider the concept of quality in the field of Early Childhood Education as a universal and well-known entity awaiting to be discovered. An increasing number of specialists on quality matters in preschool education have delved into how and why it is vital for quality to be defined, who is involved in this process and how this process is carried out (Dahlberg Moss & Pence, 1999; Sheridan, Williams, Sandberg, 2013). The reason why it is important to define

quality, according to Dahlberg Moss & Pence (1999), is that there are many hypothetical criteria for quality which are related to theories and perspectives on childhood, as well as different social values and individual principles. Dahlberg Moss and Pence (1999) explain that the theories on childhood, social values and principles in the Swedish preschool model began to take form in 1988, by a group of nine pedagogues from Sweden, who visited the city Reggio Emilia in Italy and started the Stockholm project. Then, educators from Reggio Emilia and Stockholm started a project together, according to the recommendations of Loris Malaguzzi, the founder of Reggio Emilia's educational philosophy (Dahlberg Moss and Pence, 1999). As the nine researchers from Sweden noticed that the children in the Scandinavian countries were treated with most respect, they were inspired by the Reggio Emilia approach, because they found many things in common with that particular philosophy (Dahlberg Moss and Pence 1999). As a result, the pedagogical work in early childhood now focused on the development of the "rich child"- rich in knowledge and experiences from learning (Dahlberg Moss and Pence 1999). Quality is based on values, it is relative and dynamic, with several different potential understandings or points of view of what this concept is or what it includes. Finally, taking into account the "rich child", the theories about the child and social values, the idea that quality should be contextual in space and time and also lead to the recognition of cultural and other important forms of diversity is put forth.

In addition to the definitions discussed above, other authors discuss various areas of quality in preschool education. Dahlberg et al. (2007) and Pettersson (2017) discuss three criteria for measuring quality in early childhood education in Sweden, namely *structure*, *process* and *result*. *Structural* criteria are based on various characteristics of the Early Childhood Education and Care environment, such as staff training, the size of the group of children in relation to the adult ratio, and also the existence and essence of the curriculum (Dahlberg et al, 2007). The *process* criteria are based on situations and relationships in ECEC, for example adult-child-parent interactions, on the behaviour of the workforce and on the specific children activities (Dahlberg et al, 2007). The structural and the processual criteria are based on the second meaning of preschool quality in Sweden, which is evaluation and is related to the preschool services and curricula goals achieved (Moss and Pence, 1994, Dahlberg et al. 2007). *Result* criteria are built on child development and learning, not only in preschool age (1-6), but also in their later development at school and their enactment and sociability in adulthood, as the preschool education leads to lifelong learning. These three different areas of preschool quality are essential for the examination of the topic of this research, as the roles and responsibilities of preschool heads are interrelated with all of

them. Löfdahl and Prieto (2009) also claim that the meaning of quality is evaluation: “the purpose of the quality inspection is to assess how much the activity lives up to the national objectives” (p.399).

Ultimately, quality cannot be measured completely, because it is built on several aspects, for example, culture and stereotypes that may differ depending on the perspective. Nevertheless, if quality should be documented and evaluated so that a clear picture of quality in preschool provision can be shaped. According to Skolverket (2010), the quality of the preschool shall be regularly and systematically documented, followed up, evaluated and developed. As a result, evaluation, documentation, the reason why and the way in quality is being evaluated and documented may be shaping the quality of a preschool.

2.2 Preschool Quality in Sweden and how it is related to Systematic Quality Work

As it has already been said the meaning of quality is twofold in the Swedish context: the description and the evaluation of quality leads to higher preschool quality (Moss and Pence, 1994). Sheridan (2007) explained the four starting points of defending quality which are: the society, the teacher, the child and the learning context (macro, meso and micro level). Thus, it is important to study all four of them in order to have a general picture of the preschool quality in Sweden.

According to previous research, the teacher - children ratio was highlighted as one of the factors that constitute quality, holding an important role. Besides, it was shown that Sweden had one of the lowest adult-child ratios in the world (Pramling & Sheridan, 2004). In addition, Pramling & Sheridan (2004) explain that securing quality is a primary concern for the government and the Swedish agency of education, where the central authority is responsible for the Swedish preschool system. What is more, a factor that shapes preschool quality is the child's interactions, the way of teaching, and the working methods that the preschool teachers use, which are related to the goals of the Swedish preschool curriculum (Samuelsson & Sheridan, 2009). According to Pettersson (2017), importance is given to the teacher's work, who by using a clear tool, namely documentation, spends less time on paperwork and has additional time for interaction with the children, leading to the development of systematic quality work.

One other factor that leads to quality was described by Samuelsson & Sheridan (2009), who defines quality as a pedagogical phenomenon which takes into account common preschool norms, values, and national traditions, as well as the cultural and contextual specifics of any society, based on processes to

support children's rights. In Sweden, high quality in preschool is also established by two cross-cultural studies from Korea (Sheridan, Giota, Han, & Kwon, 2009a) and Germany (Sheridan & Schüster, 2001), which showed that Sweden had lower staff – child ratios, structural characteristics of preschool quality and the means of space and supplies; educational aspects that help Swedish teachers to have better opportunities for collaboration with the children. As a result, children have more time to play, rest, and gather knowledge in a variety of ways (Samuelsson & Sheridan, 2009). The research discussed here covers only some of the possible ways of conceptualizing quality, such as teacher- child interactions, children's learning and wellbeing, and the use of resources. Theoretical perspectives on quality work have been covered in section 2.1.

While in the previous section the function of the four different starting points of high-quality Swedish preschools was highlighted - a parameter discussed and used in the existing literature- there are also more specific guidelines regarding how quality work should be implemented. In accordance with the new Education Act and the national revised preschool curriculum (2010), it is obligatory for Swedish preschools to work systematically with quality issues to distinguish, assess, and increase the quality of children's safety, play, education, and development (Sheridan et al, 2013).

Documentation is seen as a tool for educators to evaluate their capability and as a guideline to help them to understand what they are doing right or wrong (Sheridan et al, 2013). As a result, according to Pettersson (2017), preschool documentation can be used as a tool to achieve quality, but it does not measure preschool quality. As reported by Pettersson (2017), documentation can be exposed on the walls of the preschool to show photographs from the latest children activities and it may lead to discussions among teachers, parents and children. Based on those discussions, children could be interested in what is depicted and they may want to try new activities inspired by the photos. Pettersson (2017) explains: “documentation is not just one thing; many Swedish preschools work with multi-documentation, using several different methods, such as pedagogical documentation, portfolios, diaries, parent questionnaires, and different kinds of evidence-related and standardised documentation forms” (p.3).

According to Sheridan et al (2013), preschool teachers express a desire to cultivate competence while working on documentation for the reason that it helps them to create better conditions for their students' learning and development. Sheridan and colleagues (2013) state that, from the teacher's perspective, the evaluation process should always take into account in what way, why,

at what time and for whom to document and evaluate. The question that emerges following Sheridan's study is: whose responsibility is it to document and evaluate the children's development and learning in order for quality work to be achieved? Although the responsibility for concrete documentation work in preschool primarily lies with the teacher, the whole preschool has responsibility, including the heads (Sheridan et al, 2013).

2.3 Education and Care in Swedish preschools

If we are to understand quality, it is important to consider the goals and ideals of preschool, which may be different depending on the cultural context. Swedish preschools clearly have a double mission, focusing on both education and care. It is vital to define education in preschool as a process of the transmission of knowledge (information) from the transmitter to the receiver. In addition, it is a process which is based on knowledge from learning, it promotes child development in order for the child to acquire an effective way of thinking to develop skills, ideals and attitudes taking into account the current local conditions of a country. At the same time the definition of care in a preschool is also fundamental and it can be outlined as the preoccupation of an adult, in this case the preschool workers, to look after and to help children, for example to ensure that a child feels safe in an environment, because children are not fully independent. Additionally, childcare can be related to children's emotions, socialization and psychological conditions. What is more, Educare is a term that has been associated internationally with the Swedish preschool and the combination of caring and education that has characterized the role of ECE in Sweden from the 1970s onwards (Löfdahl & Folke, 2015).

According to Skolverket (2010), Education in the preschool context aims to help children acquire and develop knowledge and values through the provision of a stable rhythm and class atmosphere during a day at preschool. In addition, this fact will be in line with both aspects of education and care, always taking into account the children's age and need for rest from their activities (Skolverket, 2010).

According to Löfdahl & Folke (2015): "in preschool, *care* as an activity might be understood as a kind of service to parents, providing children with food or a change of diapers, while care as an approach might be providing comfort or ensuring a safe and caring atmosphere" (p.261). While *care* connects to nursing children as well as serving parents while at work – a mission of low status, which parents or unqualified staff may also provide" (Löfdahl & Folke, 2015 p.267).

The notion of care versus education as a goal for preschools may also impact how quality work is approached, as it is crucial for the preschool workers to work in relation with education and care, in the same or at least a similar way. For example, if teachers share the same concept for education and care as the preschool heads, this may result in better quality in preschool, because their thoughts on those aspects are aligned. Another example of how important it is for educators to be on the same wavelength with regard to this notion is reflected on an empirical study (Löfdahl & Folke, 2015) examining the notion of care in relation to documentation. The question raised is: what is the connection between education-care and documentation at preschools?

2.4 Preschool heads: the importance of their role and responsibilities

In the previous section the importance of the combination of education and care in order to achieve high quality in preschool is emphasized. This section includes more specific information on preschool quality work associated with the heads' responsibilities. Before answering the question of the preschool head's role in quality work, what exactly is the head's role in the preschool in general?

The preschool head's professional duties and roles are numerous and complex. According to Chuan-Hsing, and Mei-Ju (2016): "the principal's leadership involves the professional functions of leading, managing, and education promotion, while the aspects of the abilities for him/her to cultivate relationship with others cover both leading as well as education promotion" (p.76). What is more, one of the essential responsibilities of preschool heads is to encourage teachers and parents during meetings to get involved in developing relationships within the preschool activities (Chuan-Hsing, and Mei-Ju, 2016).

Kansanen's (1995) study aimed to get a better understanding of what it means to be a preschool head, to shed light on some of the more problematic situations experienced by school leaders in order to emphasise the urgent need for an adequate education for leadership in preschools. The results showed that all the interviewed leaders emphasised that person-oriented duties, for instance, interactions with individuals rather than groups, were the most difficult and time-consuming of their duties (Kansanen, 1995). Nevertheless, preschool heads are required to acquire knowledge about education and care in preschool, and share that knowledge with the preschool teachers, and also teach them how to cope with matters of learning or care in preschool (Löfdahl & Folke, 2015).

The role and responsibilities of the preschool heads in Sweden changed after the implementation of the revised national curriculum (2010) and since then preschool heads have had to work

through systematic quality work. According to the national curriculum, the head of the preschool is responsible for the quality of the preschool, and within given limitations, has specific responsibilities with regard to the staff, so that they regularly obtain the competence development required to be able to carry out their tasks in a professional manner (Skolverket, 2010). What is more, the head of the preschool in Sweden is responsible for organizing the educational environment, so as for the child to spend time daily in a suitable school atmosphere and to learn by using several materials (Skolverket, 2010). According to the goals and guidelines of the national curriculum for the preschool in Sweden, the preschool head is responsible for: “developing forms of cooperation between the preschool and the home, and that parents receive information about the goals of the preschool and its methods of working” (Skolverket, 2010, p16).

Consequently, answering the question of what the preschool head’s role in quality work is, it is important to mention the four starting points of developing quality in preschool education. According to Sheridan (2007), the society, the teacher, the child and the learning context (macro meso and micro level) are the starting points of defining quality in preschool. But why is the role and the perspectives of the preschool head so essential? It is because the head of a school has the responsibility to control and assist these four starting points simultaneously and help them cooperate and create a good and high-quality environment for lifelong learning. This is the reason why it is crucial to know more about their perspectives on quality matters in preschool education and care in Sweden.

Given the aforementioned data, the preschool heads’ perspectives and actions regarding quality work might influence preschool quality, as their role is interrelated with daily interactions with teachers and children, the learning context and the society (parents). One reason why preschool quality might be influenced by the heads’ view is for example that heads should give the same importance to all their tasks, as each task is linked to the achievement of preschool quality. Thus, if one task is not followed with proper diligence or is followed from a different perspective by the heads, the goals of the curriculum might be affected, which results in a lack of high preschool quality.

3 Research Aims/Questions

The proposed research focuses on studying the concept of quality in Early Childhood Education in Sweden. The aim in examining this process is to further develop the existing knowledge base concerning how preschool heads understand and work with the problem of quality in ECEC. Moreover, the focus is to examine how preschool heads understand and engage with teachers, parents and children in their daily work, highlighting how, in Swedish preschool provision, quality is conceptualised in theory and in practice.

The research questions are:

1. What is preschool quality, and how can it be assessed in the eyes of the head preschool teachers, in Sweden?
2. How do the heads fulfil their responsibilities in relation to quality work in preschool?

4 Methodology of the research

This study is based on a systematic literature review on preschool quality in the Swedish context. Jesson, Matheson and Lacey (2011), state that a literature review can have many different purposes. For instance, a review can be based on empirical primary research, on research methods, on practical interventions, or it can be a conceptual review. This study involves the thorough and transparent collection of empirical scientific articles on how preschool heads define and become engaged in quality work in preschool, in accordance with quality work and the pursuit of the goals of the national preschool curriculum. Furthermore, the articles selected for final review have been evaluated using quality assessment instruments (Jesson, Matheson, & Lacey, 2011).

4.1 Literature selection criteria

The review of scientific research articles on preschool quality in Sweden will specifically focus on the revised national Curriculum for the Preschool Lpfö 98 (2010). The inclusion of articles published on or after 2011 is based on the fact that in 2010 there was a revision of the Swedish preschool curriculum that included additions to the curriculum that increased the responsibilities and the role of preschool heads. Research often reports on findings that are at least several months old, so selecting published work from before 2010 risks capturing research that does not include suitable data for the purpose of this research.

This research examines the preschool heads' perceptions of preschool quality in Sweden. As a result, the rationale for the exclusion of primary and secondary education articles is based on the selection of empirical studies which examine only pre-primary education. It is important here to mention that preschool education in Sweden covers the early school years (from ages 1-6). Only research articles that focused on the practices and perspectives of preschool heads working in Sweden were included. Inclusion and exclusion criteria of the papers that have been chosen for the current research are presented in Table 1.

Table 1: Inclusion and exclusion criteria of the articles for systematic review

Inclusion criteria	Exclusion criteria
Revised Swedish national curriculum (from 2010)	Other curricula of other countries, Swedish national curriculum (before 2010)
Preschool ECE/ pre-primary	Primary and Secondary education
Age range of students (1-6)	Age range of students 6 years old and above
Papers published in accordance with the Swedish context	Papers published with no relation to the Swedish context
Papers published in English language	Papers published in non - English language
Peer reviewed articles	Non peer reviewed articles, review studies, conference papers
Papers that have been published from 2011- Present	Papers published before 2011
Quality in preschool Heads/ principals perspectives	Quality in Primary and Secondary education Other preschool workers' or parents' perspectives

4.2 Search strategy and sources

A variety of databases were used for the article selection. Firstly, the database ERIC (Education Resources Information Center) was selected. This is a database which provides access to academic and educational literature such as articles, journals, bibliographies, dissertations, etc. Two more databases which were used were: Google Scholar, and Scopus. The reasons for using these databases is due to the fact that they are all reliable, they are databases for academic publications, they include a large amount of information and they are open access. The selection of those specific databases was also the result of suggestions and advice by expert librarians.

The purpose of using those databases is the collection of specific articles on how preschool quality is understood by the heads. The keywords "preschool quality" is considered to be an appropriate search strategy as it corresponds to the first research question (what preschool quality is, and how it can be assessed in the eyes of the head preschool teachers in Sweden).

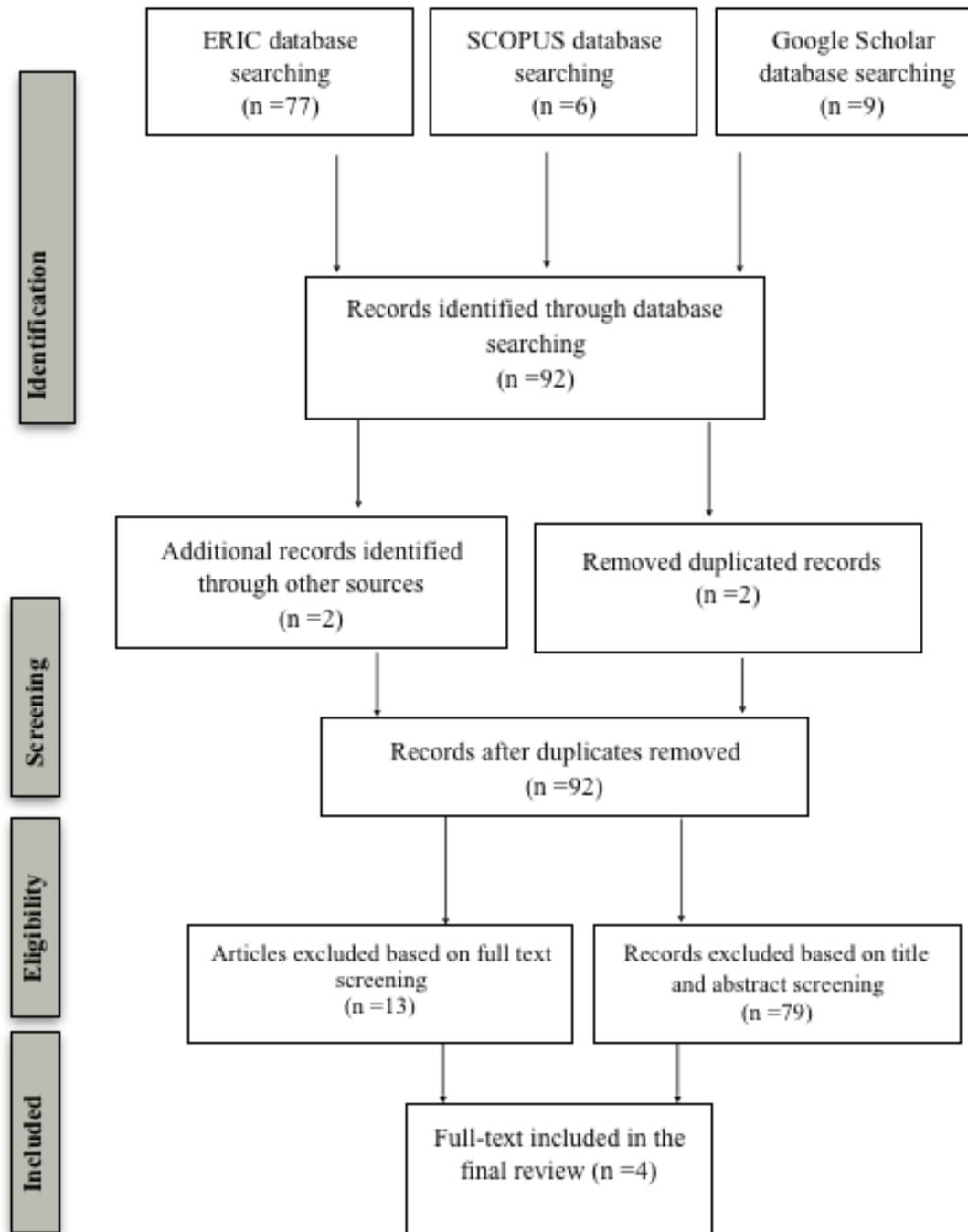
Furthermore, the keywords “systematic quality work” and “pedagogical documentation” are crucial to the searching process, since information on those two aspects reflects the current preschool educational system of Sweden. Along with the above keywords, the term “preschool heads” and variations of that, are relevant in the process of searching information that responds to the second research question. To sum up, the identification of those keywords was feasible after looking at central literature for the two research questions. The search strategy that was applied involved the use of the following search terms. They are divided into six search categories and they were used in different databases, as presented in (Table 2).

Table 2: Categories of keywords and alternative terms for search strategy

Keywords (AND)	Alternative terms (OR)		
Quality	Systematic quality work	Preschool quality	Quality in ECE
Preschool	Early childhood education	Kindergarten	Pre-primary education
Heads	Administrators	Managers	Principals
Sweden	Swedish	Educare	Education and Care
Documentation	Preschool Documentation	Pedagogical Documentation	Follow-up
Swedish National curriculum	Head’s responsibilities in Sweden	Preschool Leadership in Sweden	Revision of Lpfö 2010

4.3 Literature selection process

The following flow chart demonstrates through ten stages the process of examining relevant papers which consist academic literature from databases:



Flow chart 1: Literature selection process

Firstly, an identification process of ninety-two article Records (n =92) was conducted. The records were derived from three different databases; ERIC (Education Resources Information Center), Scopus, and Google Scholar with seventy-seven (n= 77), six (n =6) records and nine records (n=9) respectively. The process is delineated over the first four stages of the flow chart.

Secondly, two more records were identified in other sources (n =2) and also two duplicates were removed (n =2). As a result, ninety-two records were identified in total (n =92) as it is shown on the fifth, the sixth and the seventh phases of the flow chart, respectively. Furthermore, the eighth stage depicts information on seventy-nine records which were excluded based on their title and abstract screening (n =79). The ninth stage of the flow chart indicates the number of articles which were excluded based on full text screening (n =13). These 13 articles were excluded because of the population or context studied. Although the articles were about perspectives on quality, they were either not relevant to the Swedish context, or they focused on primary or secondary education. Eventually the tenth stage of the flow chart shows the four (n =4) full-text articles which were included in the final review.

4.4 Description of data analysis

After data extraction, data analysis was performed on the four selected articles. The research questions were used to find relevant information from the extracted data, which are presented in section 5 (Findings). Results will be presented based on the identified categories and relations drawn between them. General information about preschool education in Sweden, documentation and information after the revision of the Swedish national preschool curriculum (2010), were analysed first to get an overview of what preschool quality exists in the Swedish context in section 2 (Background). To answer the first research question, descriptions of preschool quality were analysed, while to answer the second research question, the analysis was on outcomes of the preschool heads' perceptions.

4.5 Ethical considerations

Oliver (2010) explains that it is important to take into account ethical issues from the early stages of a research project. Research is concerned with extending the sum total of knowledge in society. For that reason, researchers play an important role in society (Oliver, 2010). The characteristics of good research are based on values, for instance truth-telling, accuracy of

reporting findings, clear and understandable results, and honesty about both the success and the failure of the research project (Oliver, 2010). In this research, the principles of transparency, truth-telling and accuracy have been taken into account in order for the research to be reliable as far as the findings are concerned. In addition, the inclusion and exclusion criteria strictly and systematically followed the search procedures for the fulfilment of the research questions. Through the whole process of completing the review, the author conferred with others (e.g. peers, course coordinator and supervisor) in order to increase accuracy and decrease potential biases.

4.6 Other considerations: Study quality assessment tools

For the purpose of this research, a systematic literature review will be followed, based on the CASP checklist (Jesson, Matheson, & Lacey, F, 2011). The quality assessment was conducted in order to assess the reliability and validity of the studies included in the systematic review. On the one hand, reliability in qualitative research includes trustworthiness to real life, framework and situation specificity, authenticity, comprehensiveness, detail and honesty (Mukherji and Albon, 2018). On the other hand, validity is a matter of representation of the subject of study, a truthful account of the study area should be provided through a diversity of data sources (Mukherji and Albon, 2018.). According to Mukherji and Albon (2018), examples of variety of sources are: “multiple methods, different theoretical perspectives, or more than one researcher looking at the issue under study” (Mukherji and Albon, 2018, p33). For the purpose and the achievement of this research, the concepts of reliability and validity have been taken into account and followed during the whole process via quality assessment from the Critical Appraisal Skills Program for qualitative studies (CASP, 2018), but only by one researcher looking for the subject of this study. Table 4 summarises general information about the four literature reviewed papers and the total CASP score for their quality. The CASP assessment score has not influenced the selection of these four articles, since all of them are considered to be of high quality, which means that the research is more likely to be reliable and valid, although the questions were answered by one researcher.

Table 4: General information about the four reviewed literature papers.

I.N.	Title	Year	Author/s	Participants	Kind of Study	CASP score quality
1	Reflections on the Revised National Curriculum for Preschool in Sweden – interviews with the heads.	2014	Brodin & Renblad	5 preschool managers	focus group methodology-qualitative study	18 / high
2	Organising and leading systematic quality work in the preschool – preschool managers' perspectives.	2016	Håkansson	25 preschools and 18 preschool managers	qualitative case-study	18 / high
3	Teaching in preschool: heads of preschools governance throughout the systematic quality work.	2018	Öqvist & Cervantes	120 systematic quality reports from preschool heads, (1 report each).	qualitative study	16 / high
4	At your service 24/7: preschool managers on their daily tasks and daily work.	2018	Franzén & Hjalmarsson	4 preschool heads, 11 preschools	qualitative study	16 / high

**IN: identification number (from literature reviewed papers)*

Note. Adapted from the Critical Appraisal Skills Program for qualitative studies (CASP, 2018). Scores were divided in yes (2), unclear (1) and no (0). Quality of the article will be low (0-10/20), moderate (11-15/20) or high (16-20/20).

5 Findings

The current research focuses on the concept of quality in the Swedish preschool, through an examination of how preschool heads in Sweden understand the problem of quality in theory and in practice. The analysis of this research was based on carefully chosen inclusion and exclusion criteria driven by the research questions; firstly, what preschool quality is, and how it can be assessed in the eyes of the head preschool teachers in Sweden and, secondly, how the heads fulfil their responsibilities in order to achieve systematic quality work.

The results of the review are organized into two major themes based on the research questions. The first theme is based on preschool heads' beliefs about preschool quality (table 5), while the second theme is based on how the heads fulfil their responsibilities in relation to quality work in preschool (table 6). Both themes have three subsections which are based on the three definitions of quality outlined in section 2.1: Structural quality, Result quality and Processual quality.

Table 5: Preschool heads' beliefs about preschool quality

LN	Authors	Year	Processual quality	Result quality	Structural quality
1	Brodin & Renblad	2014	X	X	X
2	Håkansson	2016	X	X	X
3	Öqvist & Cervantes	2018	X	X	X
4	Franzén & Hjalmarsson	2018	X		X

* *LN: identification number (from literature reviewed papers)*

5.1 Preschool heads' beliefs about preschool quality

When the included articles were analysed, several different areas of quality were identified during the discussion with the preschool head, based on their beliefs about preschool quality in Sweden. These criteria that define quality are discussed below in relation to the theoretical concepts introduced in the Background section. The three concepts of quality were discussed across most of the studies, except Franzén & Hjalmarsson (2018), which did not include result quality.

5.1. 1 Processual quality

Heads discussed several aspects of their conceptions of quality which could be categorized as processual in nature, which focuses on, collaboration between educators, youngsters, parents and other preschools. Cooperation among staff and heads was the aspect that troubled the preschool heads the most.

5.1.1.1 Collaboration with staff

Simplifying the findings, it seems that some of the preschool heads discussed the aspect of collaboration with their staff, but they do not regard themselves as managing to support and lead the preschool teachers' learning sufficiently, which to some extent causes them dissatisfaction (Franzén and Hjalmarsson, 2018; Öqvist and Cervantes, 2018). Some preschool heads worked as both heads and preschool teachers simultaneously; they are well aware of the work conditions that the preschool teachers face; they discussed limited means to show appreciation to the staff, by using financial awards (Franzén and Hjalmarsson, 2018). One reason that they found difficulties to express their beliefs about the cooperation with the staff was that curricula goals are to goals be strived for, rather than goals that must be achieved by the staff (Öqvist & Cervantes, 2018).

5.1.1.2 Collaboration with parents and children

Collaboration with parents is a vital challenge for the preschool heads (Franzén and Hjalmarsson 2018; Brodin and Renblad, 2014). One of the heads claimed: "that one should talk about the right quality in relation to the mission and prerequisites and she means that one measurement of quality is how satisfied the children and the parents are with the activity" (Brodin & Renblad, 2014, p. 315).

5.1.1.3 Collaboration with other preschools

In two studies (Brodin and Renblad 2014; Håkansson 2016) it was reported that the preschool heads believed that it was crucial that cooperation among the preschools is in accordance with the systematic quality work, in which children's learning and development is encouraged through documentation. This emphasizes the promotion of collaboration, such as shared projects, and academic knowledge inside and among the preschools and it aims to increase preschool quality. What is more, Håkansson (2006) explains that preschool heads describe that they are open to local alternatives in their role of organisation and management of the preschool, even though there are obstacles to the desirable progress of the preschool.

5.1.2 Result quality

Result quality is based on children' lifelong learning which is related to their education in preschool achieved through their daily activities and their wellbeing which is mostly related to

care. As it is reflected from the heads' understanding on preschool quality, aspects that have result type of quality are built on two dimensions: the quality of the staff and the concept of systematic quality work.

5.1.2.1 Qualified staff

According to the heads, one of the main markers for the achievement of preschool quality is that preschool teachers have to be qualified. The preschool heads also discuss the use of varied teaching approaches, which can help teachers to assess children's progress, strengths and weaknesses and thus to react when a child does not develop as planned. If the teacher is sensitive to the child's individual needs, this can affect the child's feelings of safety, self-confidence, and responsibility (for themselves and their individual knowledge) and to express their ideas (Brodin and Renblad, 2014; Håkansson, 2016; Öqvist & Cervantes, 2018). Brodin & Renblad (2014) explain that other aspects mentioned by the heads were sensitivity to safety in the classroom and close involvement in daily activities with the children by listening to and respecting so that the children feel a reciprocal relationship with the teacher. However, preschool heads stressed that there is a lack of focus on how educational activities influence children's development and learning and the extent to which teaching has contributed to the learning processes among the children (Öqvist & Cervantes, 2018).

5.1.2.2 Systematic quality work

Analysing the heads' perspective, it becomes evident that systematic quality work is an essential tool for the achievement of preschool quality and helps teachers to focus on the goals from the national curriculum. It was stated that systematic quality work therefore influences the teacher's approach, and the future development of preschool teaching as a profession. Using systematic quality work in this way might have consequences on children's education and progress. The heads stated they had an important role in influencing systematic quality work by collaborating with teachers, but they had difficulties in expressing how they went about this (Öqvist & Cervantes, 2018; Håkansson, 2016).

In order to measure preschool quality, there are different kinds of development work, following from the heads' beliefs about their responsibilities. For example, they discussed collaboration between schools from different municipalities (e.g., working together on projects with children, teachers and heads) as a type of development work which benefits children's learning and

development (Håkansson, 2016). Overall, preschool heads argue that it is vital to work systematically in terms of quality, while evaluation and improvement of characteristics of preschool are essential for children's learning and development.

5.1.3 Structural quality

Structural quality is reflected from heads' beliefs with regard to their daily tasks, which include work with the running of the preschool the finances and organization, all of which are outlined as the head's responsibility in the revised curriculum. The heads are responsible for structuring the environment of learning so that the students can develop and learn in preschool (Skolverket, 2010).

5.1.3.1 Resources for staff

Firstly, the heads interpret high quality in preschool as a good working environment for the children and the staff, competent staff (teachers have to be able to prepare everyday activities based on the given documents). The heads' role is to provide the basic qualifications to the staff, and the feeling of satisfaction for their job (Brodin and Renblad, 2014, Franzén & Hjalmarsson, 2018). Furthermore, quality work, collaboration with parents, abundance of experiences, a diversity of activities, outlooks and values, structure and procedures are the main concerns of the heads' role (Brodin and Renblad, 2014; Franzén & Hjalmarsson, 2018).

5.1.3.2 Collaboration with the municipality

Preschool heads believe that in order to achieve quality in preschool, they have to consider the progress of work as a way of stressing the significance of the preschool and its front-line role in the municipality's preschool progress, where systematic quality work is an essential instrument for the heads, where the work with competent staff results to better learning for the children (Brodin and Renblad, 2014, Håkansson, 2016, Öqvist & Cervantes, 2018). Likewise, it is not only up to the preschool heads to manage and organise a preschool, but it is also the governance, where the municipality effects the procedures, content and responses (Håkansson, 2016).

5.1.3.3 The correct use of resources

Brodin and Renblad (2014) found that heads believe that quality is the use of resources and the organisation of the work. They strongly believe that their presence at the preschools is of high

importance. To sum up, the heads believe that the responsibility on using properly the resources for creating teaching conditions on behalf of preschool teachers in order to improve children’s learning and wellbeing was expressed as a responsibility divided between the heads, the preschool teachers and the local authorities.

Table 6: How the heads fulfil their responsibilities in quality work

LN	Authors	Year	Processual quality	Result quality	Structural quality
1	Brodin & Renblad	2014	X	X	X
2	Håkansson	2016	X	X	X
3	Öqvist & Cervantes	2018			X
4	Franzén & Hjalmarsson	2018	X		X

* *LN: identification number (from literature reviewed papers)*

5.2 How the heads fulfil their responsibilities in quality work

In order to understand the preschool heads’ role and their responsibilities in preschool quality in Sweden, it is vital to have a clear view about their actions in accordance with matters of management in day to day practice and the problems they face during their working conditions, and how or if they finally achieve high preschool quality. It is shown from the findings that the heads’ actions are more focused on processual and structural matters. By comparison to the head’s discussions regarding the importance of result quality, their concrete actions to work with result quality were discussed in less detail (see table 5 & 6).

5.2.1 Processual quality

Three of the four reviewed articles give information about the heads’ actions where the preschool quality can be characterised as processual, and the actions are categorised in three dimensions of collaboration with: staff, parents and other preschools.

5.2.1.1 Collaboration with staff

The preschool heads reported that their collaboration with preschool teachers and the attempt to design a pleasant work setting has been acknowledged positively by the preschool staff. They felt that teachers were encouraged by heads in their day-to-day work. However, this collaboration with teachers was also experienced to be particularly difficult, although the reasons for this were not expanded on by the preschool heads (Brodin & Renblad, 2014; Franzén and Hjalmarsson, 2018; Håkansson, 2016). In addition, Franzén and Hjalmarsson (2018) claim that preschool heads try to work with follow-up (which is one of their responsibilities according to the national curriculum) and development in local preschools, via meetings with the staff.

5.2.1.2 Collaboration with parents

According to the research findings, heads consider that they play an important role in facilitating collaboration and meetings with parents, which could sometimes be challenging. They discussed examples where they had facilitated communication between teachers and parents during meetings, by encouraging teachers to use specific vocabulary to communicate with parents, during children drop-off and pick-up, whenever was needed (Brodin & Renblad, 2014, Franzén and Hjalmarsson, 2018). In addition, heads organise parental conferences and meetings about the child's progress, as well as celebrations of regular holidays. Heads described that they were available to the parents not only during the school's working hours, but also during their leisure time (Brodin & Renblad, 2014, Franzén and Hjalmarsson, 2018).

5.2.1.3 Collaboration with the municipality

A vital report about the preschool heads' responsibilities in Sweden to be mentioned is that : “they see themselves as part of the municipality's overall systematic quality work for the educational system as a whole – something that is linked to the fact that heads of administration and local government development managers responsible for preschools have also taken part in the collaboration between municipalities and preschools” (Håkansson, 2016, p.305).

5.2. 2 Result quality

As was highlighted by the heads, the preschool's task is to provide the children with opportunities such as the development of interest, pleasure and capability to play and learn at the same time (Brodin &

Renblad, 2014). According to Brodin & Renblad (2014), preschool heads build habits based on respect and the practice of listening to the children, so the children get involved in activities so as to feel that they contribute to preschool life as a whole. As a result, children develop socialization and communication skills (Brodin & Renblad, 2014). One of the heads characteristically stated: “the children are mirrors of the quality in different ways” (Brodin & Renblad, 2014, p.315).

5.2.2.1 Qualified staff

Qualified staff is one of the main reasons that define quality in preschool, and the heads train their staff in order to follow the proper documentation method : “the ways of documenting vary and can, for example, include notes made with pen and paper in notepads or on loose sheets of paper, films, recordings of interviews, pedagogical documentation, photographs, log books, reflection documents based on specific questions and images combined with text” (Håkansson, 2016, p.302). The heads’ actions mainly focus on preschool documentation, which is children’s learning procedures and curiosities and they are related with the goals of the preschool curriculum, a process where the responsibility is on preschool teachers (Brodin and Renblad, 2014, Håkansson, 2016).The heads get involved in this process, by organising meetings with teachers or parents and discussing about matters which need improvement.

5.2.2.2 Systematic quality work

The preschool heads discussed their actions regarding cooperation with several preschools in some municipalities. One of their responsibilities is to build the tie among municipalities and preschools, by shaping constant self-assessment materials with quality principles that are used at the work group and unit level. This relationship can also be about united goals, quality strategies or local ambitions for the preschool’s work (Håkansson, 2016).

5.2 .3 Structural quality

The heads understand that quality is about the way of using and managing the resources and organising the work and their responsibilities as structural area of quality measurement (Brodin & Renblad, 2014). Therefore, according to Nihlfors et al., (2015): “management is a process in which governance is transformed into the implementation processes where responsibility, i.e. the heads of preschool, for organization and the effects of the practice are carried out” (Öqvist &

Cervantes ,2018, p.41). What is more, the heads take their role and responsibilities seriously in relation to structural quality, by attending planning meetings with the preschool staff and by being capable of coping with any issues that arise in preschool (Franzén and Hjalmarsson, 2018, Håkansson, 2016). The head's actions are presented through the two dimensions below.

5.2.3.1 Practical aspects of preschool structure

According to Franzén and Hjalmarsson (2018), it is obvious that the heads' duties can embrace many tasks regarding the proper functioning of the preschool. This could include: securing proper conditions and developing organisation skills, staff recruitment, presenting the staff with opinions during wage-related discussions, clarification of the special qualified groups, seminars for parents, running daily training for the preschool teachers focusing on their specialized progress, plus obtaining nourishments (Brodin & Renblad, 2014, Franzén and Hjalmarsson, 2018, Öqvist & Cervantes, 2018). Consequently, the relationship among heads with parents or staff seems to play an important role in the heads' responsibilities and consequently in preschool quality.

5.2.3.2 Collaboration with other leaders from different municipalities

According to Håkansson (2016), heads are open to work with other leaders, for instance, team leaders, educational designers and accountability groups through group meetings and discussions. The strategy that they use to work with other leaders seems to be managed by others, with the concept that particularly chosen educators in close interaction with the day to day experience ought to understand quality and development work in the workforce unit as a whole (Håkansson, 2016). According to Brodin & Renblad (2014): "collaboration concerning the common document for pedagogical planning, aimed at increasing the quality and getting a similar way to conduct the work at the municipal preschools with regard to planning, documentation and evaluation" (p.317).

6 Discussion

This study aimed to review literature in order to examine the preschool heads' perspectives on preschool quality in Sweden, and also how their responsibilities fulfil quality work. In this section there will be a presentation of arguments compared to the findings from previous researches which have been presented

in section 2 (background). Afterwards, there will be a discussion on methodological issues and limitations of the research and at the end, recommendations on possible future research. The logic for the analysis of the findings in relation to previous studies is built on the three areas of quality: *Structural quality*, *Result quality* and *Processual quality*, that have been discussed in sections 2.1 and 5. It is vital to mention that in this section, the most significant findings were presented first, with the least important results presented later (Mukherji and Albon, 2018).

The main finding of this research is that the heads' beliefs about quality, as they have been categorised in the structural area of quality measurements, are in compliance with the heads' reported actions. According to the findings, the heads' structural responsibilities, such as the running of the preschool, can be characterized as the easier task for the heads to understand and follow, based on the guidelines of the Swedish national preschool curriculum. Previous research from Kansanen (1995) showed that the heads who had been interviewed about their daily tasks emphasized that person-oriented responsibilities, (i.e., individual interactions of parents with staff) were the most demanding and time-consuming of their duties rather than other duties of a more general character. As a result, preschool heads may therefore focus on structural tasks more than processual and result areas of measuring quality, as they are easier to organise and follow up on, and potentially involve less consideration of several different stakeholders' perspectives. On one hand, their actions are a reflection of how they personally feel or interact on preschool matters. According to Skolverket (2010), heads have to work within particular limitations, and have specific responsibilities. On the other hand, following the goals of the curriculum is a flexible process, as the goals that the heads follow are to be strived for and not necessarily to be achieved. The balance between structural, processual and result areas of quality is crucial in preschool education. However, it is essential for preschool heads to acquire the skill and critical thinking to choose wisely the proper time to deal with structural matters depending on the situation.

The second major finding of this research is that the heads' beliefs on processual quality are very similar to their actions in quality matters, but they can be characterized as the most difficult task for the heads. One of the interesting findings to be discussed is that they stated that collaboration tasks - for example with the staff parents, or preschool leaders-, were most problematic in practice. This is also obvious from previous research. For instance, Brodin et al (2015) results showed that documentation was not considered by the teachers to be an important factor for

preschool quality, although their heads' beliefs were strong about the importance of training the staff to understand and work systematically. Another aspect from previous research (Samuelsson & Sheridan, 2009) that matches the findings is that preschool teachers collaborate with the children by means of the "here and now" approach, which is also reflected on the heads' actions in order to achieve systematic quality work, as they evaluate teachers on building new knowledge and learning together with the children.

The third attention-grabbing finding in this literature review is that only two studies mentioned the heads' actions on result quality, while three of them give information on the heads' beliefs. One of the possible explanations of this is that result quality aspects in preschool are more related to the responsibilities and the relationship among teachers and children for the purpose of children learning and development.

To sum up, as for the heads' responsibilities with regard to the provided data, the preschool heads in Sweden are problematised more on processual rather structural or result areas of understanding preschool quality. In addition, their actions seem to be less clear than their beliefs on quality matters. However, it is vital to mention at this point that processual areas of quality tasks are more difficult to deal with, and this may be the reason why the perspectives of the heads on preschool quality differ from their actions on the matter.

6.1 Methodological issues and limitations

Although for the research accomplishments perceptions of reliability and validity have been followed throughout the whole procedure, one limitation was that, the research was based on examination of the issue from one researcher's perspective. Ideally, the reviewing process should be completed by at least two researchers in order to increase reliability of results. Another restriction in this research is that all of the four studies look at the subjective opinion of the head teachers, with no objective clarifications of the heads' behavior. Furthermore, there is no triangulation of data. For instance, the researchers did not ask for teachers'/parents' or children' perspectives on preschool quality. An additional issue is the case that the literature review was based only on four articles on the topic of the study, consequently, more studies are needed. Furthermore, extra studies using different methodological approaches would be beneficial, for example quantitative studies or a combination of qualitative and quantitative ones.

6.2 Future research

While analysing the selected articles, a lack of information regarding the content of the perspectives and actions of the heads, in accordance with the fulfilling of their responsibilities on quality work, was the aspect of combination education and care. Heads' beliefs and actions were primarily based on educational matters and there was a lack of information about the concept or the importance of care, in terms of preschool quality. In this research there was an emphasis on education matters that define quality more than care issues that define preschool quality in Sweden. One of the possible reasons is that care cannot be measured with the same ease as education. In future research, more highlighting on care aspects from the heads is essential.

7 Conclusion

The intention of this literature review study was to assess the significance given by the heads' perspectives and actions with regard to preschool quality in Sweden after the revision of the national curriculum in 2010. According to Dahlberg Moss & Pence (1999): "quality and its evaluation can thus become an integral part of a new control system, assuming a policing function, so that the power that decentralisation gives away with one hand, evaluation may take back with the other" (p.96). In this research the evaluation of preschool quality is from the heads' side.

The findings showed that preschool heads' beliefs and actions are linked to their responsibilities. While quality was defined as being partly processual area of preschool quality, these tasks were considered to be the most difficult ones. Heads seem to discuss less difficulties in working with result area quality issues, which are related with the goals of the national curriculum, for instance, their responsibility to detect if the preschool generally follows systematic quality work. Processual matters in preschool education from the head's perspectives and actions are difficult to be understood and followed from the curricula goals as they are based on daily interactions between individuals. Cooperation with preschool workers, parents, or children is one of the most problematic aspects of quality work according to the heads' beliefs and actions on systematic work in preschool.

Ultimately, preschool heads may need more support and training to achieve quality work, such as the development of the skill to deal with issues that emerged from interaction with teachers or families, which are processual matters.

One possible way of increasing the focus on processual areas of quality is to train the heads (carried out by experts) on matters such as how to deal with daily difficulties, for example conflict management of parents and teachers or more sensitive issues, such as a particular incident concerning a teacher or a child, with more ease and in a pedagogical manner. However, the concept of lifelong learning is vital, and it should be followed by the preschool heads too and not only by children or teachers. The question raised is whether it would be beneficial to increase focus on processual quality. The answer will be given if procedures are properly applied, since they could prove to be a fundamental factor of the Swedish preschool model.

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9 Appendix

Appendix A: Quality Assessment Tool Critical Appraisal Skills Program for Qualitative Research

CASP (Checklist questions)	Brodin & Renblad, 2014	Håkansson, 2016	Öqvist & Cervantes, 2018	Franzén & Hjalmarsson, 2018
Was there a clear statement of the aims of the research?	2	2	2	2

Is a qualitative methodology appropriate?	2	2	2	1
Was the research design appropriate to address the aims of the research?	2	2	2	1
Was the recruitment strategy appropriate to the aims of the research?	2	2	1	1
Was the data collected in a way that addressed the research issue?	2	1	1	2
Has the relationship between researcher and participants been adequately considered?	1	2	1	2
Have ethical issues been taken into consideration?	1	2	1	2
Was the data analysis sufficiently rigorous?	2	1	2	1
Is there a clear statement of findings?	2	2	2	2
How valuable is the research?	2	2	2	2
Total score:	18	18	16	16
Quality:	high	high	high	high

Note. Adapted from the Critical Appraisal Skills Program for qualitative studies (CASP, 2018). Scores were divided in yes (2), unclear (1) and no (0). Quality of the article will be low (0-10/20), moderate (11-15/20) or high (16-20/20).