

# Play and social integration of newly arrived children in school-age educare

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# School-age educare (National Agency for Education)

## Meaningful recreation that supports child development

Under the Education Act, leisure-time centres must offer children **meaningful recreation** and activities that support all-round development. To do that, the environment must be safe, fun and stimulating, with the **main focus on play, creativity and physical activity**. All activities should be designed according to the children's ages, maturity, needs, interests and experiences. As a result, programmes at leisure-time centres will vary depending on the needs of the children who are enrolled there. The leisure-time centre plays **a key role in your child's learning, because children learn in every context and every situation all day long**. Staff have the task of combining **childcare and learning**. For instance, they are meant to help your child learn **social skills and independence, respect diversity and differences of opinion and understand that compromise is sometimes necessary**.  
(2010)

**2016 – 85% of 6-9's and 21,5% of 10-12's attend SAEC**

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# Action research project

## Play as integration



**NEWLY ARRIVED** – up to 4 years after starting school (one month after arrival)

**Sweden 2015** - 10 000 newly arrived children aged 6 – 9, average 2%

**Nässjö council** - 5% of 6 year olds, 7% of 7–9's newly arrived

**The school 2017** - 540 pupils aged 6-12,

90 (17%) children are newly arrived.

207 (38,5 %) attend school-age educare.

22 languages.

**Integrated School-age educare project already exists**

- Integration – system & social
- Integration or intercultural practice

# What is a practice?

what is said and done and how one relates at particular times in particular places hang together in practices

(Kemmis et al., 2014, p. 31).

practices as enabled and constrained by three kinds of arrangements that occur at sites, namely, **cultural-discursive**, **material-economic**, and **social-political** arrangements (respectively).

(Kemmis et al., 2014, p. 30)

“prefigured” but not “predetermined”

(Kemmis et al., 2014, p. 212)



# Staffs Play practices Kane 2015

The different ways of facilitating play or providing space for play as part of school-age childcare practice are here called *play practices*.

How staff think and talk about play, how they do it (or facilitate it) and how they relate to people and forces that are playing or being played with all hang together in “cultural-discursive, material-economic and social-political arrangements” that Kemmis et al. (2014, p. 31) call *practice architectures*.

# Staffs play practices Kane 2015

Facilitating play in school-age childcare in Sweden is not only understood as a way of ensuring that children experience their leisure time as meaningful but is also considered a way to develop and practice social competence (SNAE, 2014a, p. 34).

## Literature review

Play practices based on understanding of

Play as

- Social competence
- Free
- Participation
- Exploration of agency
- Emergence and becoming

# Play as integration

## Focusgroups – what is ”integrationfritids”

10 School-age educare (SAEC) Teachers

6 Language support staff



# "Walk and talk" the children's perspective

Staff co-researchers

Klerfelt (2016 based on Klerfelt & Haglund 2014)

Christensen (2004)



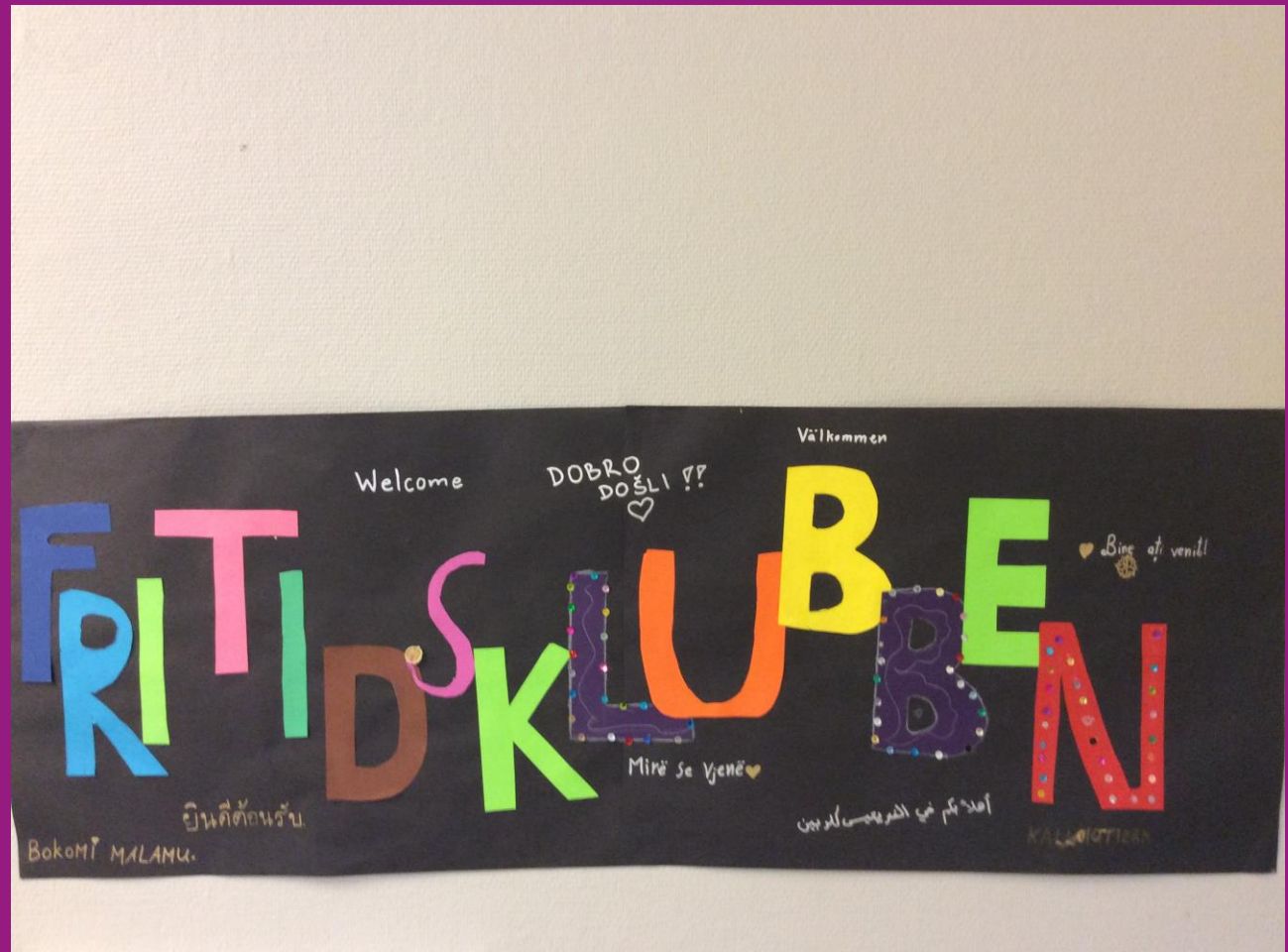


# Play as integration

Sayings

Doings

Relatings



# Doings (material-economic)

- Places (Teachers and materials) and language support staff are all financed by school
- 2-3 days per week and some days during holidays
- Preparationclass teachers contact SAEC teachers
- Pupils carers are offered a place at Integrationsfritids
- SAEC teacher invites carers to an introductory meeting to explain the purpose and methods of fritidshem, language support staff are used as interpreters.
- Language support staff are allocated
- When carers are eligible for an ordinary place at SAEC there is a seamless transition
- Development officer for SAEC promotes the model in the council/ local authority area

# Sayings (cultural-discursive)

FOR WHO – Newly arrived, their parents, all children, everyone

WHAT –

to play (with others or on your own)

to learn Swedish in informal situations (to enable participation and influence)

to understand Swedish society (the traditional & the new)

to educate democratic citizens (both newly arrived and those born here)

to ensure integration (norms and values)

”A SOFTER WAY IN”

# Relatings (social-political)

I met A in the corridor. A was very wet after having jumped in puddles during braketime and was late from brake. The teacher came to reprimand A och said that A had been told several times to come in. During the earlier "walk and talk" conversations I had understood that when A was at home A was not allowed out to play very often. This had helped me understand why A very reluctantly comes back in from brake since A wants to continue to play. I could now explain this to the teacher. I then turned to A again and asked if it had been fun to jump in the puddle, I got a big smile back and a YES!

# FROM A CHILD PERSPECTIVE TO A CHILDREN'S PERSPECTIVE TO A PLAYING PERSPECTIVE

Lester's focus on "play as event" suggests possibilities for adults to be sensitive to "the 'voiceless politics' that are present in the micro-events of playing" (2013b, p. 39), and opens for reimagining different ways of being together and apart for children and adults. Playing can, Lester suggests, be conceived of as participation and "playing, as a practice of resistance and resilience, creates moments of hope by imaginatively reworking constraints on children's daily lives" (2013b, p. 33).



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