

# WHAT CHARACTERIZES PRESCHOOL TEACHING IN MATHEMATICS?

*Textual analysis of preschool teachers and managers written thoughts 2016*

## Preschool in change!

### Aim

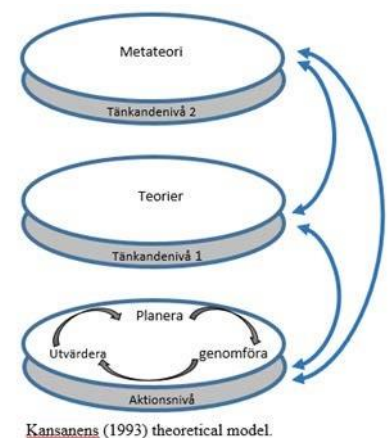
The aim of the study is to develop knowledge about what preschool teachers and preschool managers describes is characteristic for education in preschool. A specific aim is to contribute knowledge about what preschool teachers and preschool managers in written documents describe as characteristic of teaching mathematics in preschool related to policy documents and scientific basis.

### Theoretical approach

An overall theoretical model of pedagogical thinking in three levels, with reference to Kansanen (1993), operates in the analysis. Didactic and didactic issues as well.

### Method

In the paper there is a textual analysis presented based on the thoughts, of 243 participants, written in 2016. The textual analysis is done through qualitative processing of "word-data", with quantitative elements of intertwined articulation of interpretation. A didactic and abductive oriented analysis is carried out. The results of the textual analysis are an outcome of frequencies of words and distinctive tracks.



## **Results “Vague multi-voiced mathematics teaching”**

Overall, combined analytical results, indicate and support the concept of a “vague multi-voiced mathematics teaching”.

**Catrin Stensson**

