

Preschool Teachers' Views of Democratic Learning Processes in Interaction with Children in Sweden—an intergenerational perspective

By teachers' reflections on their documented interactions with the children, the aim is to explore everyday democratic learning processes. How do the preschool teachers describe the contextual democratic learning processes?

Democracy should be promoted by everyone in preschool and in all daily activities (Swedish National Agency for Education, 2019; 2011). Intergenerational learning must be understood as a form of lifelong learning to explore different forms that children's agency might take (Vandenbroeck & Bouverne-De Bie, 2006), to explore how democracy is expressed and formed in pedagogical contexts (Biesta and Lawy, 2006). Mannion (2007) argues for a new rationale in making children's voices heard, to identify "emergent intergenerational spatial practice" (p. 410) in order to reconfigure adult-child relations. Lifelong learning is central for understanding the concept of intergenerational learning (Boström, 2003). Boström and Schmidt-Hertha (2017) describe the meaning of lifelong learning as learning to know,