

A Perspective from Norway

MovImparo Congress

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My presentation

- The Nordic view at kindergarten, an example from Norway and Bergen
- ECTE; The Norwegian education system to become Early Childhood Teacher
- From development *psychology* to development *science*
- Emotional development or emotion in childhood

What is a kindergarten in Norway?

- One example: Valheim
- Open 2014, the biggest official kindergarten in Bergen
- 34 employee, 18 of them ECT, 150 children (age 0-6)
- 8 «home» area
- Special room like water-room, gym room (for physical education and drama)



OECD - Education at a Glance (2018)

- Norway has high childhood participation at all age levels compared to other countries, and a high proportion of children full-time. We are most distinguished by the fact that a large proportion of the 2 year olds go to kindergarten. 92 per cent of Norwegian 2-year-olds go to kindergarten. Norway has high adult density in kindergartens, but has no higher educational density than the average in the OECD. In Norway, there are on average 5 children per employee and 12 children per kindergarten teacher (pedagogical staff) in kindergartens. The corresponding figures for the OECD are 11 and 13.
- High childhood attendance, especially for the youngest children, high adult density and long residence time (almost all full-time for many weeks a year) are also reflected in high resource use.

Lifelong learning - more than a slogan!

- “Lifelong learning” is a slogan in Norway, and the Ministry of Education wishes a continuous education progress from kindergarten, pre-school, secondary school, upper secondary school... all up to postgraduate education and further education.
- <https://www.udir.no/in-english/>
- The Framework Plan for Kindergartens <https://www.udir.no/in-english/framework-plan-for-kindergartens/>



Regulations on the National Curriculum for Kindergarten Education

- The education must be based on scientific knowledge as a basis for professional practice and continuous professional development, and contribute to critical reflection and professional understanding.
- Education will provide both a historical, current and forward-looking perspective on the profession and the role of kindergartens as part of their education.
- International perspectives will be integrated in education.



| Year | Knowledge area | Pedagogy | Practice | Credits |
|----------------|--|--------------------------------------|--|---------|
| 1. and 2. year | 1. Child development, play and learning | Integrated in all areas of knowledge | Minimum 100 days integrated into all areas of knowledge, divided by 75 days the first two years and 25 days in the past year | 1. 20 |
| | 2. Language, text and mathematics | | | 2. 20 |
| | 3. Art, culture and creativity | | | 3. 20 |
| | 4. Society, religion, belief and ethics | | | 4. 20 |
| | 5. Nature, health and movement + A recess | | | 5. 20 |
| 3. year | | | | + 20 |
| | 6. Leadership, cooperation and development | | | 6. 15 |
| | 7. Different specializations | | | 7. 30 |
| | 8. Bachelor's thesis | | | 8. 15 |

Important values in ECTE

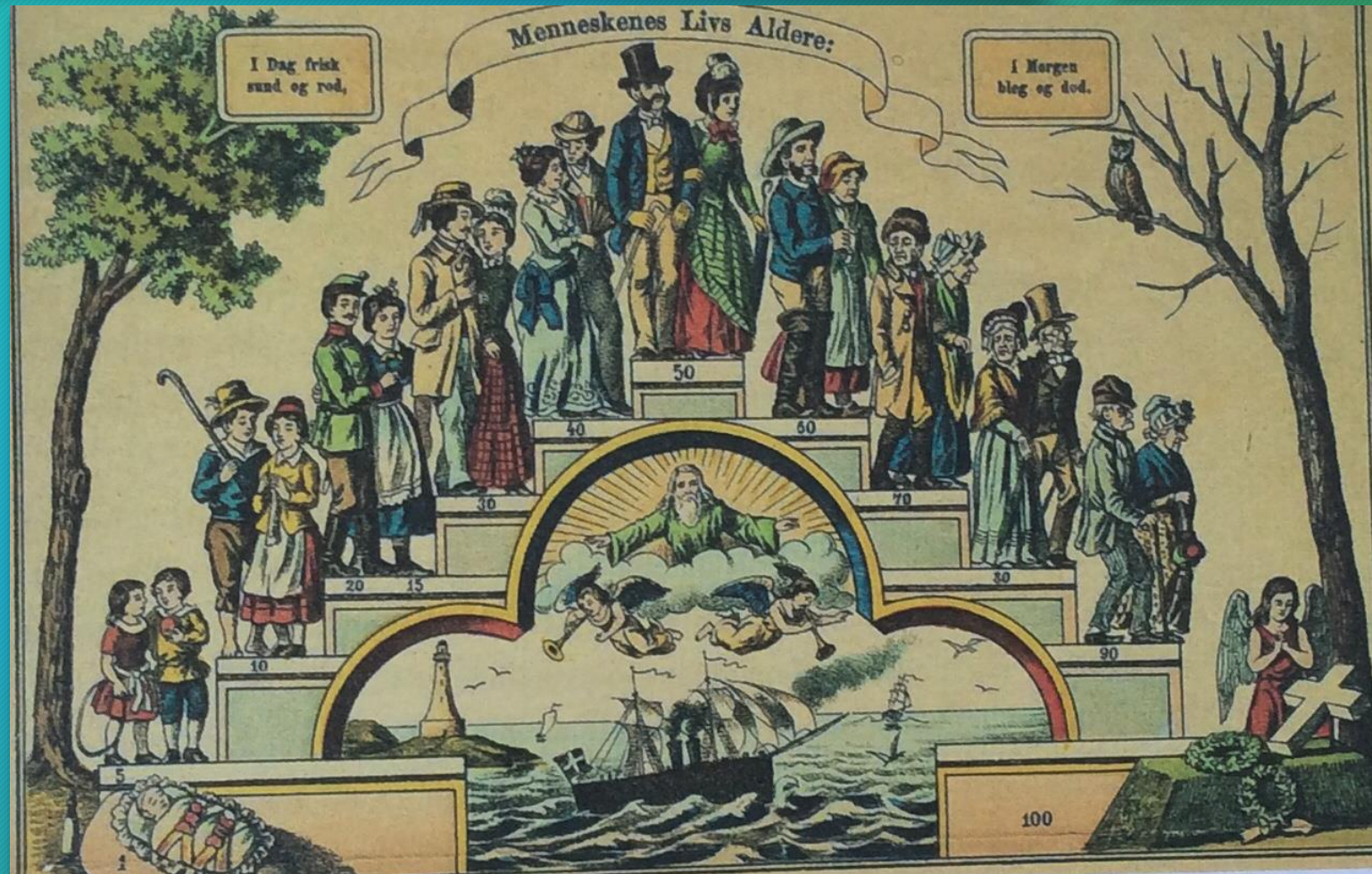
- Playfulness
- Amazement
- Innovation
- Participating
- Reflection
- Personal maturation
- To become brave
- Humor and seriousness
- Accountability

- on behalf of the child and colleagues



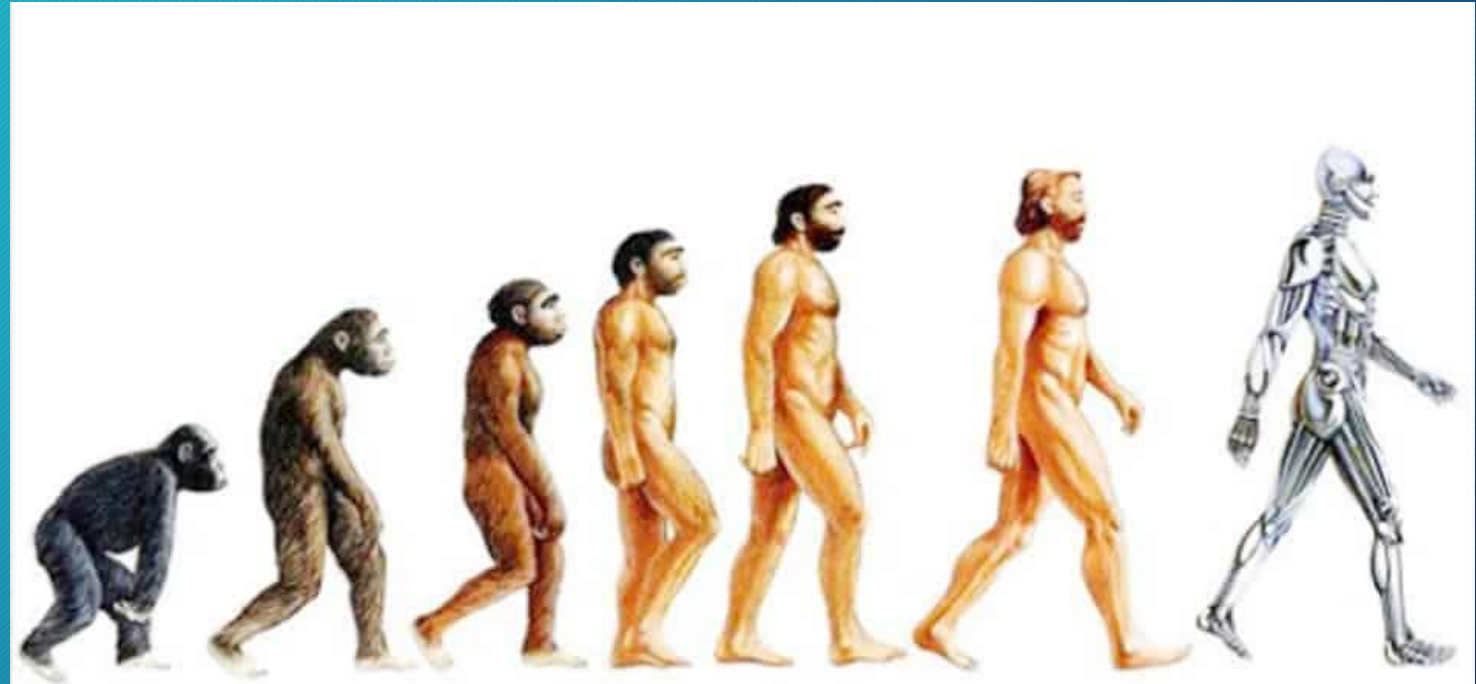
From developmental psychology to development science

- Dion Sommer (2018)
- Time as »driving force» behind development
- We need an educational system that more than ever stimulate creativity and independent thinking



Developmental psychological thinking

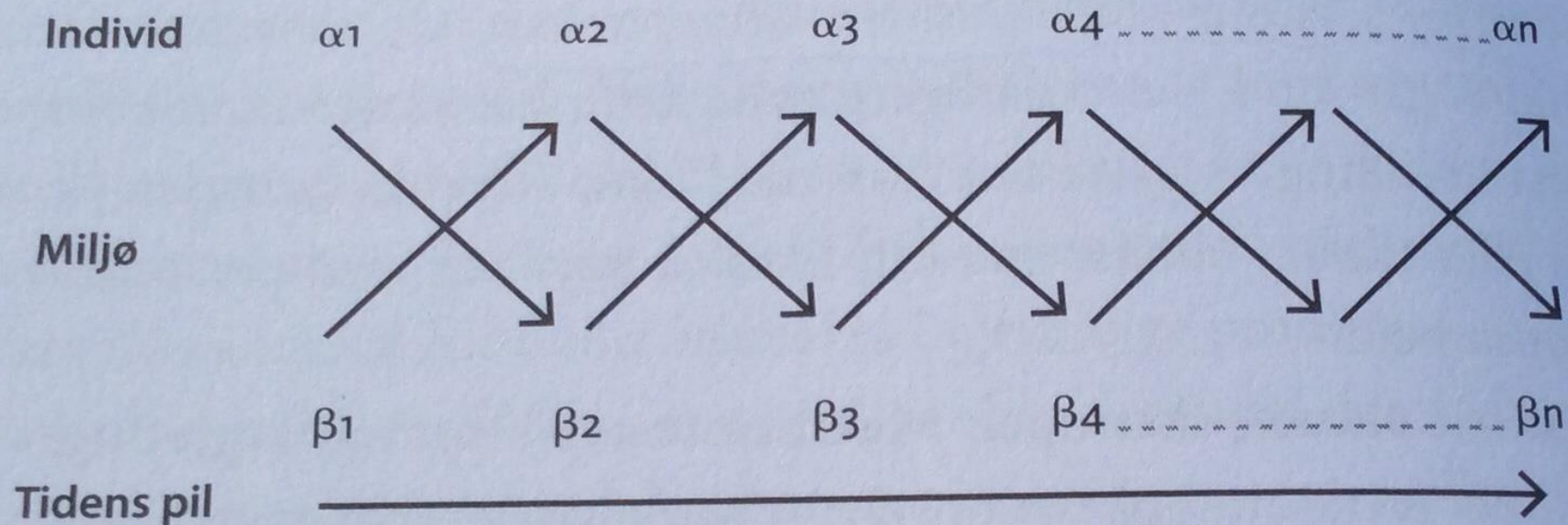
- Stages! Development (society, human) always means gradual change for the better
- Development are always about higher forms of functions and abilities
- Normality and deviation
- There is an ultimate goal!



Development science (def.)

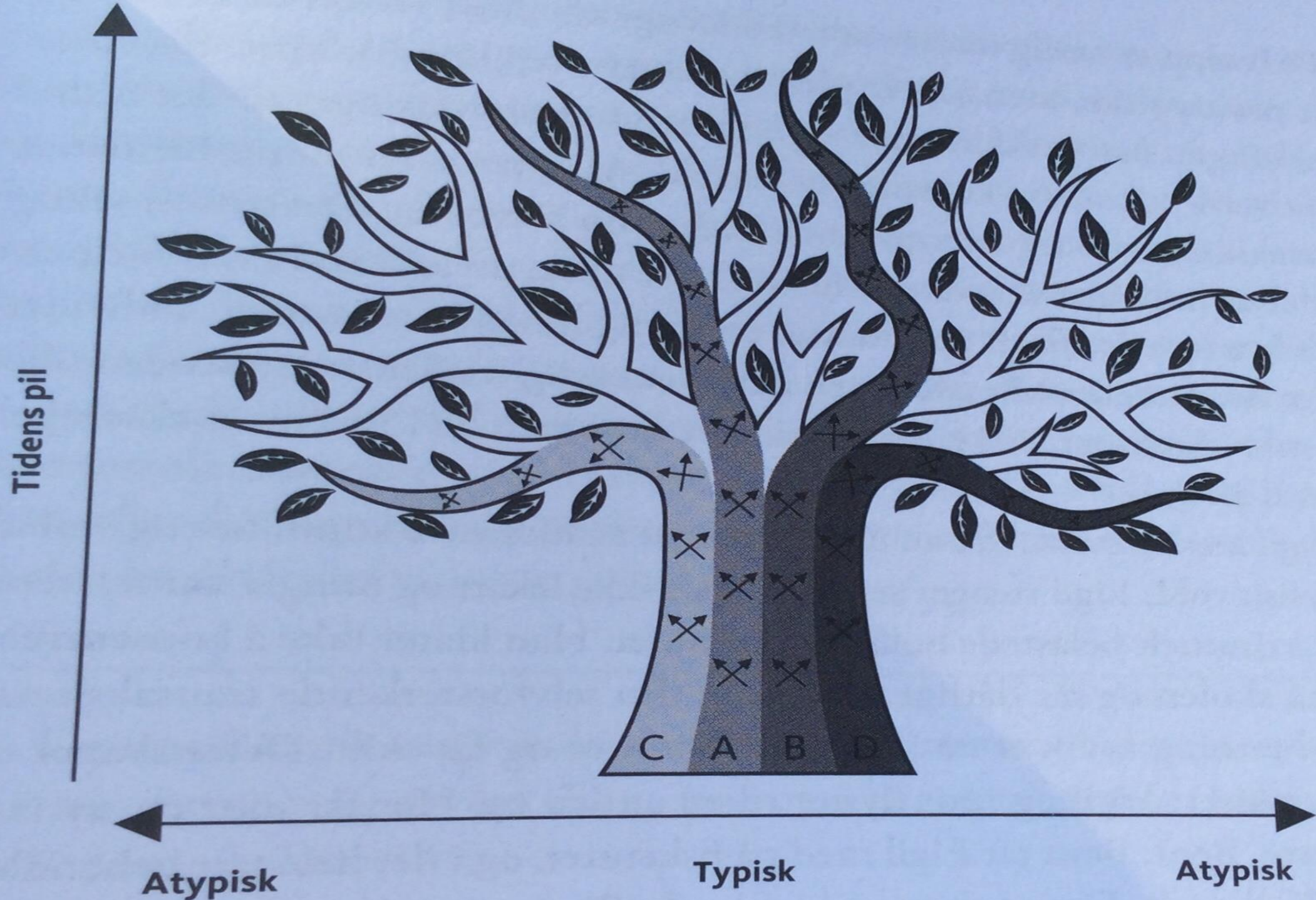
- ✓ Is a theoretical and empirical interdisciplinary subject of human life, from foster to old age and death
- ✓ Potential to development exist in principle throughout the whole lifetime
- ✓ The development always happens in dynamic relationship, where all the systems and contexts the individual is a part of, affects it!

Two important figures:



$\alpha = \text{Individ } 1-N [\text{Soma} \leftrightarrow \text{Hjerne} \leftrightarrow \text{Psyke}]$

$\beta = \text{Miljø } 1-N [\text{Minimiljøer} \leftrightarrow \text{Makromiljøer}]$



Emotional development

- We can know that children are born with a personality that it is not our task to shape, but to discover, meet and confirm!
- What distinguishes humour from laughter, joy from mercy, playfulness from rage and desires from laziness?
- <https://www.youtube.com/watch?v=X7mOzWQSnaQ>
- You must learn to read the feelings of children (joy, sad, angry, afraid, etc.), confirm the feelings, let them know and “be in” this feeling, and then learn them to act in respond to the feeling.



There is five areas of relation

Togetherness: starting development of who you are, from year 0 ->



Interaction: finding the core of who you are, from 3 month ->



Mutual understanding: finding your subjective self, from 8 month ->

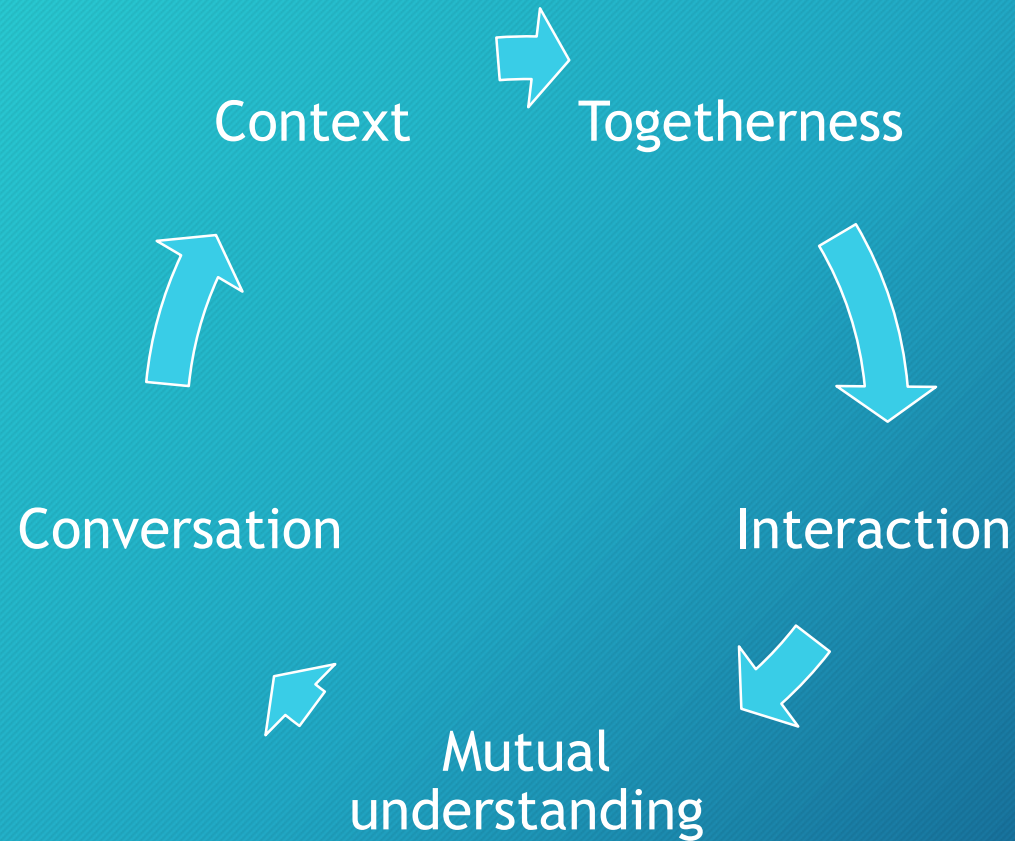


Conversation: verbal self description, from 15 month->



Context: describing yourself, from 3,5 year ->

Developmental emotional science:



Togetherness - An initial self

- To be! Is the core of all later creative activities and learning
- An initial self is characterized by:
 - physical balance
 - sensitivity
 - the big-eyed peek
 - listening
 - smell
 - overall experience
 - sense of unity/amodal perception
 - emotions
- **Amodal perception** is the perception of the whole of a physical structure when only parts of it affect the sensory receptors



Interaction: finding the core of who you are

- Core! An initial sense of being able to control yourself forms the basis of core life and develops like everything else in life
 - I'm hanging out and I'm divorced from the others
- Infants have a motoric memory and remember movements as it has previously done. It also has a picture-, hearing-, smell- and feeling-memory
- The child never becomes alone, but either engaged with a real person or with one from memory = the basis of the inner dialogue that occupies our inner lives
- What happens in the interaction?



Mutual understanding - a subjective self

- A mutual understanding without words requires responsiveness
- The discovery of inner life that controls human actions creates new insecurity against unknown people
- We must face inequalities
- We provide linguistic feedback, but the children perceive tone and mood
- Non people ever experience anything that can be shared. We need to find a balance between being confirmed and sharing feelings and being alone with our experiences



Conversation: verbal self description

- ▶ Being able to use the language is to be able to use symbols
- ▶ D. Stern: The language is a double-edged sword!
- ▶ The language brings us closer to each other, but there is also an awareness of the loneliness and the peculiarity of the child
- ▶ The play becomes symbolizing and the children begin with postponed imitation. That is, an ability to see themselves from the outside and get into the model's place. "I would like ..."
- ▶ Being able to mirror! Who I am becomes more concrete
- ▶ Language training goes through the mutual division of focus

Being a telling self...

- The language is developed from denomination to give a meaningful description
- Telling their own story is a way to create and transform themselves and others, afterwards
- By creating a picture of oneself and their experience, one affects one's own self-image, the identity is created in the story
- NB: Children who have difficulty telling may have difficulty in making a connection in their lives

