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TITLE: A Nordic approach to ECE system and social differences - a Danish trial. Challenges for professional knowing and learning

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Summary

The aim of this study is to develop an intervention and test its effects based on a theoretical concept of learning and social innovation. International research shows that early interventions can make a positive difference, and, as shown in American RCT studies, there are long-term effects. However, international research does not come closer to the two different main approaches to the Early Childhood Education systems (ECE) – the holistic/academic, respectively, nor to the questions of how pedagogic initiatives and framework conditions work as prerequisites for success (best practice) seen in a inclusion/exclusion perspective. Institutional findings show huge differences. Our hypothesis is that the relation between the various actors are of great importance and preliminary findings show that municipal and institutional differences influence the exchanges of knowing and learning taking place. Preliminary results from the Danish trial: Action Competencies in Social Pedagogical Work with Socially Endangered Children (The ASP-project) based on a Bourdiean perspective - indicate that there is reason to focus more on teachers' professional skills and qualifications concerning new challenges. It is demanding for teachers working with the entire ECE/ASP-implementation process because they have to reflect upon their own practice and role in relation to create and implement new knowledge of socially endangered children. Based on an analysis of the Nordic situation, the paper discusses preliminary results emphasizing the question of the challenges for the professionals working with evidence-based knowledge and learning in the ASP-project, a RCT study which aims at social innovation in 60 centres, covering 2700 preschool children.

Key Words: Early Childhood Education (ECE), social inequality, professional knowing and learning, social innovation