

## Abstract

Title: The Complexity of Planning. Preschool teachers' and pedagogical planning and practice.

Language: Swedish, with a summary in English

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The overall aim of this dissertation is to shed light on preschool teachers' understanding of aspects of planning and practice, in order to develop new aspects of the knowledge of preschool didactics in day care settings. Central issues are to analyze and problematize aspects concerning value ground, content and view of learning in the Norwegian Framework Plan (Article 1); to analyze and problematize preschool teachers' understanding of their local planning process and educational work, after a national plan was established (Articles 2 and 4); and to analyze and problematize preschool teachers' conceptions of children's learning (Article 3). The thesis consists of four studies, which attempt to adopt holistic approach to the field of educational planning and practice in the field of preschool didactic. The study has a phenomenographic approach and is also inspired by ethnographic principles, especially in the first article. The other three are inspired methodologically by phenomenography. Hermeneutics are central to all of the studies, as the data material collected is interpreted. The results from the four articles are further set in to a theoretical meta-perspective and the results of this are discussed. Even though the results suggest that preschool didactics is multiple and complex, and in need of further highlighting, discussions and development, the study points out the importance of contextual issues, and that different national curricula must be seen not only in relation to local and national but also to international standards and systems. International trends in economy, marketing and public and private policy are related to national systems of education and preschools and day care institutions for young children are particularly vulnerable in such systems. Further, this study shows that Norwegian preschool teachers seem to work very seriously on educational planning and practice. At a meta-level the results, point to three main lines in the preschool teachers' understanding of educational planning and concepts of learning. These are referred to as Emotional, Practical, and Discursive rationales. One of the issues for further research on this topic is a narrative approach, dealing with different authentic problems in the institutional settings and the preschool teachers' day-to-day work on planning and educational practice in the group of children, the cooperation with staff, parents and society.