

# 'TEACHERS' AND THE LEARNING ENVIRONMENT

– implementing the new curriculum  
framework in Denmark

Anne Kjær Olsen

27 March, 2019



# OUTLINE

- The new curriculum framework in Denmark – key points
- The role of the ‘teacher’
- Learning environment

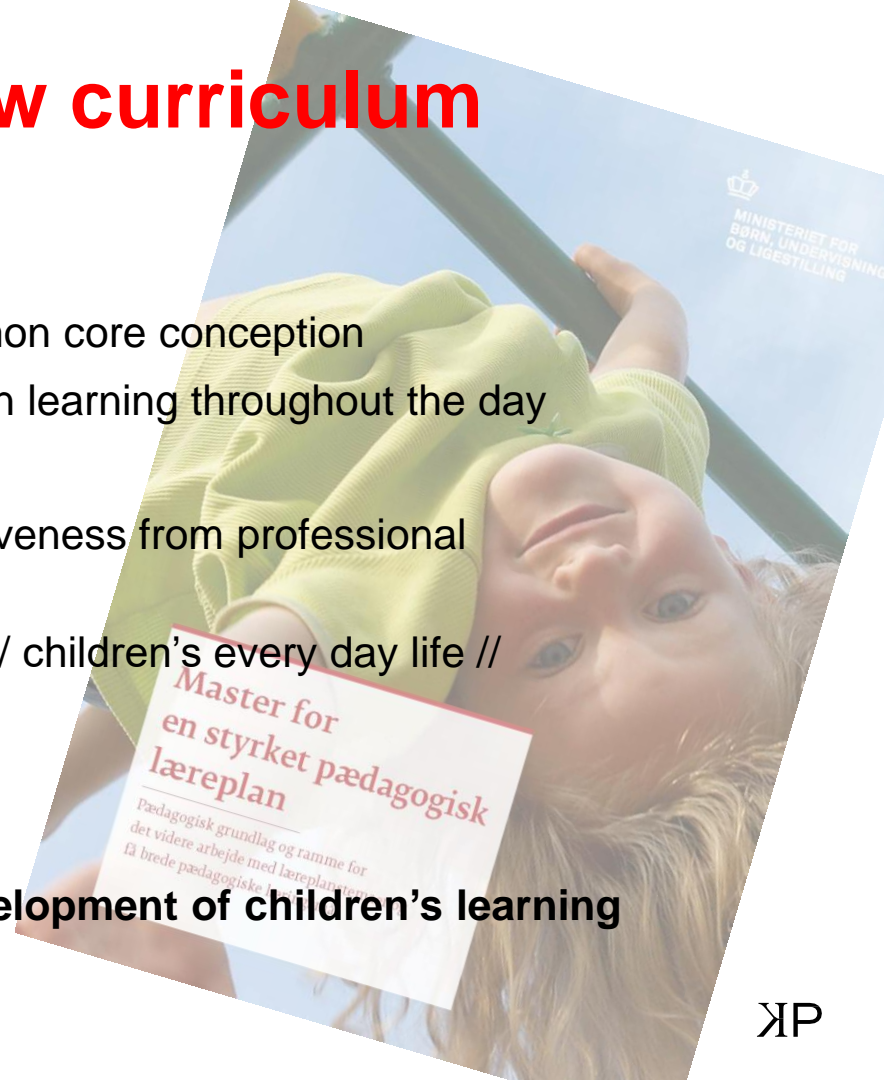


# ECEC in Denmark – in short

- Early childhood education and care becoming high politics in recent years
- Most Danish children under school age attend a day care facility
- Common political understanding of importance of investing in ECEC
- Ongoing political and knowledge based debate on quality – for years
- New act on curriculum in ECEC-institutions in 2018
- Part of implementation to invest in professional development of staff

# Key words from the new curriculum framework in Denmark

- Still a national framework – but more common core conception
- Broad conception of learning – emphasis on learning throughout the day
- Underlining the importance of play
- The importance of interaction and responsiveness from professional pedagogues
- View of the child – children are cocreators // children's every day life // communities
- Working with parents
- Democracy and 'formation'
- **Learning environment – a motor for development of children's learning**



# THE ROLE OF THE 'TEACHER'

- Concentrate professional energy towards meaningful, important and relevant matters
  - Focus on making the best possible opportunities for children to explore and experience
  - Balance presence and being on the edge of the children's play and learning process
  - Focus on the quality of the learning environment

- Even more focus on process quality issues
  - Lesser focus on outcomes and results



# THE LEARNING ENVIRONMENT

– it's not just a room



Structural parameters



Process elements



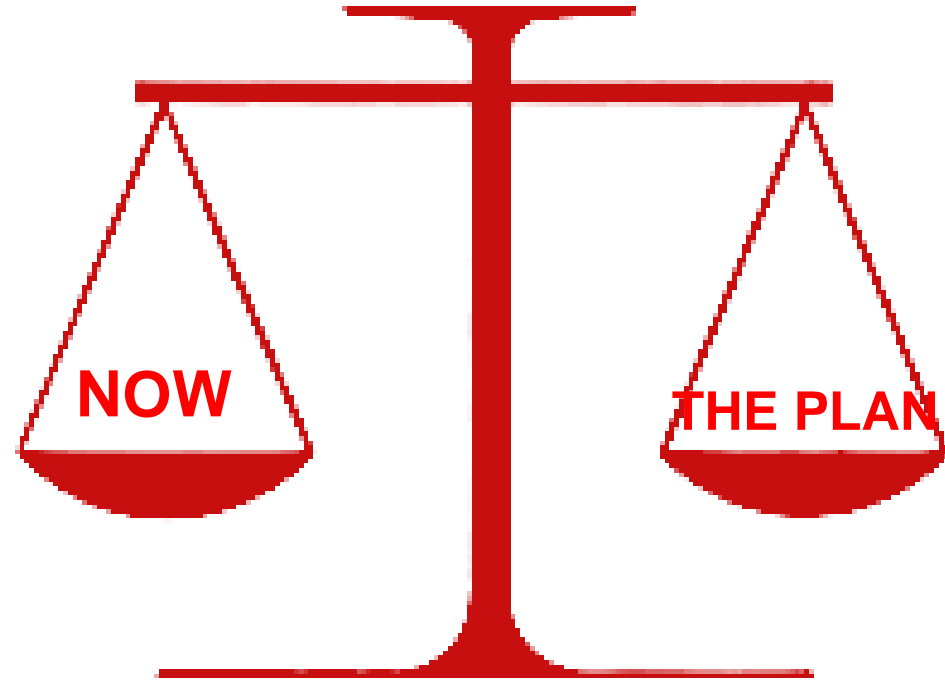
View of the learning child



Broad understanding of learning

The **professional capacity** to work with learning environments – that strikes a balance between the now and the plan - demands a high degree of **agency**

Agency that needs to be embedded in the **learning environment** – for the children to explore – and to **experience their own agency**





# FROM PLANING TO DESIGNING

- A need for change: focus of *how we create and make children's learning possible* – by designing learning environments
- Effective learning environments need *to be designed* – not planned
- Explore, try out, test, experiment with different designs for learning environments and pedagogy
- *Systematic reflection* on how practice is played out: documenting, analysing, evaluating



# TAKE AWAY POINTS

Two perspectives need to be balanced: balancing *responsiveness* and the *long term purpose*

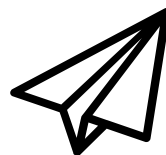
- The ‘now perspective’ – children’s needs and life now and here
- The ‘future perspective’ – important stuff to know how to do

The agency of the learning environment – crucial importance for quality



Thank you for listening

Contact: [akol@kp.dk](mailto:akol@kp.dk)  
Twitter: [@kjaeranne](https://twitter.com/kjaeranne)



ЖР

UNIVERSITY  
COLLEGE  
COPENHAGEN