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# The danish curriculum: a means to ensure quality and wellbeing

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# The danish curriculum

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## ADOPTED IN 2004

- ›1. Personal development
- ›2. Social competences
- ›3. Linguistic development
- ›4. Body and movements
- ›5. Nature and nature phenomenons
- ›6. Culture, expressions and cultural values

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- › The curriculum must describe pedagogical methods and activities, enabled to obtain the goals and evaluation of the curriculum
- › The principal is responsible of the evaluation. The documentation must investigate whether the methods and activities meets the themes from the curriculum
- › The politicians in the municipality must approve the curriculum

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## › 1. PERSONAL DEVELOPMENT

- › The child's development needs surroundings that ensure responsiveness and are sympathetic
- › Adults must be committed and see themselves as "midwives" for the children's dreams and wishes
- › The children must feel as part of the community, a sense of belonging, and they must learn to deal with the social challenges and conflicts

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## › 2. SOCIAL COMPETENCES

- › Social competences are developed jointly with other people in friendships, groups or cultures. The important elements of social competence are empathy, ability to attachment and social skills.
- › Social competence is the key to the community where children have the opportunity to express themselves, in play, in collaboration with others in solving problems and realizing their dreams

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## › 3. LINGUISTIC DEVELOPMENT

- › The ability to use the nuances of the language support and promotes understanding of and from others. It is important to practice dialogue so children in the community can speak, listen, ask questions, give answers and be active in planning joint activities and projects.
- › Children needs adults who listen with understanding and simple recognition allowing the children to express their emotions and thoughts.

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## › 4. BODY AND MOVEMENT

- › Body and movement are tools to conquer the world. By strengthening children's motor skills, strength, endurance and agility, we also strengthen their capacity to evolve.
- › Body and movement are not only physiological, but also a sensual access to the world. Movement paves the way to explore, experiment, enjoy and understand the physical, as well as the cultural environment and nature.

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- › 5. NATURE AND NATURE PHENOMENONS
- › Experiencing nature in childhood contributes to both the emotional, mental and physical development. It is obtained by experiences, interest in and knowledge about nature, in an environment where there is room to wonder and find answers.
- › Children that experience nature in all seasons have a unique playground for both mind and body.

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- › 6. CULTURE, EXPRESSIONS AND CULTURAL VALUES
- › Culture is an expression of people's understanding of - and approach to the world. It is through the meeting with others and the unknown that we define our own cultural beliefs and recognize our own cultural roots.
- › The cultural varied child is able to unfold her perception of several worlds as well as her own potentials.

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- › After 2004 a discussion on whether the initiative could be construed as an undermining of the Danish kindergarten tradition, with emphasis on the child's play and self-determination.
- › As an admission of more school-like forms, including governmental control of the Early Childhood Education and Care field, and thereby reduce the educators professional autonomy.

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- › The work on the documentation-part, has been reviled for being too time consuming, and for that reason, it fails. But in addition it is underlined by the practitioners, the administrators and the trade unions, that the educators express that the curriculum enhance their professionalism.

(Plum, 2011)

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- › Research papers dealing with implementation of the Act and its requirements for documentation identifies that the local design and interpretation of curricula, and the documentation associated with it, can help to show what teachers actually do, bring the tacit knowledge of educational games, giving a common professional language, consciousness and thereby the possibility of acquiring a higher degree of professional status.

(SFI, 2011)

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- › But what about the relationship between the documentation of the curriculum and the lived life in the preschools?

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- › The Act as a series of explicit existing management techniques as tick of lists in the daily life in the preschools, notifies the child as a learning subject that are maintained in its progression.
- › And it seems as though the consequence can be a “teaching to the test” or (teaching to the documentation) discourse.

(Plum, 2011)

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- › The requirement for documentation and the work with documentation establishes in this way enclosures of what the curriculum as a pedagogical management tool actually is. It limits the planned schedule and the professionals focus in relation to a possible progression, and in the process the individual uniqueness can be compromised.
- › Actually a question of what constitutes pedagogical professionalism.

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› Thank you for your attention.