

Elin Reikerås

Vinn-vinn, for alle parter

Nettverksamling UH ReKomp

Oslo 11.-12.februar 19

FILIORUM Senter for
barnehageforskning

Universitetet i Stavanger



FILIORUMs overall goal is to promote belonging, communication and play for all children

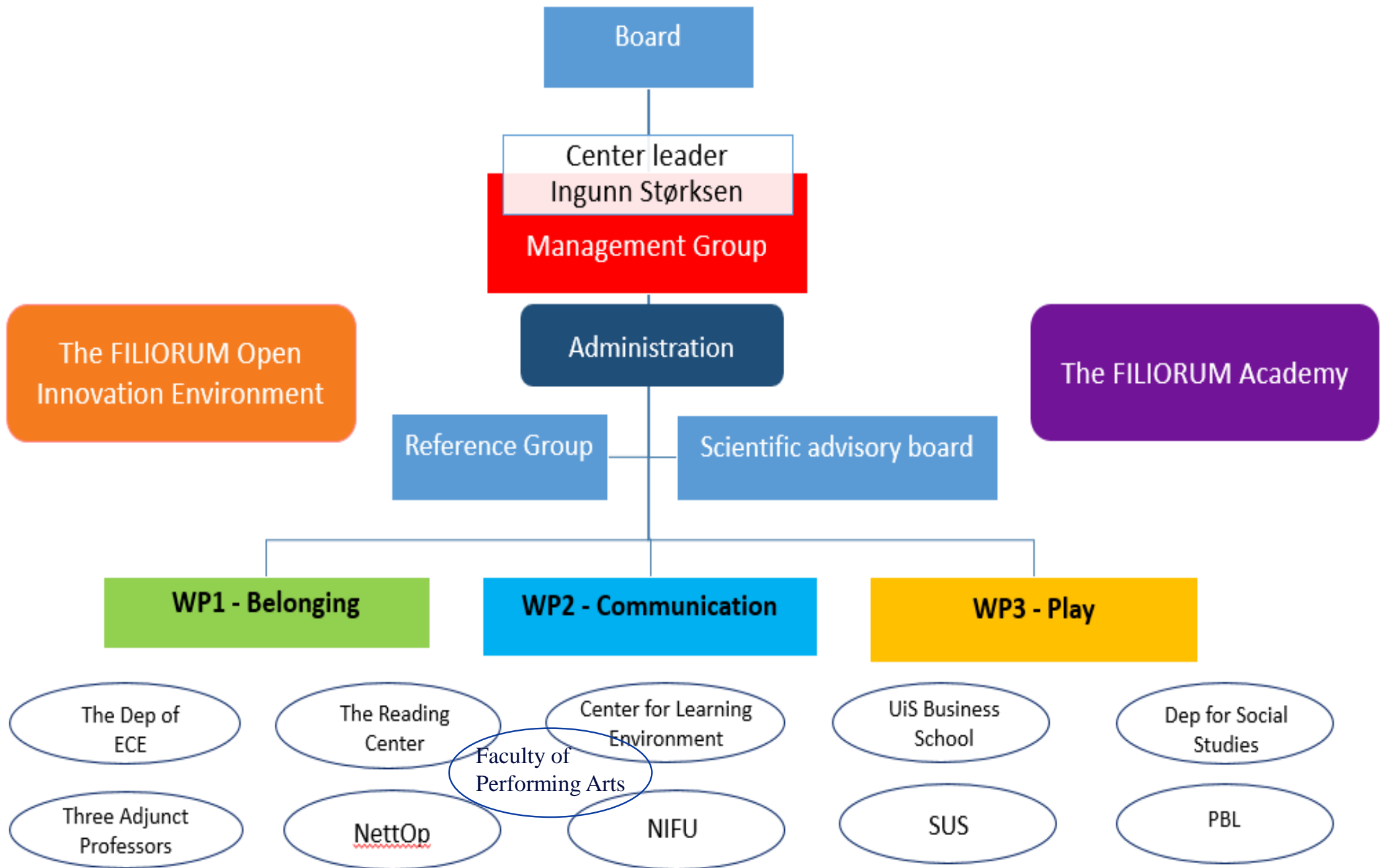
To achieve this, we aim at serving the ECEC sector as a national hub for cutting edge research on quality for diversity, innovation and policy guidance

FILIORUM betyr barn på latin



Barns trivsel, lek, utvikling og læring

- både her og nå og i framtiden –
er kjernen i vår forståelse av kvalitet
og fokus for vårt arbeid



Key research questions and approaches in WP1, WP2, and WP3 across the three phases of our research

	Phase 1 – Exploration	Phase 2 – Development	Phase 3 – Implementation
WP1 – Belonging	<p>What type of practices can support / hinder conditions for belonging in their pr... belonging in diverse settings? How do sta... dress issues of belonging? What types of... learning processes are involved in teaching for inclusion? What types of belonging are observed in diverse settings? What types of belonging are observed in diverse settings? How do power and social constructions of belonging impact belonging? How do institutional policies and traditions impact belonging? How do staffs address these?</p>	<p>In collaboration with practitioners, partners and students, we will identify, develop and support pedagogies and processes that promote belonging for children with different backgrounds and educational settings. What types of pedagogical strategies will be developed, e.g., resources that promote reflection and good belonging in ECEC? What types of pedagogical strategies can improve belonging in diverse ECEC settings? What types of tools could be used to support children's (identities) and belonging? How can best be managed to support belonging?</p>	<p>We will implement and examine how new strategies in ECEC belonging. In ECEC, students will be prepared to evaluate strategies, reflection and good belonging. In this process, children's, parents' perspectives and experiences in relation to new tools and strategies will be implemented in ECEC to enhance staff's awareness, reflection on values, belonging? Do they sensitive care? Do and parents' experiences affect group children in ECEC?</p>
WP2 – Communication	<p>What types of everyday communication can be observed among children in diverse ECEC settings? What types of pedagogies can be verbal, aesthetic, mathematical, and technological communication be a for children? In which way communication relate for children in diverse how does it affect group are children involved practices in diverse ECEC? What types of narratives are observed in diverse ECEC?</p>	<p>In this phase, we will develop tools, reflect upon and promote verbal and communication for will include, e.g., scenarios, video-questions for professional development through Massive Open Online Courses (MOOCs), and other professional development students and partners in this work. What tools and strategies can promote communication in diverse ECEC? How can communication, and support SST?</p>	<p>With findings from previous phases as a starting point, we will implement and test tools and strategies for teacher education. Are the suggested tools are efficient for development within communication in professional development enhance SST among staff? Do they give staff a sense of self-efficacy? How can new tools staff to promote verbal and communication children? Do the tools affect children's learning communication skills?</p>
WP3 – Play	<p>What types of practices can be observed in a play and flow expressions with various backgrounds teachers facilitate belonging? How can with children who have trauma and loss? What texts and games are used to promote SST and a sense of engagement? How can play used to promote continuous joy and discovery and learning activities and staff belonging? How do ECEC affect children's staff satisfaction, motivation, and barriers to quality management and organization affect children's everyday play and wellbeing?</p>	<p>Together with ECEC staff, we will develop approaches, tools can promote play, and continuous joy children, and motivation. How can play support and belonging? How can play support happiness, and how such play? What activities can ECEC support engagement for learning? How of ECEC centers affect play, engagement, and SST? How can staff satisfaction, motivation, and engagement be supported?</p>	<p>Based on findings from previous phases, we will implement and test new approaches, tools and strategies to enhance play, flow, engagement, motivation among children in ECEC. Are new tools and staff, and do they play and motivation? Do the new tools enhance belonging, motivation of learning among children? Do the new tools enhance motivation children's groups and SST? How can staff satisfaction, motivation, and engagement be supported?</p>

Understanding

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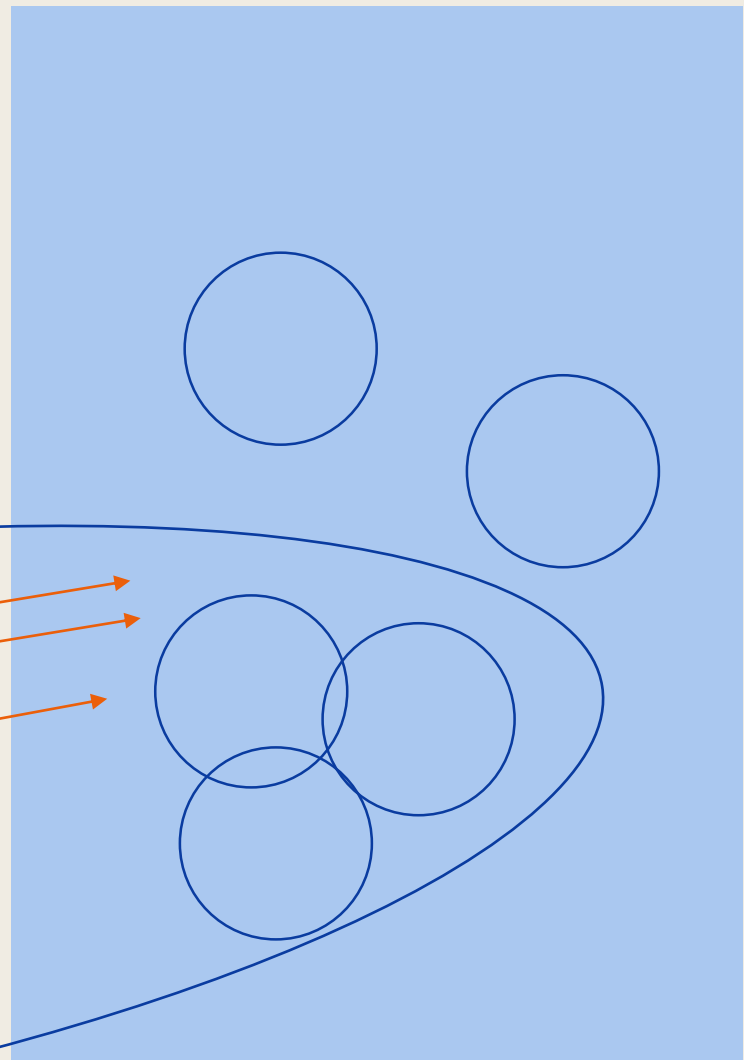
Implementation

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IBU

Lesesenteret

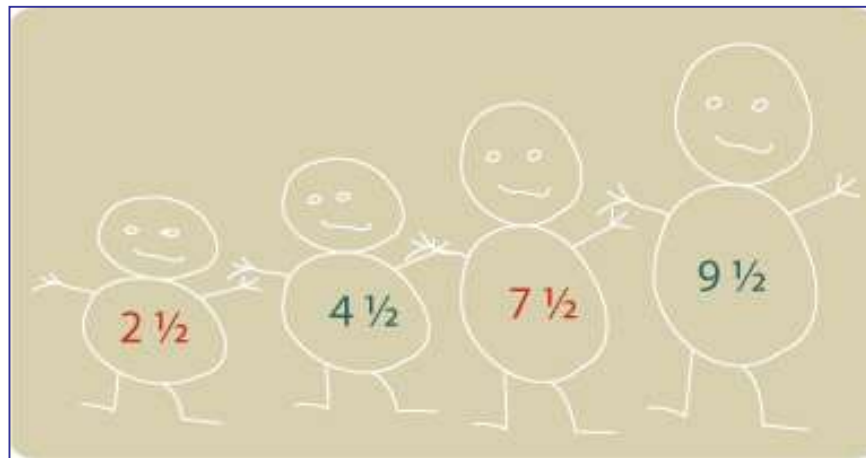
NLSA





Stavangerprosjektet-Det lærende barnet

- 2007-2018
- et samarbeidsprosjekt mellom Stavanger kommune og Universitetet i Stavanger
- Over 1300 deltagere
- 90 barnehager (185 avdelinger) og 34 skoler deltar





Observasjon i barnehagehverdagen



Alle de ansatte utførte observasjonene over 3 mnd perioder



Vinn-vinn

- Kompetansebygging i barnehagene
 - Gjennom observasjoner og samtaler om hva de observerte
 - Kursing
- Forskningsdata
- Erfaring med ekte samarbeid



Språkløyper

- <https://sprakloyper.uis.no/category.php?categoryID=17614>
- Evaluering av den nasjonale strategien Språkløyper. Delrapport
- NIFU-rapport 2018:16
- <https://www.nifu.no/publications/1601528/>



