Conditioning Children as Explorers
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Background
• The institutionalized everyday life for children need to facilitate agents of change to face contemporary challenges and an unknown future

Research question: How can children’s exploration be conditioned?

Aims
• Describe, analyse and disseminate knowledge about conditions for children’s exploration in kindergartens
• Indicate which conditions to preserve or challenge
• Finding new practice methodologies to meet children as explorers

Theoretical framework
• Children’s activities are seen as relational, institutional, culturally and materially constructed
• Families, kindergartens and kindergarten teacher education are seen as the main arenas that provide conditions for children’s exploration

Methods
• Inquiry research approaches were children, parents, teachers, administrators, politicians, early childhood teachers students and researchers are involved in shaping the research questions, the data construction and the analysis through fieldwork, interviews, survey and work-shops – nationally and internationally