

Collaboration and financing

The centre is externally funded by the FINNUT program of the Research Council of Norway in the period 2018-2023. KINDknow is one of two research centres in Norway with such status, and has national and international ambitions and ongoing collaborations. The centre is strategically affiliated to Western Norway University of Applied Sciences and organized in collaboration with UiT - The Arctic University of Norway, UiS - University of Stavanger and Municipalities of Bergen and Tromsø. With formal agreements, the centre does research in collaboration with international universities, such as Monash University, Manchester Metropolitan University, Beijing Normal University and East China Normal University. Actors such as the parents' committee for kindergartens, OMEP and UNESCO are also involved.



Children's knowledge development areas

The research at the center is organized through 10 work-packages with some overlapping elements and development areas:

WP 1: Framing early childhood education – 'Bildung' – cultural historical and future scenario practices

WP 2: Being and becoming eco-citizens

WP 3: Sustainable language practices in Norwegian kindergartens

WP 4: Multilingual mathematics: Using digital games to develop children's mathematical languages

WP 5: Food and meals in kindergartens

WP 6: Conditioning children as explorers

WP 7: The methodology of place – in between local tradition and the development of place in kindergartens for the future

WP 8: Families, generations and belonging

WP 9: The competent kindergarten – systemic knowledge creation and dissemination

WP 10: Leadership and diversity in kindergartens

Contact

Centre director and professor
Elin Eriksen Ødegaard, eeo@hvl.no

Research coordinator
Thea Kopperud, tjko@hvl.no

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**Western Norway
University of
Applied Sciences**

KINDknow
Kindergarten Knowledge Centre
for Systemic Research on Diversity
and Sustainable Futures

KINDknow develop
new knowledge for
sustainable futures



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Core activities/responsibilities

Kindknow [BARNkunne] is a research centre for early childhood education (ECE) within Western Norway University of Applied Sciences. We aim to generate new knowledge, design, explore and implement activities for and with the ECE sector for a more socially just and sustainable future.

We respond to society's needs for knowledge development in two main areas within the ECE sector:

1. Children's development, play, learning and cultural formation
2. Kindergarten leadership and kindergarten as an organization

We do this through activities that engage researchers, kindergartens, kindergarten teacher educations, organizations and other relevant partners with common goals.

«... a more socially just and
ecologically sustainable future for
and with the ECE sector»

Main goals

The main goal is to contribute new knowledge and new practices towards global goals of education, social and cultural justice and for Cultures of Sustainability.

Society, institution and landscape

We do research on and with kindergarten staff, children, their family and on the landscapes and society they live in. professional practice in kindergarten, as we see it, will always be relational, unpredictable, and political.

Past, present, and future

The centre aligns itself with the UN's Agenda for Sustainable Development (Agenda 2030) and Convention on the Rights of the Child, giving children the right to participate in their own lives. This means that in our research we attach great importance to contributing to good inclusive and fair kindergartens. Our values are in line with the responsibilities for cultural heritage and children's future.



Research areas

The centre is developing an integrated research area which focuses on the content, the activity, conditions and the life in kindergarten. The centre is researching cultural formation ('danning', 'becoming') and conditions for cultural formation. Human beings are seen as agents, always in relation to humans, species, landscapes and artefacts. Research will also focus on how activities, exploration and meaning-making shape and change persons. Cultural formation and pedagogical practices in kindergarten and teacher education are seen as holistic, complex and changeable practices. KINDknow studies the practices within institutional contexts and how they are led and managed from a systemic perspective.

