



## Brief

# Facilitating professional learning through participation in interdisciplinary collaboration between kindergarten and Educational Psychological Services

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The article accounts for the process of developing a design for two interdisciplinary innovation projects located in kindergartens. The article takes a point of departure in national policies and research that calls for new models for collaboration on inclusive practices in kindergartens, between the kindergarten and the Educational Psychological Service (EPS). National policies, as well as research publications, report that the EPS seldom is a central contributor and participant in kindergarten's work on competence- and organisational development. The article presents results from a 3-year action research project in two different municipalities in Norway (Collaboration on development of competence for inclusive practices, SUKIP), and uses data from the first, initial phase of the project. The aim of the SUKIP-project is to explore and investigate various forms of collaboration between the Educational Psychological Service (EPS) and the kindergarten/school with a potential for joint competence development for inclusive practice. The article presents two research questions: (1) How do the kindergartens define their needs for competence development, and how are collaborating partners involved in the planning and initiation of the innovation projects? (2) How does the design of the innovation projects reflect the significance of local alignments, engagement, and strategies for competence development?

The empirical chapter account for the planning and the initial phase of the two kindergarten projects. The discussion focuses on how the design of the two kindergarten projects

ensures the participants' need for local autonomy, relatedness, and support for competence development. Perspectives from the self-determination theory (Gagne & Deci, 2005) are used in the discussion of issues that have consequences for the implementation of the projects.

The results presented in this article argue that organisation, structure, and resources are important topics in a collaboration that aims to develop competence on inclusive practices in both kindergartens and EPS. In particular, the article emphasises three conditions that need to be taken into consideration regarding the collaboration: autonomy and local alignments, relatedness and participation, and competence support. Further, the fact that the collaboration is based on values of creating more inclusive kindergartens, increases the possibilities for belonging and participation of every child within the kindergarten's community.

**Keywords:** *SUKIP; local competence development; collaboration kindergarten – EPS (Educational Psychological Service); inclusive practice*