



Brief

How to understand progression in the Framework Plan for Kindergartens

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The intention of the article is to explore how progression appears in the Framework Plan limited to the learning area's goal formulations. I explore what significance goal formulations can have for the kindergarten staff in handling progression by following a document analysis approach. The term progression is rooted in the Latin word *progressio*, which means 'progress' or 'development' (Det Norske Akademis ordbok, u.å.). In school, progression is about developing the students' learning. In kindergarten, progression means that all children shall develop, learn, and experience progress. Kindergartens shall give children in all age groups varied opportunities for play, activity, and learning. Although all previous framework plans have emphasised progression, the document from 2017 highlights the theme as of essential importance. The plan states that the kindergarten shall broaden the children's experience and ensure progression and development in kindergarten content. In the document, progression has even been given a separate area. Although there is very little research on progression in kindergartens, researchers have shown that kindergarten staff experience progression as demanding (Håberg & Gamlem, 2018; Leirset, 2017; Østrem et al., 2009). However, the staff are not concerned with progression beyond describing the topic as challenging, and progression in tasks for those who are about to start school are completely absent. The backdrop for the analysis in this article can be found in the Official Norwegian Report (NOU) *Elevenes læring i fremtidens skole. Et kunnskapsgrunnlag* (NOU 2014: 7). This report specifies how progression can be understood by focusing on the competence learning outcomes in the school's curriculum. I argue that the report's concretisation of progressions can be transferred to the goal formulations in the framework plan. In the curriculum as well as in the Framework Plan, progression is promoted through quality

and verbs. Verbs such as *express*, *use*, *develop*, and *explore* show that there is a degree of development through the verbs. In the Framework Plan, expressions of quality such as *experience* well-being, continue to *develop* their motor skills, body control, co-ordination and physical capabilities, *evaluate* and *master* risky play through physical challenges evaluate what the children will do with the academic content in the learning area. In order to ensure good progression in kindergarten content and activities, verbs must therefore be analysed and decoded, and this also conveys something about depth and complexity. Since the verbs are not unambiguous, the kindergarten staff must also assess the context in which the verbs are located. The study argues for the importance of teachers in kindergartens having knowledge of curriculum theory and curriculum analysis. Curriculum analysis must therefore constitute a central area of competence in both education and the field of practice.

Keywords: *goal formulations; learning areas; verb*