Profile and Pedagogy. Does Private Access Represent Pedagogical Diversity?

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This article focuses on profiles in Norwegian early childhood education organisations (ECEOs). The main question asked is whether a profile suggests adaptation to parents and marketing or pedagogical variation and alternatives. The question is discussed through interviews with leaders in private ECEOs that have chosen a distinct and visible profile. These organizations are chosen from The Directorate of Education's list of the most frequent types of profiles in Norwegian ECEOs: Outdoor, Farming, Sport, Music and Arts, and Religion. The analysis shows little support to the hypothesis of profiles as external and superficial in order to facilitate marketing and to attract customers. Most of the ECEOs are able to describe and explain their activities in terms of goals, content and pedagogical methods to the extent that the hypothesis of diversity can be supported.

When it comes to the ECEOs understanding of their profile in terms of goals and basic views we developed different categories:

• A profile as an alternative base, but it also includes The National Framework plan for Kindergartens
• A profile as an alternative interpretation of The Framework Plan
• A profile with emphasis on parts of The Framework Plan
• A profile that corresponds to The Framework Plan
Also when it comes to the content and the pedagogical practice we can single out some directions:

• The profile sets it mark on most of the activities
• The profile is located within one subject area from The Framework plan
• The profile highligths one subject area from The Framework Plan
• The profile does not make much difference

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