

### **III: The theoretical view of children's development and learning**

**The framework program is based upon an explicit view of the children's development and learning: Children's development is seen as a continual process in the interaction between the child and its environment.** Thus ordinary life becomes important. To guide the children's learning, one has to pay attention to the complete situation the child will experience. The repeated pattern in the daily experiences and interaction with other people, makes up the foundation of the child's understanding of its surroundings. In other words:

**The daily situations contribute to the children's learning and development.**

**And it's the quality of these experiences that decide the direction of the learning!**

Consequently, a basic assumption in the framework program is that children learn

- in informal as well as formal situations, or
- in unstructured as well as in structured situations.

This is about **an extended view of learning**, and it is a contradiction to the view that pedagogical activities primarily are connected to structuring and conveying a certain portion of knowledge during a fixed time span.

The practical-methodological setup in the framework program is therefore based on the fact that the children learn both through

- learning setups that have been structured in advance and through (*The Theme pamphlet*)
- more unstructured learning situations that comprise here-and-now situations which the children meet in their daily contact with other children and the adults in the day care institutions (*the Here-and-now pamphlet*)