

## **VI: Reflective adults in a learning organization**

The implementation of the framework program has taken place in three different phases over a period from 1992-1997. Action research is used as a means of approach in direct cooperation with 40 different day-care institutions. The analyses of the intervention processes showed the need for a strategy of influencing the whole organisations and in addition the values and practices of the staff involved. Norwegian early childhood education has been heavily influenced by psychological theories, especially theories of psychological development. This has led to a diffuse adult role, often influenced by non-reflected and tacit knowledge. Traditions, routines and “usual ways of acting” easily dominate the pedagogical practice. Up to two thirds of the staff in Norwegian day-care institutions is without any formal education for working with children.

Among a lot of changes made as a response to the experiences in the intervention processes, **a step-by-step progression for the development of the personals own competence was developed as an important and integrated part of the program.**

**Greater theoretical insight and knowledge, together with learning by active participation where reflection is a key issue, became emphasized to a greater degree.** The study of the two last phases of implementation, have shown results both in the target group (the children) and in the intermediate group (the personal).