



GÖTEBORGS UNIVERSITET

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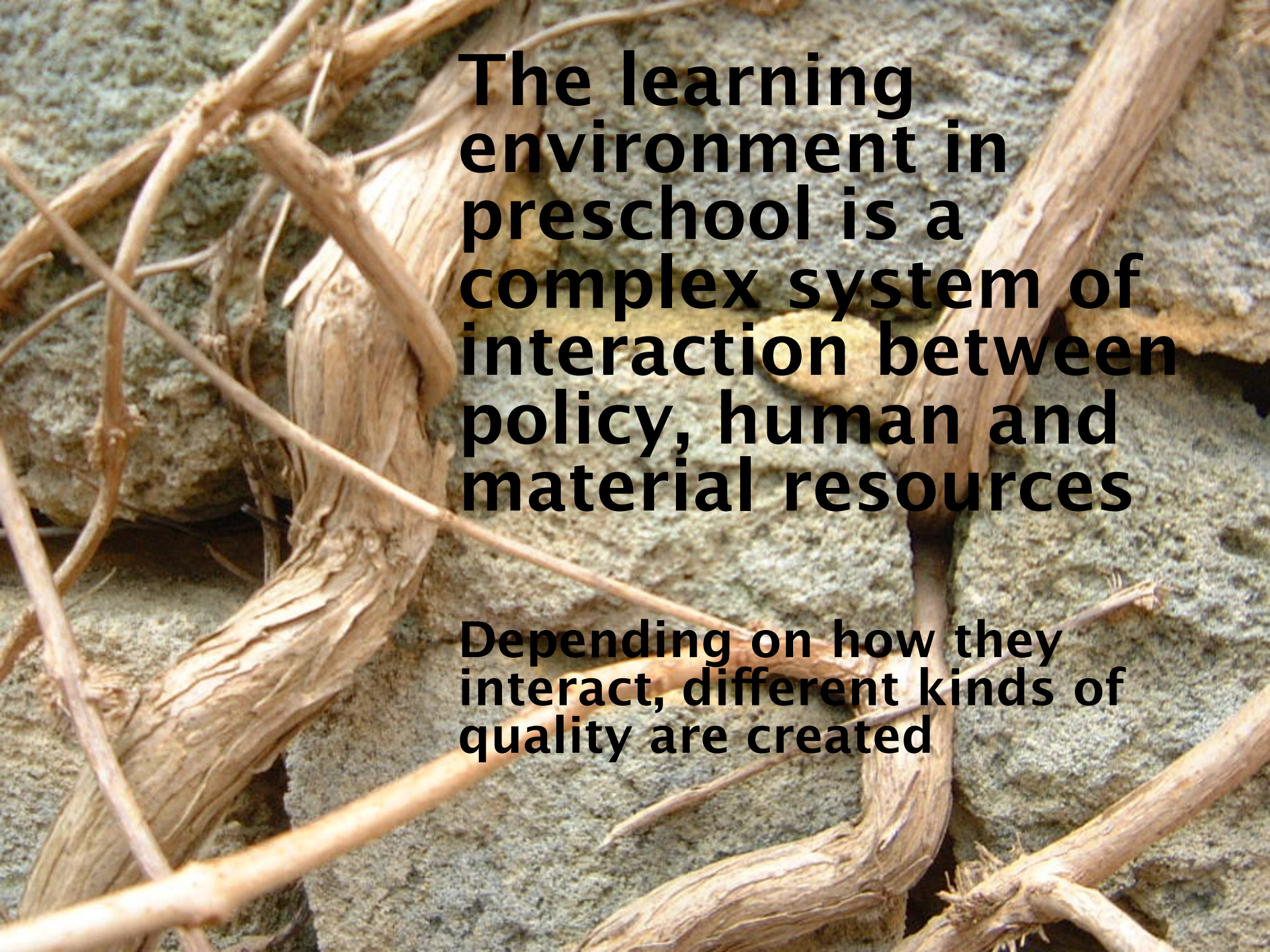
Pedagogical quality an inter-subjective perspective

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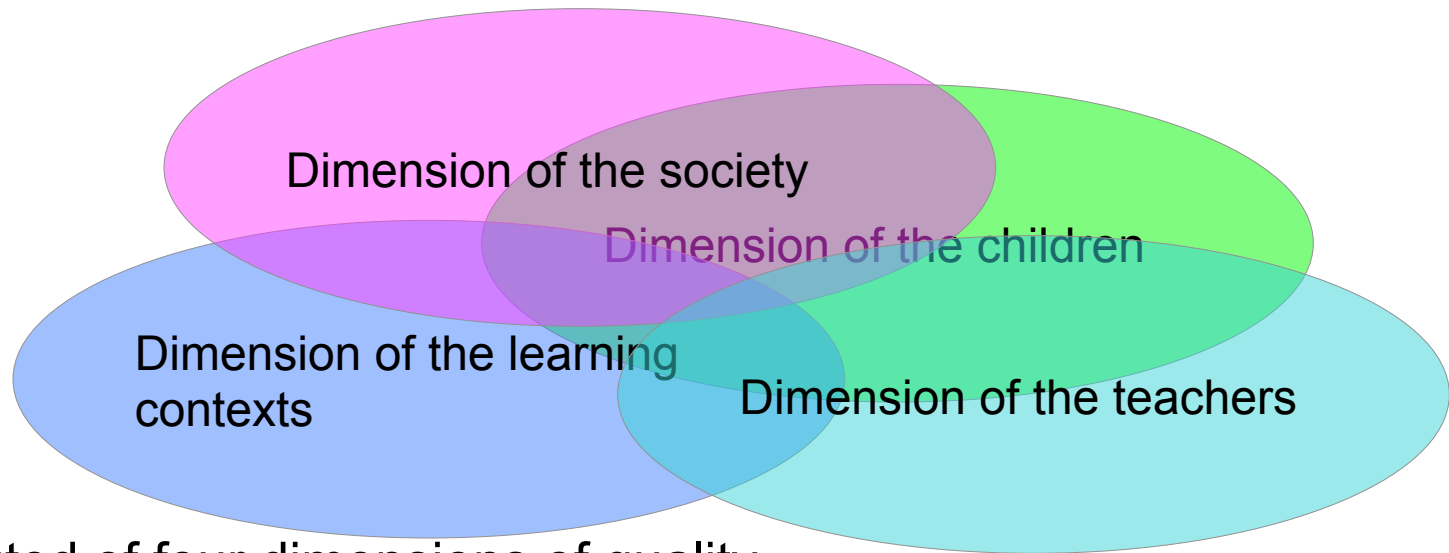


The learning environment in preschool is a complex system of interaction between policy, human and material resources

Depending on how they interact, different kinds of quality are created

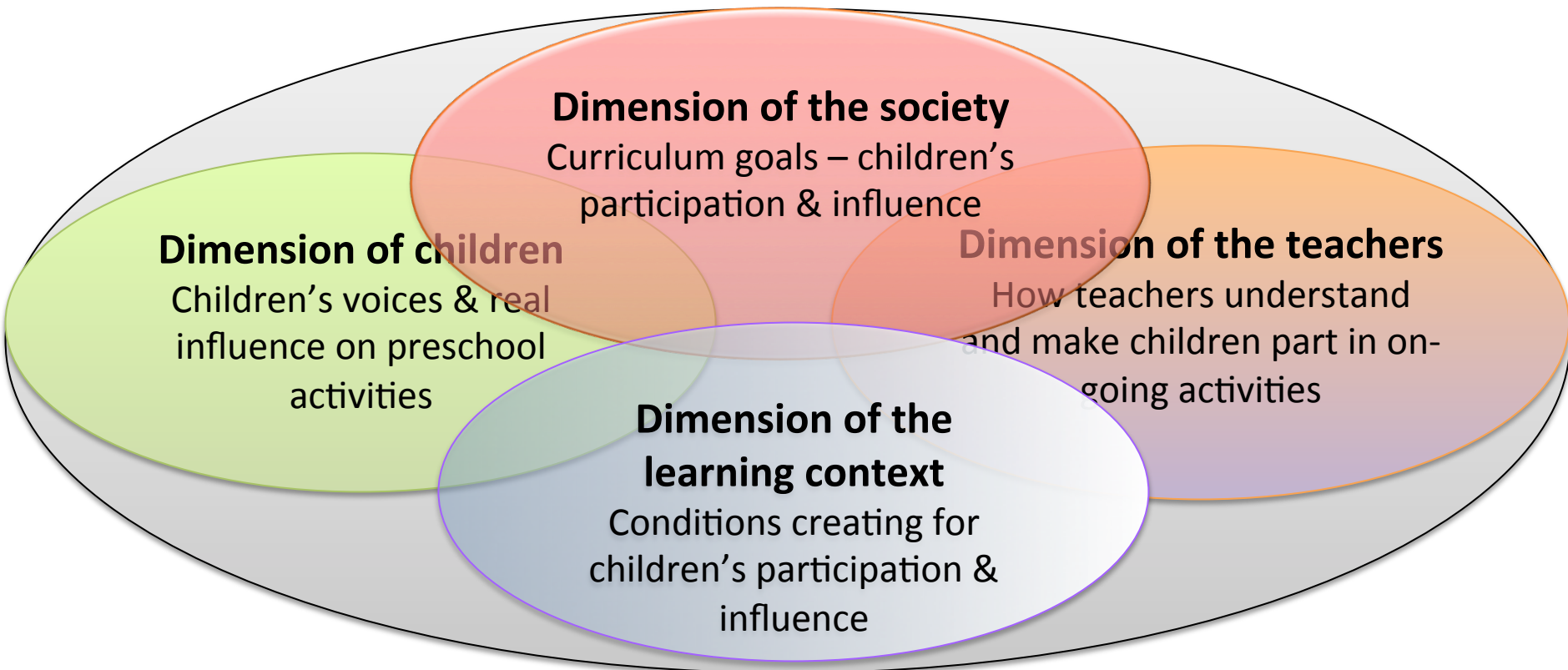
Pedagogical quality

An inter-subjective perspective of quality



- Constituted of four dimensions of quality
- Dimensions that are constituted of both sustainable and dynamic qualities that are inter-subjectively agreed on and subjectively conceived depending on perspective, time and context
- Inter-subjectively agreed values and knowledge
- Research & Curricula
- Cultural sensitive

Tools and analytical lenses in the systematic quality work
Relationships and interaction within and between 4 dimensions of quality





Challenging learning oriented environments

- 
- *A learning oriented approach*
 - *To know and to do*



Child-centred negotiating environments

- 
- *A negotiating approach*
 - *To do*



Separating and limiting environments

- 
- *An abdicated or dominating approach*
 - *To do*

An inter-subjective approach to quality

- ❑ A theoretical framework - shared values & knowledge
- ❑ Sustainable structures and cultural sensitive
- ❑ Four dimensions of quality as analytical lenses for a systematic, relational & transformative evaluation and assessment of quality
- ❑ Policy decisions, allocation of resources & competence development

