

Swedish Early Childhood Education and the relationship between play/playworld and Reggio-inspired concept of exploration

スウェーデンの幼児教育と遊び/プレイワールド、そしてレジジョ的探求

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The Swedish ECE System: EDUCARE

スウェーデンの幼児教育制度：エデュケア

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Preschool プレスクール

- Voluntary but public preschool for children age 1-7 (almost 100% attendance rate) 1-7歳の子どもにとって任意だが公立(ほぼ100%の参加)
 - Open hours: 06.30-18.00 開園時間: 6:30-18:00
 - Premises close to the child's home 子どもの家に近いことが前提
- Affordable 参加しやすい
 - The fee is 2%-3% of the income, before tax, for the first child and then less for each child after that (Maximum fee: 140 EUR/m first child, 95 EUR/m second child, 45 EUR/m third child) 第一子の費用は、収入の2-3%。第二子以降はさらに安くなる。(最大で最初の子どもは月140ユーロ、2人目は95ユーロ、3人目は45ユーロ)
- The groups of children are relatively small 子どもの数は比較的少数
 - Average: about 5 children/1 teacher and 17 children/group 平均で、約5人の子どもに1人の教師、1グループあたり17人の子ども
- University educated teachers (3,5 years) and high school educated assistant teachers 大学教育(3年半)を受けた教師と、高等学校で教育をうけた補助教員

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From social welfare to part of educational system

社会福祉から教育システムへ



Goal to strive for 努力目標

1. Norms and values 基準と質(価値)
2. Development and learning 発達と学習
3. Influence of the child 子どもによる影響
4. Preschool and home プレスクールと家庭
5. Co-operation between the preschool class, the school and the leisure-time center 就学前クラス、学校、学童保育所との連携
6. Follow up, evaluation and development フォローアップと評価と発達
7. Responsibility of the head of the preschool プレスクールの施設長の責任

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Holistic view of child

子どもへの全体的視点

“The preschool should lay the foundations for lifelong learning. The preschool should be enjoyable, secure, and rich in learning for all children. The preschool should stimulate children’s development and learning and offer secure care. Activities should be based on a holistic view of the child and his or her needs and be designed so that care, socialization and learning together form a coherent whole”. (Lpfö98/10, p. 4)

「プレスクールは、生涯にわたる学習の礎である。プレスクールは、すべての子どもにとってその学習が、楽しく、安心で、豊かになされる場でなくてはならない。プレスクールは、子どもの発達と学習を刺激し、安心できるケアを提供しなければならない。活動は、子どもをまるごと捉え、子どものニーズに基づくものでなくてはならない。また、活動はケア、社会化、学習が一緒になって一貫性をもった全体を作り出すものでなくてはならない(Lpfö98/10, p. 4)。」

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Playworld

プレイワールド

Children and adults play together based on a story, children's book or fairy tale and create and participate in an imaginative world. 子どもと大人は、ストーリー、幼児(児童)書、おどぎ話をもとに一緒に遊び、想像世界を創造しそこへ参入する。

共通の
ファンタジー世界:
プレイワールド

子どもは遊びを深める

大人は芸術と科学から支援

Children contribute their play expertise

Common fantasy world: Playworld

Adults contribute from art and science

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Play & creativity in an exploratory project

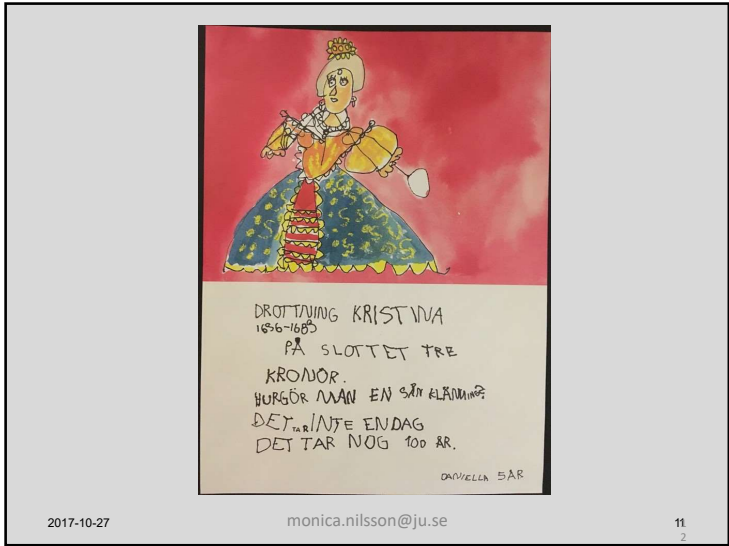
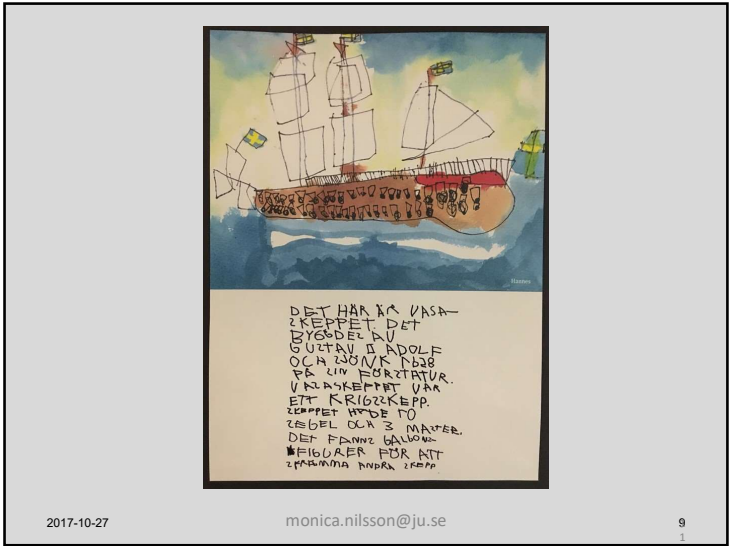
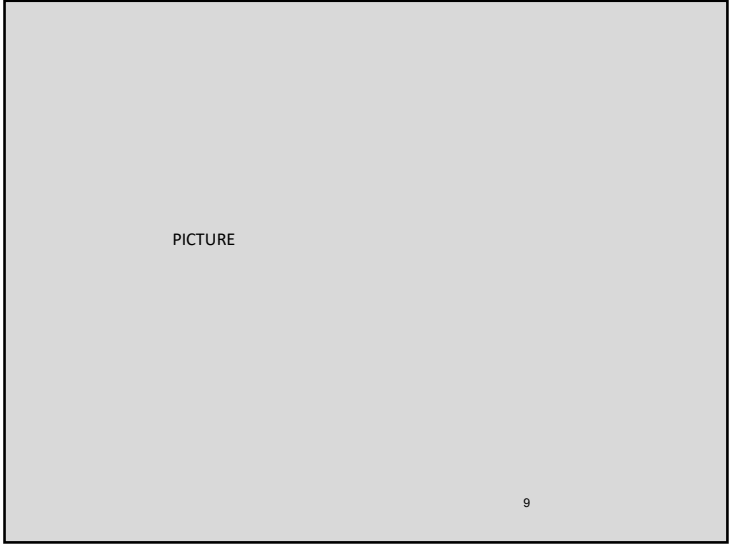
探索プロジェクトにおける遊びと創造

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The Vasa skip & the 1600s

ヴァーサ号と17世紀
<https://www.vasamuseet.se/ja>

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Details and material
詳細と資料

Majken is concentrated. She looks at the photo of a shark mouth and makes her own shark mouth with sharp teeth. Elin, who is at the desk, shows with her finger along the contours of the mouth and teeth. She asks Majken to hold on and look again. (From pedagogical documentation)

Majkenは集中している。彼女はサメの口の写真を見て、自分のサメの口の絵に鋭い歯を描く。机にいるElinは、口と歯の輪郭を指でなぞって示す。ElinはMajkenに、もう一度しっかり見るように言う。(ペダゴジカル・ドキュメンテーションより)



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VIDEO

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Hutt, Tyler, Hutt & Christopherson (1989)

- **Epistemic play:** children's exhibiting exploratory, problem-solving and skill acquisition behaviors
認識論的な遊び: 子ども達の示す、探索的、問題解決的な、スキルを獲得する行動
- **Ludic play:** symbolic and innovative behavior
遊戯的遊び: 象徴的で、革新的な行動

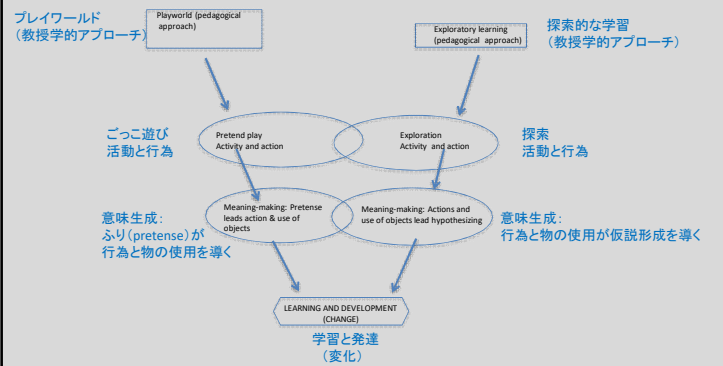
• Epistemic play precedes ludic play: "Implicit in the behaviors we termed 'exploration' was the query: What does this object mean? While implicit in the behaviors we termed 'play' was the query: What can I do with this object? (1989: 11)
 認識論的な遊びは、遊戯的遊びに先行する。「私たちが“探索”と呼ぶ行動では、“これは何を意味するのか？”が暗に問われている。それに対して、私たちが“遊び”と名付けた行動では、暗に“これで何が出来るか？”が問われる。」(1989:11)

Walker and Gopnik (2013)

- **Exploratory play:** allows children to discover the causal structure of the physical world and new facets of the actual world
探索遊び: 子ども達は、物理的世界の因果的な構造や、現実世界の新しい側面を発見できる。
- **Pretend play:** allows children to uncover new aspects of possible worlds
ごっこ遊び: 子ども達は、可能世界の新しい側面を発見できる。

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A Play-Exploration Pedagogy?
遊び—探索の教授学？



Playworld (pedagogical approach) (教授学的アプローチ) → Pretend play Activity and action (ごっこ遊び 活動と行為) → Meaning-making: Pretense leads action & use of objects (意味生成: ふり (pretense) が 行為と物の使用を導く)

Exploratory learning (pedagogical approach) (探索的な学習 (教授学的アプローチ)) → Exploration Activity and action (探索 活動と行為) → Meaning-making: Actions and use of objects lead hypothesizing (意味生成: 行為と物の使用が仮説形成を導く)

Both paths lead to LEARNING AND DEVELOPMENT (CHANGE) (学習と発達 (変化))

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The Swedish National Agency for Education
スウェーデン教育庁

Curriculum for the Preschool Lpfö 98 Revised 2010 2010年改訂の就学
前教育カリキュラム (Lpfö 98)

http://www.ibe.unesco.org/curricula/sweden/sw_ppfw_2010_eng.pdf

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