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Transition to school – liberation or adjustment

During decades there has been an international interest and focus on children's transition from preschool to school. Research shows problems in children's school start among other things lacking school readiness and too big differences between preschool and school, which has resulted in collaboration in order to achieve wholeness and coherence in children's life. Here a coordination of curricula from the two areas is seen as a central tool, and an explicit learning concept has been added to the preschool concepts care and well-being. Though there is an effort for shaping a unity of care and education, and with that a movement towards to realize the educare concept, there is a risk for a dominating influence from school, which can lead to implementation of effective and quick (subject) learning using methods based on evidence ("what works").

Such an interest for learning in early years is expressed in the Lisboa-strategy from 2001 about reorganization and standardization of education, the two OECD Starting Strong reports, a numbers of EU documents, and many national documents. Based on a post-modern capitalism critique (Hart & Negri) such documents are parts of a modern neo-liberal ideology and tools for supporting the globalizing of the capitalist production.

Based on such a societal analysis I will reconsider basics concept of ECEC and inspired of the idea of direct democracy, old and new critical theories, the German concept 'Bildung' and reflection on a possible critical content like epoch typical problems (Klafki), I will reconstruct an outline of a critical-constructive ECEC.