investigate how the specific continuity of childhood is being told and retold through techniques labelled safeguarding practices. Theoretically the paper is informed by the philosophy of Gilles Deleuze, especially focusing on his critique on representation.

**Methodology/research design:** More specifically, the purpose of the paper is to investigate the mutual constitution of childhood and adulthood via a study on these techniques as employed in universal documents on children’s rights. As such, the methodology used is a form of discursive analysis focusing on certain narrative strands that seem to reappear from document to document. The investigated documents in focus are: the Declaration of the Rights of the Child of Geneva (1924), the United Nations Declaration of the Rights of the Child (1959), and the United Nations Convention on the Rights of the Child (1989). Furthermore, I will trace some of presuppositions about childhood as they reappear in material produced within the children’s right discourse and intended for Swedish preschool and school contexts.

**Expected conclusions/findings:** Some of the tentative findings include the dichotomization of childhood and adulthood and the intertwining fates of the child and the state.

**Relevance for Nordic Educational research:** I believe this research topic to be relevant for Nordic Educational research as it attempts to investigate the boundaries of childhood, looking closer at universal documents that are very much an influential presence felt within the national educational discourses of the Nordic countries.

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**Children’s questions during a science activity in preschool**

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**Keywords:** early childhood, science, learning, children’s questions, curriculum, content

In this study children’s questions during a science activity concerning what soil is, are analysed. The empirical study has its background in research on children’s learning (Pramling Samuelsson & Asplund Carlsson, 2003, 2008) and a new view of the Swedish preschool’s commissions (Ministry of Education and Science, 1998; memorandum U2008). Children are seen as active in their own learning and as developing on the basis of their own experiences in communication with the surrounding world (Pramling Samuelsson & Asplund Carlsson, 2003). In preschool, children shall develop knowledge about different contents, areas of knowledge. One such content is science (Ministry of Education and Science, 1998). Through the history of preschool, the object of learning has seldom been in focus of the activity. Instead, methods and attitudes have been given precedence (Pramling Samuelsson & Asplund Carlsson, 2008). With the curriculum of preschool and the government’s claim about an emphasised pedagogically task for the preschool (memorandum U2008/6144/S) the concern on children’s learning of different contents in preschool has increased. For these reasons, there is a need of a discussion about what a changed commission can mean and what pedagogical consequences it may have for activities in preschools and teachers actions. Questions about what may constitute a relevant content and didactic are on the agenda (Persson, 2008; Pramling Samuelsson et al., 2008; Thulin, 2006). In teaching contexts, the importance of the teacher’s questions is often pointed out. Several researchers call attention to the importance of so-called open questions where the child generates a reply, in contrast to so-called closed questions where there is a correct and expected answer on behalf of the teacher (Doverborg & Pramling Samuelsson, 2003). In an
investigation into what happens with the object of learning in preschool (Thulin, 2006), the analysis showed a discussing climate. However, when the communication was studied more in detail, a traditional pedagogy of an asking teacher and a replying child was visible. Questions by a child were often met by another (new) question from the teacher and the child’s question remained unanswered. Children risked to be left to their own search after sense and meaning. The results imply the importance of a more close analysis of what children ask questions about during work with a specific content. In this study, children’s questions during a work with a scientific phenomenon in preschool are studied. Children’s questions are here seen as an expression of their experiences and search for sense and understanding (cf. Marton & Booth, 2000; Siraj-Blachford & Mac Leod-Brudenell, 2003). The empirical data has been generated through video observations of scientific activities in preschool. Twelve children (3-5 years) and three teachers participate in the study. The results are presented on the basis of the focus of the children’s questions and discussed in relation to children’s perspectives, learning and the theme work over time. The results show that children to large extent have the actual (intended) content in focus and that children’s questions constitute an important didactic starting point when interacting about a specific content.

What is special for preschool education?
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This paper aims to elucidate the concept the preschool’s special character in relationship to research concerning the youngest children and their teacher’s in preschool. Childhood sociology, childhood psychology and childhood pedagogy constitutes a background to questions around what a conserving and developing of the preschool’s special character from these perspectives could mean related to the youngest children’s preschool education and their roles as active citizens. A theoretical mapping of Scandinavian preschool research shows that only a few of the studies concern the youngest children, which contributes to the direction of this papers interest. In national documents about the Swedish preschool, the concept the preschool’s special character is frequently used and is given several different meanings. The documents also point out that the special character should both be preserved and developed. In the goal-directed Swedish educational system this would be the responsibility of teacher’s to both preserve and develop. Therefore it’s interesting to study teachers talk about the concept An interviewstudy with semistructured questions was carried out with 15 teacher’s who are working with children 1-3 years old in 5 different preschools. In this ongoing study I will discuss and analyze some of the findings in relation to different paradigms holding childhood perspectives.