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Implementation of the ASP-intervention in Pedagogical Practice - from knowledge to knowledge-based actions and changes (learning and innovation)

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Abstract

This paper is the twelfth in a series of fourteen electronic publications about the Danish research project “Action competences in pedagogical work with socially endangered children and youths – effort and effect” (The ASP-project).

The authors discuss how employees translate acquired knowledge into actions in their daily work with socially endangered children and youths and how they, through analysis, reflections and new actions, generate changes that aim at increasing the quality of the work with socially endangered children (innovation-oriented). The ASP-intervention is structured around three elements: 1) A knowledge element, 2) a reflection and analysis element and 3) an implementation element. They form a symbiotic interrelationship and constitute the preconditions for the innovation-oriented implementation suggested in the ASP-programme. The authors explore processes of implementation in general by identifying preconditions for processes of change and more specifically by concentrating on the perspective of development and change in the ASP-intervention.

From the perspective of implementation theory, the authors also discuss the challenges preschool teachers must overcome as they face increasing demands of evidence-based professional practices. The paper seeks to clarify themes relating to experience-based knowledge, knowledge interests, knowledge translation and dialogue. Moreover, reflection and time are also seen as preconditions for achieving the sense of relevance and involvement which is assumed to constitute the basic requirements for the interplay of new knowledge and the pedagogical practical experience.

Based on the ASP-intervention, a model of organizational learning and innovation that takes account of the barriers and dilemmas identified in implementation research by e.g. Winter & Nielsen (2004). Barriers and dilemmas might stem from internal conditions such as the employees’ capacities, education and sense of ownership as well as the overall organization of the intervention. The implementation process is also affected by external conditions such as socio-economic frameworks, organization and composition of target group. Moreover, the authors look to implementation research and work life research when proposing opportunities for new knowledge to truly translate into innovation-oriented development of the pedagogical everyday practice.

Lastly, the paper explores the development of the preschool teachers’ tasks and competences seen from a perspective of organizational learning and innovation while the presented themes of analysis are revisited in order to draw conclusions concerning potential challenges and possibilities.