

**Individual development plans
– with a focus on childhood, learning and critical subject didactics**

The aim of this research project is to explore the growing phenomenon of *Individual development plans* in relation to childhood, learning and critical subject didactics.

The changed circumstances and conditions for actors in school are influenced by increased diversity, decentralization and individualization. Individual development plans, which are sometimes designed as "agreements - contracts", can be considered the most rigid type of regulation on the individual level in the history of pre/school. Today we speak about a deregulated school. This regulation seems to have changed its character, gradually drifting over from school to individual, from school regulation to individual and self-regulation.

Critical subject didactics refers to a discussion and critical scrutiny of the objects of learning and the acts of learning in the individual development plans for young children. An increasingly multicontextual childhood, the drift from "subject to individual as the basic unit" in recent times results in a focus on identity and identity construction in relation to evaluations of subject and development by means of individually oriented documentation.

Critical subject didactics makes it possible to focus on the intersection of societal hierarchies of power such as place, age, gender and ethnicity – intersectionality. The method is based on textual analysis of completed individual development plans in preschool, preschool classes and compulsory school in four municipalities in southern Sweden.

Keywords: Childhood, Individual Development Plans, Critical Subject Didactics