



Brief

Dialogic Listening in a Partnership between Kindergarten and Higher Education Sector

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The article sheds light on what a *pedagogy of listening* can open up for by taking a closer look at this topic in a context where the kindergarten and the higher education sector engage in a partnership.

The constructed empirical material is based on dialogues the authors have had with each other. All of the dialogues are based on partnerships through the Norwegian national initiative *Regional ordning for kompetanseutvikling i barnehage* (ReKomp), where the authors have been in collaboration with different kindergartens. The basis for the dialogues in the empirical data are narratives that derived from the authors' various experiences in collaboration with the staff in the kindergartens. Pedagogical documentation is used between adults in development work to explore it as pedagogical and ethical practice. The methodology is characterised by Mikhail Bakhtin's literary theoretical and linguistic perspective, and the constructed empirical material that is linked together and forms the basis for discussion. We use Bakhtin's perspectives on laughter, dialogue and the polyphonic part of the dialogue to explore the pedagogy of listening. For this purpose, the following question is developed: *What can pedagogy of listening open up for in a ReKomp partnership when looking at laughter and dialogue?*

The article aims to show the importance of listening and taking seriously democratic and complex processes in development work in kindergartens that take place as part of the ReKomp initiative. Both silence and laughter are meaningful voices in the dialogue. Laughter has the potential for the higher education sector and kindergarten to lower their shoulders, play with concepts, experiment and unleash themselves in collaboration with each other. In this way, it is also opened up to greater extent the parties can define themselves as

learning and development can take place. By giving silence a meaningful importance, we have, among other things, had to stop and make room for different understandings of professional concepts, such as the word «change». At the same time, attention is paid to what a ReKomp partnership can be when a pedagogy of listening is devoted to greater space in the dialogue and laughter is allowed to characterize pedagogical documentation.

Keywords: *laughter and dialogue; partnerships between higher education sector and kindergarten; pedagogical documentation; pedagogy of listening*