



Brief

Are there room for «pedagogy-of-the-moment» in todays kindergarten?

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In this article the starting point is how an increasing institutionalization and focus on the kindergarten as part of the Norwegian educational system to some extent seem to threaten the Nordic pedagogy focusing on dialogue, play and togetherness as important in children's learning processes. We examine how early childhood pedagogues can activate their ability to listen to and focus on the children present here and now, and to what extent a concept such as "pedagogy of the moment" has a place in today's kindergarten.

Our theoretical starting point is Haraway's concept of *becoming-with*, together with an idea that children's learning usually takes place without knowing the outcome in advance. A flat ontology is adopted to be able to discuss the relationships between policy documents, professional knowledge, children's meaning making, physical environment, and other significant factors in the same apparatus.

Our methodological approach is narrative inquiry and we connect to the narratives by situating us as researchers as part of the stories. The narratives collectively produce a "network of narrative meaning" when we examine the opportunities for democratic participation for *all children* taking part in today's early childhood educational system through investigating the narratives with the concept *becoming-with*. In the analyses, we focus on the possibilities that seem to materialize in kindergarten practice when the participants are not seen as fixed or logical. Through the narrative inquiry we move from how children and

pedagogues share caring moments, through professionalism as a concept involving both an inside and an outside and back to how the picture of the “good” practitioner has to be disturbed in order to develop our early years practice.

Pedagogical possibilities arise as uncertain, making a culture of reflective sharing important. Questions about democracy, power, and time are touched on in the discussion and connected to what opportunities can be created. The experience and knowledge children acquire through time in kindergarten can be viewed as part of a web, where events are connected to both earlier and forthcoming doings but we cannot necessarily define exactly how.

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