



Brief

***“I might as well be an assistant”* – a study of the positioning of newly qualified kindergarten teachers in kindergarten**

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The purpose of the article is to highlight how newly qualified kindergarten teachers position themselves in kindergarten. With this, we want to open new perspectives and bring new knowledge about what it is like to be a newly qualified kindergarten teacher in kindergarten. Based on this, our problem is: “How do newly qualified kindergarten teachers position themselves in the “existing discourses” in kindergarten?” We understand the “existing discourses” as the kindergarten staff’s thoughts, speech, and actions related to the practices that sit in the walls. The article is based on a qualitative primary study from a kindergarten teacher education in Norway. We have used semi-structured interviews as research strategy, reanalysis and Hannah Arendt’s philosophical and theoretical perspectives as analytical tools to answer our research question. Our findings are two-sided and show, on the one hand, that the majority of newly qualified kindergarten teachers find that the experience-based knowledge gains power in kindergarten, and that this gives the newly qualified kindergarten teachers a weak position. On the other hand, our research shows that there is a minority of newly qualified kindergarten teachers who use their natality and with this challenge and expand the “experience discourses” in kindergartens. These newly qualified kindergarten teachers act on their faith and offer resistance with their professional and theoretical knowledge. They reveal themselves and take the risk of moving forward with their professional competence. They take initiatives that become new beginnings through equal and different actions and countermeasures. This gives them an equal and stronger position in the nursery.

Keywords: *newly qualified kindergarten teachers; position; resistance; subjectivity*