



## Brief

# Responses as common ground for the content. About teaching in preschool

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The purpose of the present study is to contribute knowledge about teaching as a joint action between pedagogues and children in preschool. More specifically, this study pays interest in responses between participants and how common content appears in interaction between children and pedagogues. The following study is based on six weeks of fieldwork at a preschool using an ethnographic method and a video camera as a tool. In data analysis, concepts from didaktik (Bengtsson, 1997; Klafki, 1995) are used together with the theory of play-responsive teaching (Pramling et al., 2019). The analysis is carried out with interaction analysis (IA) and is supported by Goodwin (2000; 2012) and Linell (2009), which focuses on all interactions between participants. This means that verbal and embodied responses are valued equally in data analysis.

When teaching in preschool becomes part of Early Childhood Education (ECE) in Sweden through policy documents, challenges arise for researchers and those working in preschool (e.g. Nilsson et al., 2018; Olsson et al., 2020). The challenges include how and when teaching can be carried out (e.g. Eidevald & Engdahl, 2018). The challenges also concern children's play and the risk that children's play will be marginalized through teaching (e.g. Øksnes & Sundstal, 2015; Pramling et al., 2019). Teaching is linked to goal-related processes where education in preschool should be based on what the children show interest in (Swedish National Agency for Education, 2018). All in all, this forms a basis for discussion and development of the issue of teaching.

The ambition of the present study is not to define what children are interested in. Instead, teaching between pedagogues and children with a specific interest in response as a ground

for common content is examined. Understanding teaching in education as commons relates to democratic values such as equality and equity and beyond measurability (see Pechtelidis & Kiuopkiolis, 2020). The results indicate that content between pedagogues and children, where responsiveness entails both bodily and verbal expressions of action, facilitates understanding of teaching as collaborative and interactive, where content emerges and shifts between pedagogues and children.

**Keywords:** *Responses; teaching; preschool; interaction analysis; embodied language*