



SCIENTIFIC FINAL REPORT

Regnr. Östersjöstiftelsen: **2013-0029**

Project manager: Eva Schwarz

Project title: *Being and becoming: A phenomenological perspective on formative dimensions of preschool education in Sweden and Germany*

1. Purpose of the project

The overall aim of our project was an investigation of early childhood education in Sweden and Germany as a place of formation and self-formation. The focus was on the perspective of preschool teachers, preschool-teacher students and children. The project was multidisciplinary, combining empirical research with a phenomenological-philosophical perspective. The research was carried out in four sub-projects including a PhD project by an interdisciplinary team of researchers from the fields of ethnology, philosophy, work-life studies and studies in practical knowledge. The first sub-project project was focusing on the perspective of experienced preschool teacher and teacher students, especially on experienced childminders attending an experienced based teacher program and an understanding of their professional role and practical knowledge. Part of this project was a PhD project that was focusing on the bodily dimensions of the preschool teacher's professional knowledge from both Sweden and Germany. The second and third sub-projects, that were carried out in close cooperation with each other, aimed at a phenomenological and ethnographical investigation of the interaction between preschool teachers and children. The focus was on the concepts of sociality, identity and place and the children's being and becoming of (future) citizens in an intercultural and urban milieu. The fourth subproject aimed at a development of the concept of "Bildung" within pre-school education as a relation between being and becoming, experience and reflection, private and public from the perspective of phenomenology.

2. The three most important results of the project and what conclusions can be drawn from them

One significant result consists in disclosure of the significance of *embodiment* for the professional practices of Early Childhood Education (Pröckl 2020) but also for the children's self-understanding at preschool (Schwarz/Lindqvist 2018). The forms of embodied knowledge possessed by the preschool teachers appeared as relational and situated in the co-embodied space in between the preschool teacher and the child, or, more correctly, between everyone in the group. The forms of knowledge showed themselves as linked to responsibility, empathy and sympathy, and to the acknowledgement of one's own vulnerability as well as the other's (Pröckl 2020). These factors affect the preschool teacher



in their effort to create a good relationship to each child, as fundamental for Early Childhood Education. The study articulates the relevant notion of embodiment, along with the notions of the body and the living body in three dimensions, introducing a new terminology to speak about the skilled body in terms of a) *empathetic groove*, b) weigh and c) empathic timing (ibid). This is also connected to methodological considerations about how to capture the practical knowledge of preschool teacher. Here, the project showed that it is central to include professionals in the research, not only as object but also as subjects of investigations, who themselves can formulate and analyse the main features and dilemmas of their professional action. Therefore, we have collected several essays written by experienced childminders on their way of becoming preschool teachers and published them together with texts written by researcher (Alsterdal & Pröckl 2016). An analysis of the essays written by the students show also the importance of teacher training as a bridge between experience and reflection (Schwarz 2016), and as a space of self-formation that presupposes a certain dialectic between closeness and distance to the educational practice (Lindqvist 2016).

When it comes to the perspective of the children and the relation between child and adult, one significant result of the project is an insight in preschool as a space where different world-views and self-understandings meet, are negotiated, transformed and reflected. Ideas of *sociality, belonging and space* are central for both the adults and children's understandings of their role at pre-school and of their (future) place in society. This becomes explicit in daily routines, aesthetic practices, outdoor activities or the routine of schooling (Schwarz 2018). The example of outdoor activities in the forest and its connotation for children and adults with different experiential and cultural backgrounds (in Sweden and Germany) shows how activities at preschool and the way they are reflected, and aesthetically processed are of high relevance for the social identity of the children but also of the educators and the possibility of an understanding of a common world (Schwarz, Lindqvist 2018b). Another example is an analysis of the way teachers relate to the embodied self-understandings of children as related to constructions of "whiteness" as they express themselves in aesthetic work such as paintings (Schwarz, Lindqvist 2018a). Here, our research has shown that preschool teachers and staff at preschool need more space to reflect upon how they can relate to the children's but also their own understandings and experiences from outside preschool, experiences of exclusion or belonging, and how they affect the educational practice.

Jonna Bornemark's sub-project on the concept of self-formation and Bildung took a new direction when focus groups and students in the experience-based preschool teacher program repeatedly testified how the future processes of education in preschool are not taken care of in the current control system. This led to a need to examine the cultural structure that makes it difficult for the organization today to understand such things as education, care, professional judgment and aesthetic learning processes. It turned out that there was a great need for such an analysis, in preschool but also in other areas and the two books published in 2018 and 2020 are among the non-fiction books that have sold best since then (Bornemark 2018, 2020). The dimension of the cultural structure of organization and



its problem within Early childhood Education is also something that is highlighted in the work of Lindqvist in relation to concrete routines such as dialogues with parents (“utvecklingssamtal”) (Lindqvist 2019) and dressing in the hallway (Lindqvist 2018), showing how the logics of business and “productivity” are introduced into the logics of care and Bildung.

3. The project’s contribution to the international research frontline

In Europe but especially in the Nordic countries, there exists an active and diverse research field on Early Childhood Education with an ongoing debate on how to capture the role of Early childhood Education in relation to compulsory school, concepts of learning and social change. What was special to our project, and a significant contribution to the research frontline, is the way we invited practitioners from different countries and historical and social backgrounds to the project, both as informants and dialog-partners in our empirical research but also in the form of joint publication (Alsterdal & Pröckl 2016), joint panels in Germany and Lithuania and an interdisciplinary symposium on *Embodied Practice* that took place both at a preschool and at the university with participants from Sweden and Germany. The project provides both a thorough insight in contemporary Early Childhood Education in Sweden and Germany from *within practice* and also a view on Early Childhood education from broader philosophical and ethnographical perspectives, putting Early childhood Education in the context of bigger debates within philosophy of sociality (Schwarz) and embodiment (Pröckl), debates on interculturality and critical whiteness studies (Lindqvist) and more general changes in the way the welfare-system is organized and governed (Bornemark). Here one can see, that Early Childhood Education is part of a process of development of the welfare-systems in western and former eastern Europe. As a whole, the project contributes to the international research frontline as it provides an interdisciplinary view on preschool education, combining philosophical conceptual work with ethnographic work. The different sub-projects with their special focus-points provide new conceptual frameworks to describe and reflect upon Early Child Education not only as a place of teaching and learning but also its ethical, political and ontological dimensions.

4. New research questions that the project has led to

The project has led to several new research questions. Some of them have already resulted in follow-up projects, one of them even funded by the Baltic Sea Foundation on the collective dimension of professional judgement (project leader: Jonna Lappalainen). When it comes to the question of the professional role of the pre-school teacher we have detected that it does not suffice to investigate professional action and knowledge from an individualistic point of view. Rather, our empirical study has shown the importance of the interplay between professionals (often with different educational background) for the educational task. We were inspired by the dialogue with colleagues from former Eastern Germany and their views on the relation between more individualized and more collective ideas of education and professional practice.



Another question that has showed itself as important concerns a specific dimension of embodied practical knowledge is the role of improvisation and judgement in and for a better understanding of professional action.

When it comes to the preschool as a place for children's development and learning, our research has shown that one must take a closer look at the underlying framework, both in terms of political questions, but also the role of economy and the organization of the welfare-system.

5. The contribution of the research to the knowledge of the Baltic Sea Region and Eastern Europe

The project approaches formative dimension of preschool educations as a transnational issue. We have been involved with empirical research on pre-school education in two cities in Sweden (Stockholm, Södertälje) and one in Germany (Former East Berlin) and developed tight cooperations with a research group at the European Humanities University in Vilnius (Prof. Tatiana Shyttsova), that works as well on questions of Bildung and education from a phenomenological perspective, with the Alice Salomon Höghskola in Berlin (Prof. Iris Nentwig-Gesemann), the first University college in Germany that is educating preschool teachers on a University level, and a research group at the University of Frankfurt (Dr Sieglinde Jornitz and Prof. Marion Pollmanns), that has now moved to the Europa University of Flensburg. We have organized several joint panels at conferences together and established long-term cooperations that has led to further research projects (one of them also funded by ÖSS on Collective Phronesis, another one funded by VR on children and autism). Overall, our project contributed not only to a better understanding of the challenges of an ongoing transformation of Early Childhood education in the Baltic Sea Region via publications and scientific cooperations but also by including professionals from Sweden and Germany in our work. This was done not only via our scientific contribution to the research front but also by actively engaging pre-school staff from both countries in our research. The research methods used was participant observations with field notes, video recordings, focus-group conversations and interviews in different pre-school groups in Sweden and one in Germany and also texts written by students in the experience-based program for preschool teachers at Södertörn University. Furthermore, the PhD project included a series of conversations with seven preschool teachers, two German and five Swedish. Teachers from both countries met at Symposium and together with the research group and researchers from our cooperation partner Alice Salomon Hochschule in Berlin. Together, we presented our research material and discussed differences and similarities in their understanding as preschool-education in Sweden and Germany. We have also participated in a number of conferences in Germany, Finland, Lithuania and Sweden and organized a couple of panels and workshops together with our cooperations-partners in Germany and Lithuania (Belarus) and Norway.

The PhD project had a more comparative perspective on former east Germany and Sweden. As a result of this comparison, one can say that the differences between Early Childhood Education and Sweden are less significant as expected. There was a shift of generations in



Berlin and new ways of organizing teacher education. The new generation is more conscious about the more tacit dimensions of teaching. There is a local curriculum for Berlin (Berliner Bildungsprogramm), with – in comparison to the Swedish national curriculum - more focus on children's development on different levels, and less focus on teaching. Preschools in Berlin and Stockholm are suffering from lack of educated staff and resources.

6. Dissemination of the results of the project within and outside the research community

Monographs

Alsterdal, Lotte, Pröckl, Maria (red.) *Inifrån Och Utifrån : Om Praktisk Kunskap I Förskolan*. Huddinge: Södertörns Högskola, 2016. (Södertörn Studies in Practical Knowledge ; 8)., Open Access

Bornemark, Jonna, *Horisonten finns alltid kvar: om det bortglömda omdömet*, Stockholm: Volante, 2020

Bornemark, Jonna, *Det omätbaras renässans: En uppgörelse med pedanternas världsherravälde*, Stockholm: Volante, 2018.

Pröckl, Maria. Tyngd, *Sväng Och Empatisk Timing: Förskollärares Kroppsliga Kunskaper*. Huddinge: Södertörns Högskola, 2020. (Södertörn Doctoral Dissertations, 170.), <http://sh.diva-portal.org/smash/get/diva2:1417765/FULLTEXT03.pdf>

Articles/book chapter

Bornemark, Jonna, "The Limits of Ratio: An Analysis of NPM in Sweden using Nicholas of Cusa's Understanding of Reason" i *Metric Culture: Ontologies of Self-Tracking Practices*, red. Btihaj Ajana, Emerald publishing, 2018.

Bornemark, Jonna, "Aristoteles, Edith Stein och den estetiska framställningens roll i lärandet" (med Astrid Grelz), i *I rörelse: Estetiska erfarenheter i pedagogiska sammanhang*, red. Petra Lundberg Boucuelon och Anders Burman, Huddinge: Södertörns högskola, UP

Lindqvist, Beatriz (2019) [Förskolans utvecklingssamtal: Om motstridiga logiker i ett institutionaliserat möte](http://sh.diva-portal.org/smash/get/diva2:1384557/FULLTEXT01.pdf) 2019 i: *Kulturella perspektiv - Svensk etnologisk tidskrift*, nr 3-4, s. 35-44 Artikel i tidskrift, Open Access
<http://sh.diva-portal.org/smash/get/diva2:1384557/FULLTEXT01.pdf>

Lindqvist, Beatriz (2017) [Lärande och omsorg som process eller resultat?: Förskolan möter näringslivets verksamhetsstyrning](http://sh.diva-portal.org/smash/get/diva2:1384557/FULLTEXT01.pdf) 2017 i: *Kulturella perspektiv - Svensk*



etnologisk tidskrift, Vol. 26, nr 3-4, s. 32-38 Artikel i tidskrift (Refereegranskat) , Open Access

<https://www.umu.se/globalassets/organisation/fakulteter/humfak/institutionen-for-kultur--och-medievetskapar/forskning/kp/kp-3-4-2017---for-webben.pdf>

Lindqvist, Beatriz (2016). *Omprövande [Elektronisk resurs] om vikten av att ryckas ut ur sin förtrogenhet*. Huddinge: Södertörns högskola Tillgänglig på Internet:

<http://urn.kb.se/resolve?urn=urn:nbn:se:sh:diva-30988> , Open Access

Schwarz, Eva. (2019): ”Den ständige nybörjaren. Om reflektion och praktisk kunskap”, i *Att utforska praktisk kunskap*, (Gunnarson red), Södertörn Studies in Practical Knowledge, Huddinge, Open Access

<http://sh.diva-portal.org/smash/get/diva2:1383129/FULLTEXT01.pdf>

Schwarz, Eva and Lindqvist B (2018a): "Wir gehen jeden Tag in den Wald und haben den Wolf noch nie gesehen": Kindergartenkinder verhandeln ihre Umwelt, in: Kristin Westphal et al (eds), *räumen – Raumwissen in Natur, Kunst, Architektur und Bildung*, Weinheim: Beltz.

Schwarz, Eva & Lindqvist, Beatriz (2018b) [Exploring the Phenomenology of Whiteness in a Swedish Preschool Class](#) 2018 *Ingår i: International Journal of Early Childhood*, ISSN 0020-7187, E-ISSN 1878-4658, Vol. 50, nr 1, s. 1-14, Open Access

Schwarz, Eva, (2016). ”Inskolning : Om förnyelse och gemenskap på förskolan”. i: *Inifrån och utifrån : Om praktisk kunskap på förskolan*. Södertörn Studies in Practical Knowledge. Huddinge, pp. 259–281. Open Access

<http://sh.diva-portal.org/smash/get/diva2:1034556/FULLTEXT01.pdf>

Conferences, panels and work-shops (selection)

Panel, Eva Schwarz and Maria Pröckl; Kooperation med Tacit dimension in Education Network, ECER; with Prof. Anja Kraus (Berlin, Växjö) “Being and Becoming: A phenomenological perspective on formative dimensions of preschool education”,: Conference: Education is ”Relation” and not ”Output” , Växjö, 18-19 maj 2016;

Workshop, Lotte Alsterdal, Beatriz Lindqvist, Jonna Bornemark; Maria Pröckl; Joint Workshop with researches and students and practitioners at Alice Salomon Högskola i Berlin, (contact: Prof. Iris Netnwig-Gesemann, 2-3 June 2014

Conference, Lotte Alsterdal, Beatriz Lindqvist, Jonna Bornemark; Maria Pröckl: ”Embodied practice. Aestetical-bodily dimensions of preschool education ”, Södertörns högskola and preschool Vattentornet I Södertälje, 2./3.11.2015; 30 participants from Germany and Sweden



Panel, “Practical knowledge and Education”, EHU, Symposium “Situated practices”; European Humanities University, Vilnius, Lithuania , 10.-11.10.2014, (see: [panel-practical-knowledge-vilnius-2014.pdf \(wordpress.com\)](#))

Conference, Toward an Asymmetrical Ethics: Power, Relations, and the Diversity of Subjectivities, November 13, 2019 - November 15, 2019 Center for Studies in Practical Knowledge, Södertörn University(see: [Toward an Asymmetrical Ethics: Power, Relations, and the Diversity of Subjectivities - PhilEvents](#))

Presentations, Lectures (selection)

Alsterdal, Lotte, “Writing as research”, EHU, Symposium “Situated practices”; European Humanities University, Vilnius, Lithuania , 10.-11.10.2014

Bornemark, Jonna, Concerning Maternity Part III: Ethics, Care and Subjectivity, 6-7 maj, Keynote, University of Utrecht,

Bornemark, Jonna NEÄL 2019: Aesthetic Experiences in Education, Södertörns högskola, 11-12 november

Bornemark, Jonna ”Bildning och icke-vetande”, Sveriges Universitets och Högskoleförenings årliga konferens, tema Bildning, 18 oktober, 2016

Lindqvist, Beatriz and Schwarz, Eva”The phenomenology of whiteness in a Swedish preschool class” (med Beatriz Lindqvist) Konferens, -„Childhood 2016“, Universitet Turku, Finland, 6-8 juni 2016

Lindqvist, Beatriz, Learning in and about nature as situated practice, EHU, Symposium “Situated practices”; European Humanities University, Vilnius, Lithuania , 10.-11.10.2014

Lindqvist, Beatriz, *Being, becoming, belonging. Early childhood geographies in a multiethnic preschool*, ”Embodied practice. Aestetical-bodily dimensions of preschool education ”, Södertörns högskola and preschool Vattentornet I Södertälje, 2./3.11.2015

Pröckl, Maria: “The teacher`s surface - Between art and knowledge, form and content” .EHU, Symposium “Situated practices”; European Humanities University, Vilnius, Lithuania , 10.-11.10.2014

Pröckl, Maria, *The Preschool Teacher`s Embodied Knowledge – Time, Energy and Space*, ”Embodied practice. Aestetical-bodily dimensions of preschool education ”, Södertörns högskola and preschool Vattentornet I Södertälje, 2./3.11.2015



Pröckl, Maria (with Eva Schwarz), "Being and Becoming: A phenomenological perspective on formative dimensions of preschool education"; Conference: Education is "Relation" and not "Output", Växjö, 18-19 maj 2016;

Schwarz, Eva, "Mellan individ och gemenskap. Om inskolnigen i förskolan", Heldag om förskoleforskning, Södertörns högskola, 15 november 2019.

Schwarz, Eva „Identität von Kindergartenkindern unter den Bedingungen der Migration in Schweden“, Panel „Globale Transformationen der Bildungssysteme und ihre Auswirkungen auf die Bildungspraxis“ (med Dr Sieglinde Jornitz, Dr. Jacques Dane - Onderwijsmuseum, Dordrecht, Nederlande; Dr. Inga Niehaus - Georg-Eckert-Institut, Braunschweig; Tagung SIVE, Universität Bayreuth 22.-24 3. 2017

Schwarz, Eva "Being and Becoming: A phenomenological perspective on formative dimensions of preschool education", (med Maria Pröckl): Conference: Education is "Relation" and not "Output", Växjö, 18-19 maj 2016

Schwarz, Eva "Om sårbarhet. Fenomenologiska perspektiv", BUV, Forskningsdag om "Etik", Stockholms Universitet, 14 juni 2016.

Schwarz, Eva "The ambiguity of plurality – a phenomenological analysis of toddlers' intersubjective relations", Annual meeting of the Nordic Society for Phenomenology, NOSP, Södertörns högskola, 24.4.2015

Schwarz, Eva „Vom Kind zum lernenden Subjekt – Zur Praxis der Kollektivierung/Individualisierung am Beispiel der Eingewöhnungsphase in einer schwedischen Vorschulgruppe“, föredrag, Jahrestagung der Sektion Schulpädagogik der Deutschen Gesellschaft für Erziehungswissenschaft, "Individualisierung von Unterricht. Transformation - Wirkungen - Reflexionen" || Georg-August-Universität Göttingen, Tyskland; 28.09. - 30.09.2015

Schwarz, Eva "Between adjustment and revolution: toddlers entering preschool in Sweden and Germany", föredrag, Center for Baltic and Easter European Studies (CBEES), 4.5.2015

Schwarz, Eva "Introduktion till Embodied practice, Workshop "Embodied practice", 2.11.2015

Schwarz, Eva, "Forskning i praktisk kunskap mellan filosofi och empiri: Reflektioner över mitt fältarbete på en förskola", Centrum för praktisk kunskap, Metodseminariet, 21.4.2015

Schwarz, Eva, "Praktisk kunskap och omdömeskraft", föredrag, Pedagogiskt Resurscentrum vid Astrid Lindgrens Barnsjukhus, Karolinska Institut, 24.3.2015

Schwarz, Eva "Fenomenologi och praktisk kunskap", föredrag, Department for Humanities and Education, University of Adger, Norge, 26.11.2015

Schwarz, Eva "Knowing how, where, when and why: Practical Knowledge in Education", föreläsning, konferens „Situated practices of inclusion and exclusion“, EHU, Vilnius, 11.10.2014



Schwarz, Eva "Utdanning og praktisk kunskap", NTNTU Trondheim, 4.12.2014

Schwarz, Eva, Jonna Bornemark, Lotte Alsterdal, Beatriz Lindqvist, „Präsentation av projektet *Being and Becoming*“, Alice Salomon högskola, Berlin 2. 6. 2014

Schwarz, Eva, Vom Kind zum lernenden Subjekt. Eine phänomenologische Untersuchung des so genannten "Einschulens" von Kindern in die Kita; Universität Frankfurt, 18.6. 2014

Outside the research community:

The anthology (Alsterdal & Pröckl 2016) serves as didactic material for teacher training and will soon be published in a reworked form at Studentlitteratur

We have organized workshop both at a preschool and at the University

We have published an anthology with student-texts, experienced childminders, that is used as material in teacher training.

Articles in media:

About Maria Pröckl's dissertation: [förskollärares kroppsliga kunskaper | Skolporten](#)

Relevant public lectures

Bornemark, Jonna, Föreläsning för Skolverkets personal, "Det omätbaras renässans i skolan: Hur skapar vi miljöer för omdöme?", 28/1-19.

Bornemark, Jonna, Föreläsning, Lärarförbundets konferens för Skolledare, Torsdag, den 28 februari 2019

Bornemark, Jonna, Vikten av det omätbara i förskolan med Lisa Heino Pedagogikscenen, Bok- och biblioteksmässan, 2019

Bornemark, Jonna, "Det som inte kan räknas, räknas inte", konferens Förskola 21, 7/10-19

Bornemark, Jonna, "Det omätbaras renässans", Malmö, FoU Skola / Kommunförbundet Skåne, 23/10-19

Bornemark, Jonna, Serie med föreläsningar med Skolverket på deras utbildning för skolledare, 2020-2021.

Bornemark, Jonna, "Det omätbaras renässans", Lärarförbundets inspirationskväll 20/4-2021

Relevant public interviews

Bornemark, Jonna, "Mätandet gör lärarna till marionetter", intervju i Läraren, 27/9-18

Bornemark, Jonna, "Kraven på mätbarhet sänker skolan", intervju i Skolvärlden 2/10-18

Bornemark, Jonna, "Lärarkårens intellectus: ett motstånd mot mätparadigmen", intervju i Skola och samhälle, 21/3-19

Bornemark, Jonna, "Filosofen som omfamnar det omätbara, porträtt i Grundskoletidningen, nr 7, 2019.

Bornemark, Jonna, "Skolledare är klämda av mätysteri", intervju i Skolledaren, 8/4-21



Podcasts

Bornemark, Jonna, Superpedagogpodden med Jonna Bornemark, 2/5-19

Bornemark, Jonna, Berättarministeriets podd, ”Är vi utbildade barbarer?” (om bildning), 26/3-20

Bornemark, Jonna, Podcasten Kornhall & Netz (skolpodd), ”Med Jonna Bornemark om det omätbara”, 18/9-20