Place as a method for doing preschool childhoods? – Displacing preschool in, with, and through place.

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A large part of early childhood is today spent in preschool. A relevant question is therefore what the preschool institution consists of. In several earlier studies of what preschool is and can become, emphasis has been put on how the physical premises organizes a preschool, and how pedagogical organisations of space and time shape and frame the content of the preschool. This presentation does however concern the convergence of Early Childhood research methods with Artistic Site-specific methods to prospect what a preschool might be and become when considering preschool in, with, and through the public outside the preschool premises. Nevertheless, the specific components of the preschool as a given place is taken into account as an institutional context by which a miniature preschool traveling in the public transport system is given recognition from.

The site-specific art’s various conceptualizations of displacement are used to relocate preschool practice into other places; not merely within one physical and fixed place or practice, nor from a single position in time. Place is here to be considered as both making constructions, constructed, activating and being activated (Lefebvre, 1991;2004). Thus, place is defined within the material-discursive approaches and experiment on an on-going doing of preschool in everyday public practices (cf. Barad, 2015, p.411). This might enable a potentiality to give a more flowing and transformative definition what a preschool practice is, through experimentations on how, where, and when these definitions and knowledge productions becomes possible.

I will argue how the conceptualization of a preschool might expand through four simultaneous displacements. Firstly, a physical displacement into the location of the public transport system in Stockholm. Secondly, displacements on the dimensions of time and historicity of preschool. Thirdly, the different bodily and discursive positions of the preschool toddlers, teachers, and researcher becomes displaced when the preschool group commute in the public transport system and fourthly how the invention of new concepts displace preschool outside the discipline of Early Childhood Education and converge with the everyday public. These four displacements materialize preschool in simultaneously material and discursive ways.

Keywords: preschool childhoods, place, displacement, material discursive approaches, Artistic site specific methods