Five days and a story: Emergence of an educational writing process in a Swedish early childhood classroom

Abstract

This paper describes how the process of the creative writing method transforms and emerges over a period of five days in a Swedish early childhood classroom. By applying concepts and metaphors developed by Deleuze and Guattari (1987), the purpose is to create new understandings of writing processes and the written product. This entails conceptualization of writing processes as an effect of complex relationships between the individual (the teacher and the student), the learning outcome, the affect, the talk, the motion, the body and the material.

The present study relates to a growing body of anglo saxon research in the field of early childhood literacy education which sets out to probe the complexities, multiplicities and contradictions embedded in educational practices (cf. Masny and Waterhouse, 2011, Masny, 2009). The article describes writing processes as “nomadic”, i.e. dynamic events that continually open for a variety of assemblages, flows and forces rather than a rational distribution, representation and connection of a sequel of knowledge.

Data for this research were taken from an extended ethnographic study examining six- to eight-year-olds writing practices. The study was conducted in two classes at two different community schools in the south of Sweden (see X, forthcoming, for a full account of the research). In all, 54 children were involved. The data consist of a variety of ethnographic materials: video recordings and photos, field notes as well as examples of children’s written products, and informal talks about their products and activities during the educational writing events. From this corpus, a writing activity at one of the two schools was selected and analyzed.
To explore how an educational writing process is articulated, developed and produced as a method over a certain period, I will first present classroom examples drawn from the analysis. Second, following from the findings of the research, I describe how the method emerge focusing the complexity, the contingency and the transformation, of writing and writing events which resonates strongly with contemporary educational writing practices. I will end by discussing some pedagogical implications of understanding writing method as nomadic.

**Literature**

