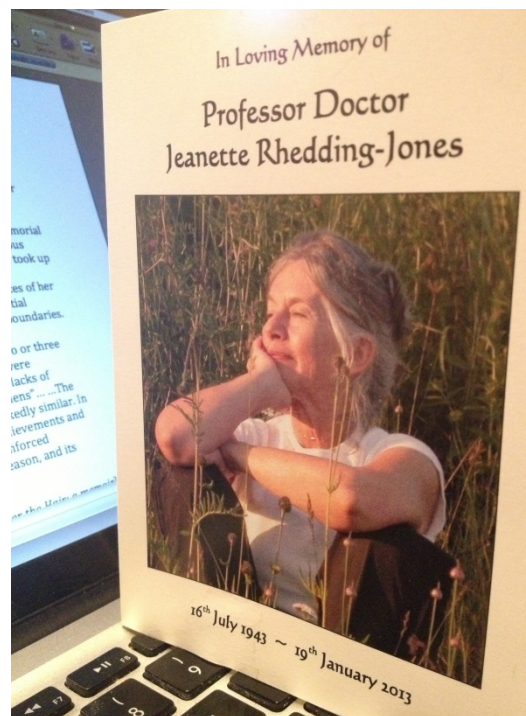


Editorial

This guest-edited Special Issue of RERM celebrates the enormous contribution that Professor Jeanette Rhedding-Jones made to the field of educational research over her life time.

As founder of this journal we are confident Jeanette would agree that this memorial issue reflects her passionate attachments to the pursuit of experimental yet rigorous approaches to research methodology. Throughout her esteemed career Jeanette took up and extended (critical, post-structuralist, feminist, post-colonial and latterly post-humanist) theories to push methodological boundaries and there are traces of her direct impact in the papers and contributions in this issue. She was an influential academic researcher who contributed, in many important ways, to thinking more-than. She maintained a keen interest in contemporary theoretical (be-)comings to the end; from Foucault to her most recent works which were inspired by French Philosopher Gilles Deleuze; whose concepts she put to work as a means to unfold and challenge.



...the photo is arranged by Ann Merete Otterstad entangling pastpresence of Jeanette Rhedding – Jones’ writings with hereandnow a new journal issue to come...

As a feminist the personal was always a political mattering for Jeanette, this extract from her memoir, published shortly before her illness prevented her from writing altogether, captures her lived experiences of alienation:

“The Oslo police station where I patiently queued once a year for two or three hours, to get another year’s permit to stay in Norway. Around me were immigrants and refugees of all ages and nations, and with varying lacks of Norwegian language, like me. The sign we queued beside said “Aliens”... The shift from hopeless immigrant to hopeless cancer patient is markedly similar. In both cases there is disempowerment, regardless of abilities, achievements and ambitions...the waiting, the lack of appropriate language, the enforced immobility. What I am now learning is that everything has a reason, and its time.”

[Rhedding-Jones, 2013:26, *Under the Hair: a Memoir*]

These personal experiences and reflections of immigration empowered and informed her research passions and it was through her work that she pursued a commitment to making space to hear and learn from people in marginalized positions. Jeanette walked, visited and revisited a Muslim *barnehage* every week for years in Oslo. She talked, contemplated, and attended -carefully listening to stories recounted by the women inhabiting the kindergarten rooms. Sometimes they changed places and visited Jeanette at home on Sundays and she made food and they continued the storytelling. These events materialized in a book— *Tales from a Muslim Barnehage / Beretninger fra en Muslims Barnehage* (Fagbokforlaget) published as a collaborative work together with Heidi Nordli and Javaria Tanveer in 2011. A group of students also benefitted from her hospitality. For several years they met at Jeanette's discussing advanced theoretical articles and book chapters. This was quite challenging for the Norwegian speaking students, but functioned as an arena for becoming academic readers and writers. Jeanette served homemade soup, cheese and fruit to be enjoyed alongside the academic talks. This reading group encouraged the students to stay disciplined and focussed trusting their capacity to produce "cutting edge stuff", as Jeanette put it.

We sense Jeanette throughout this issue; the impressions she has made upon scholars across the globe, at various stages in their academic journeys, is palpable in each contribution albeit in different ways. However, it is in the opening paper that we truly appreciate her enormous influence, as mentor and supervisor, upon a group of students she worked closely with in Oslo. The paper exemplifies her commitment to a group of seven students who co-authored this piece for publication in *Critical Qualitative Research Methods* (Steinberg & Cannella, 2012). Agnes Bjelkerud Westgaard, Katrine Giæver, Eline Grelland Røkholt, Ingeborg Sæbøe Holten, Tove Lafton and Anna Moxnes worked with Jeanette to recount how they identified a critical issue and went on to investigate and explore it in practice and in theory. However, the planned piece of work was reviewed but never published in the book. Jeanette got ill some months after finishing the collaborative work with her former students. We have chosen this article called *Critical Methodologies: Early Childhood Research Studies in Norway*, to frame this issue of RERM and as an important means of celebrating her pastpresences.

Jeanette embraced the world as site for research and as her workplace, and through international networks and connections her work was taken up globally. Nikki Rotas' paper *Sustaining the Unsustainable: Wearable technologies as informing running - practice in urban schools* shares some of Jeanette's concerns with collective endeavours, new methodological landscapes and experimental theories including posthumanism and new materialism. Writing from the Canadian context, Rotas engages with the material and materiality of environments as a way to flesh out a methodology that attends to the complexity of technologically-mediated bodies in movement. Like Rhedding-Jones the author poses a series of difficult questions about data, method and methodology so as to redraw new cartographies in educational research.

Casey Myers draws inspiration from Rhedding Jones' Deleuzian approach to writing and her commitment to complexity and multiplicity in research methodologies. She explores what it might mean for researchers in the field of early childhood to work in ways that unsettle taken-for- granted notions of time. By identifying how research practices might resist these metrics of generality possibilities to re-envision research (which Jeanette would have most likely have welcomed) are explored.

Next, Bente Ulla opens her paper thus:

In the first lesson, the chairs in the classroom were rearranged, and we sat in a circle without desks or notebooks in front of us. We faced each other, and I noticed that she was wearing green tights. Her legs were encapsulated in green tights.

Later, I learned that she was wearing green as a symbol. She was wearing green as a symbol of feminism. I knew little of this symbol before I met her and came to know her knowledge. Then again,

I knew little of feminism before I met Jeanette. She introduced me to both feminism and poststructuralism.

Her legs may have been encapsulated in green tights, but she and the knowledge that she produced have found passages far beyond her skin and bodily presence.

Her memory I carry in and beyond my heart. Her memory I carry in and beyond my hands.

The impression left by Jeanette is intensely and poetically conveyed and the paper goes on to further illustrate the important legacy left to early career researchers such as Ulla. The paper outlines the important ways that criticality, nuance, problematisation and politics are central to educational research that is concerned to expose the complexities of teacher professionalism.

Writing from Jeanette's native homeland of Australia, Ali Black and Sarah Loch offer personal stories and aesthetic modes of representing experiences to nudge open academic and educational spaces. As a way of engaging with questions about what research and research data might be and become, the authors make space for collaboration, communion, contemplation, and conversation to illuminate otherwise hidden stories – a series of c's that characterised so much of Jeanette's academic life from the many reading and writing groups she hosted to the close and long-lasting feminist connections she made with scholars over her career. Black & Loch describe the various risks involved in their experimental research from using visual and poetic materials to explore affective aspects of their educational worlds and lives, to putting aside academic masks and language, to create nurturing spaces which can be generated through collaborative research.

Mona-Lisa Angell's paper entitled '*Dancing the Tightropes: Rhizoanalysis revisited offers an exploration of alternative concepts of anerkjennelse (recognition)*' to expand the ways anerkjennelse might be thought and done in the field of Norwegian early childhood education and care. Angell asks a crucial question that reconceptualist, experimental researchers are often haunted by: Was the (re)search rigorous enough (to count as valid)? As Rhedding-Jones reflected on in: *What is Research?* (2005), Angell recognises that working within a poststructuralist paradigm of research the intention is not to reach traditional inferences but to ask a different set of questions of the data and ultimately the methodology.

Alison Warren pursues interrelated issues of huge importance to Jeanette (and many of her students): teacher professionalism, social justice and cultural identities. Deploying a Foucauldian theoretical framework, this paper offers valuable insights from Aotearoa New Zealand so that we might reach new understandings from a reflective account of a range of discursive practices. Poststructuralist self-study methodologies based in Foucault's theories provided opportunities to exercise critical awareness and explore social justice in education research –endeavours Jeanette was vociferously passionate about and wrote about extensively.

Writing their article in Norwegian, Tordis Irene Fosse, Kari Hansen-Møllerud and Helene Valvatne, make shifts among the other contributors in this issue. Jeanette loved writing and as a post-colonialist she was aware how language worked politically in academic texts. She always encouraged native speakers to make their language visible in English texts, and as editors, we also wanted to invite authors to publish in their native language. The authors gave their article the following title: *Barn + bok = ? Om hva som kan skje når barn møter bok*. Artikkelen bygges opp rundt Gro Dahles bok *Snill*, og forfatterne benytter både fiksjon og sakprosa for å skrive om hvordan barnehagen kan arbeide med litterasitet. Artikkelen tar leseren med på en innsiktsfull reise i hvordan personalet i barnehagen metodologisk kan arbeide med forebyggende lese og skrivevansker utenfor kartleggingsverktøy, standardisering, språkpakker og spesifikke læringsmål.

The story is about a group of five-year olds and an early childhood professional elaborating around fictive stories through the book *Snill*/ (gentle/kind). The authors want to inspire creative inventive research projects to come when children's literature is on the agenda.

Like Jeanette, Tamsin Meaney is from Australia and is a transnational academic living and working in Bergen, Norway. Preparing for a plenary for an international maths conference in South –Africa, Tamsin coincidentally discovered Jeanette’s critical articles, which inspired her to write this poem ‘*When do I get to say we?*’

This special issue concludes with a contribution from Sigmund Ongstad. A very special Norwegian academic in Jeanette’s life, Sigmund’s paper is entitled ‘*The Blindness of Focusing. Pragmatic theories of communication and the challenge of validation*’ and addresses pragmatic approaches to language and communication by drawing upon the work of Bakhtin and Habermas to revisit the old age question of validity in research. Beyond, and yet within the personal and professional, Sigmund’s paper invites us to examine philosophies, theories of power and diverse interpretations/languages/representations in research. His work reminds us of the importance of questioning what constitutes “rigor, reliability, or validity.” In presenting his work in this issue, he honours Jeanette’s crucial openness to complexity and alternatives in research, writing, and representation that she shared and gifted to all of us.

Lastly, as colleagues and friends, we present this special issue as one tiny window into the diverse ways in which Jeanette’s own writing, ideas, critical edges and pushes, rhizomatic movements, and love affected us all. She is sorely missed—but as a friend who was also a powerful, smiling and serious intellectual/scholar—she will always be with us and so many others whose lives continue to be influenced.

This issue is a testament to her work and continuing presences.

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