

*Playing, mucking about and holding on to the hopeful: A collaborative cartography of enmeshing and affect in post-phenomenological lifeworlds*

In this presentation we draw together a number of theoretical and ontological themes which are informed by our shared entanglements with posthuman and material feminist theory and methodology. In doing so we align ourselves with other scholars in Early Childhood Education and Care (ECEC) who are working in a similar vein (Osgood & Robinson, 2019; Murriss, 2016, Nxumalo, 2019). We have particularly been affected by a paper authored by Laura Trafi-Prats (2020) on post-phenomenology and the ways in which lifeworlds come into being. We draw on posthuman and material feminist concepts as they make possible different ways of living that see bodies-in-relation and provide alternative ways to be response-able to intersectional lives (Taylor, 2021). We aim to displace the primacy of the human as the centre of our enquiry, not as a means to disavow the human but to instead allow us to consider the liveliness of interstitial life-worlds in-between human and other-than-human bodies. Thinking with post-phenomenological lifeworlds, we explore ideas of embodiment, affect, intra-activity and the entanglement between our lived experiences. Our presentation draws on methodologies of research-creation which provides experimental alternatives to explore the ways in which 'knowledge' might be produced (Benozzo et al, 2019).

A post-phenomenological lifeworld is composed in the ways the "modalities of these worlds are felt, and how they shape bodied capacities, relationalities, and affectivities" (Trafi-Prats, 2020, p. 433). We harness these affective intensities that have registered on our bodies, changing our capacity to act within our lifeworlds (Massumi, 2002). We compose this event as a series of playful feminist collaborative cartographies, where we enmesh multisensory data, haphazardly but joyfully and hopefully collected in the chaos of the pandemic. These were curated in an online journaling space and, over time, we shared images, videos, academic papers, our familial experiences and our comments on the happenings we were entangled with. Separated by spacetime we shared our collective and relational experiences as both teachers of young children, academics teaching future teachers and researchers intra-acting within and through troubled lifeworlds (see Albin-Clark, 2020; Fairchild, 2020). Although we teach from a position of playful pedagogies, the lifeworlds young children do and will inhabit are uncertain and uneasy. This draws us to the key questions: 1) Where does that leave us as researchers within this more-than-human assemblage at a time of pandemic when hope can ebb and flow? 2) How do we make spaces for response-ability to emerge as feminist researchers and teachers in the troubles of the Anthropocene?

Mapping our cartography charts our pandemic experiences in a multi-sensory co-composition. As we post and share we are becoming-with each other. The contents of the online journal are enmeshed and affective leaving impressions on our bodies within intra-active experiences in spacetime-mattering (Barad, 2007). Events are still

unfolding but gesture towards commonalities. Emerging threads are tied to both universally felt troubles of living through the pandemic and casting our eye more widely to the longer term consequences of ecological and planetary Anthropocentric concerns. Equally we draw attention to the mundane and everyday events of living within a blurred professional and personal space. Images of tiny dead birds and abandoned disposable face masks found on our local walks as we escape from our cramped make-shift home offices exemplify our current lived experiences. Audio fragments capture some of the rollercoasters of home-schooling and older children living lockdown away from the family home, reminding us of our entangled identities. Our shared readings have involved a smorgasbord of stumbled on theories. We consider teaching early childhood specialists about being active and playful pedagogues, but from uncomfortable and unfamiliar virtual and screen bound passive positions. How do we open dialogue about ecological and planetary troubles and the response-ability we feel, whilst managing our own fear from this normalised pandemic? Can we lift our eyes beyond our screens and keep the playfulness and hopefulness going through other means?

What we hope to reveal through our post-phenomenological affective lifeworlds is the ability to turn to notice the small and seemingly mundane cartographic connections between the personal and professional happenings (Tsing, 2015). This turn to noticing allows us to rethink our teaching and pedagogy as a more-than-human concern that is affected by, and responds to, our relational experiences. A posthuman and material feminist attention to teaching, pedagogy and affirmative ethics can help us ask different questions about how playful experimentations can enhance and provide hopeful lifeworlds that enmesh with our pedagogical practices.

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