



more to goodness than empathy and altruism—there is also the goodness of joy; of awareness and wonder; of sensuality and sensing; of valuing, mystery and awe; and of engagement and belonging. This serious project assumed a playful quality that further resonated with the purpose of the study itself—that of discerning the spiritual, democratic, moral, and joyful possibilities inherent in moments of children’s disobediences.

The intent of this research was to view with fresh eyes the ways that children negotiate the context, complexity, constraints and freedoms of kindergarten classrooms as represented through moments of disobedience. The careful synthesis of educational criticism and rhizomatic analysis in this study served to simultaneously sharpen and blur the view on children’s moments of disobedience and to disrupt the typical line of understanding and response. In this way, the researcher seeks to complicate teachers’ roles and lives as they might join the ride on unexpected lines of flight. Perhaps, inspired by an event such as a moment of disobedience—one disrupted further by a rhizomatic twist—a teacher might become an ally in embracing the spirit and democracy of disobedience toward breaking through to new truths in kindergarten and beyond.