13.00-13.20: The missing link in collaborative processes
Ass. Professor Maria Christina Secher Schmidt, University College Copenhagen & Aarhus University
Ass. Professor Charlotte Riis Jensen, Aarhus University
AGENDA & RESEARCH OBJECT

The presentation focus on:
1. Theoretical approach on ‘collaboration’, ‘social order’ and ‘sub-practice’
2. A finding: The missing links

Focus in the research:
We enquire how collaborative processes between teachers and other educators affect inclusion and exclusion
The actions and negotiations that take place in and between different sub-practices on a theme or issue

The capacity of actions is a question of the associations that are possible in the network in which the actor is involved.

Through translation processes, the difference between two actants creates connection.

INCLUSION AND EXCLUSION PROCESSES HAPPENS THROUGH PRACTICE

- We define a practice as a practice (re)producing norms, rules, meaning and routines through social processes.
- The constitution of social order is a negotiation between individuality and collectivity.
- How much diversity can a social practice accommodate before the social structure are experienced as threatened?
CHARACTERISTICS ON PRACTICE

- **Situational**: a given activity is bodily, temporally and spatially rooted (Bourdieu, 1996, 2008; Schatzki, 2001)
- **Transforming**: practice is produced by and produces differences, interruptions, challenges, inequalities, inconsistencies, etc. (Buch, 2017)
- **Artifacts & Reification**: tools, symbols, stories and concepts that produce practice in a solidified form (Latour, 2008; Wenger, 2004)
- **Sub-practices**: schools as a practice represent several interrelated and interdependent sub-practices (Feldman, 2003).
EXAMPLES OF ROUTINES AND RULES

- **A routine** may be that the meeting begins with a round where all meeting participants tell what they have experienced with a student since the last meeting.

- There are no explicit **rules** at the meetings; for example, in the form of regulations regarding agenda and minutes.
EXAMPLES OF NORMS AND MEANING

- A norm may be that the meeting should be concluded with an action; for example, that something must be done with the student, or to set a new meeting date.
- Meaning making happens for instance when the professionals produce data (or narratives) in relation to a given problem/student.
Meeting practice (Audio-observations)

Classroom practice (Video-observations)

Other kinds of collaboration between teachers and other professionals

Filtering

Solutions: (Field-observations)

Negotiation

The relation between inclusion and exclusion:

Other kinds of collaboration between teachers and other professionals

The relation between inclusion and exclusion:
THE MISSING LINK – CASE MARY; 2. GRADE

Classroom practice (video-observations)
- Noisy class
- Student participates
- Makes nuisance of her self
- Focuses a lot on her peers

Meeting practice (Field-observations)
- Difficult situation at the home
- Disruptive; like a Vulcano
- Difficult culture in the class

Solutions:
- 4 students are pulled-out
- Student gets a tangle twister (Fields-observations)

Other kinds of collaboration between teachers and other professionals

The relation between inclusion and exclusion:
Student has inherent problems – Her strengths are not taking into account - pull-out instead of working with the class culture
HOW CAN MISSING LINKS BECOME POSSIBLE

- Isles of passion and mission
- Lack of documentation and validation
- Arbitrary systematic
QUESTIONS AND REFLECTIONS