WHAT IMPACT DO TEACHERS AND OTHER EDUCATORS’ COLLABORATION IN AND OUTSIDE THE CLASSROOM HAVE ON STUDENTS’ POSSIBILITIES OF PARTICIPATION?
SOLIDARITY, DEMOCRACY AND CIVIL RIGHTS

- The understanding of inclusion as a right takes a starting point in the idea of society “failing” individuals, excluding them from participation in society (Bjerre 2019; Hansen 2017; Latour 2005; Becker 2008)

- Inclusion is about solidarity, democracy, and civil rights

- Exclusion is an expression of a dysfunctional society and discrimination
FROM A SOCIOLOGICAL POINT OF VIEW

- A practice is constituted through both inclusion and exclusion processes

- A practice is characterized by some degree of diversity

- At the same time practice needs to place limit to diversity in order to secure its social structure (Laclau 1996; Durkheim 2000; Goffman 1959)

- Inclusion and exclusion are two interrelated processes, and actors in a practice need to delineate it in order to ensure its’ cohesion (Laclau 1996)
A CENTRAL QUESTION

How to handle both inclusion and exclusion processes in a school practice in a way that ensures all students’ learning, participation and well-being to the highest degree?

A certain space is created to identify patterns, which exclude the differences that would make it possible to create a more inclusive practice (Derrida)
INCLUSION: A RIGHT AND AN OBLIGATION

Ensuring all students’ right to participate by:

Making the learning environment accessible for all students

Optimizing all students’ well-being and learning opportunities

Ensuring all students obligation to participate by:

Supporting all students to be able to participate

Optimizing all students’ learning opportunities and well-being
COLLABORATION AS THE ANSWER

- A fundamental part of the professional work on inclusion
- Collaboration as connections, negotiations and translations in practice and as a continuous process (Latour, 2005)
- Focus on actions and negotiations rather than essence and individuals (Deleuze & Guattri, 1987, Allan, 2008)
COLLABORATION AS CONNECTIONS AND TRANSLATIONS
COLLABORATION AS NEGOTIATIONS OF INCLUSION

Contextual / Wider perspective
Inclusion understood as supporting communities

The narrow and focused perspective
Inclusion understood as identifying differences

Primary focus on:
Individual and community
- Differentiated teaching
- To adapt the teaching to student needs

Primary focus on:
The Community
- Developing community
- Social Cohesion

Primary focus on:
The student's SEN
- Special education
- Special needs / diagnosis

Primary focus on:
Groups needs
- Groupings
- Vulnerable and marginalised groups

Individual  Focus  Collective
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Individual  |  Focus  |  Collective
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COLLABORATION AS NEGOTIATIONS OF INCLUSION
PRACTICE AND SUB-PRACTICES

Meeting practice (Audio-observations)

Filtering

Meeting practice (Field-observations)

Negotiation

Solutions: (Field-observations)

Classroom practice (Video-observations)

Other kinds of collaboration between teachers and other professionals

The relation between inclusion and exclusion:

Other kinds of collaboration between teachers and other professionals: Solutions: (Field-observations)
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 (Field-observations)

Other kinds of collaboration between teachers and other professionals

The relation between inclusion and exclusion:
Student has inherent problems – Her strenghts are not taking into account - pull-out instead of working with the class culture

Cause of concern /description:
Teacher/ressource person

Filtering
Negotiation