Towards a transactional and intensity oriented understanding of collaboration
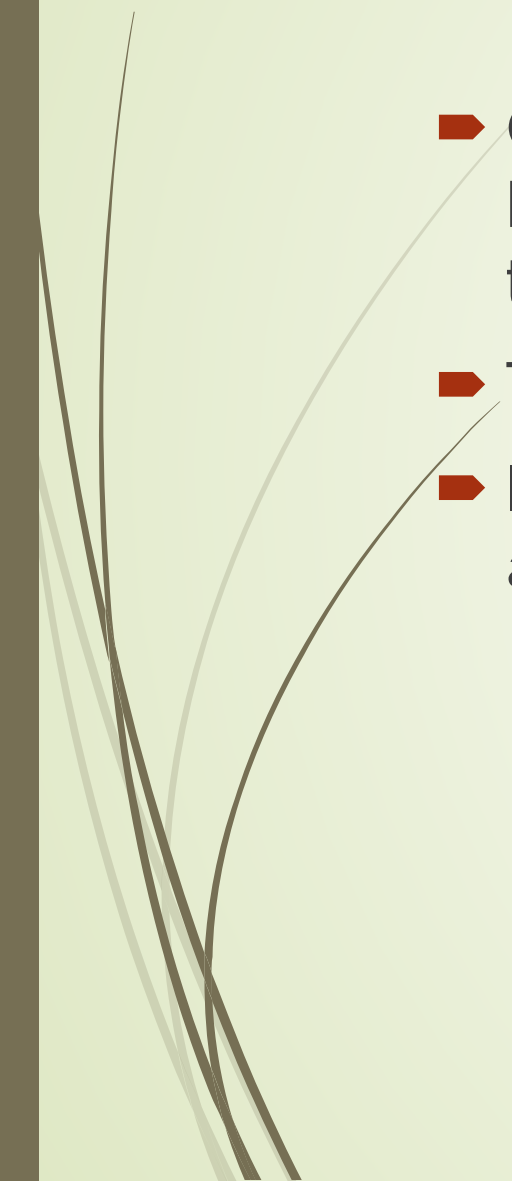
Rethinking inclusion and collaboration as a pathway to inclusive school development AU/DPU 14.03.2019.

Rune F. Cordsen

Focus points

- Collaboration as inseperable from the practice-arrangement bundles of sites (schools) – co-labouring on and acting on the practically intelligible tasks in schools

- The potentiality of collaboration – difference and intensity

- In- and exclusion processes amidst competing practices and intensities

The research project in short

- **Investigating**: How teachers and pedagogues collaborate, how it is practically intelligent to collaborate the way they do, and what potentialities collaboration has in regards to the participation of all children in school.

- **Methodologie**: Qualitative ethnographic case-study approach utilizing – observation, interviews, documents via primarily shadowing observations. Three case-schools (Danish public primary schools) with involved teachers, pedagogues, school leaders, leisure-time center leaders and children.

- **Main Theories**; Pragmatism (Dewey) Practice Theory (Schatzki) and theory concepts from Deleuze.

  *Pedagogue=child-and youth care worker/kindergarten teacher, who holds a Bachelors degree in Social Education

An understanding and ongoing definition of collaboration

- "Collaboration is a process over time with an initially increased intensity and thereby potentiality in the transaction between two or more social entities and their practices and environments, in situations where the activities of collaboration are characterized by adequate attunement processes towards common actions and goals, which in time finds relative stability in the distribution of the potentialities of collaboration within existing or novel practice-arrangements of the collaborative situation"

Transaction vs. interaction – the detachable elements vs the inseperable continueing co-constitution

(Dewey & Bentley, 1960)

Friend & Cook, 2017
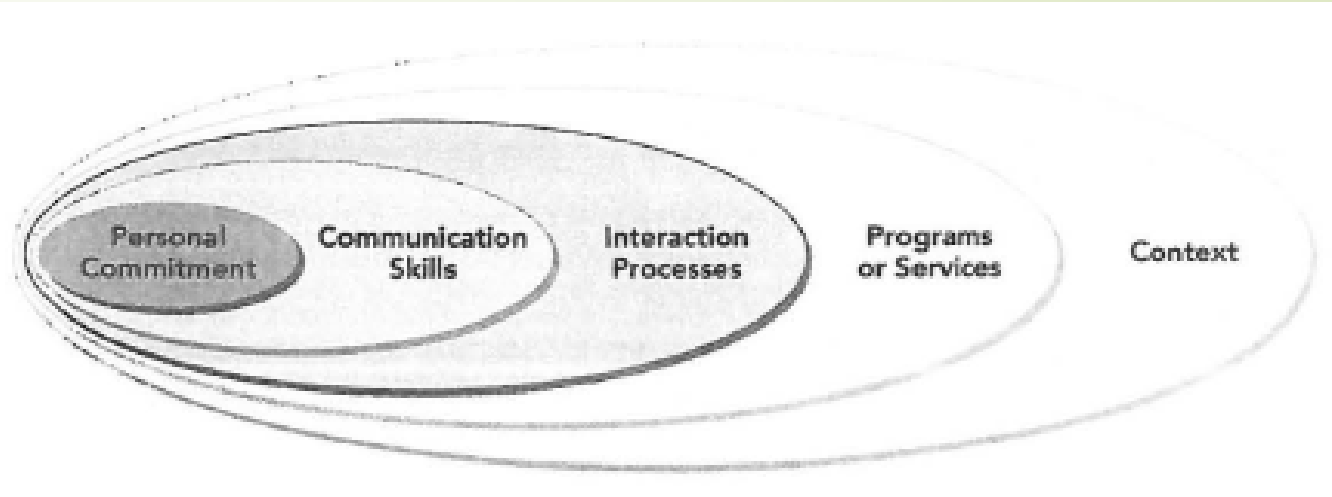
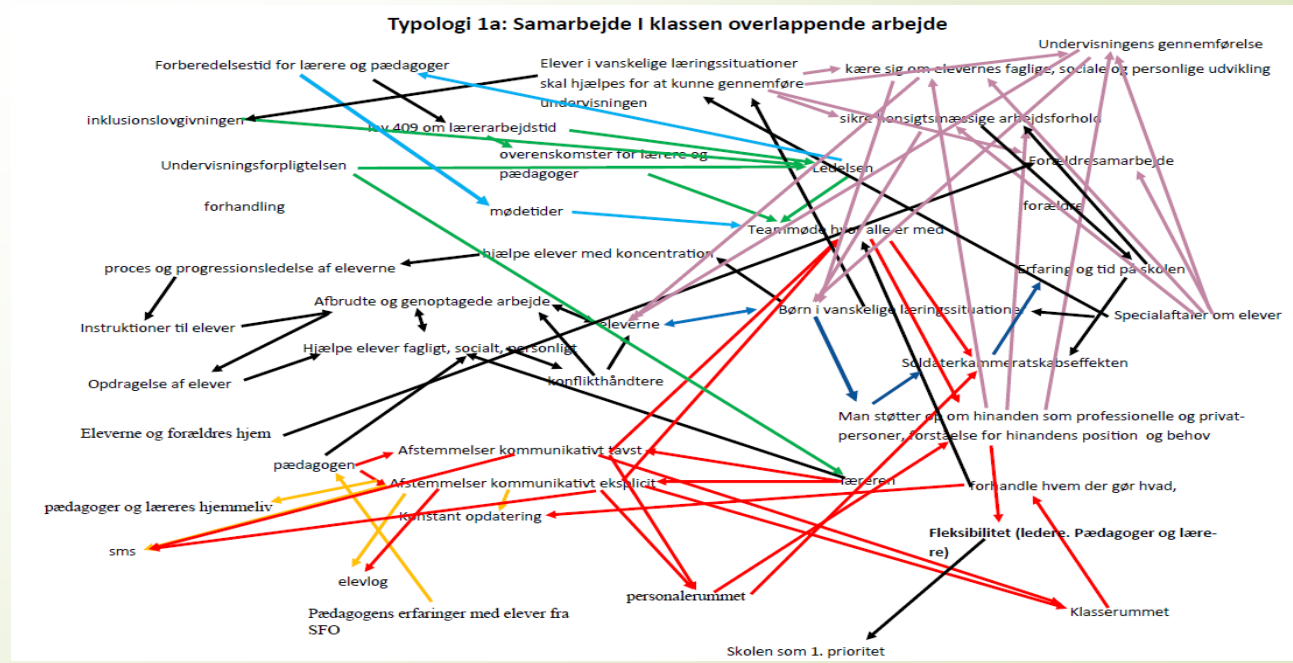

- Inter-action
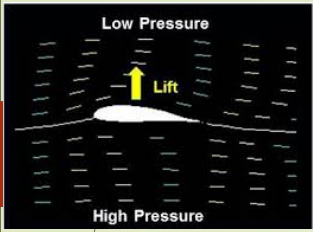 - Newtonian causality

Substantivism

- Transaction
  - Darwin and Einstein (and Bohr) – evolution and quantum mechanics

Relational

Intensities and pontentiality

- Differences creates intensities, which drive processes: this includes both qualitative and quantitative and their is potentiality in differences (Deleuze 2014/1968; Da Landa, 2013; Mader, 2017; Clisby, 2017)
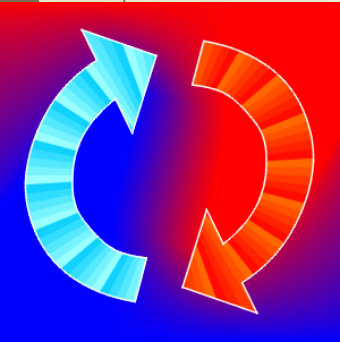
- In physics – e.g. – warm and cold air in a box creates ventilation, ligtning and electricity, pressure creates flight, denseness is materials etc.
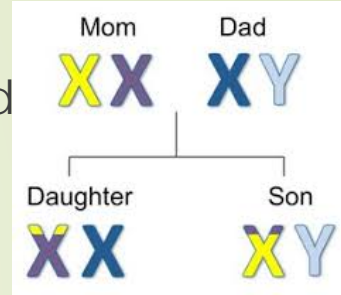
- Biologie e.g. reproduktion and chromosomes = life

- Social processes (not as causal mechanism) – by driving force in social relationships e.g. love, divorce (reason for divorce was **irreconcilable** differences)

- **Learning** teacher-student, zone of proximal development

- Practices – different practices – new practices, hybrid practices (not investigated)
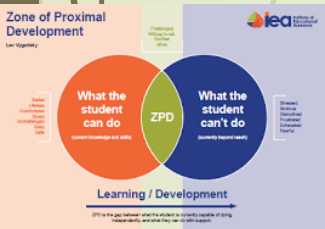
Collaboration a teacher and a pedagog in a school create??? – the potentiality is dependent on differences but can never be detached from the situation in which it is created and the competing intensities within the same situation.

- And is their a level of appropriate intensities within a school site?

Relational map with inspiration from (Clarke, Friese, and Washburn 2017) and (Schatzki 2005) assemblage map following the collaboration on constructing a template for a student plan (elevplan)

media
judging or justice practices
communication
didactics

DLF
Schools vision for collaboration
The playground
BUPL

Social media
curriculum
Private life
School history of the collaboraiton
Kitchen of the leisure time institute

Role of the school in life
Homes of children

Rules/Law
Teachers
Subject matter
Pedagogues
School leader

Job description
Doing a good job
The idea of the good pupil
Parents board
positions
Salary

preparations practices

School board
Classes a, b, c,

Interprofessional image
trust
organizing children´s social life in leisure time activities

school administration office

University
School as a site
Teaching practices
Leisure time institute
teams

relationship
Learning discourse
schedules

documentation
Collaboration
Professional identity

Gender/sex
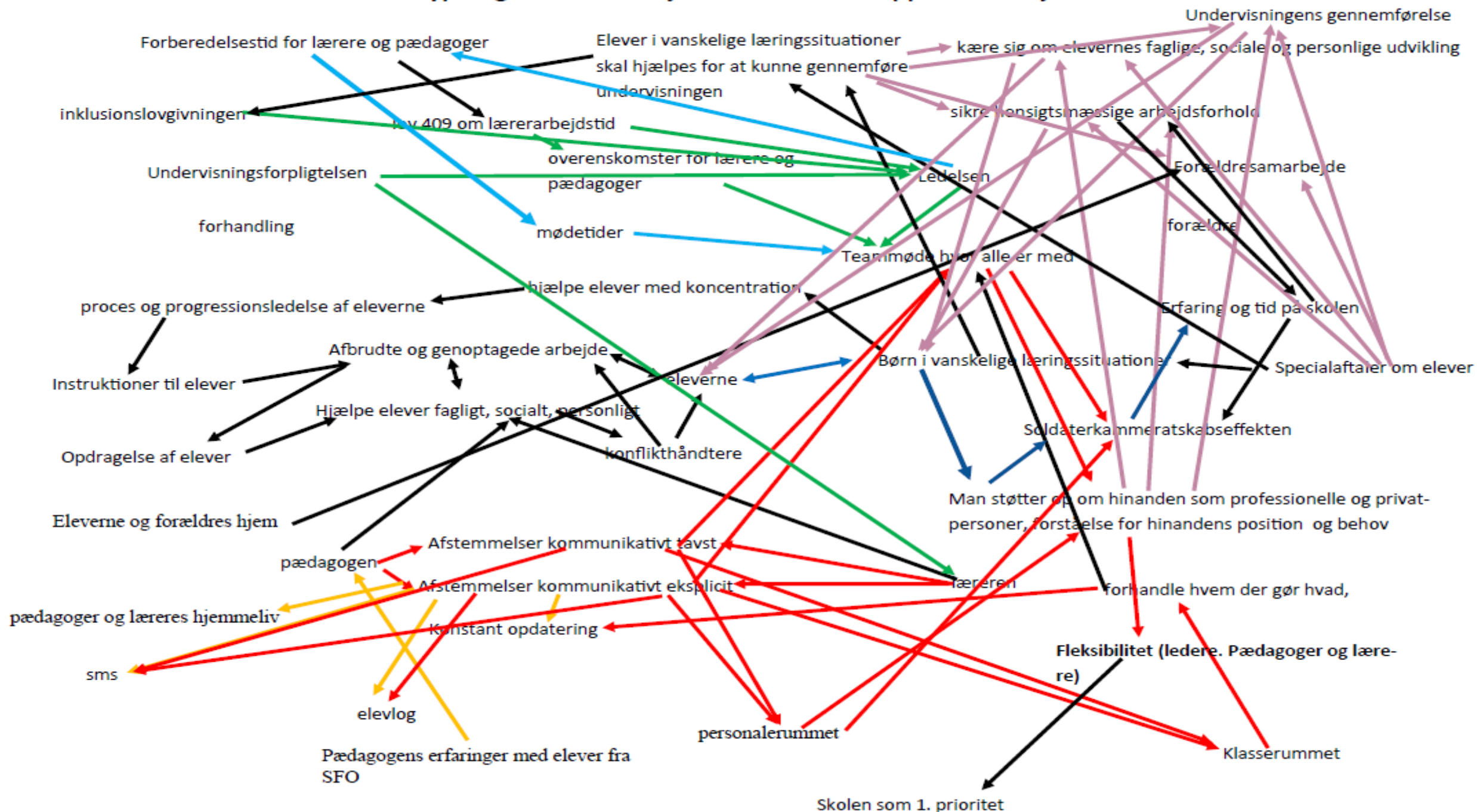Leisure time institute leader
architecture
EU-life long learning

PPR
Municipality
conflict solving

Co-labor tasks
duties of confidentiality
Myself as researcher
Gatekeeper of justice
meetings

Professions and
Silos of professions

laws on distribution of money to pupils
AKT
The new school reform
Municipality leaders of the area

Teacher
power

Age
Pupils/Children
equality
Ministry of education
division of labor
Leisure time institute leader-

leadership in class
Agency of modernization
Inclusion and exclusion
goals

Responsibility
teaching
Task of constructing a template for a student plan
time

Teachers lounge

New public managemnet
Preparation time for employees

Diagnose discourse
Subjects taught in school
Educational suportive activities
organizing pupils lives in school

Sportsclubs and other associations

Typologi 1a: Samarbejde I klassen overlappende arbejde

Forberedelsestid for lærere og pædagoger

Elever i vanskelige læringssituationer skal hjælpes for at kunne gennemføre undervisningen

Undervisningens gennemførelse

kære sig om elevernes faglige, sociale og personlige udvikling

inklusionslovgivningen

lov 409 om lærerarbejdstid

sikre fornsigtsmæssige arbejdsforhold

overenskomster for lærere og pædagoger

Undervisningsforpligtelsen

Ledelsen

Forældresamarbejde

forhandling

mødetider

forældre

Teammøde hvor alle er med

proces og progressionsledelse af eleverne

hjælpe elever med koncentration

Erfaring og tid på skolen

Afbrudte og genoptagede arbejde

Børn i vanskelige læringssituationer

Specialaftaler om elever

eleverne

Instruktioner til elever

Hjælpe elever fagligt, socialt, personligt

Soldaterkammeratskabseffekten

Opdragelse af elever

konflikthåndtere

Eleverne og forældres hjem

Man støtter op om hinanden som professionelle og privat-personer, forståelse for hinandens position og behov

Afstemmelser kommunikativt tavst

pædagogen

Afstemmelser kommunikativt eksplicit

læreren

forhandle hvem der gør hvad,

pædagoger og læreres hjemmeliv

Konstant opdatering

Fleksibilitet (ledere. Pædagoger og lære-re)

sms

elevlog

personalerummet

Klasserummet

Pædagogens erfaringer med elever fra SFO

Skolen som 1. prioritet

Practices and material arrangements prefigure collaboration

The intensities and thus potentiality created by collaboration distributes itself into actions, reactions and practices – often the already established practices unless?.

Negating OR acting in news ways on the potentialities within a situation of practices and material arrangements with competing intensities – what is practically intelligible to do – sustaining practices, changing practices, indentities, personal or organizational behavoir and structure?

How does this connect to in- and exclusions processes within schools?

- Differences and theirby intensities "demand" action, but how do we act upon intensities in the situations we are in?

- Intensity lowering strategies - homogenisation - Getting rid of differences = exclusion

- Is their an appropriate level of intensity witin schools as sites, which enables differences to be potentials? - increasing the capacity in practices-arrangments witn school sites to be able to act on the potentialities that differences can bring?

- Or relatively major reorganization of school´s practice arrangements and networks?

- Right now it seems like a zero-sum game?

- Collaboration as a change engine – collaboration has the potential at least initiating multilevel change processes

Intensitetsfelter, praksisser, strukturer, netværk, individer, kollektive aktører, non-humane aktører, interesser

For høj intensitet, meget svære muligheder for at handle på forskelle, over eller under organiseret

Passende intensitet, rum for mulig forandring, vel organiseret

For lav intensitet, forskelligheder bliver udlignet eller er ikke "eksisterende"

Already observed potential in collaboration in regards to pupil participation

Note; "good collaboration" is nothing in it-self, "good" must be evaluated in regards to the management of the tasks the be handled (problem solving) and/Or values that we choose to aim for e.g. in regards to the academic, social and personal particiaption of children in schools and in leisure time centers

- Sharing task, burdens and succes

- Invitating pupils into a fellowship, not "just" a relationship - another dynamic

- Childrens access to more and different adults

- Constant updating between practices between school practices and leusure time activities

- More informal information from parents into the school via leisure time institute practices and the pedagogues (much information and contact betwen schools and parents are of a formal character)

- Silent collaboration – less energy consuming

- **Not observed but theoretical potentiality:** Hybrid and new practices

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