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 inseparable 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 inseparable continuing co-constitution

(Dewey & Bentley, 1960)

Friend & Cook, 2017
Intensities and potentiality

- 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, lightning 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 there a level of appropriate intensities within a school site?
Non-collaborative situation?

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)
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 new 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, identities, personal or organizational behaviour 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-arrangements 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
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".

Intensitetsfelter, praksisser, strukturer, netværk, individer, kollektive aktører, non-humane aktører, interesser.
Already observed potential in collaboration in regards to pupil participation

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

- Sharing task, burdens and success
- Inviting pupils into a fellowship, not "just" a relationship - another dynamic
- Children’s access to more and different adults
- Constant updating between practices between school practices and leisure time activities
- More informal information from parents into the school via leisure time institute practices and the pedagogues (much information and contact between schools and parents are of a formal character)
- Silent collaboration - less energy consuming
- **Not observed but theoretical potentiality**: Hybrid and new practices


