

WHAT IMPACT DO TEACHERS AND OTHER EDUCATORS' COLLABORATION IN AND OUTSIDE THE CLASSROOM HAVE ON STUDENTS' POSSIBILITIES OF PARTICIPATION?



DANISH SCHOOL OF EDUCATION

AARHUS UNIVERSITY

AERA
5 APRIL 2019

JANNE HEDEGAARD HANSEN
CHARLOTTE RIIS JENSEN
METTE MOLBÆK
MARIA CHRISTINA SECHER SCHMIDT



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

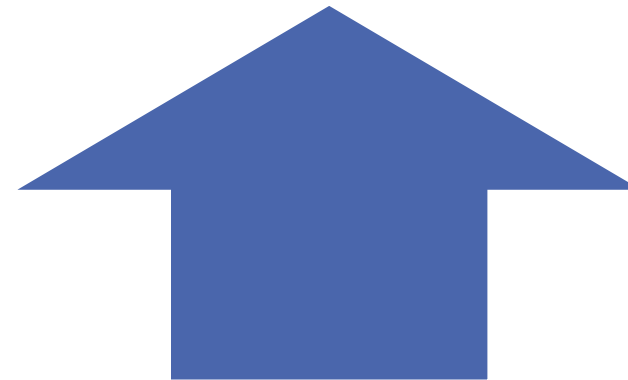
Optimizing all students' well-being and learning opportunities



Ensuring all students obligation to participate by:

Supporting all students to be able to participate

Optimizing all students' learning opportunities and well-being

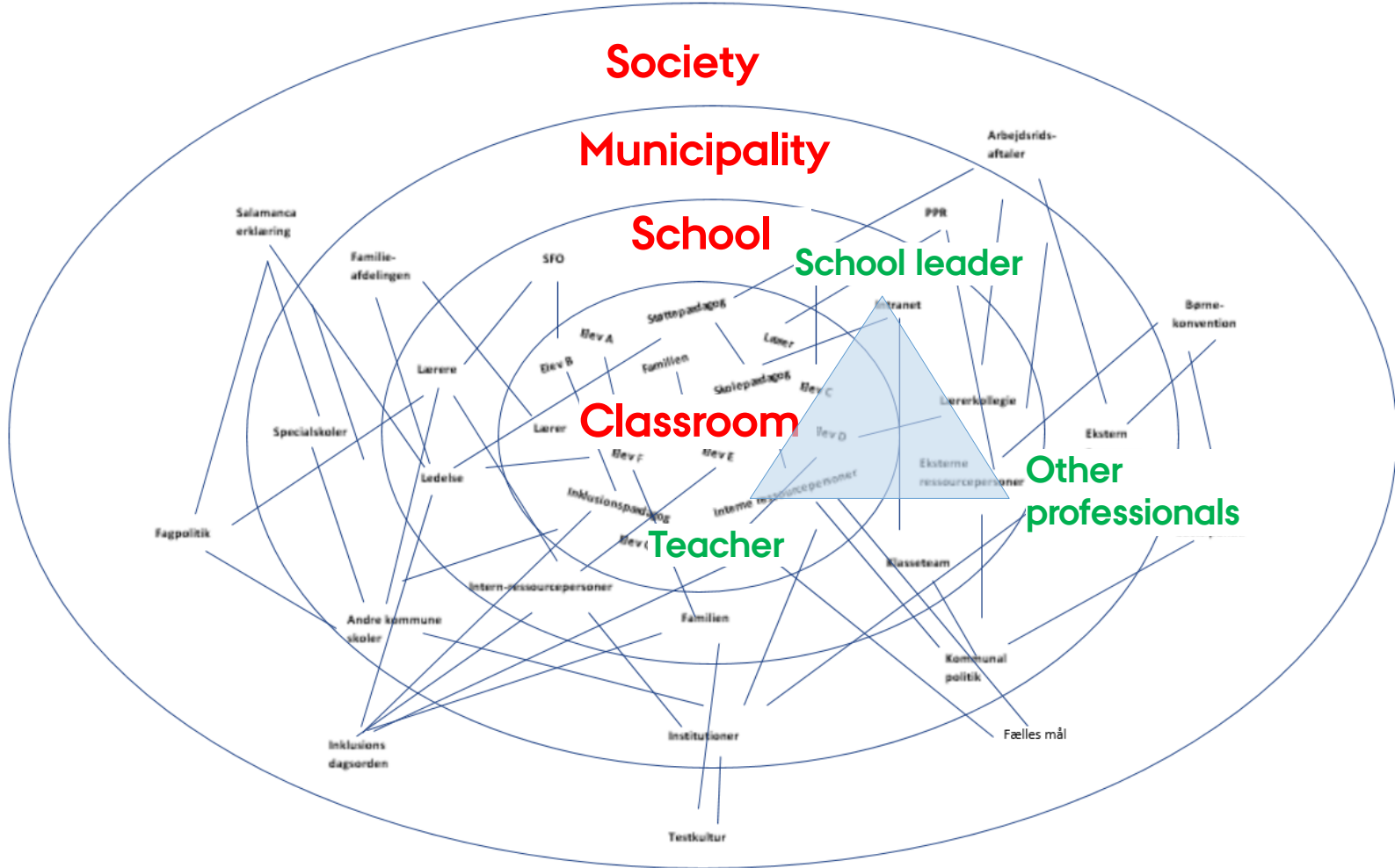


COLLABORATION AS THE ANSWER

- 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 & Guattari, 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

The Inclusive perspective

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



COLLABORATION AS NEGOTIATIONS OF INCLUSION

Contextual / Wider perspective
Inclusion understood as supporting communities

The narrow and focused perspective
Inclusion understood as identifying differences

The Inclusive perspective

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

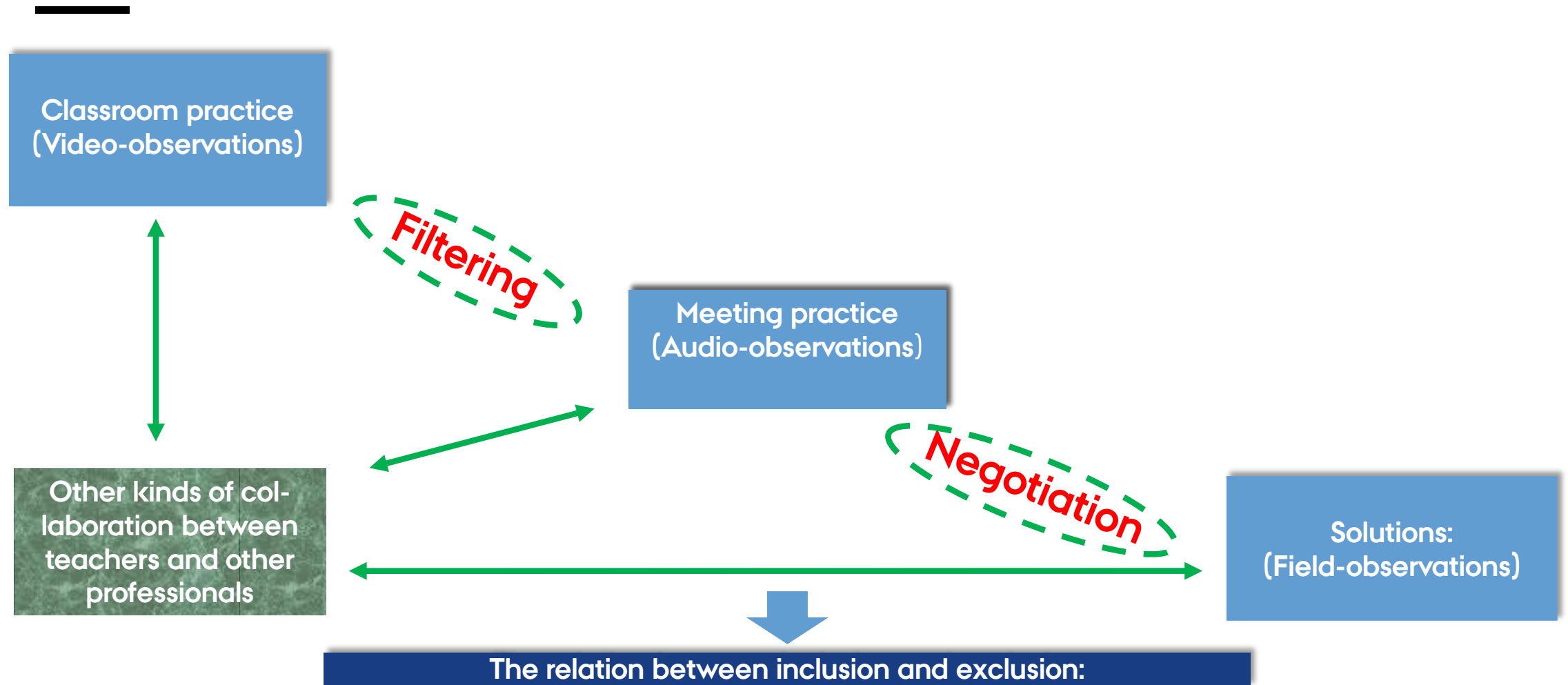
Individual

Focus

Collective

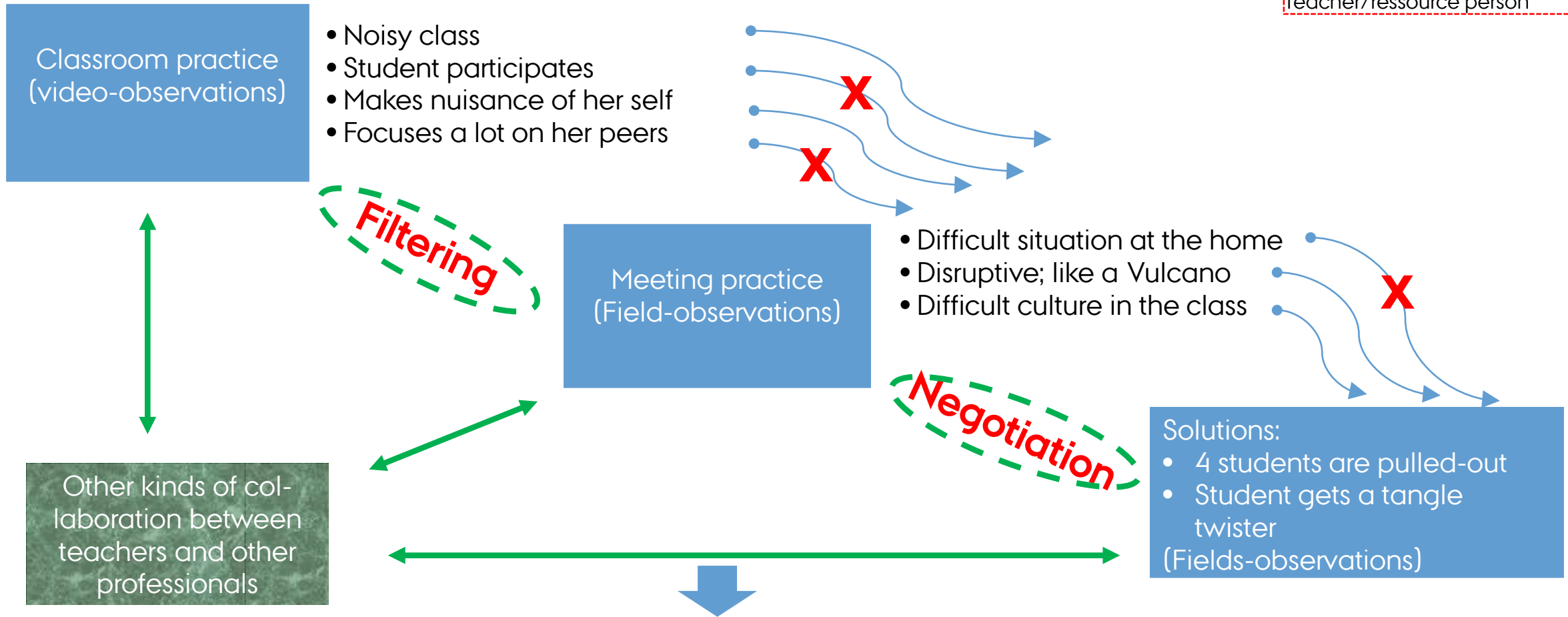


PRACTICE AND SUB-PRACTICES



THE MISSING LINK – CASE MARY; 2. GRADE

Cause of concern /description:
Teacher/ressource person





AARHUS
UNIVERSITY