THE MISSING LINK

- COLLABORATION BETWEEN TEACHERS AND OTHER EDUCATORS AND THE CONSEQUENCES FOR INCLUSION AND EXCLUSION PROCESSES

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BACKGROUND

- Only focusing on inclusion processes and human rights ignore the sociological point that all communities need to place limits on what can be included and what must be excluded in order to secure its social structure

- The constitution of social practice has not yet been adequately explored in educational research when it comes to establishing inclusive learning environments

RESEARCH OBJECT

- Investigating how teachers and other educators in their professional practice, collaboration, and meaning making contribute to the constitution of social practice in public schools and thereby how teachers' and other educators' collaboration have an impact on students' participation and learning possibilities

Schools are organized around classroom practice and teachers' practice.
Normaly, the teacher works alone in the classroom

If the teacher is worried about a students learning or wellbeing or worried about the class, the teacher contact the ressource team and asks for help

The ressource team identifies the problem and strategies on meetings with or without teachers participating in the meetings, discussions and negotiations

The teacher is expected to implement the new strategies in her practice

MEETINGS WHERE IN/EXCLUSION IS PROCESSED

- AKT (Behavior, Contact, Well-being) meeting
- Working Meetings
- Danish as 2nd language meeting
- Pre-meeting
- Inclusion Network meeting
- In-house coaching
- Competence Center Meeting
- Coordination Meeting
- Managers Meeting
- LP meeting - Learning Environment & Educational Analysis
- Networking Meeting
- Handing over Meetings
- Staff meeting
- PLF meeting; Professional Learning Communities
- Resource meeting
- Resource Network meeting
- Resource Team Meeting
- Coaching
- Special Meeting Center
- Special Center Team Meeting
- Stop-up meeting
- Interdisciplinary forum
- Extended parenting meeting
- Open advisory meeting
- Class Team Meetings

PROFESSIONALS WORKING WITH IN/EXCLUSION PROCESSES

- Resource Center Coordinator
- Resource Center Coordinator
- PPR psychologist
- PPR consultant inclusion
- Consultant inclusion Adviser
- Health visitor
- Preventive counselor
- Speech-hearing teacher
- Psychomotor trainer
- UUV tutor
- Reading Supervisor
- Mathematics Supervisor
- School and club teacher
- Inclusion Educator
- Support Educator
- Special Educator
- Mentor for children
- Supervisor
- ACT-teacher
- ALT-coordinator
- Resource Center Coordinator

DATA

- **Observations, field notes, interviews**
- 6 schools – 12 classes
- One week in every class - video and field notes
- Meetings – audiorecord and fieldnotes (n72)
- Focus group interviews - Students (n12), teachers (n12), intern resource persons (n7), extern resource persons (n6)

- Field work, processing and analysing data has been data-driven, inductive and a flip-flop process

FOCUS AND STARTING POINTS

- We identify and analyze public schools as a social practice representing several interrelated sub-practices, which are connected and interdependent, e.g. classroom practice, meeting practice, management practice, etc.

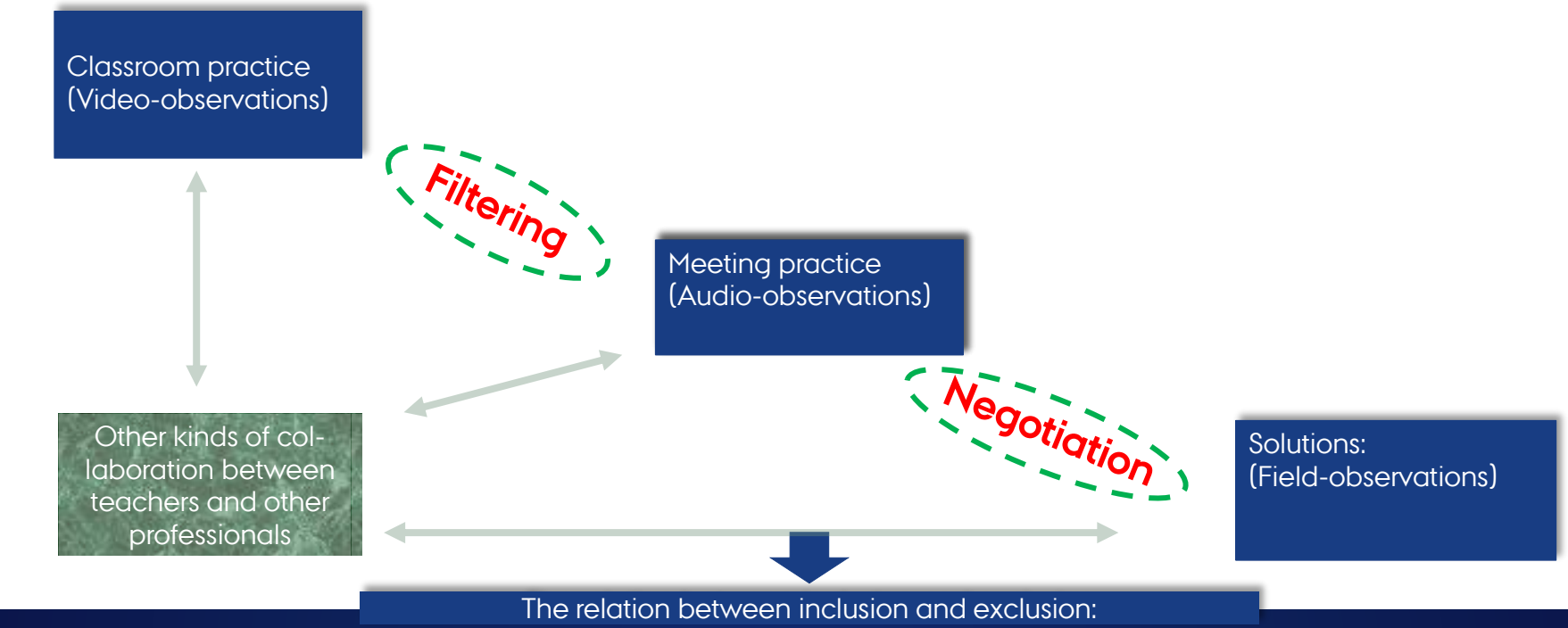
- Social practice:
- A practice producing and reproducing norms, rules, routines and meaning through social processes, interactions, and relationships which lead to a **specific social order**

- The constitution of a specific social order is a result of taking into account both individuality and collectivity and rights and obligations to participate

FINDINGS

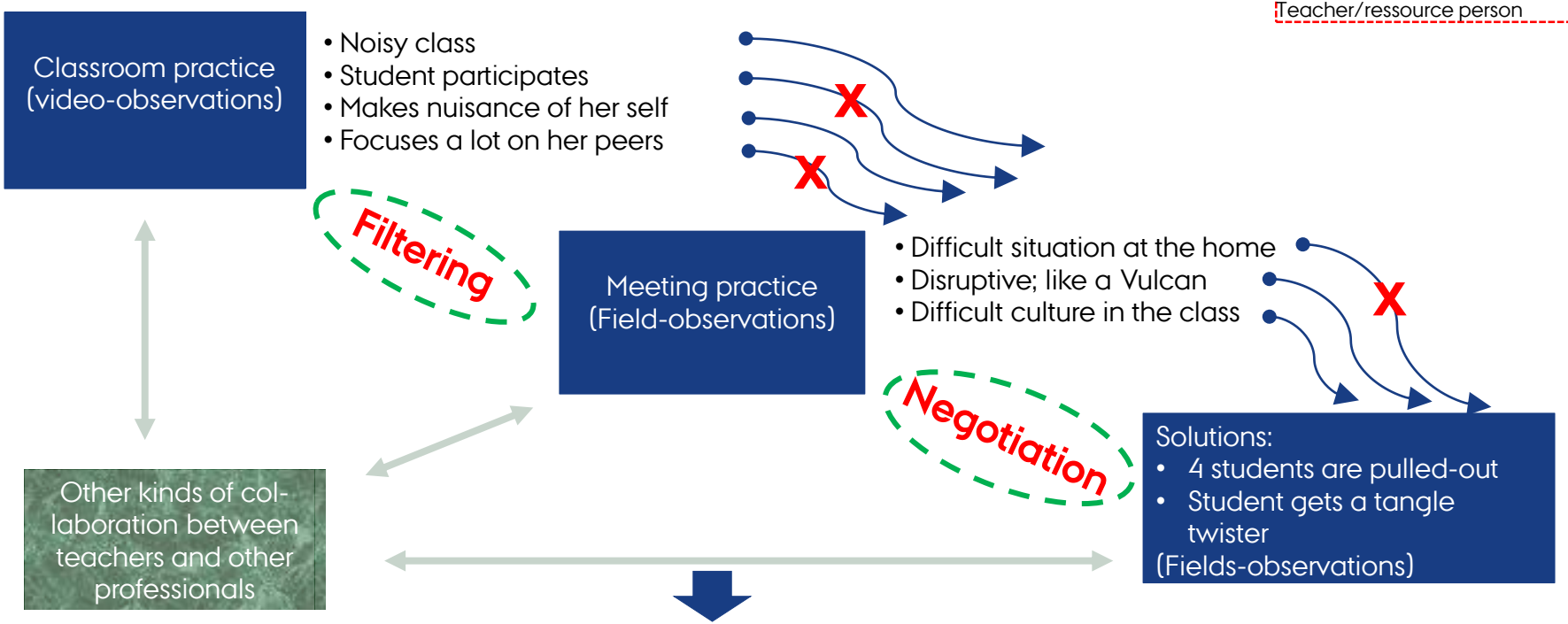
- Three tendencies are identified:
- The connection between practice in classrooms and practice in meetings is in general weak. Knowledge or experiences of what works in the classroom are not taking into account in the collaboration and negotiation on meetings
- Collaborative negotiations in meeting practices mostly end up with strategies, targeting the student and seldom teachers' practice in the classroom
- Decisions on new strategies through collaborative processes are not contributing to develop a more inclusive school

SUB-PRACTICES



THE MISSING LINK – CASE MARY; 2. GRADE

Cause of concern /description:
Teacher/ressource person

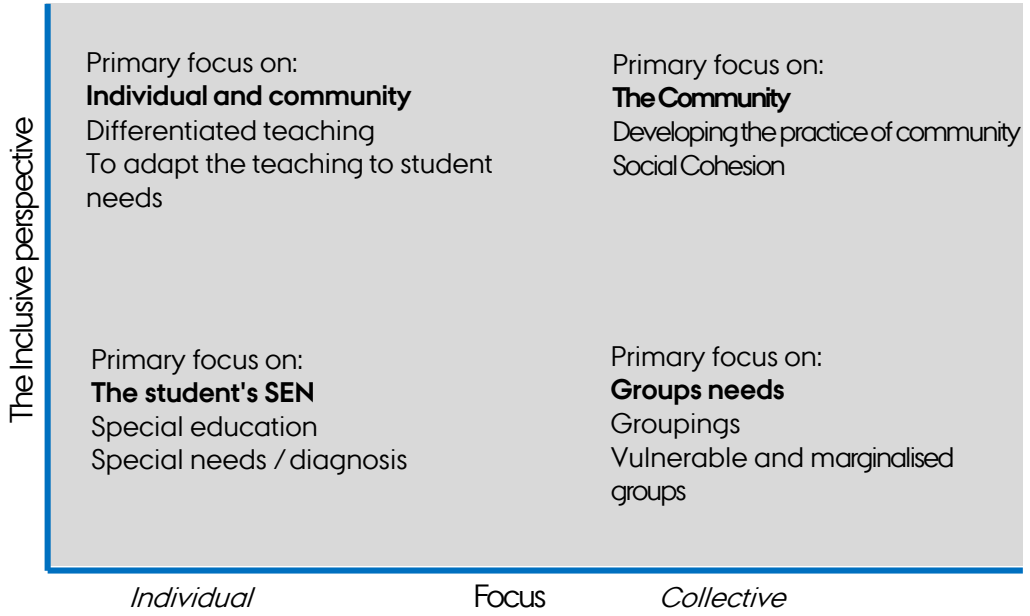


The relation between inclusion and exclusion:
Student has inherent problems – Her strenghts are not taking into account - pull-out instead of working with the class culture

POSITIONS IN THE WORK WITH INCLUSION

Contextual / Wider perspective
Inclusion understood as supporting communities

The narrow and focused perspective
Inclusion understood as identifying differences



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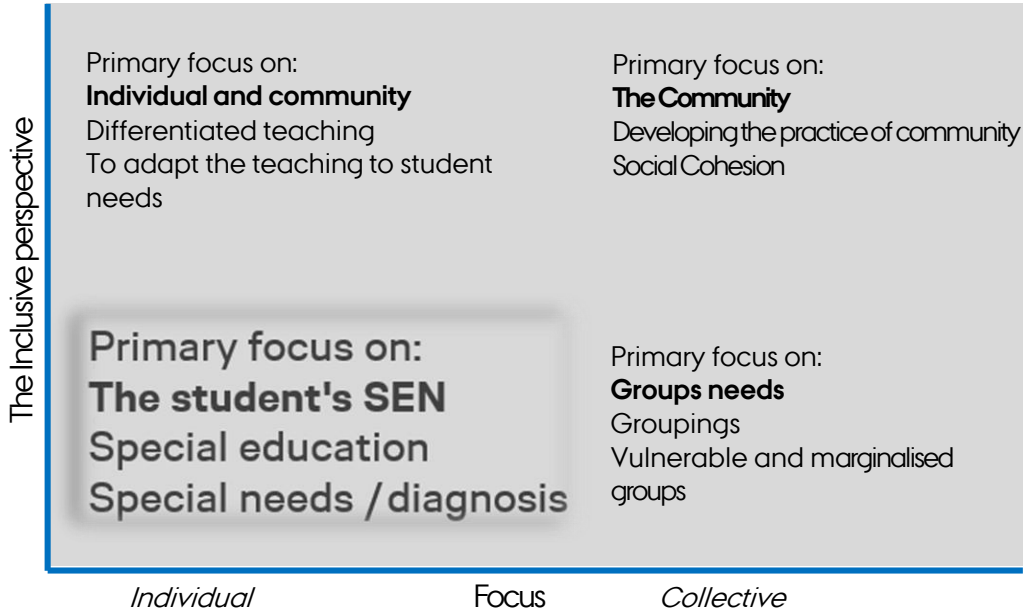

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