

THE ART OF BALANCING

EMPATHIC SUPPORT AND CRITICAL DISCUSSIONS IN THE PROFESSIONAL COMMUNITY

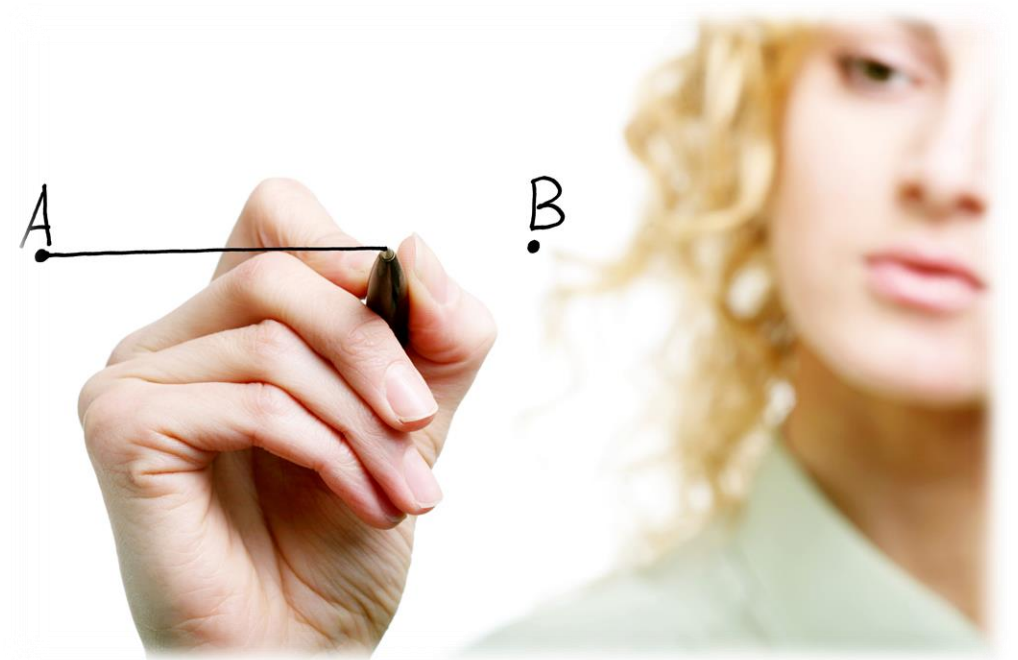
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THE STRUCTURE OF THE PRESENTATION

- Introduction and background
- The aim of the paper
- Research design and data construction
- Preliminary findings
- Concluding remarks



PROJECT BACKGROUND

- Inclusion regarding challenging behaviour is one of the most demanding challenges for teachers (Avramidis and Norwich 2002; Buttner et al. 2015; De Boer, Pilj, and Minnaert 2010; Gidlund 2018; Willmann and Seeliger 2017).
- Teachers' beliefs and attitudes (Norwich, 1994; MacFarlane & Woolfson 2013)
- The students lack what is needed to be part of the community (Øen & Krumsvik, 2021)
- The differences between schools that often exclude and those that do not are cannot be linked to the pupils Malmquist (2016)
- Professional development that focuses on a critical discussion of inclusive practice as a concept (Krischler and Pit-ten Cate, 2019)
- *Deeper learning* (Senge et al., 2005) or *Double-loop learning* (Argyris & Schön, 1974)

THE AIM OF THE PAPER

- Research Question

“How can support from the professional community contribute to the development of a more inclusive practice regarding challenging behaviour?”



RESEARCH DESIGN

- Qualitatively driven Mixed (multi) method case design (Schoonenboom & Johnson, 2017)
- Cumulative process (Fetters, 2013)
- Instrumental design (Stake, 1995)
- 2 cases
- Strategically selected



DATA CONSTRUCTION

- Transcription from 10 interviews
- Fieldnotes (Merriam & Tisdell, 2016) from classroom observation (72 hours)
- Fieldnotes from informal conversations with the teacher
- Fieldnotes/transcriptions from collaboration (13 hours)
- Inductive approach (Braun and Clarke, 2006)
- Open coding (Corbin and Strauss, 2008)
- Nvivo



PRE-LIMINARY FINDINGS

- Tips, advice, reflective conversations and observation
- Psychological security (Insight, knowledge, set aside time to listen, acknowledge, take seriously)
- Balance between emotional support and challenging and exploratory dialogue is the key
- Time as a Critical factor
- The closest colleagues the most important support
- Many teachers are struggling to find a good balance

CONCLUDING REMARKS

- When do teachers practice to become part of the professional community?
- Is it practiced in schools or is it assumed that this is something teachers master?
- Part of teacher education?
- Needs to be highlighted as an important part of the work of inclusion.
- “Remember that we love each other”.

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