

Inter-collaborative practices in Denmark

What is the issue? Inclusion has been on the agenda in the Danish public school system since 2012. Additionally, has the school system been restructured by a new School Reform, adopted by the Danish Government in 2014 (Folkeskole Reformen 2014). The new school reform is focusing on the organizational structure in the school, as for example on the length of a school day and on the contents of the school day. The professionals in the school – teachers and pedagogues (general social educators) – are expected to work with- and collaborate upon -a wide range of teaching activities combined with leisure educational activities, such as for example sports or other relevant activities. The school reform requires of the pedagogues to perform more tasks such as special needs education, supportive teaching, home-school collaboration and homework activities.

Objective: This presentation is based on a recent research project that examines how organizational conditions for the pedagogues' participation impact their actions and development of professional agency in school practice and inter-professional collaboration with the teachers, while they collaborate on teaching and inclusive practice.

Preliminary findings: The teachers and the pedagogues seem to have a tendency to divide between **either** working with children's social development **or** school subject learning. The objective with the school reform was to create a connection between the two dimensions, so that children have the possibility to participate, learn and develop in a creative and diverse school day. If the professionals at the school wish to overcome barriers of collaboration and meet at the boundary while working with inclusion, they have to work with **both** perspectives – social and learning – and at **the same time**. In that way they create possibility for differentiation in teaching and methods that allows all children with different needs to participate and learn in a way that suits their needs. An example of how that is possible is mentioned by a pedagogue:

"I could observe on the children that they were having a difficult time concentrating while being taught division in math class, so I asked the teacher if I was all right I took some of them outside. And we did the same as in the classroom; we just did it with a piece of chalk on the tiles in the schoolyard instead. Just that simple adjustment made that those children had a fun a successful learning class."