|  |  |
| --- | --- |
| **Prøvens form** | Speciale |
| **Uddannelsessted** | AAU, Aalborg Universitet |
| **Uddannelsens navn** | Kandidat i Socialt Arbejde |
| **Studerende** | Navn | Cpr.nr. | Studienummer |
| Line Hansen |  | 20120897 |
| Kathrine Nielsen |  | 20121076 |
| **Afleveringsdato** | 2. juni 2014 |
| **Specialetitel** | ”Jeg kan ikke være alle steder på en gang”- et kvalitativt casestudie af læreres forudsætninger i det sociale arbejde med inklusion af særligt udsatte børn |
| **Maksimalt antal anslag i henhold til studieordningen** | 240.000 |
| **Specialet fylder** | 217.249 |
| **Vejleder** | Maja Lundemark Andersen |
| **For- og bagsidefoto** | Colourbox, 2010 |
| **Tryk** | Rabøl Bogtrykkeri A/S, Farsø |
| Dato og underskrift:*­­­­­­­­­­­­­­Line Hansen**Kathrine Nielsen* |

# ABSTRACT

**Title:** ”I can not be everywhere at once”, a qualitative case study of teachers’ preconditions in social work with inclusion of marginalized children

**Background:** In recent years inclusion of marginalized children in Danish regular classes has become more evident in the teachers work area. The concept of including marginalized children is also part of the new school reform in Denmark which is being put into practice in the summer of 2014. The aim is that the number of marginalized children shall increase with 10,000 children which we believe can form the basis for different problematics. The school reform was approved by a broad majority in the Danish parliament and the public primary schools therefore have to comply with the new legal requirements. This also means that the teachers at the individual schools have to agree to undertake new and different tasks on the basis of the new reform. The legal requirements have gained attention from different stakeholders, among them specialists in inclusion and agents from the Danish Union of Teachers (Danmarks Lærerforening). Various stakeholders draw attention to how teachers do not possess the necessary competencies to accommodate the impending inclusion.

**Aim:** The aim of this thesis is to attain knowledge on how the teachers manage to include marginalized children in the primary school and conceptualize the challenges which the teachers experience.

**Method:** Our scientific theoretical positioning is inspired by Hans-Georg Gadamer’s hermeneutic philosophy. We are also inspired by the phenomenological approach during the data collection in order to decrease our prior understanding interfering with the statements of the interviewed teachers. The thesis is conducted as an inductive qualitative case study in which we chose semi-structured qualitative interviews presented by Steinar Kvale. The interviews were recorded and transcribed to support us generating core categories (inspired by the procedure of Grounded Theory) and to support us in the analysis.

**Analysis:** The analysis consists of a hermeneutic meaning interpretation. The analysis is based on the teacher’s statements, our prior understanding and the four core categories. Beside the above-mentioned factors, we also used two different theories to help explain and increase the understanding of our research questions. The first theory is Mitchell Dean’s sociologically perspective on Michel Foucault’s concept of Governmentality and Bang & Dyrberg’s interpretation of Foucault’s political conviction. The second theory is Donald A. Schön’s reflective practitioner. The two theories were chosen on the basis of the core categories as well as our prior understanding and because we believe that they complemented each other contributing to the conclusion of our research question. In order to answer our research question the two theories will be used in coherence to the sub questions.

**Results:** Through this thesis we have become aware that there are several factors, which determine how teachers manage the social work with inclusion of marginalized children. Furthermore, the fact that inclusion requires other resources than the ones the teachers currently believe to possess. On the basis of the data we estimate that the government’s management and communication of the aim of inclusion influence the teachers’ performances. We find it essential that the government utilise special techniques to increase the teachers’ self-managing and here we see the connection between Foucault’s concept of *conduct of conduct*. We construe that there seems to be a divergence between the government's intentions with the new reform and the teachers' perceptions of their intentions.

Furthermore, we interpret that the teachers are of the belief that they lack competencies which means they act intuitively and experimentally. By the use of Schön's concepts, we also deem that the teachers use knowing-in-action, reflection-in-action and reflection-on-action. We also interpret that the teachers possess manifest competencies and that it seems to be the formal competencies the teachers lack.

Finally, we estimate that the teachers find the scientific knowledge and the practices divergent which affect their ability to accommodate inclusion.

# FORORD

Dette speciale er udarbejdet på vores sjette modul på Kandidatuddannelsen i Socialt Arbejde ved Aalborg Universitet. Specialet omfatter en kvalitativ undersøgelse af, hvordan folkeskolelærer handler i det sociale arbejde med inklusion af særligt udsatte børn i den almindelige folkeskole.

Vi vil gerne sige særligt tak til de seks lærere, der stillede sig til rådighed, for at vi kunne indsamle den nødvendige og uundværlige data, der har dannet udgangspunkt for vores undersøgelse. Uden dette bidrag, havde vi ikke haft mulighed for at opnå, det tilsigtede resultat. Dernæst vil vi takke vores vejleder Maja Lundemark Andersen for samarbejdet og den konstruktive vejledning, som har været en stor hjælp under hele processen.

Kathrine Nielsen & Line Hansen

Stud. cand. soc. Kandidat i Socialt Arbejde