



DEN 16. NORDISKE LÆRERUDDANNELSESKONFERENCE

INNOVATION I UNDERVISNING OG LÆRING

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Abstrakt:	<p>In recent years teaching has become a harder and more demanding profession in Iceland, partly as a result of a national policy of inclusive education which adds more demanding requirements to meet students' special needs to teachers' responsibilities. Teachers do however get some support from non-teaching professionals from outside agencies and interprofessional collaboration has become a central element of teachers' work (Jóhannesson 2006). Municipalities in Iceland are required by law to provide professional/special services to schools with children with special educational needs as well as their families This calls for cooperation between school staff and the professionals who provide these services. Schools also collaborate with staff from specialized state run institutions when attended by children with very specific needs. In addition to diagnostic services, non-teaching professionals provide advice and support to schools and families of children with special needs. The paper presents the results of a small qualitative study exploring the experiences and attitudes of non-teaching professionals/specialists (like psychologists and social workers) collaborating with teachers and other non-teaching professionals to address students' special needs Seven professional from different outside agencies were interviewed. The interviews were analyzed using thematic analysis (Braun & Clarke, 2013) and the ecological systems theory of Bronfenbrenner. Findings indicate that the participants value and respect teachers. They often find teachers' work to be far too demanding and underappreciated. The specialists want and try to empower schools by providing more knowledge about special educational needs and effective teaching methods but they also stress the need for more non-teaching professionals, such as like social educators to be permanently present in schools to support teachers.</p>