



DEN 16. NORDISKE LÆRERUDDANNELSESKONFERENCE

INNOVATION I UNDERVISNING OG LÆRING

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| Abstrakt: | <p>Inclusive education has in recent years become the official policy in education in Iceland as in other Nordic countries. Preschools which are defined as the first level of schooling in Iceland must accommodate to the needs of young children with special education needs (SEN) and their families. For that reason preschools have access to special educators provided by municipalities and also other more specialized service professionals that diagnose and provide advice and guidance to preschool staff and parents. Preschool 2 teachers have to work closely with special service providers and parents. It is for example quite common that parents seek advice from preschool teachers regarding their children (Karvelsdóttir & Sæmundsdóttir 2010). The poster presents a small scale qualitative study on the attitudes and experiences of preschool staff who are responsible for the implementation of accommodating children with SEN in their preschools of their cooperation with parents, service providers and other preschool staff. Semi-structured interviews were taken with five participants from different preschools recruited through purposeful sampling. The interviews were analysed according to thematic analysis and the ecological systems theory of Bronfenbrenner (1979). Preliminary findings show that participants see collaboration and trust to be essential factors in their work, inside the preschool and with parents where great delicacy is often necessary. Cooperation and advice from professionals outside the preschools was found to be positive and helpful but long waiting lists due to overburdened institution were found to be problematic.</p> |