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**Interactions of power and social pedagogical recognition: an analysis of narratives in an upper-secondary school context in Sweden**

**ABSTRACT**

The aim of this study is to contribute new knowledge about interactions of power and social pedagogical recognition in narratives of students who use alcohol and drugs in an upper-secondary school context. In this context, the student narratives create and re-create a series of images of varied treatment by professional actors (e.g., teachers, student coordinators, counsellors). The reproduced power interactions in narratives describing the practices of professional actors are significant for student learning, teaching, nurturing, inclusion, change, discipline, and identity creation. In these interactions of power, professional actors are portrayed as significant power-wielding others or as rejected power-wielding others. These two verbal portrayals contribute to the verbal production of four analytical categories: 1) social pedagogical identity, which in previous studies has been classified as social identity (e.g., alcohol and drug user, ethnic identity, victim identity), and pedagogical identity (e.g., pupil identity, teacher identity, desired successful pupil identity, desired successful teacher identity, invisible student identity); 2) social pedagogical interactions of power related to verbal representations of situational images, control, monitoring, invisibility, discipline, prejudice, devaluation, victimhood, and the other; 3) varied descriptions, narratives, representations, and reproduction of social and pedagogical aspects of learning, teaching, nurturing, inclusion, change, and discipline; and 4) varied constructions, reconstructions, productions, and reproductions of learning, teaching, nurturing, inclusion, change, and discipline in the social and pedagogical sense. The social pedagogical recognition of the “other party” in the pupil–professional actor relationship is especially important for achieving the aims of including pupils who use alcohol and drugs in a learning context and enacting positive change through the creation and re-creation of social pedagogical identities (e.g., successful pupil identity) in the upper-secondary school context.