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

SUMMARY

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.

Key words: insignificant power-wielding other, meaningfulness, reliability, account, rejection, ethnic identity, self-esteem, self-awareness, social pedagogical order, social pedagogical disorder
Introduction

The Swedish National Agency for Education (2015, 2020) and the Swedish Schools Inspectorate (2015) have noted that some pupils in Sweden either leave senior-level comprehensive school without meeting the entry requirements for admission to upper-secondary school or drop out of upper-secondary school early¹. Social and pedagogical activities in schools are dramatised as playing a crucial role in the development of children and young people. School dropouts or failures in the school context are portrayed as a crucial dimension for the development of alcohol and narcotics use, criminality, mental illness, and difficulties in establishing oneself in the labour market (Björkenstam et al., 2011; Bäckman et al., 2014; Gauffin et al., 2013; Engdahl and Forslund, 2016). Conversely, a good connection to the school context and good school results are portrayed as being associated with a reduced risk for the social and pedagogical problems that can affect a young person (Hjern et al., 2014; Winnerljung and Andreassen, 2015).

DuPont et al. (2013) stress that various types of school problems among students may lead to an increased risk of alcohol and narcotics use in adulthood. The school problems highlighted in that study are described as originating in low self-esteem, which leads to problematic relationships with teachers and schoolmates, low attendance, and poor academic performance. Previous research on this phenomenon has shown that poor school involvement, shortcomings in teacher–pupil–parent relationships, insults from or violations by teachers, incidents of violence, and unsafe places in school contribute to an increased risk of dropping out of school. This effect in turn increases the risk of both alcohol and narcotics use and other health-related problems (Fletcher et al., 2008; DuPont et al., 2013).

As an environment, schools can contribute to stability for students, and education is a central resource for an independent life, establishment in the labour market, and participation in society at large (Foster, 2012; Björk et al., 2019; Basic and Matsuda, 2020; Johnsson et al., 2021; Basic et al., 2021). Fothergill and Ensminger (2006) and Trenz et al. (2015) highlight that it is important for students to have a good connection to school and positive relationships with teachers and peers, as well as good grades in upper-secondary school. These components provide a protective dimension against risky consumption of alcohol and narcotics use in adulthood (Trenz et al., 2015). In previous research, upper-secondary school thus was dramatised as a place that can be safe – where recognition can be bestowed in the social and pedagogical senses – which in turn can strengthen the self-esteem of the student (see further sections.

¹Some parts of this text were previously published in English, in the scientific articles, “Interactions of Power and Social Pedagogical Recognition: An Analysis of Narratives of Pupils Who Use Alcohol and Drugs in an Upper Secondary School Context in Sweden” (Olsson et al., 2023); “Inclusive Educational Spaces and Social Pedagogical Recognition: Interaction- and Social-Pedagogy-Inspired Analysis of Space Dynamics in Compulsory, Upper-Secondary and Post-Secondary Education” (Basic et al., 2021), and in Swedish, in the independent work at the first cycle, “A social pedagogical analysis of stories by professional actors working with young people and young people who use alcohol and/or drugs. Inclusion, learning, change and identity formation” (Olsson and Färdig, 2021).
“Theoretical starting point”, and “Interactions of power and social pedagogical recognition”).

Allan and Persson (2016) emphasise that a teacher’s encouragement, commitment, and ability to motivate (inspire) contribute to the reproduction of the perception of students as included and participatory in the school context. A reciprocal relationship between pupils and teachers, characterised by trust, is also presented as important for the engagement of both populations. Allan and Persson show that encouraging pupils to take responsibility for themselves and to support and help others in the classroom contributes to experiences of inclusion and participation. Other dimensions highlighted as contributing to inclusion and participation among students were their own norms and values in relation to their academic goals, which were reproduced as being in line with the norms of the organisation (school). These dimensions highlight the importance of helping students become more self-aware and to recognise their own position in the respective school context. Student strengths in relation to learning goals have been presented as important factors for higher motivation and achievement (Allan and Persson, 2016).

Sharma and Branscum (2013) detail the importance of prevention efforts in schools for young people with problematic substance use. Prevention efforts in the school context are presented as being able to foster identity formation of the young people based on the rejection of drugs. The authors point to the fact that many students experiment with drugs without becoming addicted, whereas others do become addicted. The kind of drug dependency that they develop is reproduced as a complex problem said to involve a range of different professional actors, whereas the issue of successful cooperation among professionals, pupils, and relatives is crucial for the creation and re-creation of student identities based on the rejection of drugs.

The aim of the present study is to contribute to the development of 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.

Through this analysis, the study contributes to the development of knowledge regarding the narrative management of the combination of interactions of power, social pedagogical recognition, inclusion, learning, change, and identity creation with students who use alcohol and drugs. It also adds information about the importance of stories for the representation of inclusion, learning, change, social pedagogical recognition, and lack of recognition in the upper-secondary school contexts, the identity production and reproduction of students who use alcohol and drugs, and alternative approaches to analysis compared to typical psychiatric and medical perspectives. In addition, this study contributes to the development of knowledge about how interactions of power and social pedagogical recognition in upper-secondary school contexts work in relation to students’ past and present experiences regarding normatively right and normatively deviant behaviour in these situations.
Theoretical starting point

The general scientific theoretical points of departure for the study are interactionist (Blumer, 1986), constructionist (Berger and Luckmann, 1966; Burr, 2015), and ethnomethodological (Garfinkel, 2002). Social reality is not a stable and immutable social phenomenon; rather, it is changeable and characterised by constant interactive processes, changes in interpersonal encounters, and dynamic activities tied to the various situations in the contexts in which they occur (Blumer, 1986; Goffman, 2002; Collins, 2004, 2008; Miller 2018; Basic et al., 2021; Basic, 2022). The words Context (with Collins’ conceptual apparatus) or region (with Goffman’s conceptual apparatus) are used to connote the delimited field where a series of interactive activities (situations – interactive rituals) are played out and can be delimited by the actors’ observational and hearing abilities. Empirical examples of these interactive flows in the countless interpersonal exchanges that occur in a context contain the interactive behaviours of persons in a specific situation, the narrative representations of a particular situation by actors, and the productions and reproductions of important social objects such as language, text, documents, laws, news, images, and videos (Silverman, 2006; Hammersley and Atkinson, 2007; Riessman, 2008; Silverman, 2015).

In the interactive sense, the delimited field of “context” can be analysed as consisting of three subregions. The front-stage subregion is where the performance of the actors themselves (as action, reproduction, and/or production of social objects) takes place. The back-stage context (behind the scenes) is a subregion that is inaccessible for those in the surroundings (the audience). In this context, actors who are acting, characterising, and/or producing can affect their future performances and reflect on their previous performances, prepare, or unwind (Blumer, 1986; Goffman, 2002; Collins, 2004; Basic et al., 2021). Some contexts can be both back stage and front stage. Upper-secondary schools, for example, treatment rooms, outpatient treatment units, classrooms, and different offices (e.g., of the counsellor, head teacher, school nurse) can act as either. The designation of front stage or back stage depends on the actor’s particular performance and the function of the contexts at the time.

The third context is outside/off-stage (the outsider/exclusion region). This subregion represents everything that does not belong to the front or back stage contexts. Actors in the third subregion are outside actors because they act, reproduce, and/or produce on the outside. In their relationships with actors established in the front or back stage contexts, the actions of outsiders take the risk of creating and re-creating disputes in the interaction. An outside actor who steps onto the front stage or back stage creates momentary confusion by disrupting the social order and driving a redefinition of the situation in the context (Blumer, 1986; Goffman, 2002; Collins, 2004; Basic et al., 2021).

Theorists’ contextual reasoning on this subject made us interested in what could be appear-
ing in different characterised situations in the upper-secondary school contexts. Using this question as a starting point, we found that the study informants (pupils who use alcohol and drugs in the contexts of upper-secondary school in Sweden), when constructing and reconstructing their identities, typify actors from both the front-stage and back-stage subregions, as well as from the outside (off-stage). Just as the classroom and teacher’s and counsellor’s office can be both a front stage and a back stage, the typified actor can be both a professional actor in these subregions and an actor outside the organisation, such as another pupil and/or a parent.

Typifications accomplish an important purpose in interactive creation and re-creation. Division into categories and typification of individuals, professions, and events into types – their identification through categorisation – is essential for navigating the multitude of daily interactions. Typification is not a static process; rather, it changes from one interactive flow (situation) and context to the next. The productions, representations, and actions of an actor represent a cause for and a response to the productions, representations, and actions of the other. In this procedure, the associations and self-esteem of the involved players, their creation and re-creation of various social and pedagogical identities, and their recognition in these identities take shape and are altered and established (Blumer, 1986; Goffman, 2002; Collins, 2004; Miller 2018; Basic et al., 2021). Considering these perspectives, the stories and practical actions (interaction) of both pupil and professionals in the upper-secondary school contexts, as well as their analysis, can be considered as meaning-making actions. These actions can add to the improvement of knowledge that can support the involvement and success of both pupil and professionals in circumstances that exemplify these contexts.

An essential starting point in analyses embedded in the scientific theory above is that actors in all social contexts are categorised in relation to their interactive positioning in a given situation, in which particular actors get the advantage in relation to the others. Therefore, some actors in the context will have better authority and greater social status than others. Consequently, they have an advantage in defining and re-defining how actors, groups, contexts, and society should act and be represented, produced, and reproduced (Blumer, 1986; Goffman, 2002; Collins, 2004; Miller 2018; Basic et al., 2021). In its most serious form, this advantage might lead to the subjugation of individuals with lesser social status.

Power in upper-secondary school contexts

Weber (1968) analyses power as a direct action by an actor X that forces an actor Y to act in accordance with X’s will, even if the action does not support Y’s interests or desire. Weber draws attention to two dimensions of power relations/interactions. The initial dimension is kept out of the practical implementation of pressure(s) or related threat. The other dimension arises when exposed individuals give in or surrender to and accept the power of the one exerting
the pressure. The power of the executor of pressure often contains an order with substance that particular individuals or groups are supposed to follow (Weber, 1968; Collins, 1986, 2008; Basic, 2022). Collins’ (2004, 2008) analysis of power, conflict, solidarity, resistance, and status is inspired by Weber’s perspective. Collins considers that in all social arenas, the practice of power is always met with opposition from other people and thus creates new conflicts. For Collins, “conflict and solidarity are two sides of the same coin” (Collins, 2008: 40; Basic, 2022: 4). Mobilisation against an enemy in interaction and in situation often leads to solidarity among individuals and groups, and vice versa.

Power relations/interactions in interpersonal encounters are influenced, for example, by the personalities of the parties involved, verbal ability, knowledge, domination techniques, posture, and strength, and the individual’s class and position in the context, age, sex, ethnicity, and group affiliation. An individual’s economic class, educational level, gender, or ethnicity is related to whether an individual and group are at an advantage or disadvantage during interactions in a given context (Weber, 1968; Collins, 1986, 2008).

All power relations/interactions are characterised by a certain degree of resistance. With this resistance comes an opportunity to change power relations/interactions, which injects a certain degree of freedom into all relations by increasing individual awareness of how power functions and can be influenced. Power is dynamic and constantly changing – conscious or unconscious actions can always shift the power balance. However, power relations/interactions are not phenomena that merely inhibit and oppress; they also can be seen as something beneficial that moves people forward. Power relations/interactions are created and re-created in every situation, in every relationship, and in every context. The interactive normalisation contributes to the construction of what the establishment considers normal and abnormal. By constantly correcting and adapting their behaviour, actors who act and are represented as acting in power relations/interactions adapt their actions in accordance with normatively accepted expectations in a given context. This adaptation can be seen as a form of disciplinary power relations/interactions, which contribute to the creation and re-creation of normatively accepted behaviour within the given context (Weber, 1968; Collins, 1986, 2008).

In the upper-secondary school context, professional actors are expected to have knowledge about interventions that may be relevant in the practical social pedagogical work with young people who need help and support. With this knowledge and the formal position of the professional actor, an interactive power advantage is actualised in the relationship with the pupil. At the same time, the professional actor is expected to relate to the normatively accepted behaviour in the upper-secondary school context, to discipline in relation to the pupils and other staff in the school, and to structural frameworks that produce economic constraints, time constraints, and demands for measurable, evidence-based interventions in the school (Weber, 1968; Collins, 1986, 2008).
Social pedagogical recognition

The social pedagogical perspective is centred on theoretical and methodological logic, which contends that society is not governed solely from the top down. Additionally, this perspective presumes that normality, in the teaching situation, and fellowship are not exemplified by a transparent structure or order in either the social or pedagogical sense. Social pedagogical order – or social pedagogical disorder – does not arise only from normative standards in teaching situations linked to the school’s written and unwritten routines, rules, values, norms, and curricula. Rather, both social pedagogical order and social pedagogical disorder are created and re-created through interpersonal interactions, constitutive rules, conflicts, meaning-making, monitoring, and control. Moreover, social pedagogical order and disorder together are influenced by the actors’ practical actions in unalike situations in social pedagogical context (Hämäläinen, 2012; Eriksson, 2014; Basic and Matsuda, 2020; Úcar et al., 2020; Basic et al., 2021; Greve et al., 2021). When a teacher meets a pupil, the exchanges between the two include the production, creation, negotiation and adjustment of the social pedagogical order – and disorder – in teaching and other situations in the upper-secondary school context. Indeed, these phenomena appear to be shaped and reshaped uninterruptedly in school situations, where a series of interactions and events plays out that are describable and observable, retold, presented, and reproduced in a range of interpersonal interactions, both during the school situation and after it has played out.

The vital point of the social pedagogical perspective is that it requires an analytical interest about the other, including the other’s understanding of both social and pedagogical phenomena; the other’s actions, founded on the understanding; and the other’s interests, which are represented in connection with those actions (Hämäläinen, 2012; Eriksson, 2014; Basic and Matsuda, 2020; Úcar et al., 2020; Basic et al., 2021; Greve et al., 2021). This vital point is about obtaining an awareness and turning the analytical focus towards several factors. The first set of factors relates to identities: the different social identities of the actors involved (e.g., class, gender identity, ethnicity, victimhood) and the different pedagogical identities (e.g., pupil, teacher, successful pupil/teacher, or devalued pupil/teacher) that are acted out in circumstances and created and re-created (or constructed and reconstructed) and the interpersonal interactions involved (including oral and written descriptions and narratives). The second set of factors involves features associated with social and pedagogical aspects, including social and pedagogical control, social and pedagogical codes, social and pedagogical monitoring, social and pedagogical preconceptions, social and pedagogical devaluation of actors, and the costs that are produced in interactions inside social pedagogical practice. A third set of factors within the analytical focus consists of variations in the descriptions, perceptions, narratives, and representations of the social and pedagogical aspects of teaching, learning, and nurturing. Finally, the analytical focus also captures the constructions, reconstructions,
representations, productions, and reproductions of teaching, learning, and nurturing in the social and pedagogical senses (Hämäläinen, 2012; Eriksson, 2014; Basic and Matsuda, 2020; Úcar et al., 2020; Basic et al., 2021; Greve et al., 2021).

The analytical ideas discussed in social pedagogical publications (e.g., a social pedagogical recognition, inclusive educational context, social pedagogical development, spatial dynamics in schools, and educational collaboration) are relevant to school practices. The primary relevance relates to the systematic quality of work carried out, or anticipated to be carried out, in the school context, and the secondary relevance relates to the scientific analyses (research) conducted inside the framework of research and development projects. The present study takes the analytical position that the inclusive situation in the school context and social pedagogical recognition in the teaching and other situation (i.e., social pedagogical recognition of both the pupil and the teacher) are two of the most significant analytical aspects of the teaching and other situation in the school context that support achieving the learning objectives (or other indicators of success in the practical work on the school context) in succeeding steps. These principles (i.e., inclusion and recognition) must be attained in the teaching and other situation in the school context as a prerequisite for other in-context goals the teacher seeks to accomplish across different educational alliances and in various educational situations. If the analytical basis discussed in the social pedagogical literature and applied in the present analysis is not attained in the teaching and other situation in the school context, then employee competence development, systematic quality work, and different education programmes that are carried out or probably will be carried out in this context may make less of an impression. Moreover, teachers will be less likely to make an impression in teaching the students, which is an essential component of education programmes in the school context.

**Discussion**

The aim of the present study is to contribute new knowledge about interactions of power and social pedagogical recognition in the narratives of upper-secondary school pupils who use alcohol and drugs.

The element of certain actors commanding an advantage relative to others is significant in the analysis of the present study in two ways: first, in the representation of relationships between students who use alcohol and drugs and professional actors in the contexts of upper-secondary school, and second, in the representation of the interactions of power, social pedagogical recognition, inclusion, learning, change, and identity creation in this context. For this study, therefore, the narratives of the pupils are analysed less in terms of static typifications and more in terms of situational and context-bound (institutionally positioned) interactions in the here and now (Blumer, 1986; Goffman, 2002; Collins, 2004; Miller 2018; Basic et al., 2021).
In accordance with interactionism, constructivism, and the ethnomethodological approach (Blumer, 1986; Berger and Luckmann, 1966; Burr, 2015; Garfinkel, 2002), the study analyses how the pupils who use alcohol and drugs themselves use identity-related (e.g., narratives, vocabulary, metaphors, status symbols, roles) in the day-to-day of the contexts of upper-secondary school in Sweden, such as when they describe school conditions, talk about advantages in the interaction, formulate criticism, and process their experiences. Stories with this category of pupil can motivate compassion and build a distinct typification associated with the category. This typification may be connected with mental health issues, traumatisation, medication needs, and victimhood (Blumer, 1986; Berger and Luckmann, 1966; Burr, 2015; Garfinkel, 2002). This work, however, also is associated with a particular status: The pupil possesses knowledge and skills that others do not. In the current study, we analyse both the content of informants’ identity formation and its dynamic, i.e., how pupil identities are managed, used, challenged, and/or reinforced (Blumer, 1986; Goffman, 2002; Collins, 2004; Miller 2018; Basic et al., 2021).

The narratives of students who use alcohol and drugs in the contexts of upper-secondary school can include teachers, student coordinators, and counsellors. Interactional, social constructionist, and ethnomethodological perspectives capture the content of students’ experiences and their social design, as well as the constituent and substantive aspects of personal accounts. The study thus adheres to the scientific theoretical and methodological traditions of the social sciences, in which verbal illustrations are regarded as both experiential and discursive.

In the narratives about teachers, student coordinators, and counsellors in upper-secondary school contexts, pupils produce and reproduce a series of verbal representations about varied treatment by professional actors in relation to the student category of pupils who use alcohol and drugs. These verbal portrayals originate in a professional context in which the professional actors have an interactive advantage in relation to students who use alcohol and drugs, and in this sense, the student narratives about the behaviour of the professional actors in the upper-secondary school context become a verbal construction of the interactions of power that flourish in that context. The interactions of power depicted in the narratives about professional actors are reproduced as important for student learning, change, discipline, inclusion, and identity creation (Weber, 1968; Collins, 1986, 2008; Basic, 2022). These interactions are reproduced by the pupils, and through these reproductions, the interactions contribute to the production and reproduction of professional actors’ agency or lack of agency in the different situations made in these narratives. In these constructions of interactions of power, a series of images of the professional actor is produced, which are classified here as “significant power-wielding other” and “rejected power-wielding other”.

In the construction of the professional actor as a significant or a rejected power-wielding
other in the upper-secondary school context, four analytical categories are also created. The first is a social pedagogical identity (Hämäläinen, 2012; Eriksson, 2014; Basic and Matsuda, 2020; Úcar et al., 2020; Basic et al., 2021; Greve et al., 2021), which in the analysis above is 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 pupil identity). The second created and re-created phenomenon is social pedagogical interactions of power related to verbal representations of situational images, control, monitoring, invisibility, discipline, prejudice, devaluation, victimhood, and the other. Third among these phenomena are the varied descriptions, narratives, representations, and reproductions of social and pedagogical aspects of learning, teaching, nurturing, inclusion, change, and discipline. Finally, the fourth phenomenon consists of varied constructions, reconstructions, productions, and reproductions of learning, teaching, nurturing, inclusion, change, and discipline in the social and pedagogical senses.

In the verbal accounts of the different dimensions that the students highlight in their narratives, the importance of the professional actor’s successful actions in the upper-secondary school context is emphasised in both the social and pedagogical senses. The pupils’ portrayals of these successful actions relate to meaningfulness and reliability in the relationship between the pupil and the professional actor and to success in the encounter with pupils who use alcohol and drugs. These social pedagogical aspects that are reproduced in the pupils’ narratives are a particularly important dimension of success in relation to the goals of ensuring inclusion in a learning context of the students who use alcohol and drugs and of achieving positive change through the production and reproduction of social pedagogical identities in the upper-secondary school context. A form of identity production that is sought after in the present context relates, for example, to a social pedagogical identity as a successful pupil who does not use alcohol and drugs – which predicts success and the recognition of the pupil in both the social and pedagogical senses. The pupils highlight the importance of the social pedagogical recognition of the pupil from the professional actor in the upper-secondary school context, so that this recognition appears to be significant for the students’ social pedagogical goals in terms of learning, teaching, nurturing, inclusion, and change.

Other dimensions presented in the narratives relate to interactive disciplining of pupils – which does not appear to contribute to recognition of their social or pedagogical identities or of the social or pedagogical identities of the professional actors in the upper-secondary school context. In these narratives, the teacher is formed as disengaged, unsupportive, and unmotivated in the relationship with the pupil; exclusionary in the social pedagogical situation; or invisible to the pupil (and the pupil’s social pedagogical identities).

All of the important prerequisites for achieving social pedagogical recognition in the pupil–
professional relationship are absent in the verbal portrayals when important professional actors, such as teachers, student coordinators, counsellors, head teachers, and members of the student health service are re-created as uninvolved, unsupportive, uninspiring, exclusionary, and invisible in relation to pupils who use alcohol and drugs. These professional actors are constructed as limited in their ability to achieve social pedagogical recognition in relation to the pupil because of an inability to perform several key actions related to social pedagogical activities in the upper-secondary school context: include and engage the pupil in key activities; motivate the pupil to perform during these activities; create and re-create relevant activities that contribute to the pupil’s learning, teaching, nurturing, inclusion, and change; prevent drop-out and academic failure; and promote self-esteem and self-awareness during interactions with the pupil as an important starting point for social pedagogical goals of achieving academic performance and learning success and of forming new social-pedagogical identities – such as the identity of a successful pupil.

Two of the most important analytical elements to take into account in the upper-secondary school context where it is expected that students will learn and be educated, taught, nurtured, included, and changed are: the interactions of power, and social pedagogical recognition (i.e., both of the students who use alcohol and drugs and of professional actors, such as teachers, student coordinators, counsellors, head teachers, and/or members of student health services). This study shows that the fulfilment of social pedagogical recognition in this context in relation to this student population is an analytical interactive basis for fulfilling learning outcomes (or other measures of success in the practical work with pupils who use alcohol and drugs). This social phenomenon also seems to serve as an analytical interactive basis required to achieve in the different social, pedagogical, and learning situations in the secondary school context to gain any other measure of success for these pupils. In practical social pedagogical situations in upper-secondary school contexts, the systematic quality work, competence development of professional actors, and various pedagogical trainings that are carried out or are expected to be carried out do not have the same impact without establishment of the analytical interactive basis we examine in the present analysis.

The present study contributes to the development of new knowledge on interactions of power and social pedagogical recognition through the narratives of upper-secondary school pupils who use alcohol and drugs, thus actualising a wide range of questions that can be explored in future research or development projects. One question is how the conditions for learning, teaching, nurturing, inclusion, and change for this student population can be improved through better resource management, governance, and collaboration among different professional actors in school contexts. This overarching question provides an analytical basis for investigating seven additional themes: 1) successes and obstacles in the work of teachers and other professional actors with pupils who use alcohol and drugs in relation to processes im-

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important for learning, teaching, nurturing, inclusion, and change; 2) successes and obstacles in the school’s organisation of this work; 3) successes and obstacles in the organisation of this work in relation to processes important for resource management, governance, and collaboration among different professional actors in the school context; 4) the work conditions and prerequisites of teachers and other professional actors for creating teaching that contributes to the inclusion and learning of pupils who use alcohol and drugs; 5) the identity creation of pupils, teachers, and other professional actors during social pedagogical activities in school in relation to processes important for learning, teaching, nurturing, inclusion, and change; 6) the creation of shared collective identities in the pupil–teacher–other professional relationship, collective identities that the present study indicates can be considered important for learning, teaching, nurturing, inclusion, and change in this student population; and 7) the creation of exclusion and vulnerability or inclusion and participation in the pupil–teacher–other professional relationship.
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