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

Introduction

- Swedish National Agency for Education - Swedish Schools Inspectorate.
- 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 early.
- Social and pedagogical activities in schools are dramatised as playing a crucial role in the development of children and young people.

The aim

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.

The research question is: How are verbal aspects important for interactions of power and social pedagogical recognition presented during interviews with students who use alcohol and drugs in an upper-secondary school context?

Method

- Research project: School as a protection factor. An analysis of achievements, obstacles, collaboration, and identities in senior high school work with students who use alcohol and narcotics
<https://lnu.se/en/research/research-projects/project-school-as-a-protection-factor/>
- Qualitative study
- The context of upper-secondary school activities in Sweden.
- 13 pupils who use alcohol and narcotics within the study contexts of upper-secondary school in Sweden.

Analysis

- 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.
- Importance of stories for the representation of inclusion, learning, change, social pedagogical recognition, and lack of recognition in the upper-secondary school contexts.
- Identity production and reproduction of students who use alcohol and drugs
- Alternative approaches to analysis compared to typical psychiatric and medical perspectives.
- 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.

Continued research

- 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?

- Themes:
 - 1) successes and obstacles in the work of teachers and other professional actors - in relation to processes 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;
 - 5) the identity creation of pupils, teachers, and other professional actors during social pedagogical activities in school;
 - 6) the creation of shared collective identities in the pupil–teacher–other professional relationship; and
 - 7) the creation of exclusion and vulnerability or inclusion and participation in the pupil–teacher–other professional relationship.

Thank you for your attention and
participation!

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