



Ögonblickets pedagogik

Yrkesgrupper i samtal om specialpedagogisk kompetens vid barn- och ungdomshabiliteringen

The pedagogy of the moment

Professional groups in conversational talk about competence in special needs education
within child and youth habilitation centres

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Akademisk avhandling som för avläggande av filosofie doktorsexamen vid Stockholms universitet
försvaras i De Geer salen i Geovetenskapens hus, Frescati, fredagen den 17 februari 2006, kl. 10.00

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This thesis is about special needs educational competence of educators working in interdisciplinary teams. The pedagogy of the moment stands for the decisions made by educators, about children in different environments. These decisions build on educational theoretical and practical knowledge and experience developed through collaboration with other professionals. Data was collected through focus groups of professionals from child and youth habilitation centres. The data consists of transcribed focus groups discussions. Participants provided additional information about special needs educational assignments through questionnaires. The analysis focuses on how the educators conceptualise their competence and the dialogue in the group conversation.

The competence of the special educator appears contextually adapted and developed within three spheres of activities. Their basic education is in the area of pre-school with theoretical focus on children's normal development, pedagogical experience of working with groups of children, play and learning. On the basis of this background they have become one of the corner stones of child and youth habilitation centres. They work in teams with family orientated habilitation, and have developed competence for special needs educational intervention for children with disabilities. Educators and their colleagues in the teams emphasize the importance of the educator bridging medical treatment and pedagogical contexts, together, with a focus on child, parents and staff, at home and in preschool/school. A communicational genre has developed within the occupational group, where the educators reinforce rather than question each other when taking turns during intraprofessional conversations. The competence of the educator is based on knowledge and experience when it comes to children, their development, play and learning. The main focus of the supplementary education increasingly lies on the pedagogical meeting with adults, mostly parents, around the specific child. The practical pedagogical work for the child, playing as intervention as well as the specific special needs educational intervention is less conceptualised by the educators. They are requesting relevant research and theories to support their field of knowledge.

In Swedish with a summary in English

Keywords: Special needs education, educational competence, child and youth habilitation, sphere of activities, field of knowledge, professional language, speech genres, focus groups, metaphors, early childhood intervention, conceptualised speech, phronesis.

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Stockholm 2006

ISBN 91-7155-184-0

ISSN 1104-1625-135