

## Good Practices in Inclusive Education from Denmark

---

In the context of inclusion, it is necessary that teachers and social educator have an appropriate understanding of what inclusion is and what methods will promote inclusion. As a social educator or teacher, you cannot automatically follow a regulatory system or recipe. It is important to relate to the foundation of your work and interpret it in a way you can vouch for in terms of personal and professional assessments of the task.

You must relate independently and interpretively to act responsibly and therefore social educators and teacher's personal theoretical reflections, are necessary. In both of the case studies participants explore the didactical relationship model by Hiim and Hippe and begin to understand how this can be used as a framework for reflection.

### **Case Study One: Isabella, a 6-year-old child**

We use a You-Tube video, "Community in schools are for everybody". Danish text: "*Skolens fællesskaber er for alle (på engelsk)*" with English subtitles.

<https://www.youtube.com/watch?v=kP1xAV9QukU>

The video explores the challenges faced by Isabella, who has ADHD, her family, friends and teachers at the inclusive primary school she attends in Copenhagen. Participants explore the didactical relationship model by Hiim and Hippe reflect on Isabella's needs and how to ensure she can be fully included.

### **Case Study Two: Morten, an 8 year old boy**

This is a written case "*Every child who is not loved at home has the right to be loved at school*"

Morten is 8 years old and teachers are worried about him. He has great challenges personally and socially, he is often absent from school. His personal development and behaviour is not age-appropriate, and he does not function socially, which means that he will be excluded from the class. Morten is mostly enclosed and silent. He has no strong ties to students, childcare workers nor teachers. His social skills are not strong, and he finds it difficult to small talk. He seems surprised if anyone addresses him personally.

Morten's appearance suggests that he has no help or support for either hygiene or dressing. He is usually dressed in the clothes and shoes that are several sizes too large for him, and classmates complain that he smells. He wears no coats, and dresses inappropriately for the weather.

Morten's academic challenges are that he almost never actively participates in class, and he never makes homework, The team observed that communications from the school to parents about the lack of homework and absence resulting in additional absences and bruises on Morten. Morten cannot explain the bruises, but says that his father sometimes drinks a little too much. The calls to parents have not been answered, and the school has no contact with the parents.

Participants reflect on Morten's needs using the didactical relationship model by Hiim and Hippe.