

A systematic observation to study social pedagogical strategies regarding the class inclusion processes

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Abstract

According to the literature: if the “classroom climate”, whole-child approach to learning, assessment practices for student work and synergies in schools are organized strategically then all students participate fully in class activities and local school community. However, research suggests that all these do not always take place and the social pedagogic potential of classroom learning is therefore unrealised. We explore how often the teachers of a Primary school (with Roma and non-Roma students) in central Greece use social pedagogical strategies regarding the class inclusion processes. For this scope, we chose the social pedagogical indicators for inclusive education for all students and an observation guide comprised of them was created. We explored if the teachers create a positive climate in their classroom, what strategies they apply for classroom management, what classroom practices can ensure that every person feels safe, respected, and equal etc. The observation guide has 21 item which receive a global score on a 5-pt scale. Totally, 18 observations (three per classroom) were carried out during all educational activities. Some of the findings pointed out that the teachers do not promote children's friendships and they rarely find opportunities to teach social-emotional education. Also, they can't assist families in helping their children to do well in school and none of them are able to work jointly with other teachers and staff. To sum things up, social pedagogy strategies can't be used efficiently by teachers as a tool to alleviate social exclusion. Our results are useful for the educational community.

Keywords: Education, inclusion, social pedagogy