School Attendance within classroom communities

(Prevention of school Absenteeism)

Let's hear the children!

Wilma Walther-Hansen

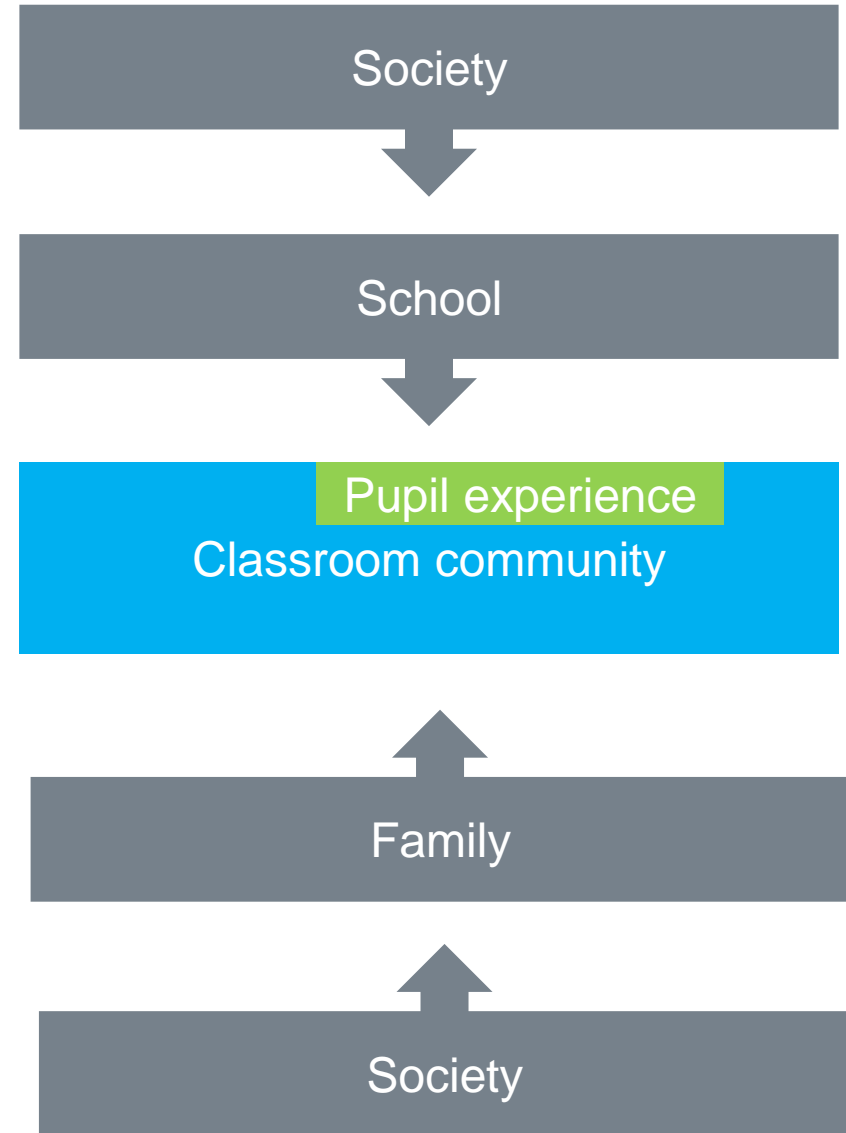School-teacher, MA Applied Philosophy & Improv-actor

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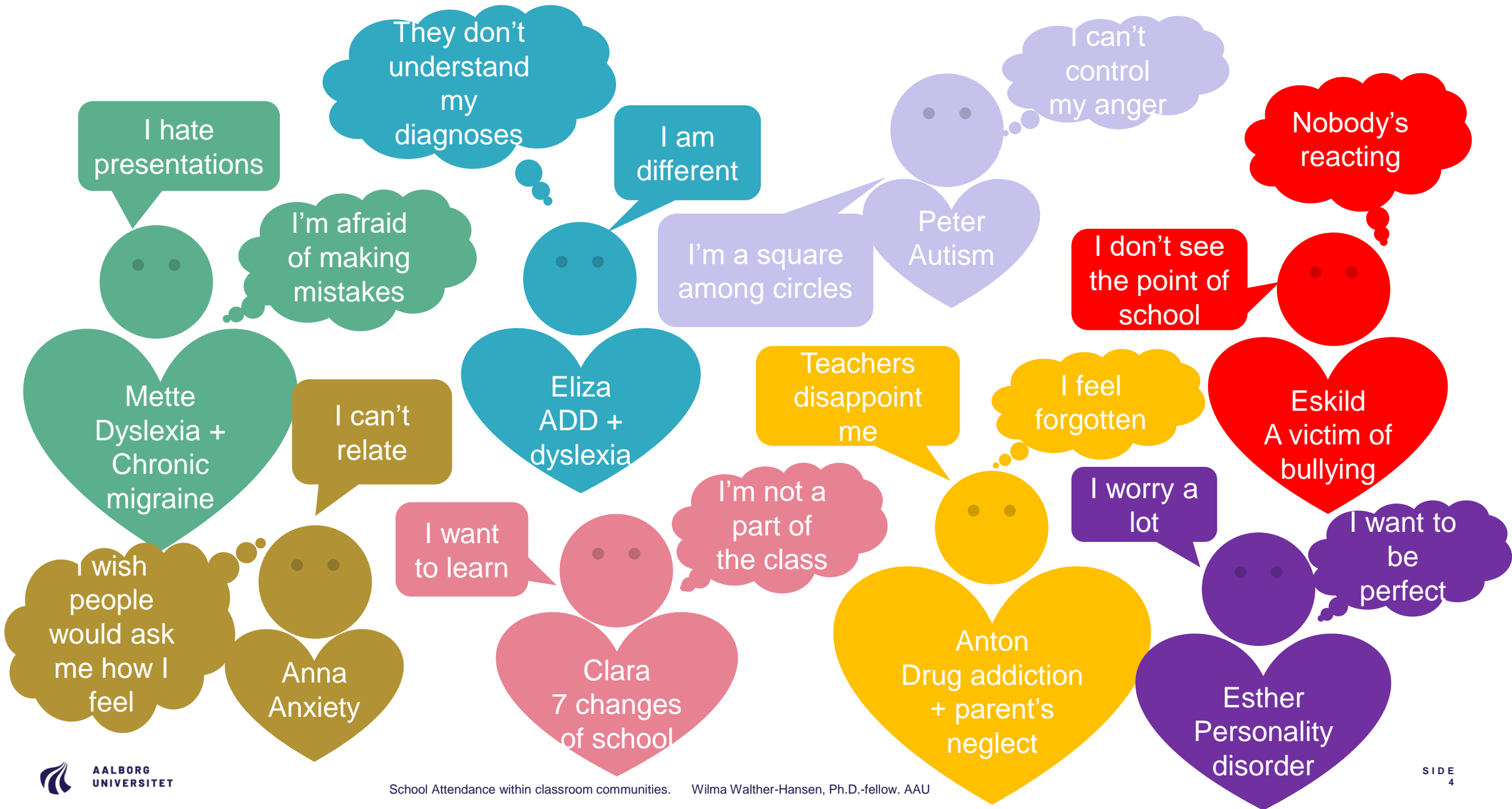
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Society

↓

School

↓

Pupil experience
Classroom community

↑

Family

↑

Society

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"I hate presentations. We usually were divided into groups, but you had to get up in front of the whole class and do your presentation. I've just always felt it really uncomfortable. Afraid of saying anything wrong."

"So, these girls who came to my party hadn't understood that it's not very polite to sit and stare at your cellphone. So, I asked them nicely to put away the phone. Then my mother came down and asked them nicely to put away the phone. My father came down and asked them nicely to put away the phone, then my mother again, and then my father had almost had it, and then he said like, now we put away the phones. It was either the third or the fourth time that they'd gotten the message. If you, with five minutes intervals or something, sat like the whole time down your phone, glued to it, then at last, apparently, my mother didn't even do it, still, they thought she was almost threatening them with a knife if they didn't put down the phone, and my mother doesn't even carry a butterknife or anything. I don't get it. And then after that, I know that they went home together. I mean, they were together at one of the other's houses. Then they made a Snapchat group, where they wrote about the 'chaos party,' and they wanted me to apologize that I was at my own birthday party and actually wanted them to be there without just staring at their cellphones and because my mother threatened them. I had invited all the girls from my class so we could have been around nine or ten people. Four people came."

"It was difficult for me to return to school because, well, the others weren't really that understanding of the fact that I was just a little different. It was challenging for them. After the class was told, they weren't really together with me. It was as if I had become an infectious disease or something."

Barriers and facilitators for school attendance

Marginalization

Atmosphere

Inclusion

Hartmut Rosa: *Resonance*

Jean Lave & Etienne Wenger: *Situated learning*

Peter Farell: *Inclusion*
Max Van Maanen: *Pedagogical tact*

Richard Shusterman: *Someasthetics*

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Inclusion criteria

Good friends
A good atmosphere
The possibility of being your true self
A strong and healthy community
The experience of freedom of choice
Someone to talk to and being listened to
Being trusted and put on demands
Safe environments
When people 'click'
Learning experiences
Experiencing meaning
Followership
Breaks, shorter schooldays and movement
Authenticity
Joyful emotions – free and flying
Coping
Taking time

Exclusion criteria

Bad atmosphere that kills the energy
Performance anxiety
Lack of help
Unsafe environments
Loneliness
Feeling different
Bullying
Getting your boundaries crossed
Stigma and prejudice
Sarcasm
Dishonesty
Chaos, scolding and quarrels
Shame
The teaching is too difficult
Feeling exposed
Feeling forgotten
Abuse

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- **Good or a bad atmospheres**

- **Normalcy and marginalization**

- **Inclusion and exclusion processes**

- **The terminological turn from School absenteeism to school Attendance**

- **'Prevention' as a pedagogical term?**

"If something is threatening thoughtfulness – it's speed and control"
Svend Brinkmann, Danish professor of psychology

Thank you for listening

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