

Newly arrived parents and collaboration in Swedish school – an interactionally and ethnomethodologically inspired analysis of proposed collaborative alliances and triads

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Abstract

The purpose of this study is to analyse 1) newly arrived parents' accounts of collaboration in Swedish school and 2) depicted triads and alliance constellations presented during interviews with recently arrived parents regarding the collaboration in Swedish schools. The study's analysis is based on secondary empirical material (empirical sequences from previously published qualitative analyses). Its analytical discoveries are presented as three themes: (1) collaboration identity through distancing, (2) invitation to collaboration alliance, and (3) home- and school-focused collaboration. Analysis shows that the parents dramatise the need for collaboration between teachers and parents and construct and reconstruct collaborative alliances and triads in their narratives. Members who appear in these interactions are parents, children, and teachers. In the parents' narratives about the collaboration, a picture emerges of an invitation to teachers to form an alliance partnership. The alliance partnership seems to strengthen stability in the triad with the objective of creating a successful collaboration in the children's best interests and to draw attention to the importance of parents' participation in collaboration in the school context. Successful collaboration in the school context seems to be a basic prerequisite for the successful involvement and integration of parents from different ethnic backgrounds into general society. Special pedagogy and educational sciences are two of the perspectives within social sciences that emphasise the importance of including newly arrived parents and their children in the community. Both parents and children receive affirmation of their identities through participation in the community, with successful interaction between individuals in the school context being a prerequisite for the successful involvement and integration of newly arrived parents and their children.

Keywords

interaction, alliance, triad, ethnomethodology, collaboration identity, distinction, education, reanalysis, refugee, pedagogy