

Expert consultant Anette Schulz,
Research Centre of Health Promotion



Training material: COMMUNITY AS A VALUE IN THE PRESCHOOL

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Langeland Kommune, October 25 2011

Disposition

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- ❑ Conceptions of Health
- ❑ Social Inclusion – A Definition
- ❑ Social Inequality in Health – A Status Description
- ❑ The Community as a Health Promoting Factor
- ❑ Social Heritage and Social Inequality
- ❑ A Connection between Social Position and Inequality of Life Chances
- ❑ The Significance of the Community in Relation to the Child's Development and Learning
- ❑ Mechanisms of Social Inclusion- and Exclusion
- ❑ Research Experience
- ❑ Health Pedagogical Principles in Practice
- ❑ The Implementation Period

Four Different Health Views

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- Health equals the absence of sickness.
- Health equals the correct health conduct.
- Health equals the quality of life.
- Health is a resource.

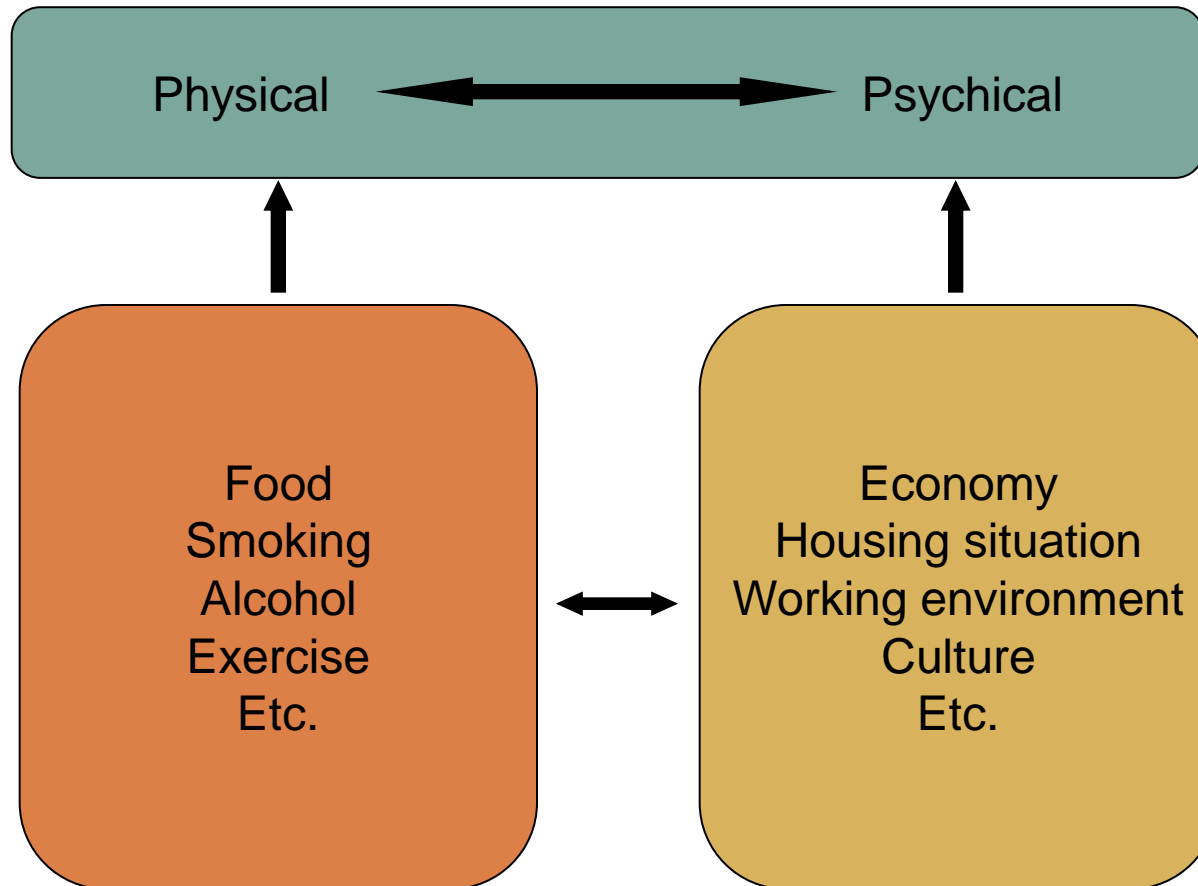
Health

4

- *"Health should be considered to be **a resource** in the everyday life and not an ultimate goal [...]" (WHO 1986).*
- *"Health is the ability to reach goals, and that which determines the degree of an individual's health is **the relationship between the individuals goal, his/her living conditions and his/her individually bound will to act**" (Wackerhausen).*

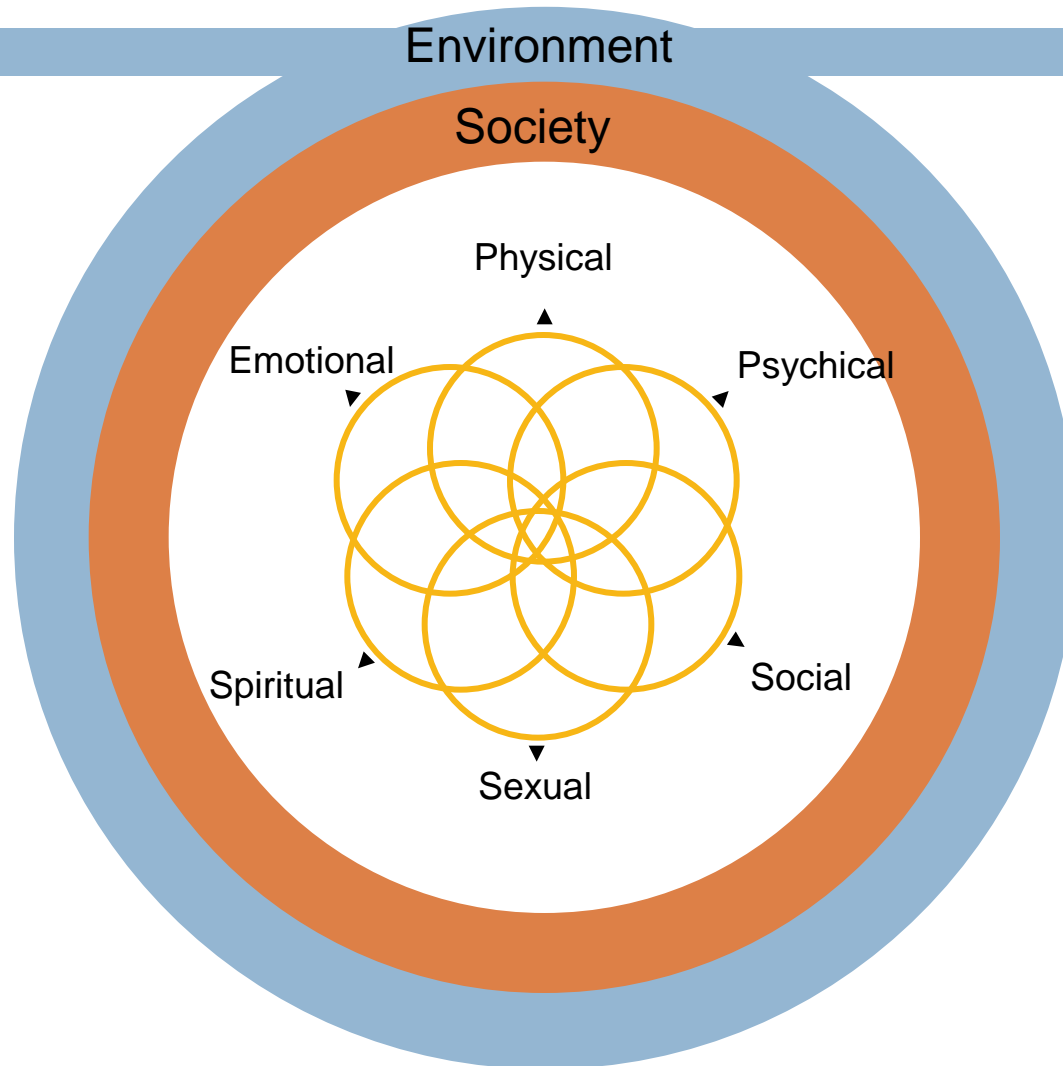
The Positive and Broad Health Conception

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A Holistic Health Conception

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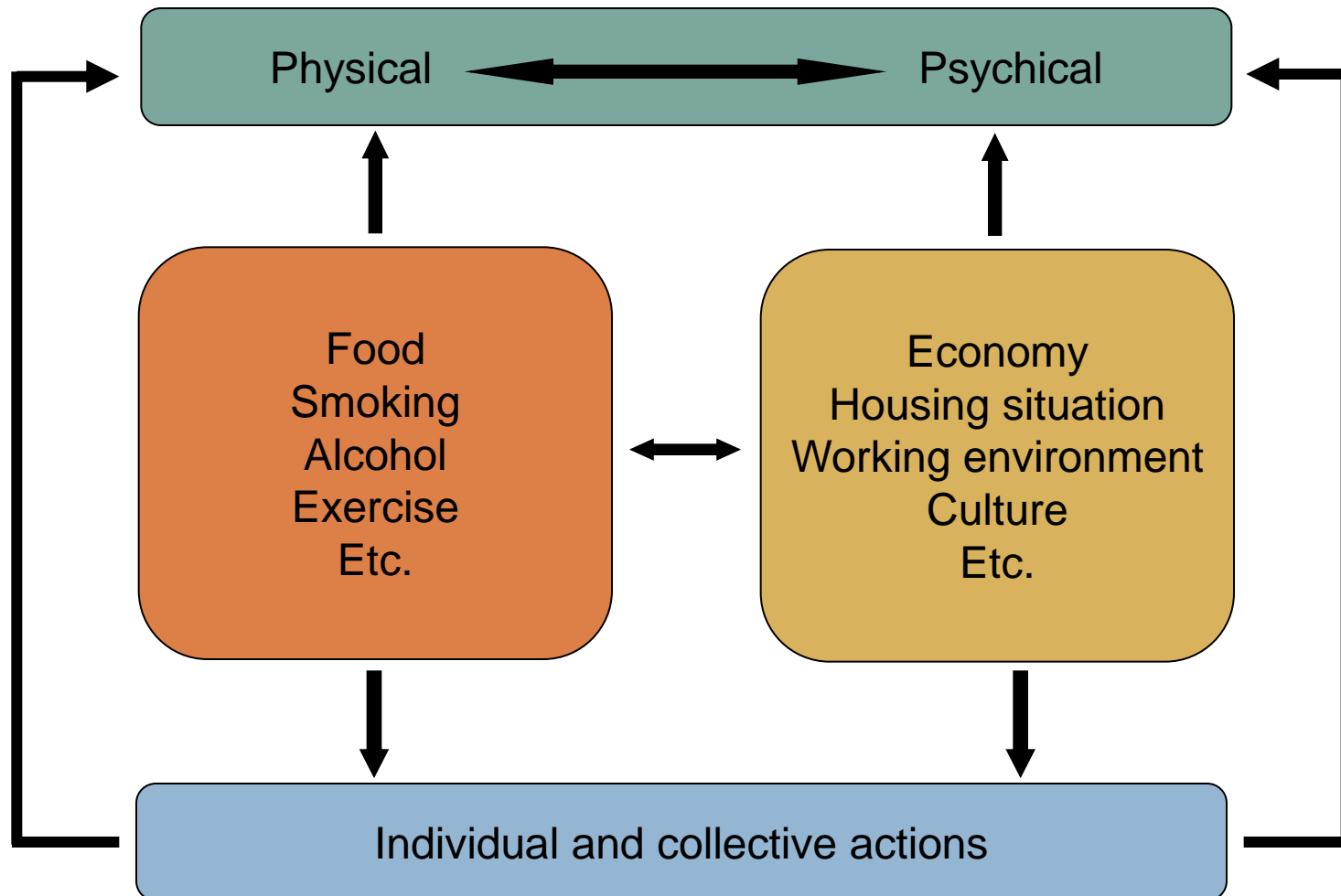
The Elements

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- The physical and the bodily; e.g. if we are in good form.
- The psychical; e.g. if we have a high level of self-confidence.
- The social; e.g. if we are a part of the community.
- The emotional; e.g. if we are happy or sad, or if we can attune our feelings to the actual situation.
- The sexual; e.g. if we have a satisfying sex life, or if our sexual preferences are acknowledged.
- The spiritual; e.g. if we have specific religious persuasions, or if our belief is acknowledged by the surrounding society.
- Society; e.g. infrastructure, open admission to education and the possibility of receiving benefit payments.
- Environment; e.g. pollution, working- and housing environment.

A Figure to Illustrate Health Promotion

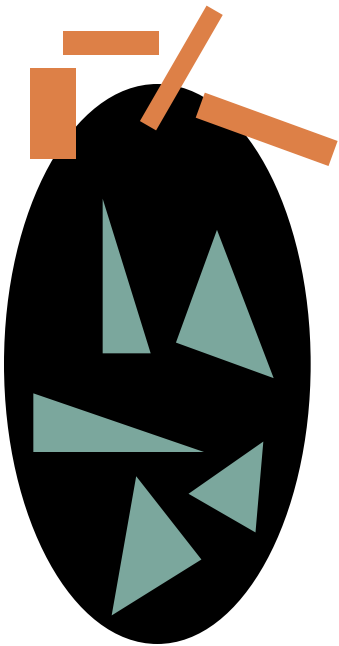
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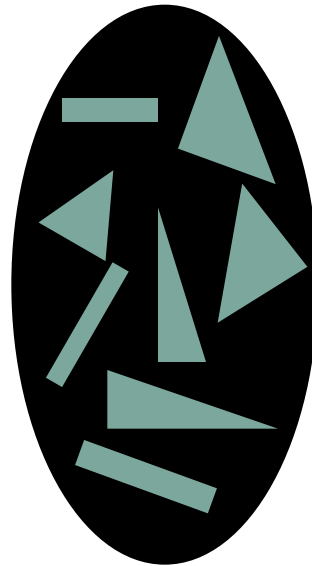
Inclusion, Integration, Assimilation and Exclusion

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Exclusion



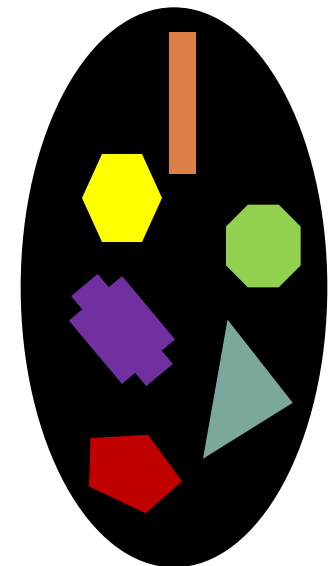
Assimilation



Integration



Inclusion



The Preschool Law

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- § 1. stk. 3:
 - “[The day-care centres should prevent] *negative social heritage and exclusion* [...]”.

Social Inclusion

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- Social inclusion is a policy conception.
- An interaction between political intentions and pedagogical professional skill/practice.
- Social inclusion is a positive term that contains one overall political goal: **To create equal opportunities for all.**
- Thus also said:
 - ▣ In spite of a structure in society with equal **access** to various welfare outputs, there is *not* equal **opportunities** for all.
 - ▣ There is a variation in children's **chances in life.**

Social Inclusion

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- A part of the two conceptions of inclusion/exclusion.
- Social inclusion is about **the participation** in different types of social systems (e.g. day-care centres) with focus on:
 - ▣ The significance and the function of the system.
 - ▣ The degree of participation.
- Social exclusion is about **the lack of participation...**

A Socially Including Practice

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- The practice that contributes and thus lets individuals or groups enter practices of social communities as active and equal participants.

Inclusion or Normalization

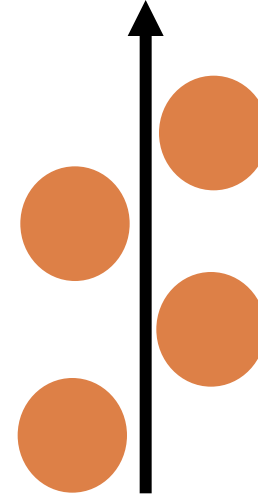
14

- Inclusion implies the creation of possibilities so the child *wants* to participate in the social practices of the communities.
- Otherwise it is called normalization.

The Implicit Goal

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- Reduction of social inequality.
 - ▣ Promotion of vertical social mobility in an upward movement.



Social Inequality

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- Differences in living conditions and life styles between different social classes.
- The existence of social inequality is beyond dispute.

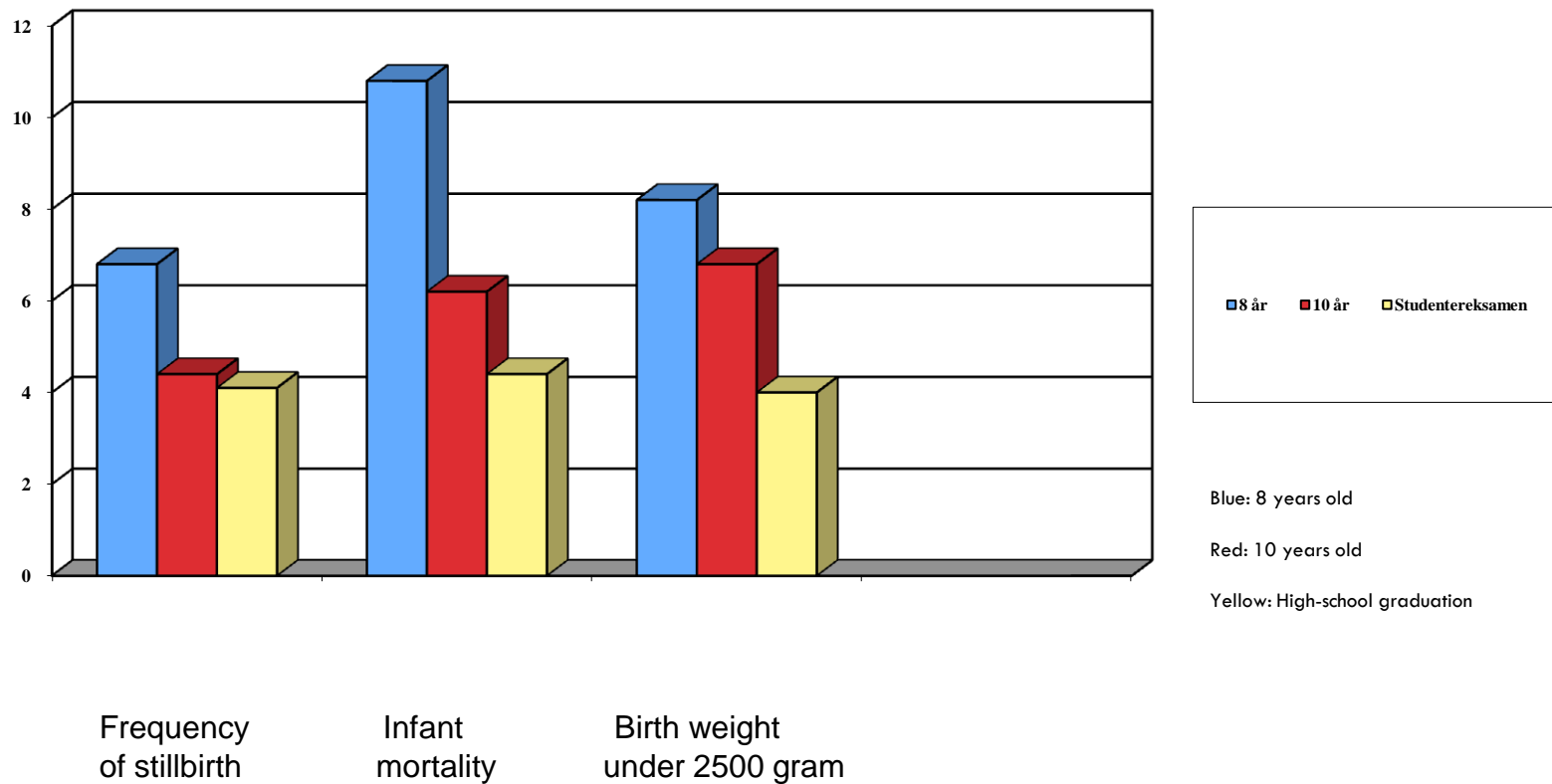
The Classification of Social Groups

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Placement	Occupation/education
I	<ul style="list-style-type: none">• People with a higher education (academics); e.g. doctors.• People with 51 or more subordinate employees.• Self-employed businessmen in urban trades with 21 or more employed
II	<ul style="list-style-type: none">• People with a medium length higher education; e.g. elementary school teachers• Self-employed businessmen in urban trades with 6-20 employed.• People with 11-50 subordinate employees.
III	<ul style="list-style-type: none">• People with shorter education; e.g. pedagogies.• People with 1-10 subordinate employees.• Self-employed businessmen in urban trades with 0-5 employed.
IV	<ul style="list-style-type: none">• Skilled workmen; e.g. electrician or bakers.
V	<ul style="list-style-type: none">• Non-skilled workmen; e.g. factory worker without an education.
VI	<ul style="list-style-type: none">• People without an education or a job; e.g. Recipients of cash assistance.

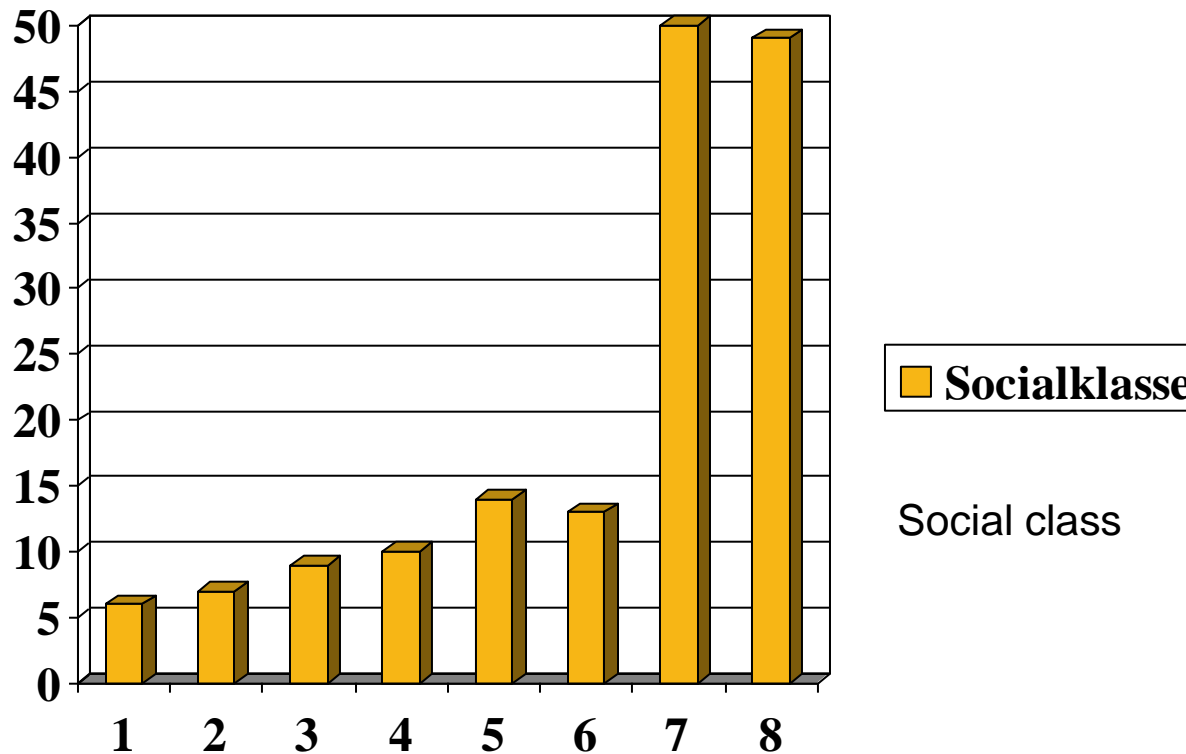
Social Inequality from Birth

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Differences in Accidents and Suicides

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Osler et al. 2006

Differences in Social and Material Conditions

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Indicator of Well-Being	I	II	III	IV	V	VI
Has no close friends	18	17	14	13	17	22
Does never hang out with friends after school	7	8	10	9	12	12
Has no one to speak confidentially with	4	3	3	3	4	8
Has been exposed to bullying frequently	6	5	5	7	8	9
Has frequently been bullying others	4	3	3	6	8	8
Has been in a fight in the last 24 months	25	27	28	31	34	43
Has not been on any holidays with his/her family the last ? months	5	10	12	17	23	36
Does not have his/her own room	4	3	5	7	15	25
Lives in a traditional type of family	82	73	74	66	68	44

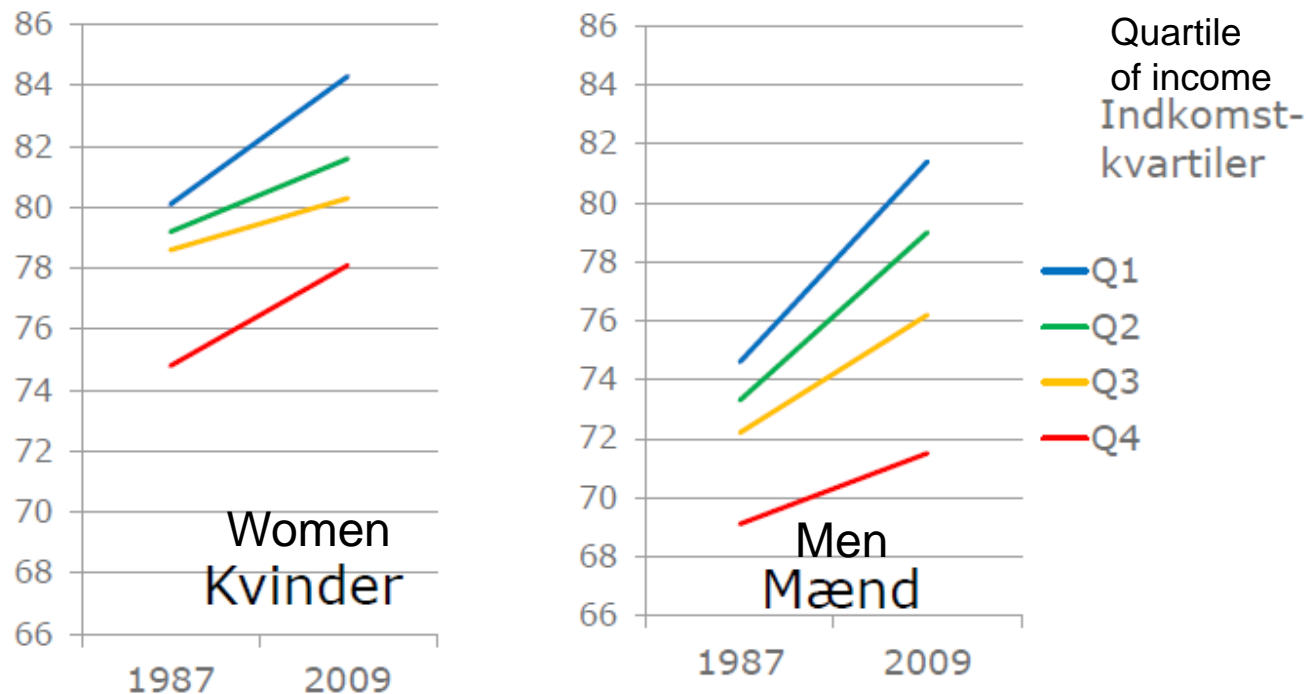
HBSC 2010

Social Inequality in Middle Age life time

Doubled inequality in middle age life time 1987-2009

Fordoblet ulighed i middellevetid 1987-2009

Kilde: AE-Rådet of Statens Institut for Folkesundhed. Januar 2011



Hypotheses of Social Inequality

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- **The behavior hypothesis**; the individual choose his/her own behavior and life style (the Danish hypothesis; focus on the individual).
- The living conditions hypothesis; the living conditions' massive influence on the behavior and the life style of the individual.
- The differential exposure hypothesis; individuals who have a low position are exposed to factors of stress to a greater extend.
- The differential vulnerability hypothesis; individuals who have a low position are vulnerable to factors of stress to a greater extend.
- The life story hypothesis; individuals who have a low positioned have an accumulation of stressful relationships.
- **The social capital hypothesis**; the behavior and the possibilities of the individual that are brought forth by the participation in social communities.

Two Opposite Political/Ideological Tendencies

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□ Tendency no. 1 – the free health choice

Excerpts from the Danish health strategy

“healthy living habits change health behavior.”

“[...] we have to be aware of the fact that our choices have consequences.”

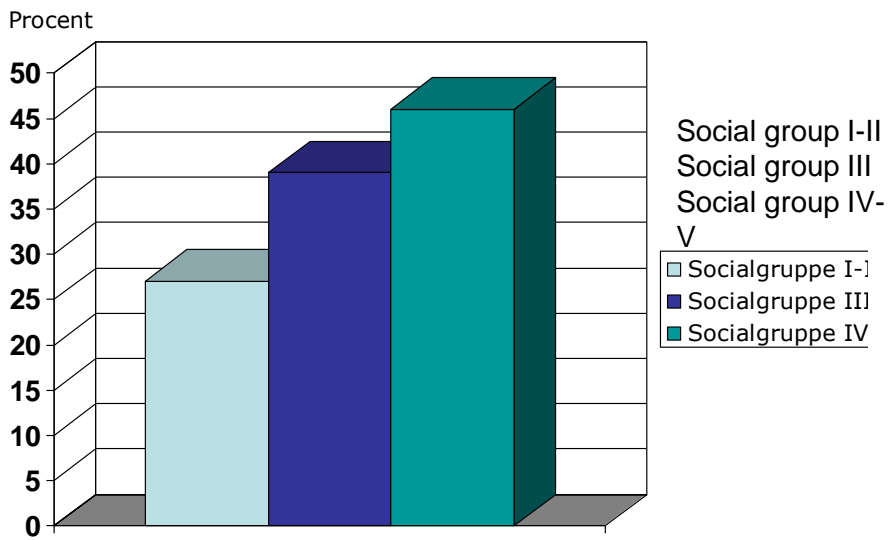
“[...] an important basis in preventive work is [...] the relevant information, so the individual can make his/her choices on a well-informed foundation.”

The Health Behavior Hypothesis

- The individual *chooses* his/her health behavior.

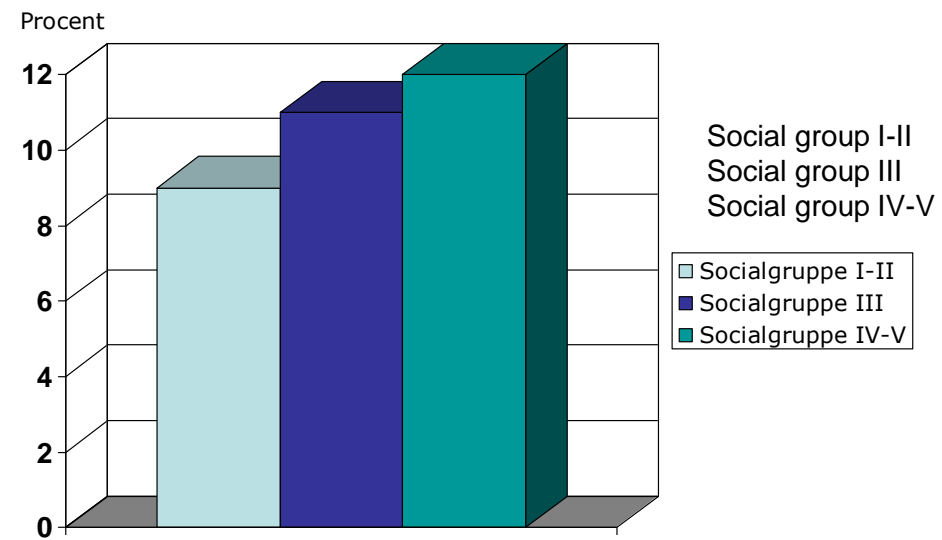
The share of adult smokers in 2005

Andelen af voksne rygere i 2005



The share of 13-15-year-old smokers in 2006

Andelen af 13-15-årige rygere i 2006



Reduction of Social Inequality in Health (I)

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- Goal: to promote insight and thereby make the individual aware of his/her abilities in relation to a healthier life style.
- The institution's task: To communicate knowledge.

Conceptual Clarification – Negative Social Heritage; the 'Danish' Understanding

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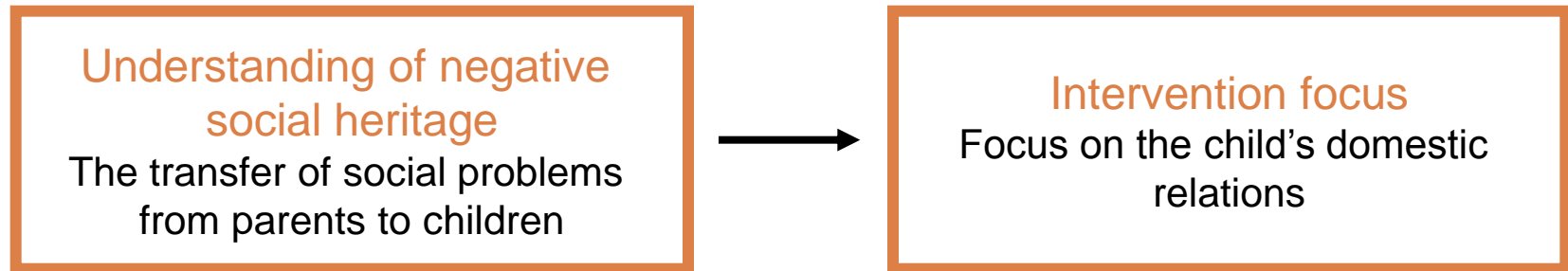
What is negative social heritage?

"The problems that children and young people have, which they carry with them as they grow up, and which can be assigned to their family background. Maybe their parents have had individual difficulties such as abuse or physical sickness, or maybe their parents, for one reason or another, have not provided their children with the necessary support."

(The government's strategy in the fight against negative social heritage 2006:4)

Reduction of Negative Social Heritage (I)

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Conception Clarification – Negative Social Heritage; the International Understanding

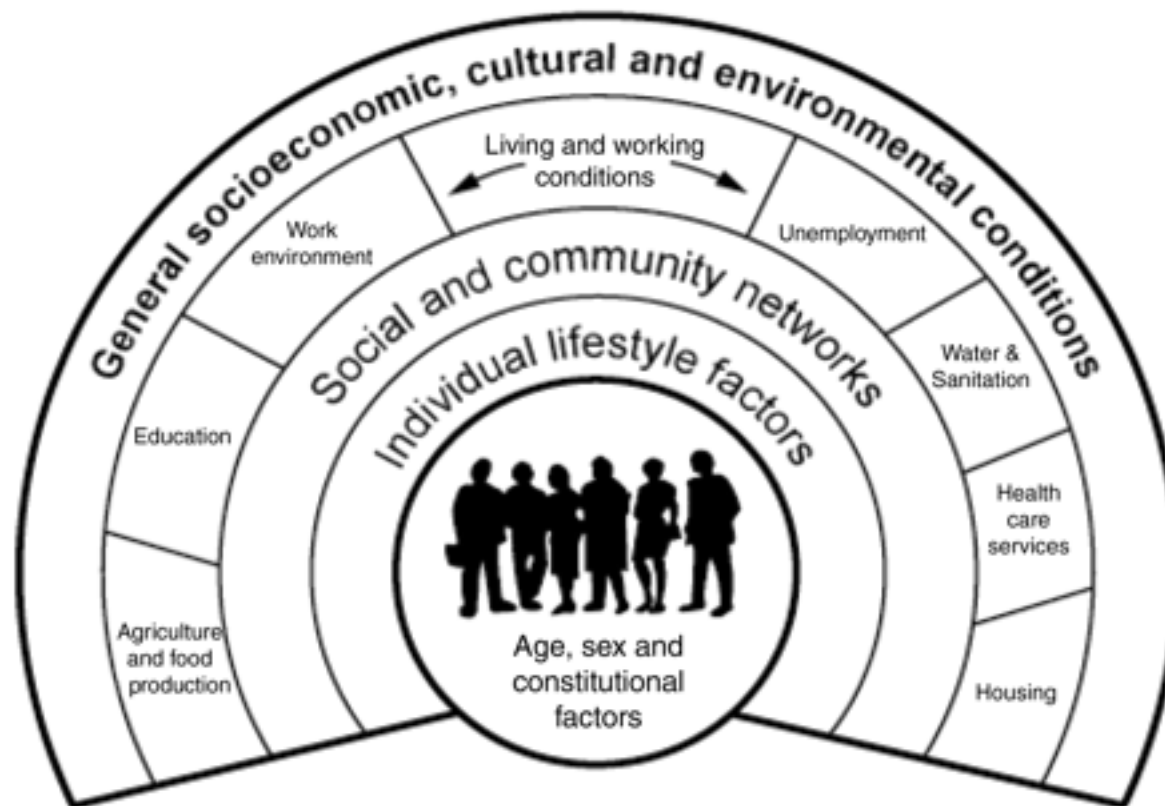
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- The conception does not exist in international connections.
- Instead they speak of the reproduction of the structurally conditioned inequality of life chances.

Two Opposite Political/Ideological Tendencies

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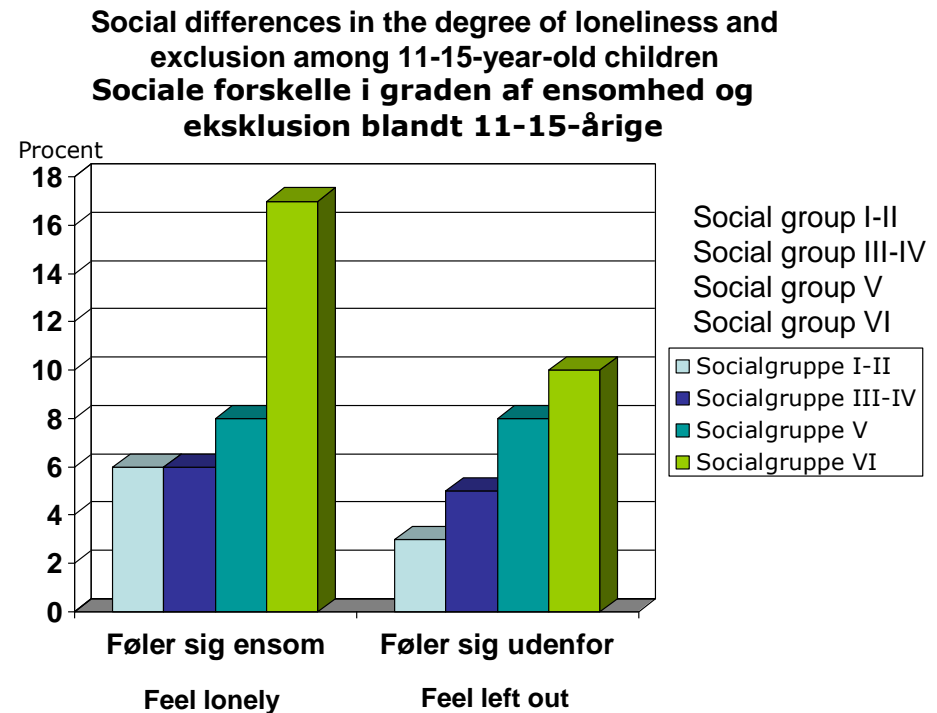
- Tendency no. 2 – The health choice that is not free



The Social Capital Hypothesis

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- The individual's health is impressionable to the resources that are brought forth through participation in social communities.



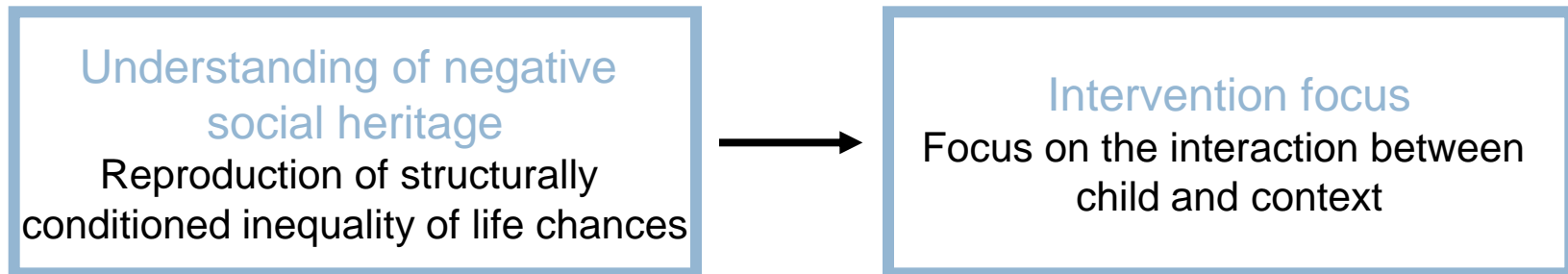
Reduction of Social Inequality in Health (II)

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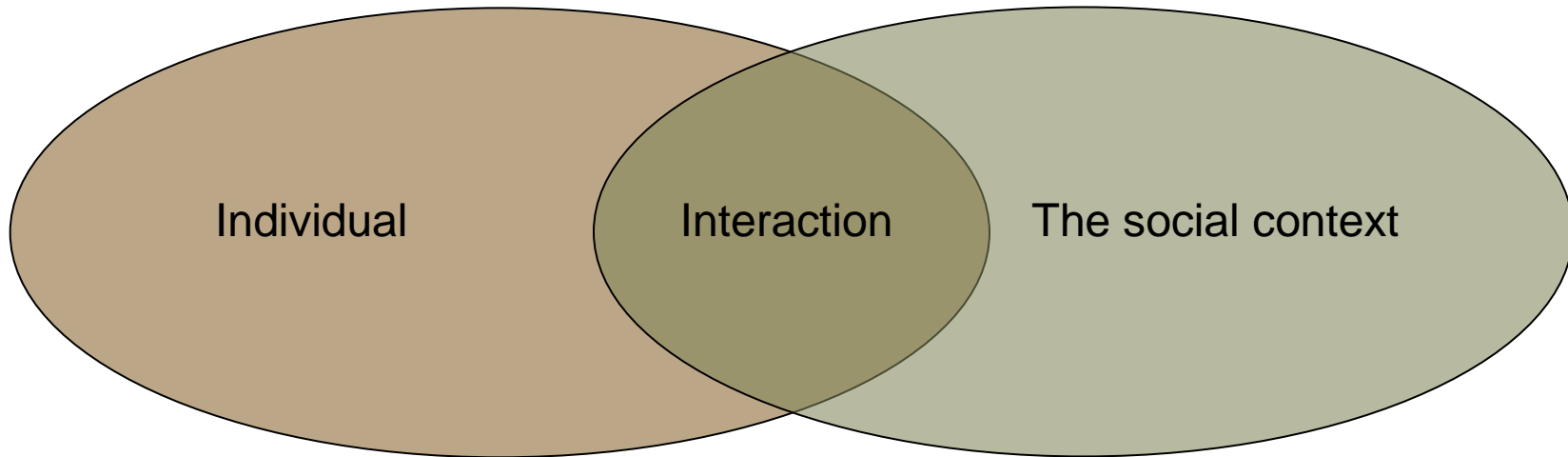
Reduction of Social Inequality in Health (II)

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The Pedagogical Task

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Social Stratification Factors

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□ Class

- A **position** in the social space, defined via relational differences in different positions and which is created as a result of a classification argument with the purpose of bringing a particular view of the social world into focus.

□ Status

- Particular positions in society enjoy more **esteem and prestige** than other.
- Is shaped, as opposed to class, of the individual's subjective evaluations of social differences.

□ Power

- A **structural component** derives from the positions that different individuals occupy in the social structure.
- Power refers both to differences in status and in resources.

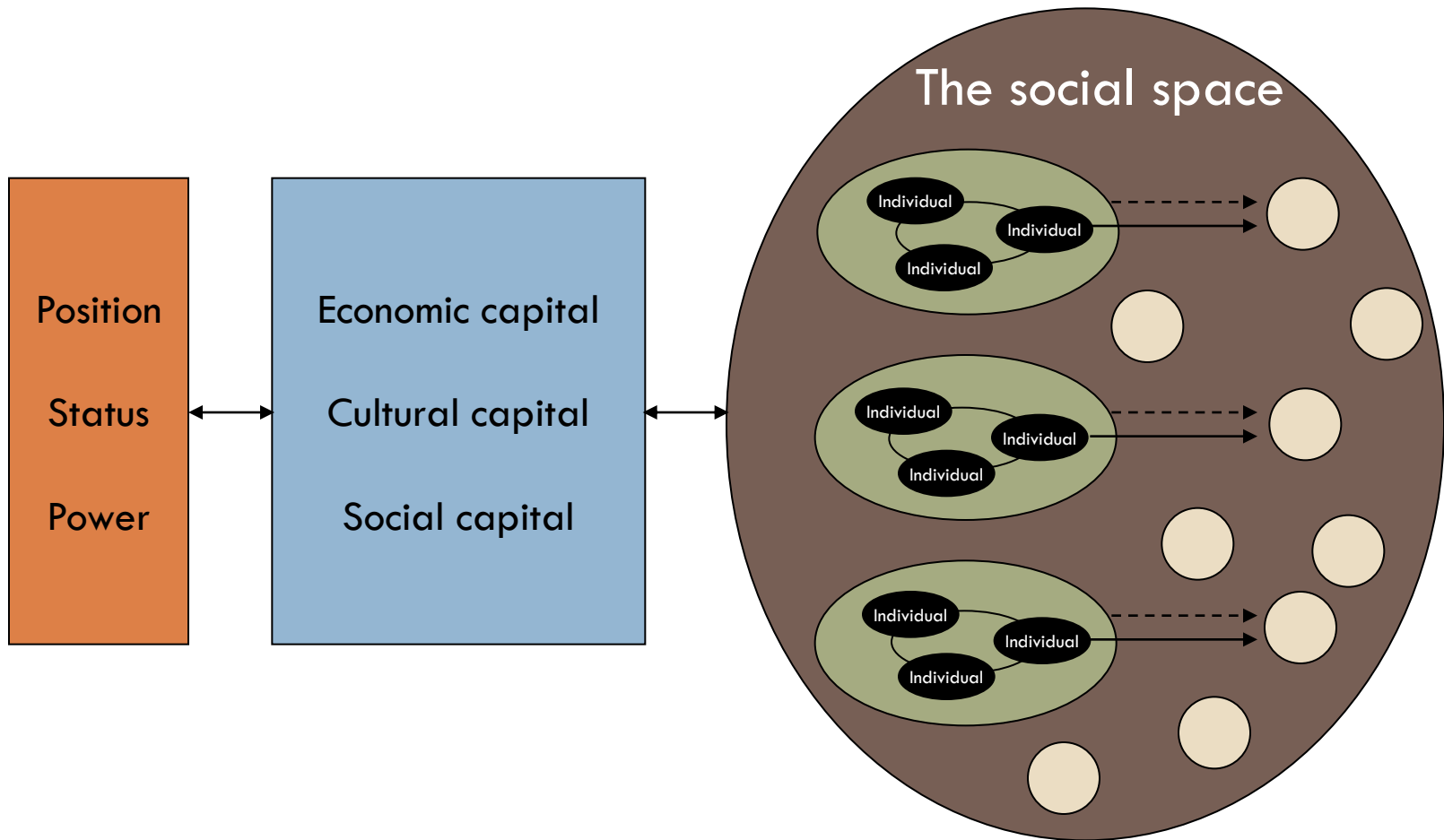
Capitals (Resources)

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- Economic capital; e.g. money or material goods.
- Cultural capital; e.g. the use of language, education status and aesthetic preferences.
- Social capital; resources based on network, connections and group memberships.
- (Symbolic capital; that which has value in a given context).

The Connection between Social Position and the Inequality of Life Chances

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The Connection Between Social Position and the Inequality of Life Chances

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- Capital; economic, cultural and social.
 - ▣ The individual's and the group's placement in a section is determined by the capital volume.

(Tallene angiver volumen fra 0-100)

	Barn/familie 1 Child/family 1	Barn/familie 2 Child/family 2	Barn/familie 3 Child/family 3
Økonomisk kapital Economic capital	80	50	20
Kulturel kapital Cultural capital	70	80	20
Social kapital Social capital	70	80	30
Position	Høj	Høj	Lav

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The Significance of Social Inclusion in relation to the Development and Learning of the Child

Identity Theory



Identity

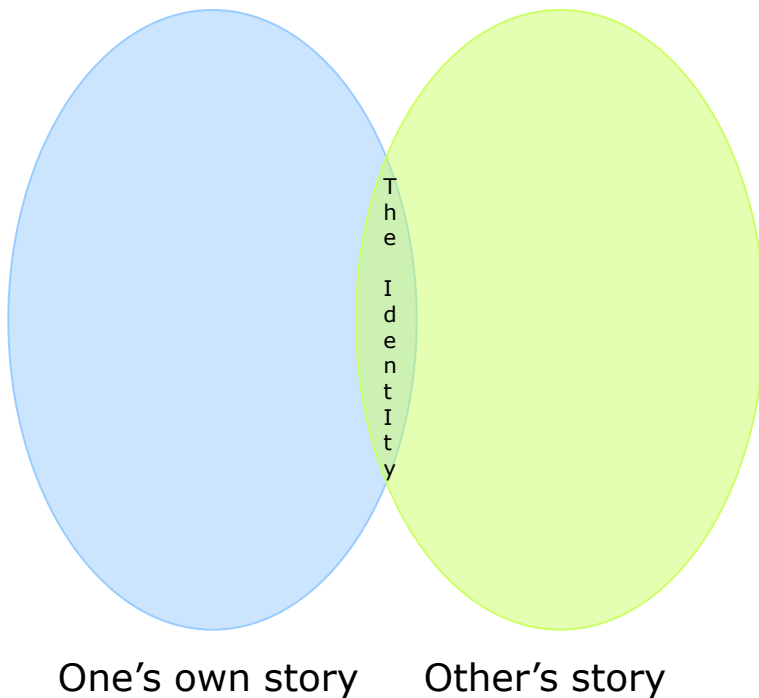
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1. Self-categorization with reference to the structural aspects; e.g. social classes and social roles.
 - ▣ The story we tell about ourselves...
2. The characteristics that the individual displays and to which others assign a player.
 - ◆ The story that other people tell about us...

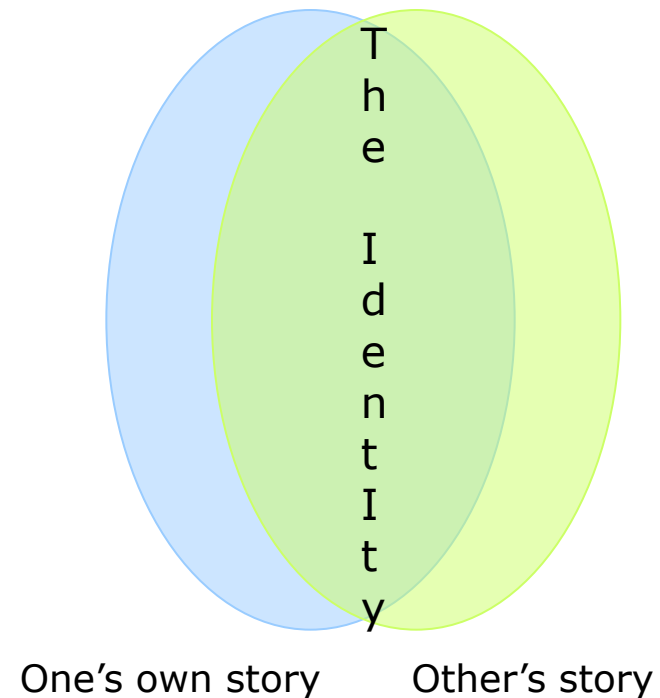
Identity

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Weak identity



Strong identity



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Social Identity

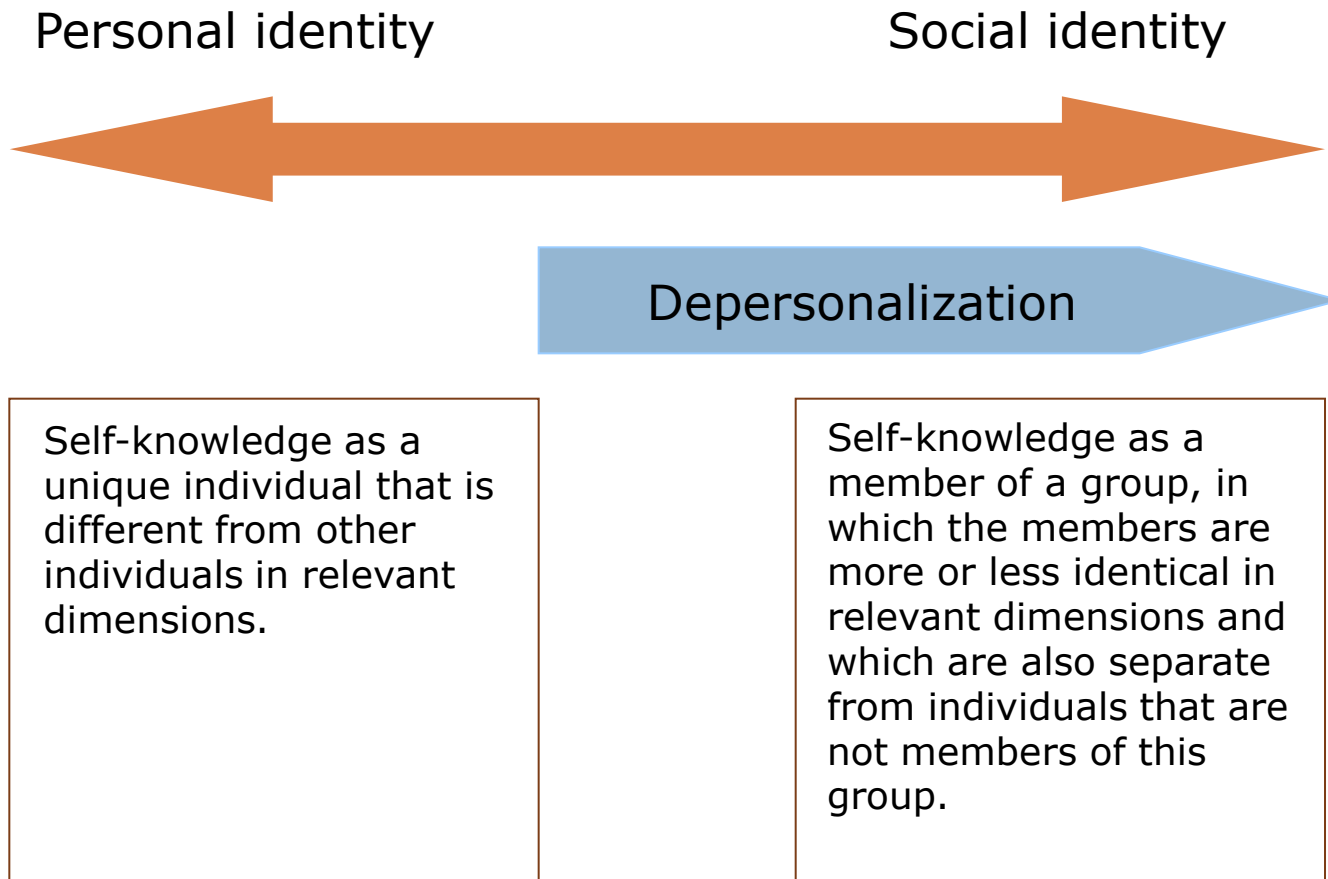
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"[...] that part of an individual's self-concept which derives from his membership of a social group (or groups), together with the value and emotional significance attached to this"

(Tajfel 1978)

The Identity Continuum

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The Identification Process

43

1. Social categorization and self-categorization.
2. Evaluation.
3. A positive evaluation of the community ↔ social identification.
4. Readiness to understand a social identity as relevant.
5. Awareness of actions on the basis of the interests of the community.

Social Capital as an Individual Resource

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“[...] the sum of the existing or potential resources that the individual or the group control by virtue of a network of stable relations and more or less officially acknowledged connections, that is to say the sum of the capital and power, which can be mobilized by virtue of such a network.” (Bourdieu et al. 1997:105)

Delimited Social Capital

45

- Homogenous networks.
- Same frame of reference.
- Is typically defined in relation to other networks.
- "Getting by".

Bridge Building / Linking Social Capital

46

- Heterogeneous networks.
- Social references are inessential.
- The participation is characterized by equality.
- Focus on the structural power dimension.
- "Getting ahead".

Research

47

- Children that are joined together will have an developmental influence on each other.
- There is nothing that indicates that 'non-exposed children' suffer any harm when they play with 'exposed children' – it might be the reverse.
 - ▣ Inter-human understanding.
- Evidence says that exposed children develop more if they associate with 'non-exposed' children.
 - ▣ The child's image of herself/himself.
 - ▣ The child's well-being.
 - ▣ The child's technical development and performance.
 - ▣ The child's health.
 - ▣ The child's adult life.
- The connection between the rejection by children of the same age and difficulties later in life.
 - ▣ Interruptions in school education.
 - ▣ Crime.

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The mechanisms of In- and Exclusion



5. september 2012

Vulnerable Children

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1. Somatic conditioned stress.
 2. Stressful socio-cultural conditions.
 3. Stressful family relations.
 4. **Stressful experiences in institutions.**
-
- These categories are self-increasing.
 - The institution is able both to hinder and promote the child's exposure in relation to stressful experiences in institutions.
 - ▣ Relevant question: **What kind of pedagogical/didactic practice enters the institution?**

The Connection Between Social Position and Inequality of Life Chances

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□ Field.

- ▣ Positions that have a specific power relation to each other.
- ▣ A specific position in the field correspond to a specific **viewpoint**.



What the tree looks like depends on where we are in relation to the tree.

Do we see the tree from the giraffe's or the snail's viewpoint?

Hvordan træet ser ud, afhænger af, hvor vi befinder os i forhold til træet.

Ser vi træet fra giraffens synspunkt eller fra sneglens synspunkt?

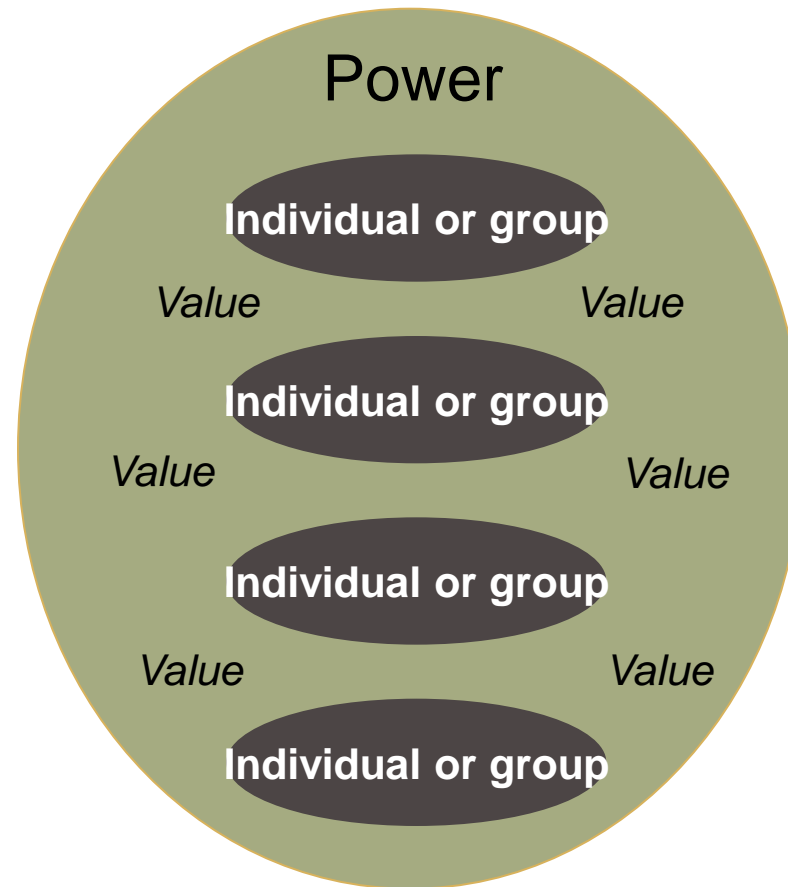
Cultural Capital – and Power

51

- The cultural capital contribute to constitute a viewpoint
- A social selection takes place in the institution on the basis of the individual's position in the social structure.
- The selection is primarily connected to the cultural capital (and the viewpoint).

Social Position, viewpoint and Cultural Capital – the Preschool's Cultural organization

Field/micro cosmos/social space (e.g. Preschool)



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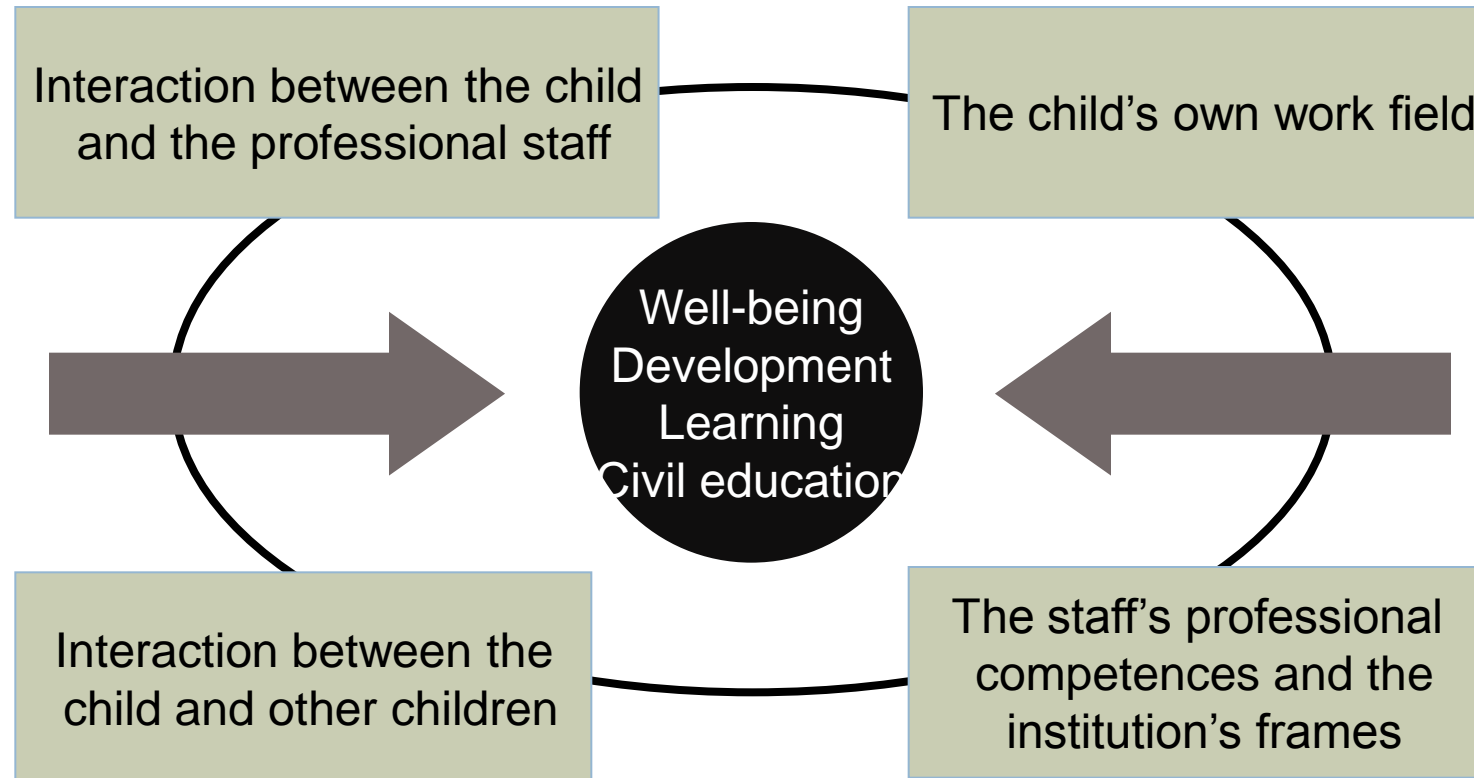
The Pedagogical Task



5. september 2012

Factors that Contribute to the Child's Well-Being, Development, Learning and Civil Education

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A Social Theory About Learning - A Social Constructive Understanding of Learning

55

- Learning is a fundamental social phenomenon.
- Learning takes place in practice in communities with others – in communities of practice.
- Learning is about constituting identities in relation to these communities.

Communities of Practice

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- Home
- **Preschool**
- School
- Educational institutions
- Friends
- Clubs
- Work
- More...

The content and organization, including the institution's pedagogical/didactic considerations, are decisive in the child's possibilities of participation in communities.

Identity

57

- An expression of how the individual's participation in communities of practice creates the individual's genesis.
- The relationship between identity and community is the basis for the individual's continuing development.

Meaning

58

- An expression of the individual's ability – individually and collectively – to experience his/her life and world as meaningful.
- Meaning is created through the *negotiation of meaning*.
 - ▣ A process of interaction consisting of continuing action, interpretation and re-interpretation of and in practice.
 - ▣ Meaning does thus not exist inside or outside of the individual, but in the dynamic relation between individuals.
- Meaning conditioned to the fact that the individual can relate himself/herself to, and to a certain extent control the tools that are used in communities.

Practice

59

- An expression of the shared historical and social resources, frames and perspectives that are supported by a mutual engagement in actions.
- Participation is conditioned by:
 - ▣ The child's ability to understand how the community works.
 - ▣ The child's ability to commit himself/herself to the members and the activities of the community.
 - ▣ The child's ability to react adequately to the members' actions.
 - ▣ The child's ability to contribute to the performance of the activities.

Community

60

- An expression of the social configurations where the individual's actions are defined as valuable, and where the individual's participation can be recognized as competences.
- The community works as a local system of competences for its own members.
 - ▣ Participation takes both the necessary skills and the legitimacy because a membership is not given arbitrarily, but is *negotiated*.

Necessary Learning Theoretical Conditions

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Barriers in the Participation

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- Barriers between fields of practice on the basis of an affiliation, and the power that is tied to the respective affiliations.

- Therefore:
 - ▣ Laying bare one's own preconception.
 - ▣ Laying bare the DOXA
 - I.e. the non-conscious ideas and rules that are written in the institutional field and which frames how the practice is carried out.

Research Experience



International Research Experiences

64

- In general the thorough (especially American) experiments show that an early intervention of high quality has a positive effect on the development of exposed children.
- No effect from intervention of high quality on non-exposed children is worth mentioning.
- Pedagogy of 'poor' quality can have a negative effect on exposed children.
- Non-exposed children are apparently not affected by pedagogy of 'poor' quality.

Important Exclusion Factors - A Psychological Perspective

65

- Exposed children's psychological needs are left untouched.
- The surrounding people's expect certain abilities from the child – the principle of independence.

Important Exclusion Factors

- A Sociological perspective

66

- Materiality.
- Shared references.
- Acknowledgement.
- "Identity of exposure" – the notion of normality influence exposed children's self-perception.
- Language and modes of language; verbally and non-verbally.
- Differences in the meeting between child and adult.
- Social relations outside the preschool/the school
- The preschool's categorization and interpretation.

Typification of Children

67

- Children are categorized unconsciously.
 - ▣ The individual child becomes representative of a certain type of child.
 - ▣ Children are met with different expectations.
 - ▣ Typification is used as a frame of explanation.

Important Exclusion Factors

- A Learning Theoretical Perspective

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- Learning as an individual activity above shared activities.

Institutional Communities in the Framework of the Day Care Institutions

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- Good pedagogical knowledge and insight in the creation of relationships to the individual child.
- No corresponding knowledge about the development of children's communities.
- There is a tendency to work in 'the large community', which can have an excluding effect.

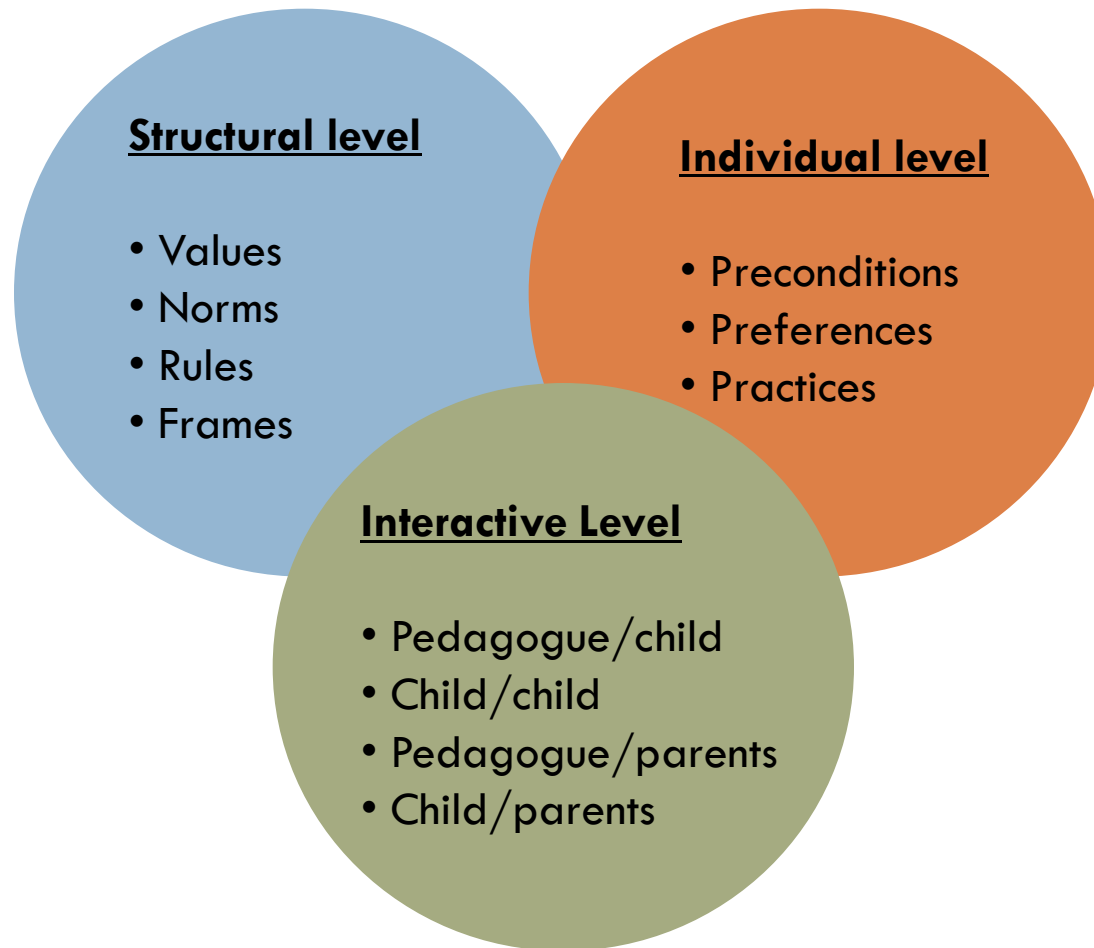
Institutional Communities in the Framework of the Preschool Institutions

70

- A big difference in the pedagogy's ownership and sense of responsibility in relation to activated activities.
 - Activities activated by the pedagogue:
 - A higher level of commitment contribute actively to maintain activated activities.
 - Activities activated by children:
 - More passive, not the same support of maintenance.
 - No focus on conflicts between children; power structures.
- The pedagogue does not have an eye for the children's experiences of exclusion.

Pedagogical Principles of Practice

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The Structural Level

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- The values equality and respect of differences as central.
- Norms, attitudes and rules have to be influenced by openness and should be up for debate.
- Norms, attitudes, rules and frames should safeguard the best possibilities for social interaction.
- The organization should be characterized by flexibility so the children's possibilities of participation is promoted.

The Individual Level

73

- Laying bare one's own preconception.
- Differentiation of both goals of learning and methods.
- Acknowledgement of the individual child's qualifications and preferences and how they are expressed.
- Acknowledgement of the child's bodily expression.
- Understanding of the individual child's feelings.
- Identification of the child's resources.

The Interactive Level

74

- Differentiation of practice with reference to considering the individual child's qualifications and preferences.
- The use of the child's resources in practice.
- Acknowledgement of the child in the communities of practice.
- The work of the community should be meaningful to the child.
- The child should contribute to the work of the community.
- The establishing of equal children communities across social boundaries.

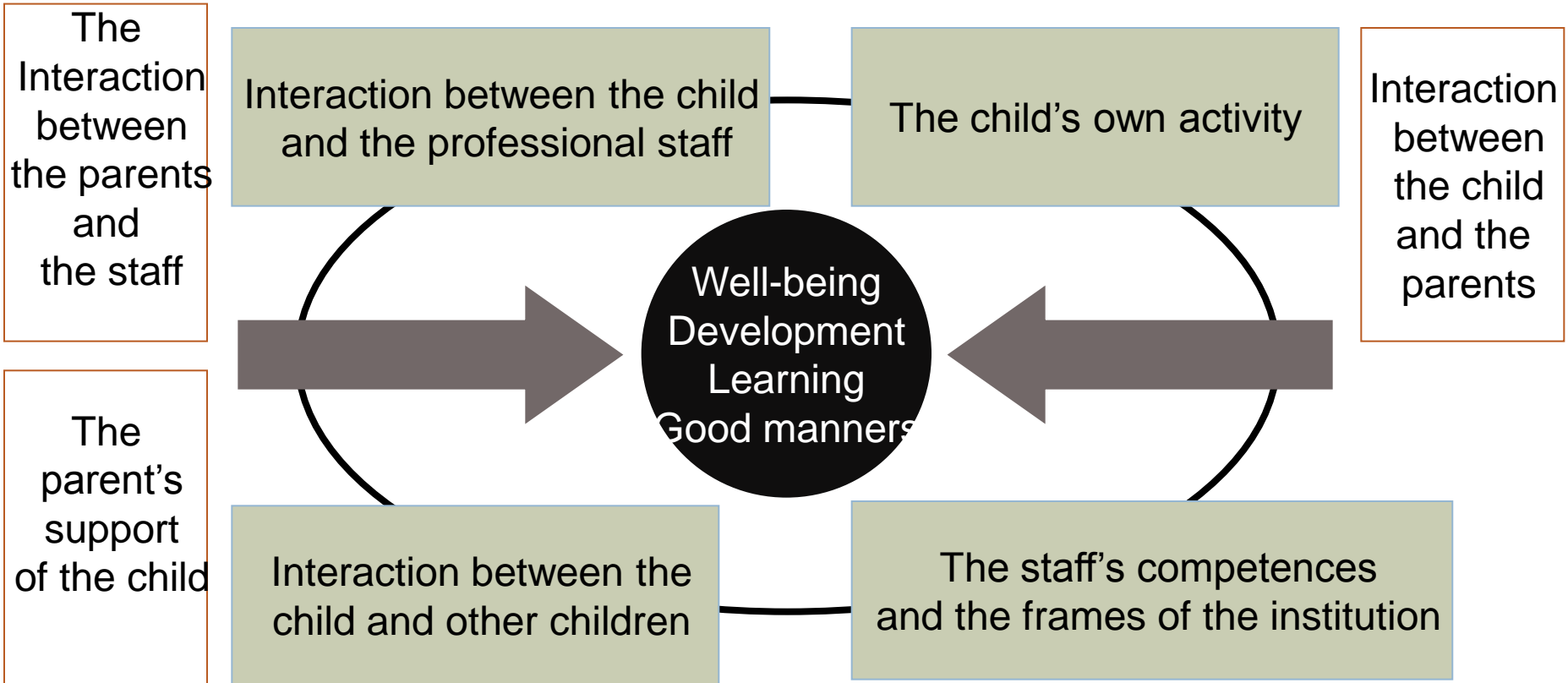
The Parents' Task

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- Support...
 - ▣ Knowledge and understanding.
 - ▣ Match the child in terms of attitude.
- Support the child's heterogeneous communities.

Factors that Contribute to the Child's Cell-Being, Development, Learning and Civil Education (expanded)

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Is it possible to include all???

Etienne Wenger

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In communities of practice learning takes place – no matter if you plan it consciously or not

(Wenger 2004:244)

Expert consultant Anette Schulz,
Videncenter for Sundhedsfremme

UNIVERSITY COLLEGE
SYDDANMARK
UCSYD.DK



THANK YOU!

5. september
2012

ansc@ucsyd.dk

Litteratur

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