“HOW TO MAKE SENSE” THE POSITIVE SELF-ESTEEM METHOD - AN EXAMPLE OF CONSULTATIVE COUNSELLING AND PEDAGOGICAL PRACTICE FROM PPR AARHUS, DENMARK

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Abstract: In the following paper we will present the PS method – an example of how you in a simple and applicable way can work with the resources and strengths of the pupil and/or the professionals around the pupil.

The method is based on the systemic approach. In this paper we give a short introduction to the appreciative inquiry from which view the method has been developed. Then we describe how you can work with positive mirroring in order to raise the self esteem of the pupil.

The paper is the result of five years of working with the method in special classes and lately also in the mainstream school.

The appreciative practice and the consultative approach are becoming more and more common in the process of the inclusive school in Denmark. This is an example of one way to work inclusively.

Background

In the Danish education system within the field of special needs education we are trying to implement a systemic approach where we focus on relations and resources. Our aim is to train ourselves and our pupils in spotting what works and not be busy identifying what doesn’t work.

This way of understanding the process of learning is in a dialogue with many years of teaching practice in analysing and explaining the needs. This change of paradigm in the educational context – and in the society generally – has had and still has great impact on the way we qualify new teachers, the way we update ‘old’ teachers and the way we deal with children with special needs.

Why do we see this change in the professional world of human development and change? One of the explanations might be, that we do not have enough resources any more and therefore we are compelled to develop new

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