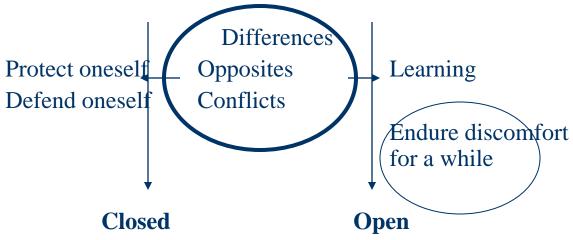
PREVENTING EARLY SCHOOL LEAVING

AUTHORITY AND LEADERSHIP

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The professional dialogue



Discussion

Being right

Prove and persuade

Struggle for power

Force - manipulation

Arguments

Dialogue

Learning something

Showing

Dialogue

Learning

Listening

The professional dialogue

Before the dialogue:

- General planning:
 - Plan of action and treatment
 - Aims
 - Partial goals
 - My task

Planning a specific dialogue:

- Purpose(s) of the dialogue:
 - What do I already know?
 - What do I need to say?
 - What do I need to ask?
 - Who should participate? areas of responsibility
 - Where should the dialogue take place?
 - How long do I have?
 - What is going to be hard for me in the dialogue?

Beginning the dialogue

Establish contact

The starting point / the basis of all cooperation / treatment

Being the host (welcome, introductions)

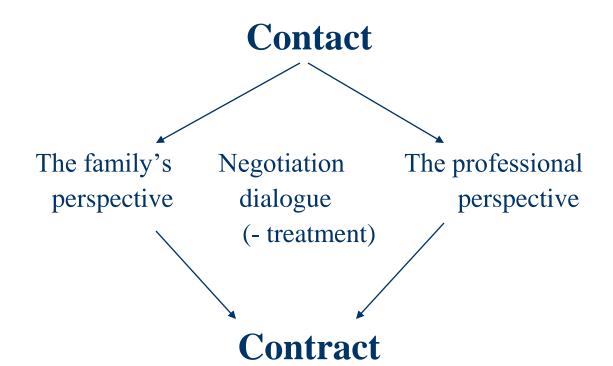
The professional must lead the way

Double attention

Attentiveness / making yourself present
Showing yourself

Interest Empathy

Beginning the dialogue



Appointment / agenda
Adjusting the timeframe
Agreeing on a focal point
Atmosphere of cooperation

Dialogue progression Attitudes and approaches

- Be personal
 - Personal statements (not private)
- Ask as few questions as possible
 - Statements rather than questions
 - Explain why you ask
- Be specific
 - Move from the general to the specific
 - Ask for examples
 - Avoid saying "one does/doesn't, we, always, never"
- Emphasise opposites
 - Between the participants in the dialogue
 - Between subject matter and process
- Take your dialogue partner seriously
 - Accept reactions
- Talk about one thing at a time sustain or change the nature of contact
- Be attentive to the boundaries of yourself and others
- Be aware of the significance of pauses

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Grasp your dialogue patner's:

- perspective
- opposites
- antipathy

Avoid

- proving
- persuading

Conclusion of the dialogue

Goodbye

- announcement
- summing up / emphasising themes / important decisions
- mutual evaluation of the process
- new appointments, if any

Following the dialogue

Evaluation

- what went well / less well
- status in relation to the general plan

Invite the opposites

- Welcoming reluctance rather than trying to subdue it
- Helping parents to express their views
- Avoid trying to persuade them
- Be humble

Invite the opposites

- When professionals speak of the reluctance of parents, it is often a matter of projection
- They perceive their own reluctance, but hold the parents responsible
- Actual reluctance in parents is often justified. It is often triggered by elements of the professional's behaviour which there is no reason to embrace.

Invite the opposites

- Reluctance to counselling:
- Parents feel that they are not "seen" or taken seriously
- Our suggestions differ radically from their perspective
- Their emotional reactions to the problem are still "undigested"
- The professional is a new person whom they do not know very well, and may yet be wary of

Motivation

- To motivate is rarely motivating
- To understand the other's views and to be able to acknowledge them can be highly motivating

A school / institution

is not a service facility where the "customer" is always right

• It

is a place where professionals take care of children based on:

knowledge and experience laws and regulations the possibilities at hand in cooperation with the parents

Parental cooperation

- Cooperation on a regular basis
- Cooperation on a daily basis
- Problem-based cooperation
- Necessary cooperation

The good dialogue

The good dialogue

is a dialogue in which the participants gain knowledge where they acquire a new truth maybe a shared truth maybe different truths

The good dialogue

does not necessarily lead to agreement is not necessarily harmonious, easy or quiet

The good dialogue

is equal although the participants are not in equal positions

The good dialogue

is not meant to reveal a truth that already existed, but to create a new truth