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Negotiation in School

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Abstract

The aim of this paper is to present various processes of negotiation when dealing with socio-moral dilemmas in school, and to add to Oser and Althof's (1993) procedural models, which demand a balancing process within and between participants in a conflict situation. Oser and Althof's models relate to five criteria of professional responsibility ranging from awareness, to participation of students in the decision on how to act. Maslovaty (2004) found multi-faceted complexity in ways of dealing with dilemmas and a relationship to content. Four new dilemmas presented in this paper relate to students in various transition contexts: immigration, religiosity, cognitive ability and family. Selman (2003) presents steps in the development of children's capacities which broaden their social understanding and their repertoire of strategies for interpersonal negotiation and conflict resolution. Examining the relationship between the two approaches is a great challenge and may provide a new model for resolving dilemmas.