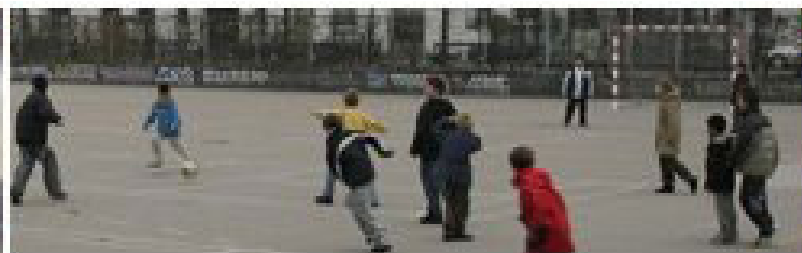
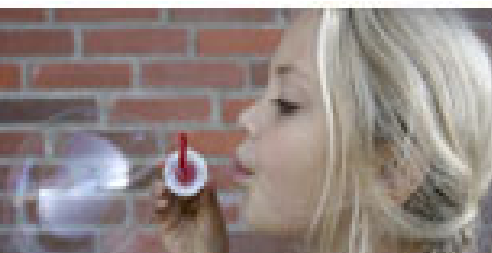




# Placement Quality and Objectives



## The KIA and Municipality of Copenhagen Project



# Why KIA?



- The placement reforms increased quality requirements for the placement and the involvement of children, adolescents and parents
- The SFI study indicated that approximately 50% of all centres do not have an explicit pedagogical foundation
- “... it is highly significant for the quality of the placement that the individual placement centre has a shared professional profile in which the personnel agree upon the objectives and methods and where the theoretical foundation is clearly visible”. The need for a common language and knowledge sharing between centres
- Professional organizations and the Social Services Department in the Municipality of Copenhagen



# KIA's basis?



- The National Trade Union for Social Workers – Copenhagen (LFS), the National Federation of Social Educators – Copenhagen (SL), the Danish Association of Social Workers – Copenhagen (DS), HK caseworkers in the Social Services Department and the Directors Group (Forstanderklubben/KKE):
  - have applied jointly with the Social Services Department to the Ministry of Social Affairs for government funding and have received DKK 5.4 million
- Establishing a project organisation
- Professional organizations and the Social Services Department in the Municipality of Copenhagen



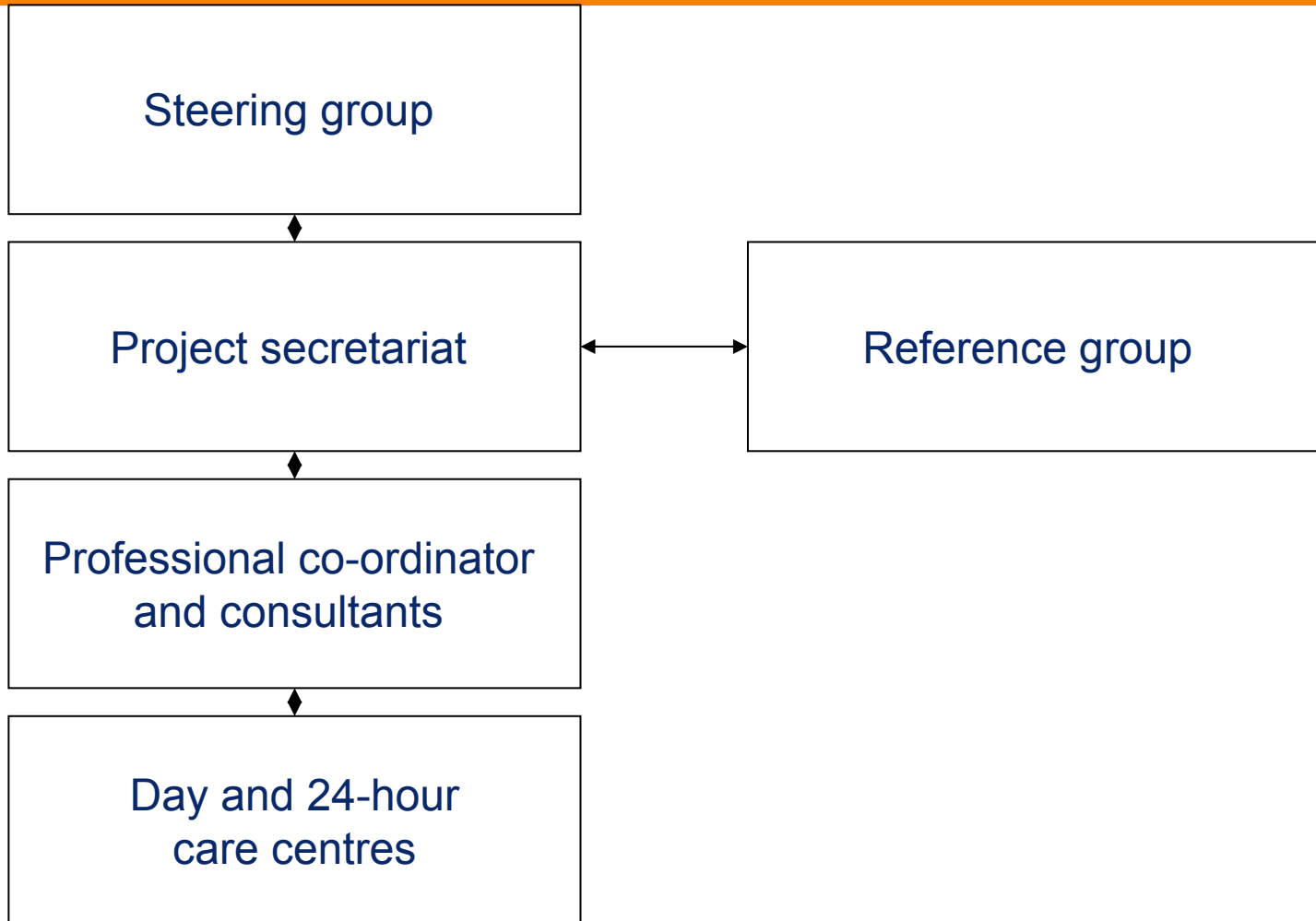
# KIA's pre-evaluation



Question:	Agree:	Disagree:
Is there a need for quality development at placement centres?	94%	6%
Can KIA positively change your everyday life?	70%	30%
Is your work based on clearly stated core values?	68%	32%
Is your work based on clearly defined knowledge?	51%	49%



# Project organisation:



# Project objectives:

The individual centres work based on:

- Clear objectives
- Clearly defined core values and knowledge
- Methods and work that are in keeping with these objectives, core values and knowledge
- Efforts that put the child / adolescent as well as its family and network in focus



A clear centre profile + a method for working continuously with professional development

# The four project areas:



- 1. Setting up clear objectives and operationalising the pedagogical basis in relation to achieving these objectives*
- 2. Setting up clear objectives and intermediate aims as well as continually following up on them during each placement*
- 3. Refine the methods used to involve the child / adolescent and the family during each placement*
- 4. Developing ways of working that ensure smooth co-operation with the centres during each placement*



# HEFU file (Holistic Professional Development)



## Level 1

**Legislative and political objectives (and values) for work**  
**The Centre's objectives**

## Level 2

**The Centre's ethical foundation (core values)**  
View of human nature – developmental view

## Level 3

**The Centre's knowledge/theoretical foundation**  
"Major theories" (e.g. psychological, sociological, pedagogical, etc.)  
Special theories (e.g. in relation to the target group)  
Research results in these fields  
Local "theories" (locally developed concepts: "roller blinds")

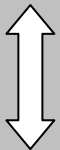
## Level 4

**The Centre's transformation and learning space**  
The routines a centre uses to transform the above-mentioned into practice – typically meetings where the pedagogical work with the children is planned

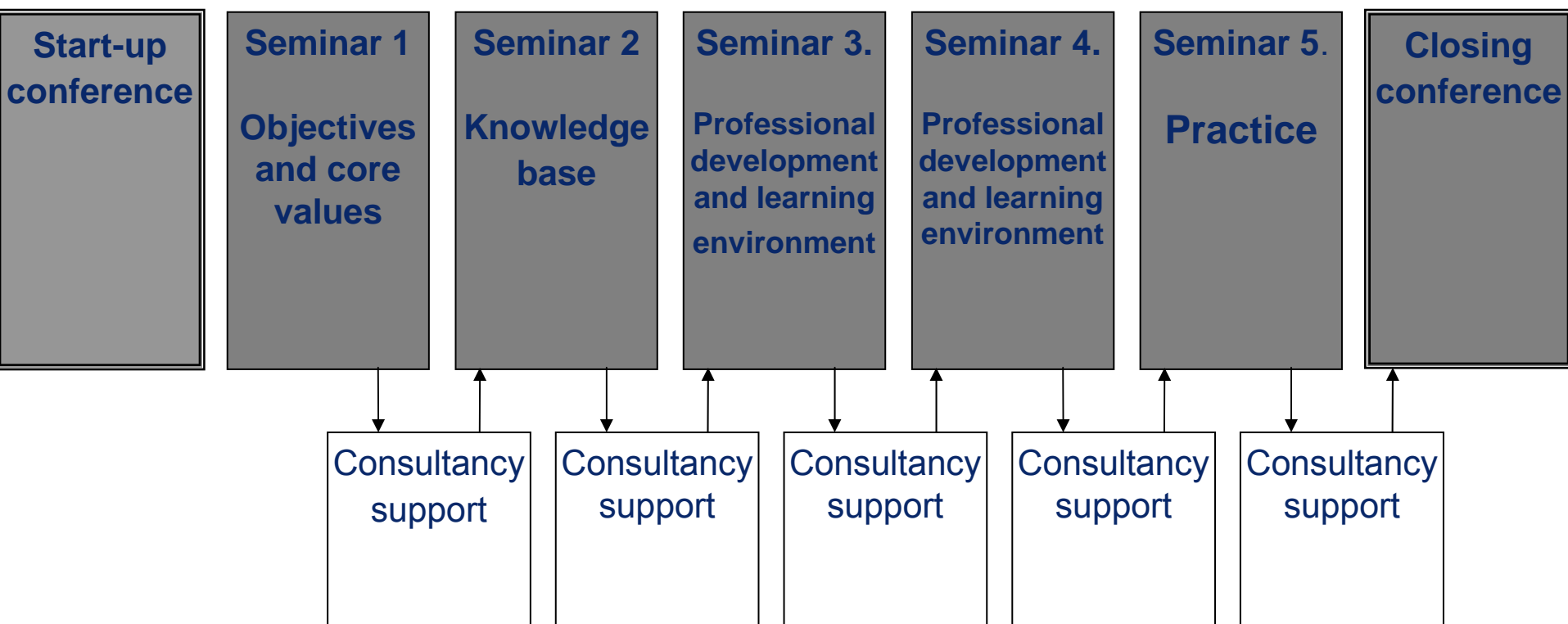
## Level 5

### **The Centre's practice**

Objectives, core values and theoretical basis must be retrievable –It must be possible to find indications that an objective has been reached



# The Structure of the Seminar:



# KIA team

(individuals participating in seminars):



**A KIA team ought to be comprised of:**

**Director**

**Department head**

**Psychologist**

**Social worker**

**Pedagogues**

**Pedagogue assistant**

**Task:**

**To attend seminars and be sure to complete homework**



# The Role of the Consultants vs the Role of the Institutions:



## ***Karen Kildedals task is to:***

Provide theoretical input and present models in order to inspire and support the learning and development process in the individual centres. This theoretical input must be in accordance with the values propounded by the Municipality of Copenhagen for the lives of children in placement.

## **The role of the centres is to:**

Develop local approaches (methods) that are in accordance with the most relevant guidelines and also with the approved values, knowledge base and work routines the individual centres determine along the way to be the basis for future work.





- Children between the age 7-13 Years
- Activity theory is the theoretical frame for our work



# The KIA group at Frederiksholm



- Seven people
- Different educational background
- Different levels of experience



# An opportunity to allocate time for discussing our work



- Even though we had a common theoretical framework we had different interpretations of how to implement and use the theory



# If the project should make an impact at Frederiksholm:



- Staff members should had a sense of ownership of the project
- work with theories and values, within a context that was relevant and present for each staff member



# How to integrate the theme (values, theory and learning space)



- Short presentation
- Cases and assignments



# Roller blind:



## Knowledge foundation

The unifying theoretical foundation for the centre is taken from Pär Nygren (1999)  
*Professional care for children and families: From theory to implementation*

Here, views of human nature, values and theory are inextricably tied together.

Five theoretical concepts are especially important regarding the work and objectives of Frederiksholm Emergency Care Centre:

Separation crisis

The zone of proximal development

Needs care

Developmental care

Upbringing care

These concepts are used as the basis for gaining understanding and doing analysis, as well as to plan pedagogic strategies. In this case, the concepts are operationalised in accordance with the “roller blind” model:



# Roller blind:



## Separation crisis

By this we mean that the child is in a state where they have been separated from their former life, including care providers, objects of need, daily routines, its self-perception, etc.



## **Positive actions**

Consequently, upon placement, we attempt to discover what in particular the child has lost and to implement targeted actions for recovering it (crisis plan). We also try to shape a daily life that resembles the old one as much as possible (daily pattern).



## **Restrictions on freedom of action**

We try not to generalise what children require upon placement / moving in.

We avoid treating the children as though they are all the same.



# "Roller Blind" model



## Theory



## Positive actions



## Restrictions on freedom of action



# Which impact will this project have on our future work



- Time and frame to discuss the work
- Confidence in our work
- be curious at each others work
- Better team spirit at our center
- HEFU-file



## KIA: Evaluation conclusion:

- Positive changes in everyday life
- The KIA project has been a success
- Two-thirds of the participants in KIA teams think that positive changes have occurred in everyday life
- 75% of the employees working with these ideas have noted a positive change

# KIA: Evaluation:



Increased knowledge and insight create the need for more knowledge and insight!



# Discussion and questions:



- What significance does describing a centre's overall working foundation, for example in a HEFU file, have?
- What significance does it have when a centre can continually document that it is actually doing what it says it does?
- How can users be included in discussions about a centre's pedagogy and subsequent documentation?

