

10.11.2017 OSLO

Barnets Stemme

**/ Område Indre By og Østerbro, Børne- og Ungdomsforvaltningen i
København**

Oslo Nordisk Ministerråd



Agenda

Presentation Kirsten and Jette

Copenhagen Area IBØ

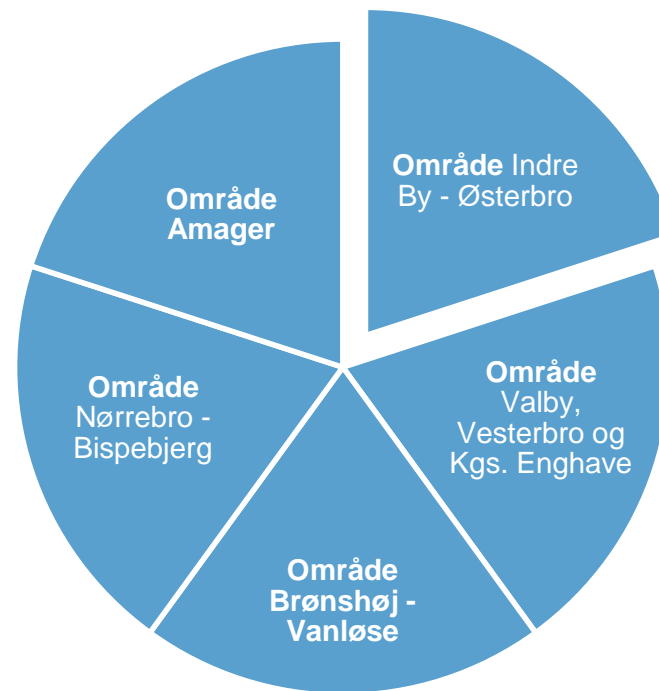
Models from GIRFEC
transformed to Copenhagen
Practices in a Bottom Up project

The municipality of Copenhagen

The Child and Youth Administration is Denmark's largest administration

- Approx. 70,000 users
(children and young people aged 0-18)
- Approx. 17,300 employees

Structures of Child and Youth Administration in Copenhagen



Provisions for children and young people in Inner City -Østerbro

- Daycare provision (0-5 years): About 60 institutions + 2 the special needs area
- School provision: 12 municipal primary and lower-secondary schools, 3 special schools and 15 private schools
- After-school centres and clubs / one also in the special needs area
- Pedagogical Psychological Counselling / Interdisciplinary Support
- Healthcare provision
- Child and youth dental care
- The Youth School, the School of Art and the Music School
- Youth Guidance Centre

KØBENHAVNS KOMMUNE

and City of Edinburgh



GIRFEC- Getting it Right for Every Child

Origins and legislation – Children and Young People
(Scotland) Act 2014

Values and principles

Framework to improve the well-being of children and young
people

Child at the centre of policy and practice

Improves inter-professional collaboration

Promotes partnership working with families

Sharing of values, language

Joint assessment; single planning framework

UN Children's convention



BARNETS STEMME



Putting the child at the centre

Hearing the voice of the child in decision-making

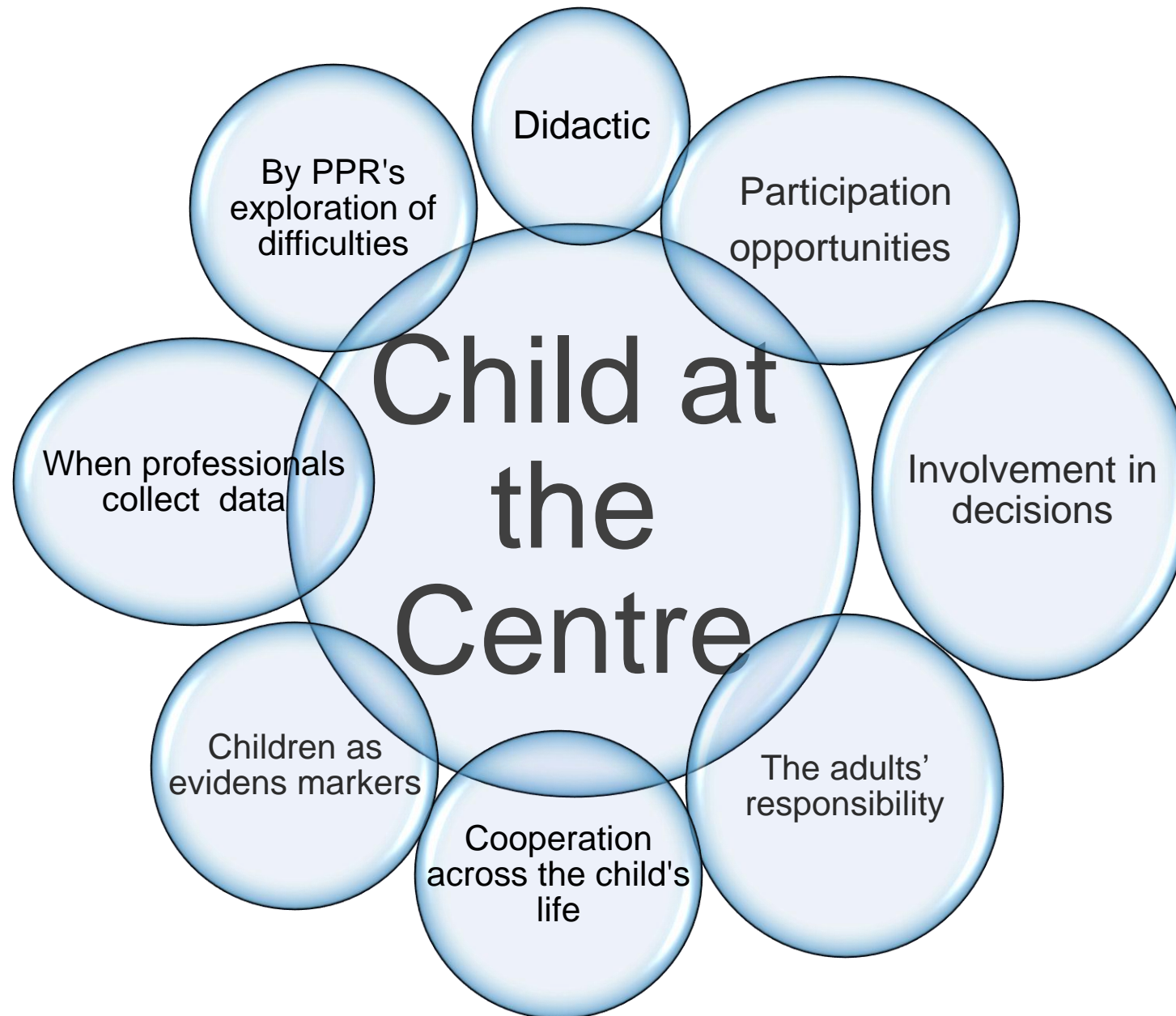
Child participation

Take a whole child approach

Build on strengths and promote resilience

Support informed choice

Work in partnership with families and professionals



Mindset

The strength-based childhood vision

- Children are experts in their own lives
- Focus is on vitality and strengths
- The "whole" child
- Children learn through other children
- Children are evidens markers

The compensatory childhood vision

- Compensated education against the deficiencies and weaknesses of the individual
- Analyzes of the child's deficiencies and vulnerabilities
- -Diagnoses



Interviews, observations, children's planning meetings

Before

Forberedelse:

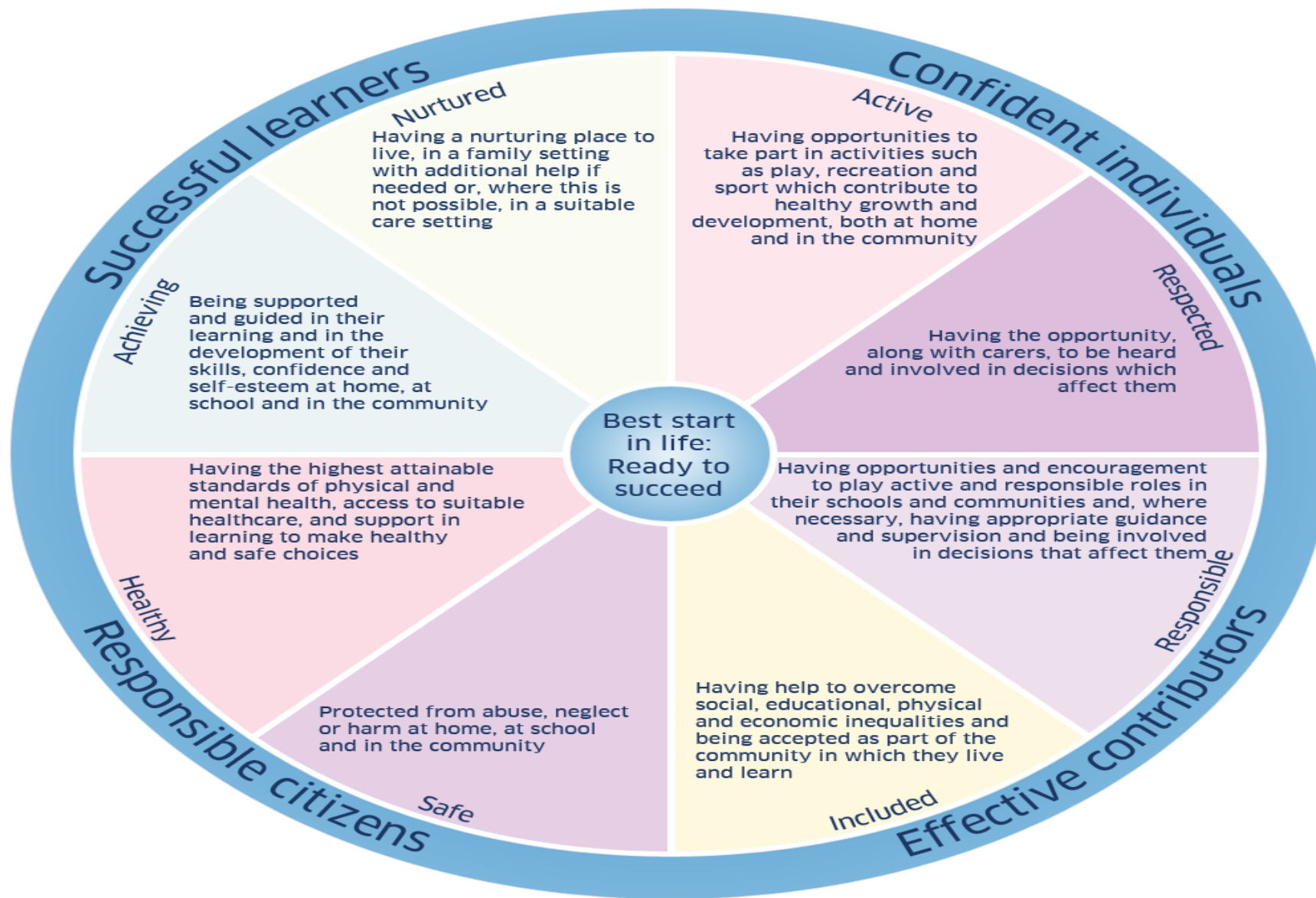
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During

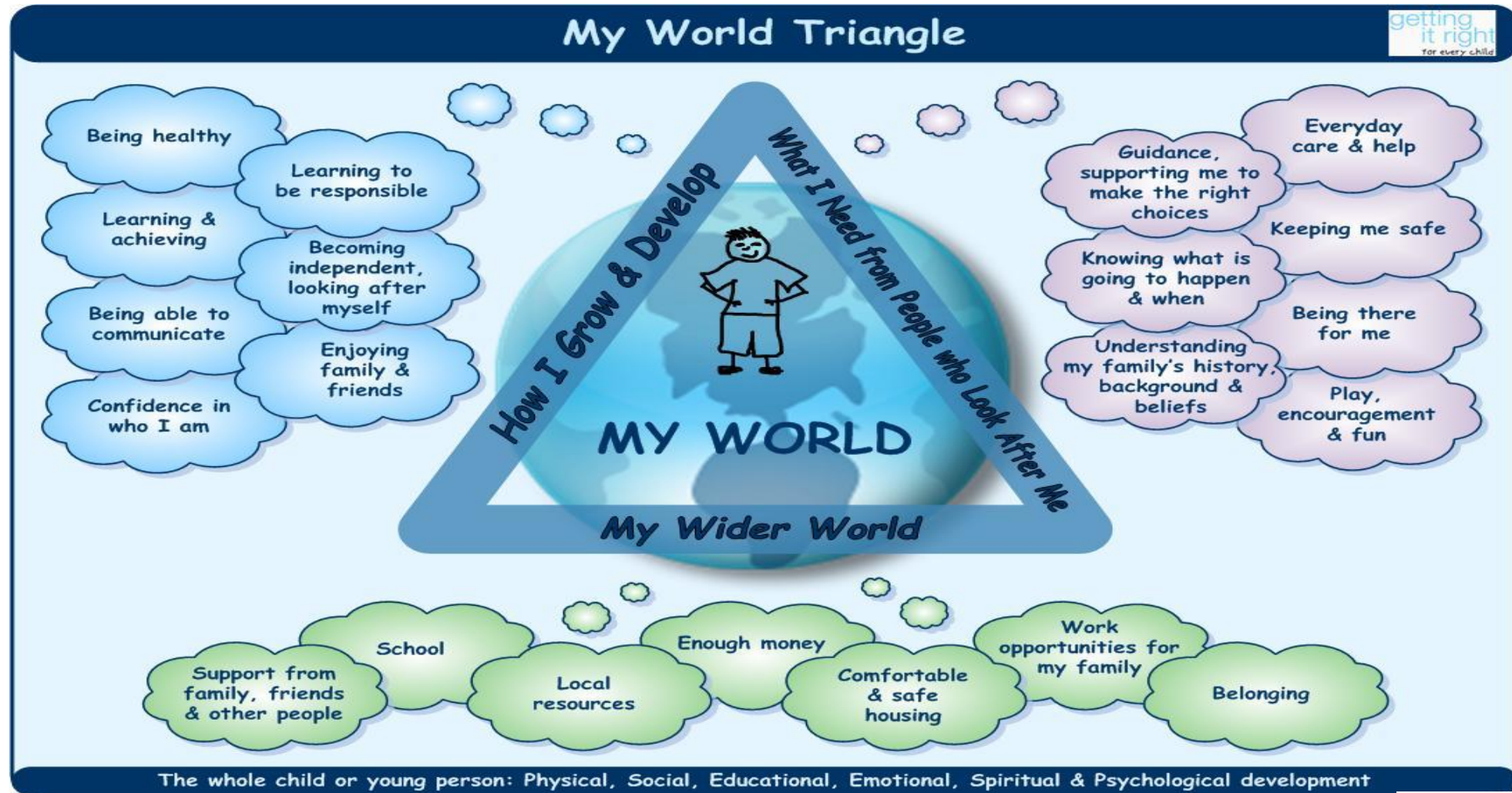


After





My World Triangle

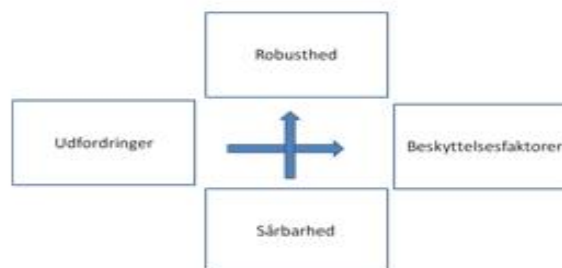
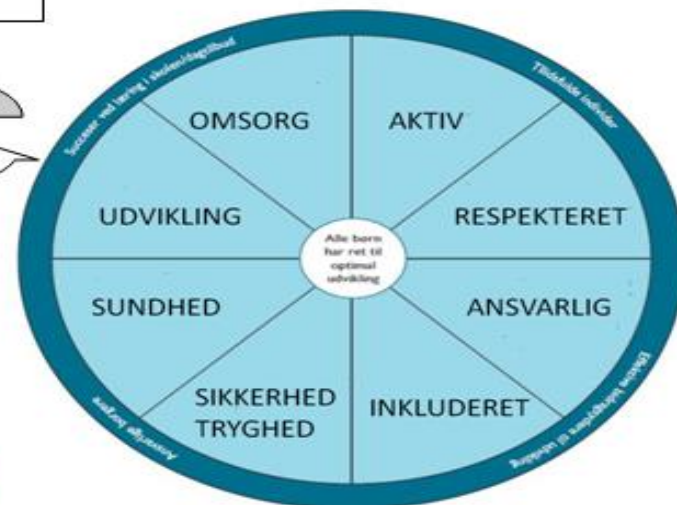
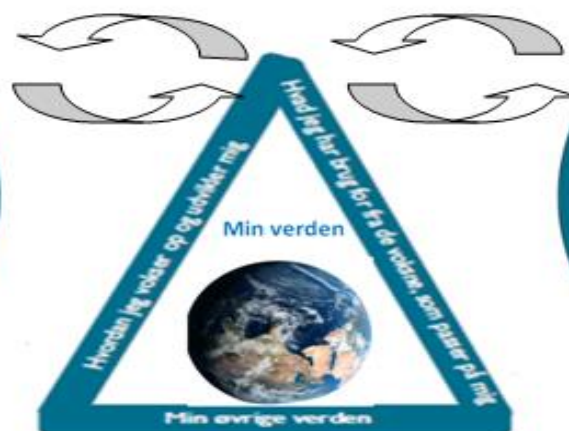
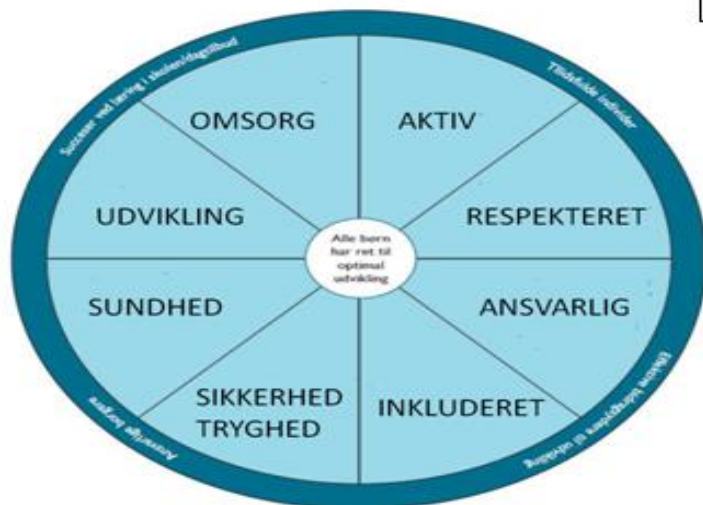


Praksismodel

Observation og registrering:
Begivenheder, informationer

Indsamling af information og
analyse

Handleplan og opfølgning



TRIVSEL – bekymringer

Vurdering af indsats – relevant, forholdsmæssigt tilpasset, til tiden

TRIVSEL – ønskede resultater

The solution focussed child planning meeting– Agenda outline

Step 1: What's the story?

(strengths, concerns/needs and current strategies)

Step 2: Creating desired outcomes

Step 3: Developing actions and targets to achieve desired outcomes

Step 4: Action planning (who? how? when?)

Step 5: Setting a review date and scaling the usefulness of the meeting

SMARTIEs -handlingsalternativer

Mål _____

Specifikke	Konkret: fx hvad skal der gøres/ siges, hvilke ting skal bruges (skaffes), hvem af de prof.? Hvem af børnene?
Målbare	Hvilken dag? hvilket tidspunkt? Hvor lang tid? Hvor meget? Hvor ofte? (man skal kunne sætte flueben)
Accepterede	Er indsatsen velbegrundet: pædagogisk, kollegialt, etisk, legalt, ledelsesunderstøttet, forældreunderstøttet
Realistiske, men ambitiøse	Kan det lade sig gøre tidsmæssigt, pladsmæssigt, personalemæssigt. Kan vi ”mærke” forskellen fra praksis nu?
Tidsfastsatte	Hver dag i 14 dage. En enkelt gang på fredag d.17. 2 gange om ugen: man +ons etc.
Informerede	Hvem skal kende til indsatsen? Hvem bør kende... ? Hvem har glæde af at kende... ?
Evaluer-aftalte	HVORDAN? HVEM? HVORNÅR?

SMARTIEs -handlingsalternativer

Mål for indsatsen:_____

Specifikke	
Målbare	
Accepterede	
Realistiske, men ambitiøse	
Tidsfastsatte	
Informerede	
Evaluer-aftalte	

Direkte inspireret af Getting it right for every child in Edinburgh

Barnets / den unges handleplansmøde

Barnets Stemme, Område IBØ, Arbejdspapir

Barnets / den unges navn	CPR Nr.	Daginstitution / nuværende skole / fritidstilbud

Detaljer om barnets / den unges handleplansmøde

Mødedato:

Møde deltagere:					
	Navn	E-mail	Telefonnummer	Titel / Relation til barnet/den unge	
Tilføj række ↑					← Fjern Række
Tilføj række					

Forskellige deltagerperspektiver

Styrker			
Bekymringer			
Aktuelle Strategier			
Mål/ Ønskede resultater			

4 mål/ønskede resultater

Handleplan

	Nr.	Dato	Ønskede mål / resultater	Mulige indsatser / løsninger	Hvem?	Hvornår?	Evaluering / kommentar	
Tilføj række ↑	1							← Fjern Række
Tilføj række ↑	2							← Fjern Række
Tilføj række ↑	3							← Fjern Række
Tilføj række ↑	4							← Fjern Række
Tilføj række								

Opfølgningsmødedetaljer

Dato for næste møde	Klokken	Sted / Adresse

Kontaktpersoner

Pædagogisk leder / skoleleder	Tovholder	
Udfyldt af	Titel	Dato

Barnets/den unges navn		Dato:	
Udfyldt af:		Titel:	

Memory Lane

2013: Area Management IBØ visit schools and Town Hall in Edinburgh Municipality and are Introduced to GIRFEC models

2014: Pilot course with action training at 2 schools and 2 day offerings in IBØ. Children's voices, artifacts, the collaborative work / actions plans – a desire for common guidelines in the area

2015: Action training course for 4 more schools in IBØ. Integrity, systematics, co-creation, use of artifacts, roles / responsibilities, focus on implementation in resource center

2016: Action training course for further 4 schools in IBØ. The double perspective, action plans, BS culture / mindset

2017: 2 schools; Mindset - Culture, and 1 cluster (nursery, kindergarten, after school club): children's vision / child involvement, overall orientation, inclusive education: with special focus on routines seen in double perspective

Barnets Stemme/BS in early efforts – transitions

Østerfarimagsgade School as competence center for Copenhagen schools in Barnets Stemme

Rising interest from the outside world ..