



# The Potential Profile

## - A tailored intervention

# AGENDA

- About us
- Ikast-Brande Municipality's vision and systematic work with quality
- The Potential Profile
  - Purpose
  - Theory
  - Values and content: mapping and interventions
  - Results



# ABOUT US

## Lars Falbe Hansen

Administrative support in the Potential Profile

- Has worked with the financial side of Early Childhood Education in different municipalities for 20 years
- Commercial and clerical education
- Diploma in public administration
- Digitalization, constructing data collection, analysing and visualization regarding The Potential Profile
- Clerical Employee
- [lafha@ikast-brande.dk](mailto:lafha@ikast-brande.dk) – Feel free to contact me!

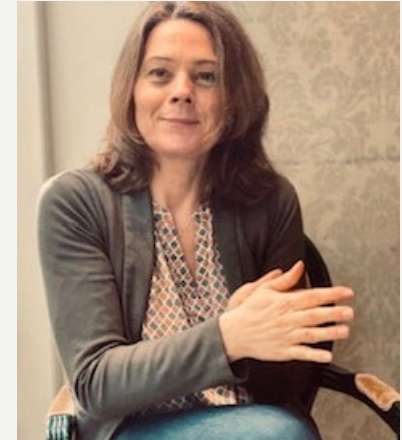


# ABOUT US

## Heidi Bak Nielsen

- Developer and leader of the Potential Profile
- Qualified Pedagogue (ECE)
- Certified in ICDP (International Childhood Development Programme) level 1 and 2.
- Diploma in specialized pedagogy
- Master's degree in social integration and inclusion (MSI)
- Development consultant in the daycare department

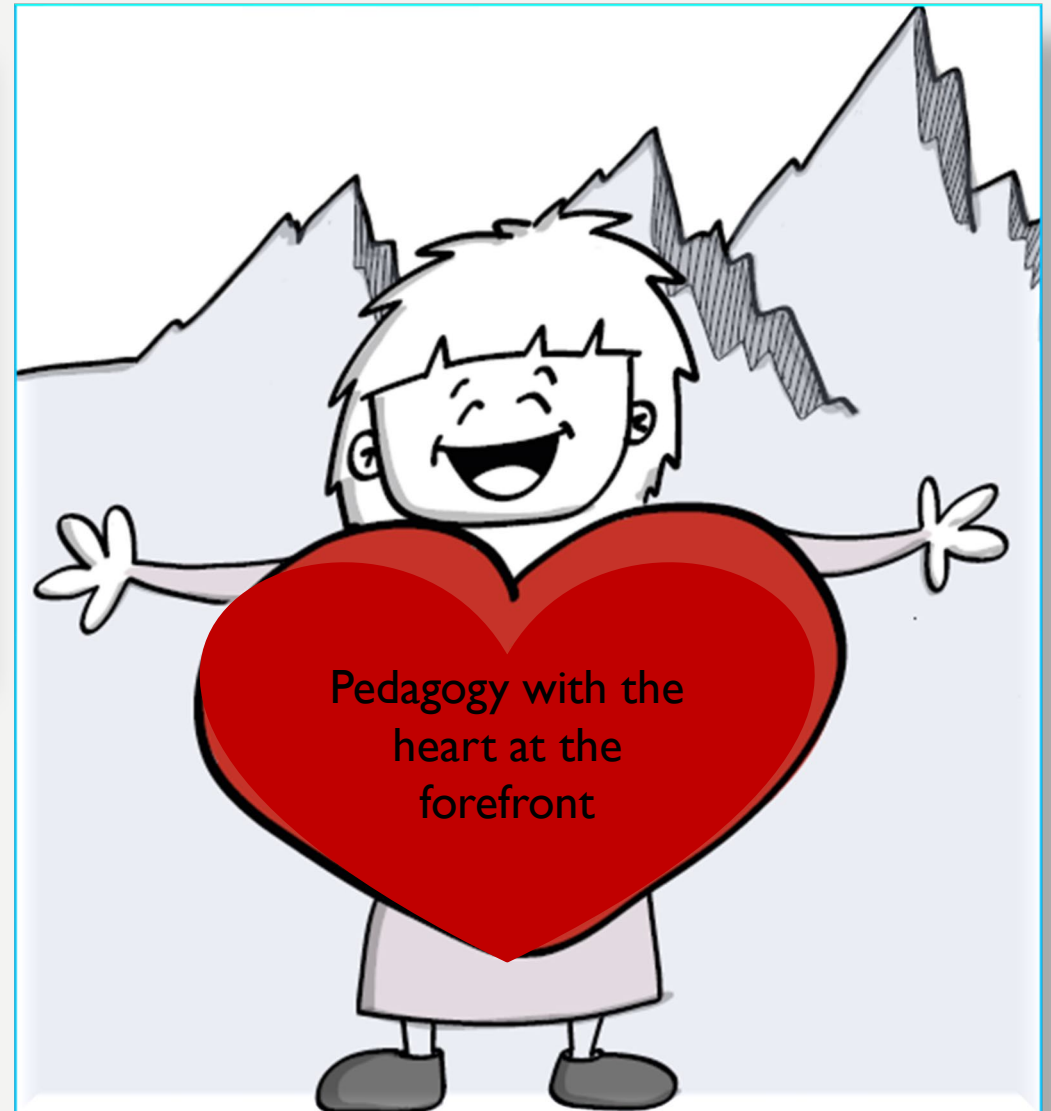
[hbnie@ikast-brande.dk](mailto:hbnie@ikast-brande.dk) – Feel free to contact me!



# IKAST-BRANDE MUNICIPALITY



We have competent and passionate staff who create children's communities, where there is room for all children to have the opportunity to thrive, learn, develop and form



# The Potential Profile



- The Potential Profile builds on the basis of human rights and social justice which derive from the UN's Convention on Human Rights and its Convention on the Rights of the Child and UNESCO's Salamanca Declaration.
- The work on social inclusion of at-risk children in both the short and the long terms is an important factor in securing the community's cohesion and makes the public sector an important partner in the creation of a better society.





# PURPOSE OF "THE POTENTIAL PROFILE":

To create including daycare centres of high quality



- Every child has the opportunity to have a good life in the daycare centre, with well-being, development and learning.
- Every child has a sense of belonging and are equal and contributing participants in a diverse community.





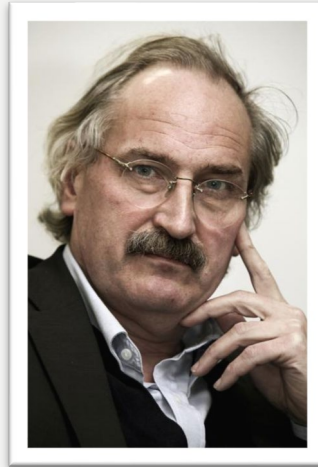
# PROFESSIONALISM AND HIGH QUALITY

- The competences of the educational staff have a great influence on the possibility for creating high quality in the daycare centres.
- The Potential Profile is a preventive quality initiative, which focus on upgrading the skills of the staff.



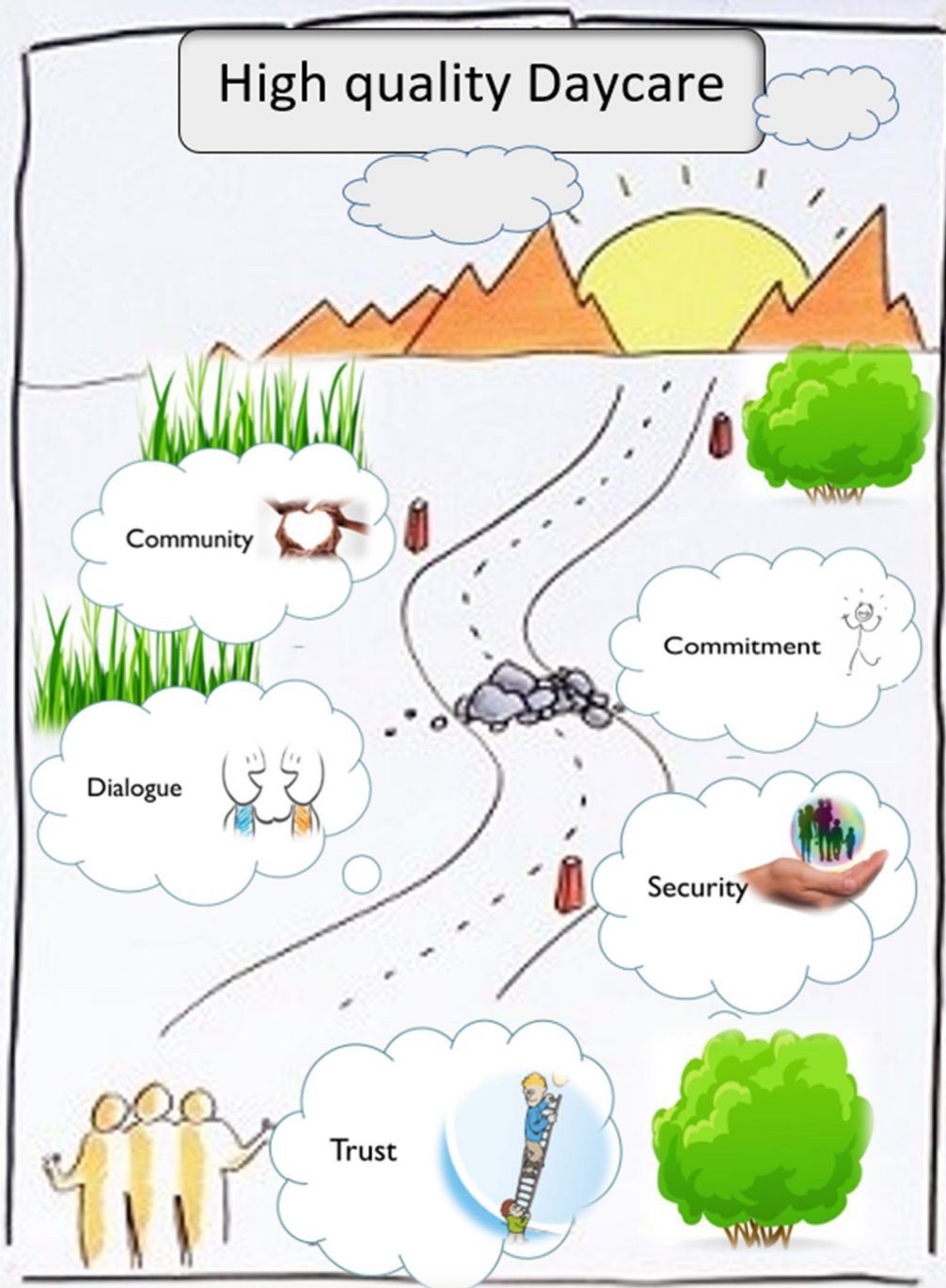
# THE THEORETICAL FOUNDATION

- Axel Honneth
  - Theory of recognition



- Yrjö Engeström
  - Theory of expansive learning





**"Some things are better than others"**

How do we talk about it in a way that creates trust, security and motivation to want to create change?

- Quality Work from a Place of Values

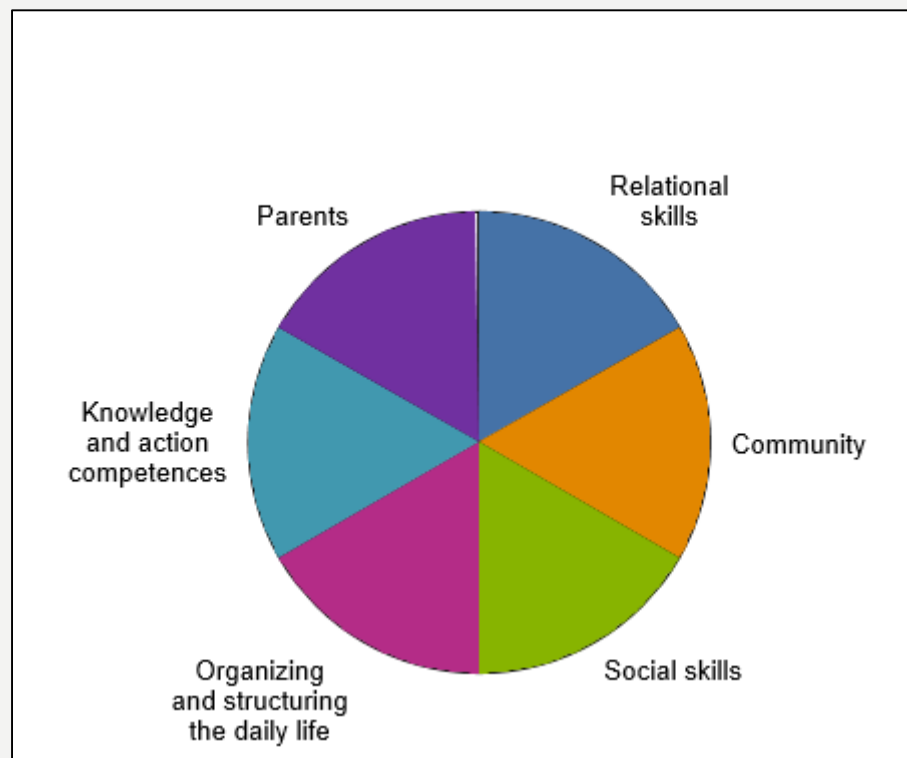


**"Some things are better than others"**

- We trust the ECE's pedagogical judgement
- Every second year we ask the ECEs about their everyday life
- The ECEs are involved in the planning of future interventions, so that they are meaningful to them
- This help create motivation and ownership
- We create shared visions and goals with focus on high quality



# CONDITIONS FOR HIGH QUALITY AND INCLUSION BASED ON RESEARCH IN EARLY CHILDHOOD EDUCATION

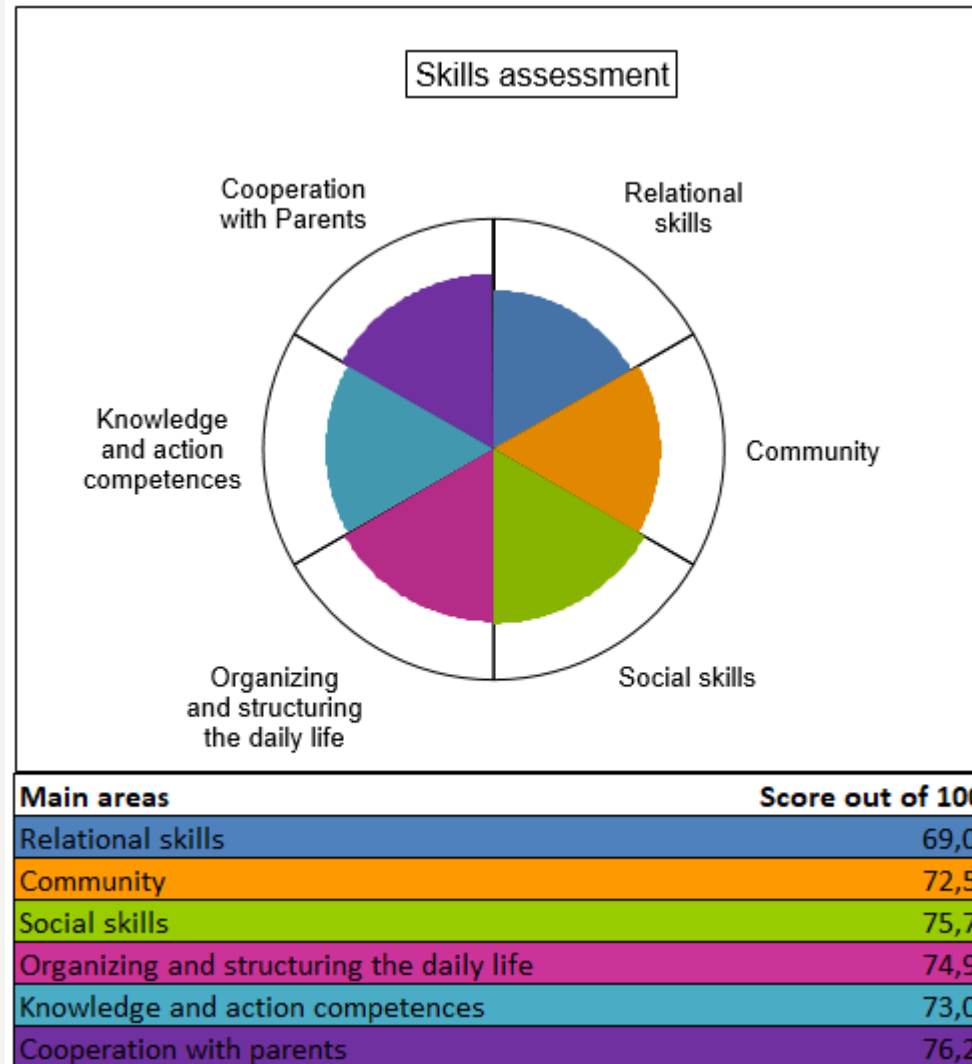


# DAYCARE CENTRES ARE DIFFERENT!

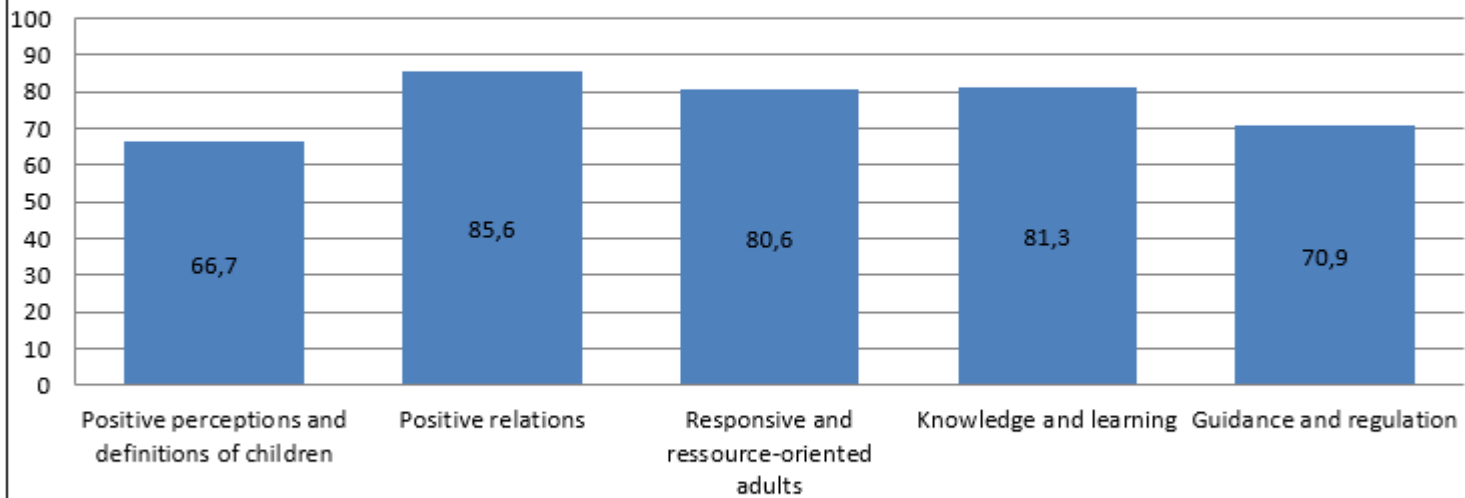




# MAPPING

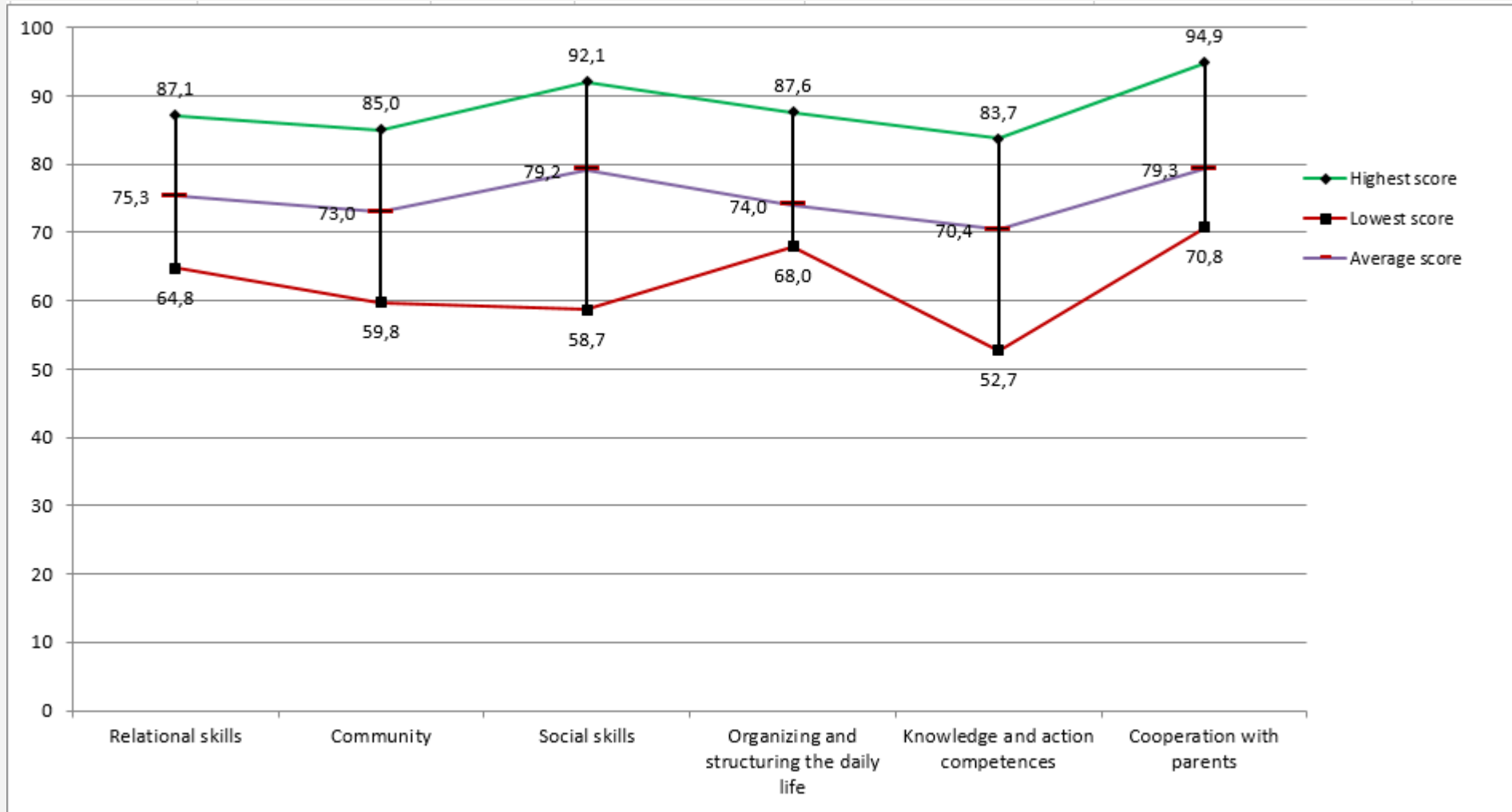


## Relational skills





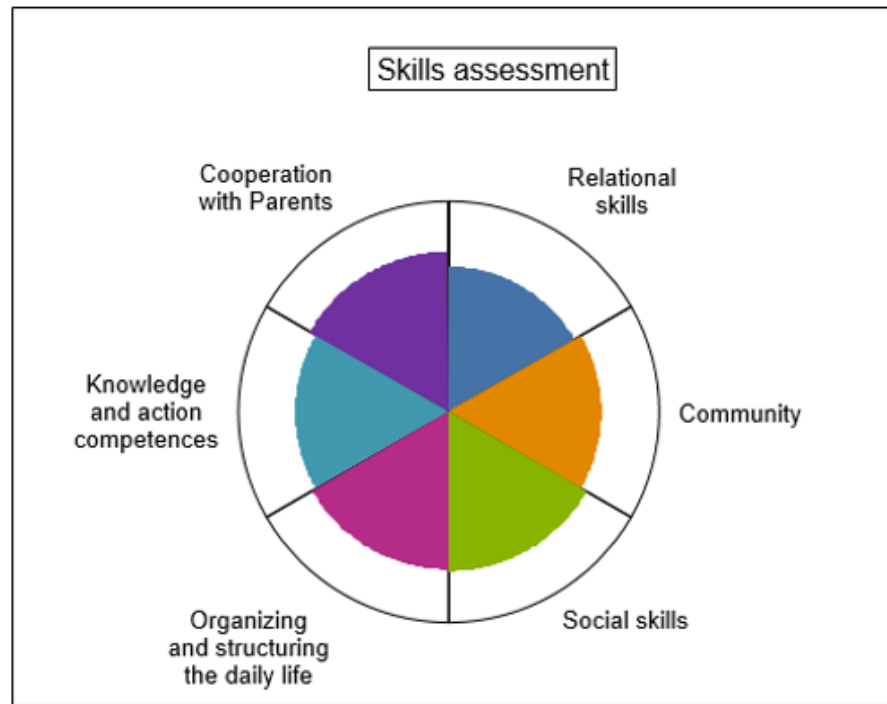
# DAYCARE CENTRES ARE DIFFERENT!





# A TAILORED INTERVENTION

## Mapping



Main areas	Score out of 100
Relational skills	69,0
Community	72,5
Social skills	75,7
Organizing and structuring the daily life	74,9
Knowledge and action competences	73,0
Cooperation with parents	76,2

## THE INSPIRATION CATALOGUE

### Community

1. Room for diversity
2. Clear rules and values
3. Positive group management
4. A positive environment for children
5. Collaboration on children

### Relational competencies

1. Positive interpretation of children
2. Attentive and resource-oriented adults
3. Positive relations
4. Knowledge and learning
5. Guidance and adjustment

### Parental cooperation

1. Positive contact with parents
2. Parental participation in activities
3. Talks about children
4. Support for parents
5. The parental environment

### Knowledge and acting skills

1. General knowledge and acting skills
2. Specific knowledge and acting skills
3. Knowledge about inclusion mechanisms
4. Knowledge about research in inclusion
5. Acting skills in inclusion

### Organizing everyday life

1. Play and pedagogy
2. The children's broad learning
3. Structures and routines in the learning environment
4. Physical framework and level of noise
5. Children in difficulties

### Social competencies

1. The children have learned to show empathy
2. The children have learned to cooperate
3. The children have learned self-control
4. The children have learned responsibility
5. The children have learned positive assertiveness

# EXAMPLE – RELATIONAL COMPETENCIES

## Relational competencies

1. Positive interpretation of children
2. Attentive and resource-oriented adults
3. Positive relations
4. Knowledge and learning
5. Guidance and adjustment



The Potential Profile  
- A tailored intervention

POSITIVE INTERPRETATION OF  
CHILDREN

ATTENTIVE AND RESSOURCE-  
ORIENTED ADULTS

**1. Step:**  
Positive interactions and relationships  
(2 PP-meetings)

**2. Step:**  
Positive interpretation definition of children  
(2 PP-meetings)

**3. Step:**  
View of the child  
(2 PP-meetings)

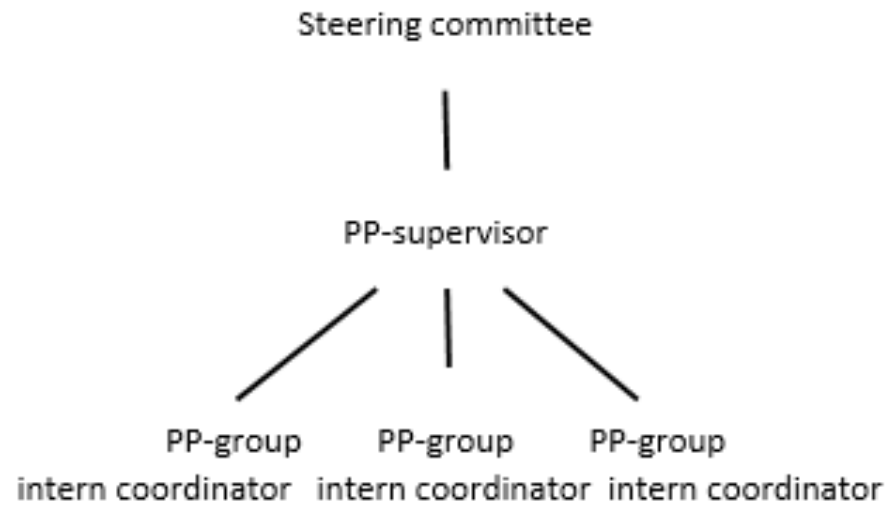
**4. Step:**  
Involvement of childrens perspective  
(2 PP-meetings)

**5. Step:**  
Resource-oriented adults  
(2 PP-meetings)



Ikast-Brande  
Kommune

# ORGANIZATION



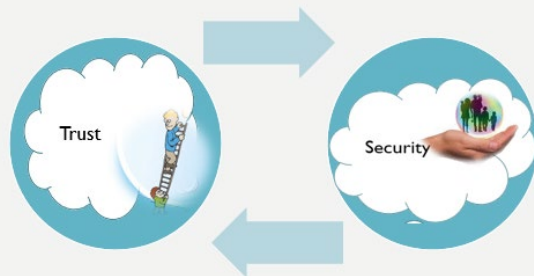
The Staff is organized in PP- groups of 6 – 12 people.

The group meets every 14 days. Each group has its own coordinator, who is responsible for following the agenda and chairing the meeting.



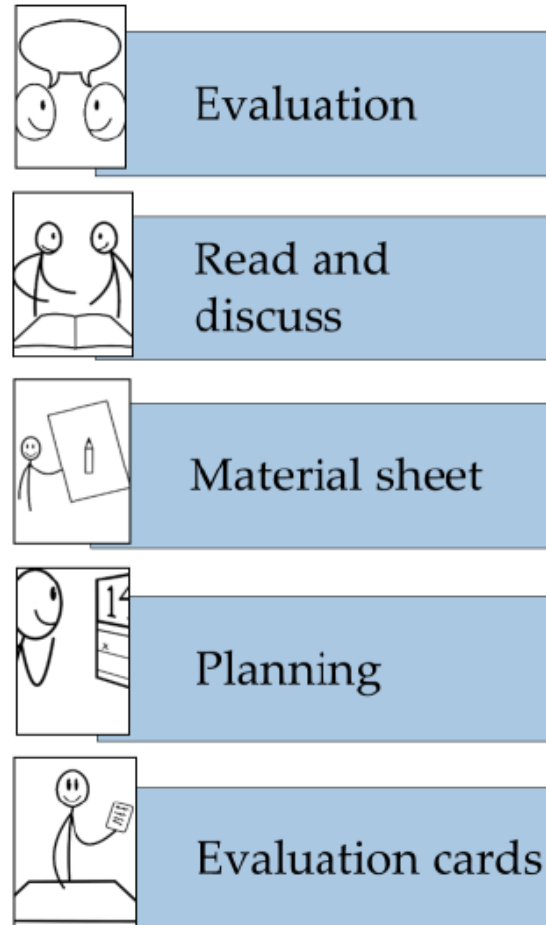
**"Some things are better than others"**

- Trust is the foundation for creating security
- The ECEs work together in groups with relation- and resource oriented interventions
- We search for "golden moments" together
  - We focus on respect and psychological security in the groups





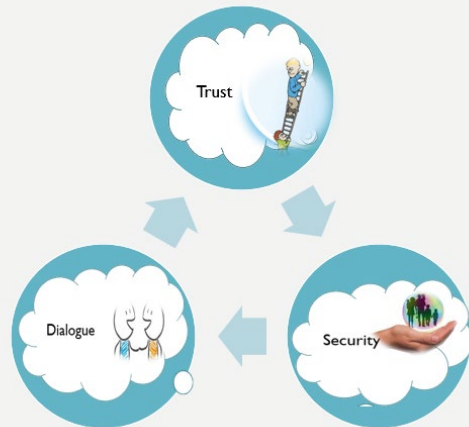
# AGENDA FOR PP-MEETINGS



## The Potential Profile in everyday life

The central element in the Potential Profile is the PP-meetings, held every fortnight.





**"Some things are better than others"**

- Trust and security open up for reflective dialogue
- We talk together using structured dialogue and bridge building
- We focus on shared reflection, curiosity and open communication



## Read and discuss



### Læs og diskuter: "Positive samspil og relationer"

Samspil og relationer af høj kvalitet mellem børn og voksne er afgørende for børns trivsel, læring, udvikling og dannelse. I materialet om samspil og relationer i det pædagogiske læringsmiljø fra EMU nævnes tre vigtige veje i arbejdet med samspil og relationer i læringsmiljøet.

Den første vej er "sæt fokus på tilknytningen til barnet". Noget af det allervigtigste i en relation er tryk tilknytning (Børne- og Undervisningsministeriet 2018). Barnet bliver født som et socialt væsen, der både har behov for en tryk følelsesmæssig tilknytning og en sensibel vejleder, der kan vise vej i det "landskab" barnet skal vokse op i. For at blive et harmonisk, kompetent og velfungerende menneske, har barnet brug for at opleve anerkendelse i positive relationer med voksne (Hundeide 2004, 2013). Denne anerkendelse vises både gennem sprog, mimik og gestik. Hvis et barn ikke anerkendes eller krænktes i behovet for anerkendelse, kan det skade udviklingen af et barns personlighed (Honneth 2003). Det er derfor vigtigt, at betydningsfulde voksne formår at etablere positiv kontakt og engageret, anerkendende samspil med barnet (Hundeide 2004, 2013).

Den anden vej er "Besvar børnenes behov og ideer i samspillet med dem". Gode samspil tager sit udspil i barnets perspektiver, interesser, behov og intentioner. Barnet skal føle sig set og inddraget – og opleve medindflydelse. Det er derfor vigtigt at understøtte børns forskellige udtryksformer (Børne- og Undervisningsministeriet 2018). Den voksne må være sensibel, lydhør og responsiv over for barnets ytringer, da det er én af de faktorer, som har størst betydning for barnets mulighed for positiv udvikling (Nielsen, A.A. m.fl. 2009, Christoffersen M.N. m.fl. 2014, Danmarks Evalueringsinstitut 2017). Det er vigtigt, at den voksne formår at sætte sig ind i barnets oplevelse af virkeligheden ved at forsøge at være åben overfor at forstå barnets intentioner. Den voksne skal forsøge at forstå, hvordan verden ser ud fra barnets perspektiv og hvorfor barnet netop vælger at handle på den pågældende måde. Det kræver god kommunikation (Nordahl 2004, Børne- og Undervisningsministeriet 2019). Den voksnes fortolkninger af barnets ytringer og handlinger er afgørende for efterfølgende handlinger i relation med barnet. Den måde vi definerer et barn på, kan i sin konsekvens blive til virkelighed. Det betyder, at vores opfattelser og måder at tale om og med et barn på, er afgørende for barnets udviklingsmuligheder (Hundeide 2004, 2013).

Den tredje vej er "Skab rammer for gode samspil med og trygge relationer til hvert barn". Når børn oplever tæt kontakt og nærhed til stabile og sensitive voksne, så understøtter det en tryk tilknytning. Det er derfor vigtigt, at I får skabt rammer, som understøtter muligheden for fordybelse og nærvær med børnene. Der er tre bud på, hvordan der kan arbejdes med gode rammer i læringsmiljøet.

*Første bud* på gode rammer handler om at give hvert barn en tilknytningsperson. Samme voksne gennem flere år bidrager til, at der etableres tætte og trygge relationer.

*Andet bud* på gode rammer handler om at organisere små børnegrupper for at understøtte gode samspil. I små grupper kan I bedre observere og reagere sensitivt på børns behov. I skaber gode muligheder for nærvær og fordybelse – og kan bedre følge børnenes spor.

*Tredje bud* handler om at bruge rutinesituationer til at skabe trygge og stimulerende samspil. Rutinesituationer rummer et særligt potentiale for nærvær, omsorg og for stimulering af børns læring. Pas på, at jeres rutinesituationer ikke bliver forhastede – organiser dem, så de bliver trygge og rare at deltage i med plads til sjov og glæde (Børne- og Undervisningsministeriet 2018).

Hvad gør indtryk på dig i teksten?



## Material sheet



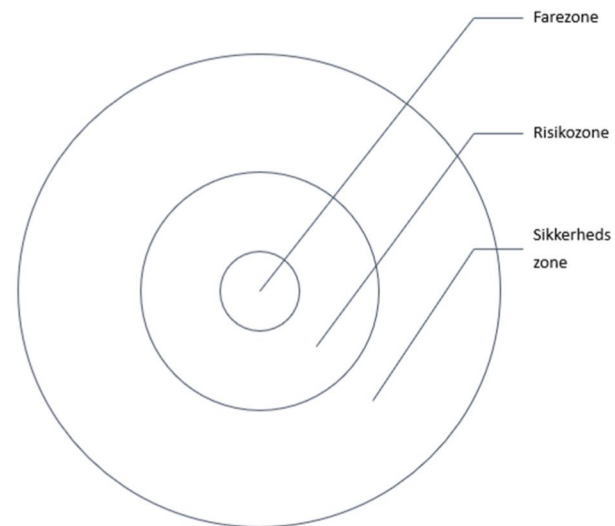
### Materiale ark 2 "Relations cirklen"

**2.PP-møde:** Skriv børnenes navne ind i relations cirklen. Snak om jeres placering af børnene i gruppen. Vælg et barn, du ønsker at sætte særligt fokus på.

**Sikkerhedszonen:** De børn, du har en god og positiv udviklingsstøttende relation med. Der er god Tilknytning, og du besvarer barnet behov og ideer.

**Risikozonen:** De børn, du har en lidt / problematisk relation til - eller begrænset kontakt med. Tilknytningen er ikke optimal, og det kan være svært at besvare barnets behov og ideer

**Farezonen:** De børn, du har en meget problematisk relation med. Det er ikke lykket at skabe en god Tilknytning, og det er svært at besvare barnets behov og ideer på en positiv måde



Udarbejdet på af Hundeide 2010 og Linker "Relationskompetence - en guide til bedre samspil"

## Dialogue



Evaluation



Read and discuss



Material sheet

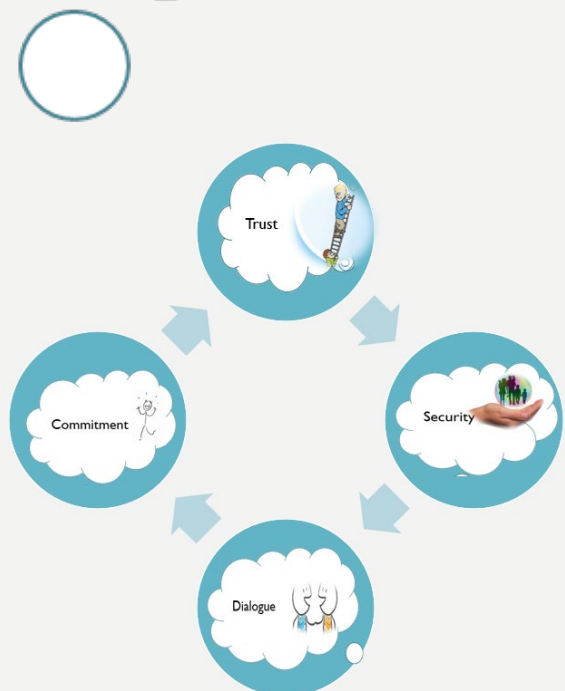


Planning



Evaluation cards





**"Some things are better than others"**

- Trust, security and dialogue inspire to act with commitment in new ways
- The ECE's work with small actions which are meaningful in their everyday life
- The ECE's work together to qualify, adjust, develop, improve and change practice



# Planning



Planlæg indsats for de næste 14. dage

## 1.PP-møde:

Vælg den overskrift fra filmen / materialearket, du blev mest optaget af.  
Vælg derefter én af de ting, som gjorde indtryk på dig, og som du har lyst til at gøre mere af. Du skal kun vælge én overskrift og ét underpunkt:

### Barnets tilknytning:

- Vær en tilknytningsperson, der gør dagtilbuddet trygt og genkendeligt
- Støt udforskningstrangen ved at være barnets trygge base
- Brug både krop og ansigtsudtryk, når du kommunikerer med børnene.
- Fordyb dig sammen børnene for at engagere dem

### Besvar barnets behov og ideer i samspillet med dem

- Sørg for både at udfordre og være lydhør over for børnenes ideer og inddrag deres perspektiv

### Skab rammer for gode samspil og trygge relationer til hvert barn.

- Organiser små grupper for at støtte det gode samspil og skab tryk tilknytning til gruppen.
- Brug rutinesituationer til at skabe trygge og stimulerende samspil
- Brug rutinesituationer til at skabe ro og rytme – så samspil ikke bliver forhastede.

Vælg en situation i din hverdag, hvor du vil øve dig. Lav en praksisfortælling om en situation, hvor du lykkes i at få et godt samspil omkring dit valgte fokus.

## 2. PP-møde:

Vælg et barn fra relation-cirklen, som du vil være særlig opmærksom på.

Planlæg situationer, hvor du vil kontakte barnet på en positiv måde eller lave en positiv aktivitet med barnet.

Lav en praksisfortælling om en situation, hvor du lykkes i at have en positiv kontakt med barnet

Husk fokus på det positive 😊



Evaluation



Read and discuss



Material sheet



Planning

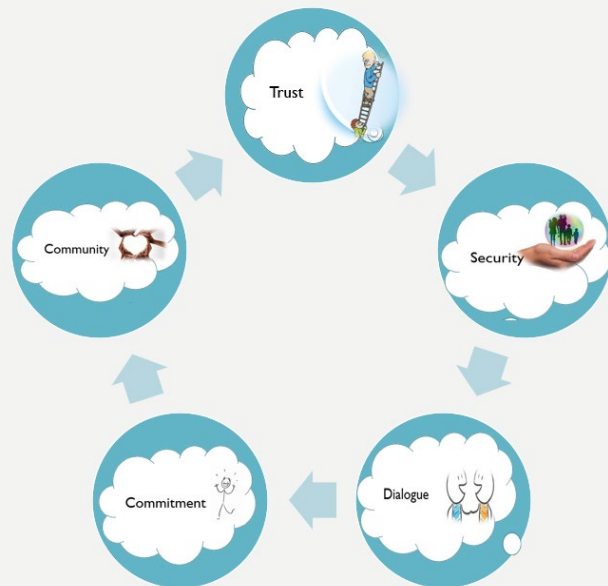


Evaluation cards

Choose a child that you want to pay special attention to.

Plan situations where you will contact the child in a positive way or do a positive activity with the child.

Write a little story about a situation where you succeeded in having positive contact with the child



## "Some things are better than others"

- Trust, security, dialogue and commitment open up communities where we dare to share and create new knowledge together
- We have created a framework which gives the possibility of openness to other's thoughts and ideas
- We are open for learning together
- We focus on collegial sparring and feedback.
- We share existing knowledge and focus on creating new shared knowledge



Evaluation



Evaluation



Read and discuss



Material sheet



Planning



Evaluation cards



# PotentialeProfilen

- En skræddersyet indsats

## Potential Profile

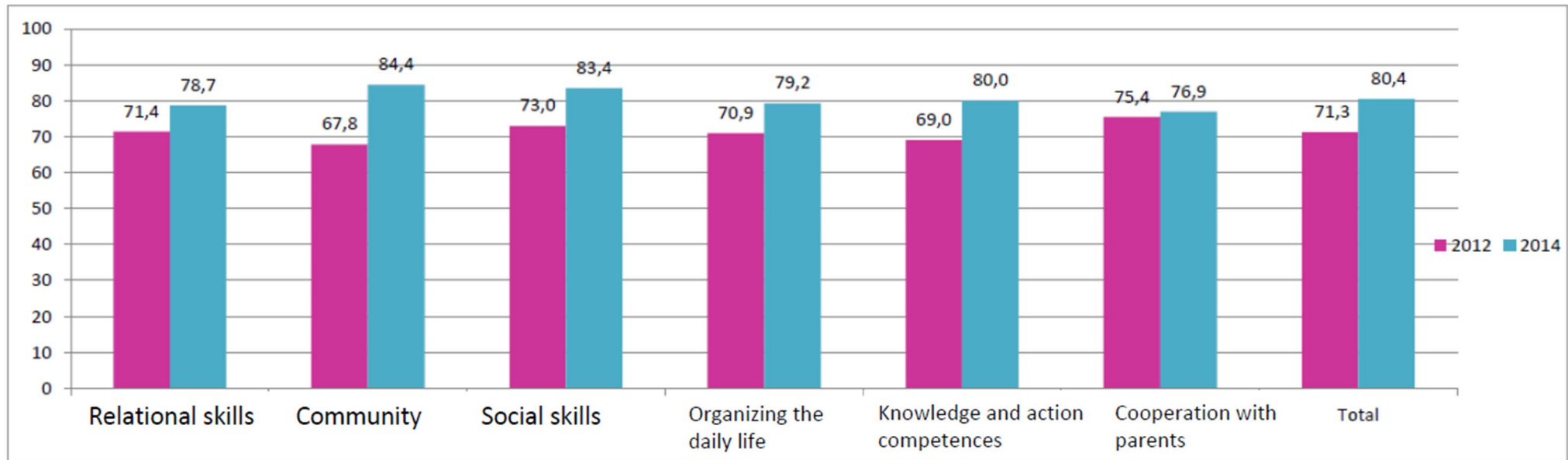
- Tailor-made interventions



**Ikast-Brande**  
Kommune



# Results





PotentialeProfilen  
- En skræddersyet indsats

# EPSA – European Public Sector Award

