

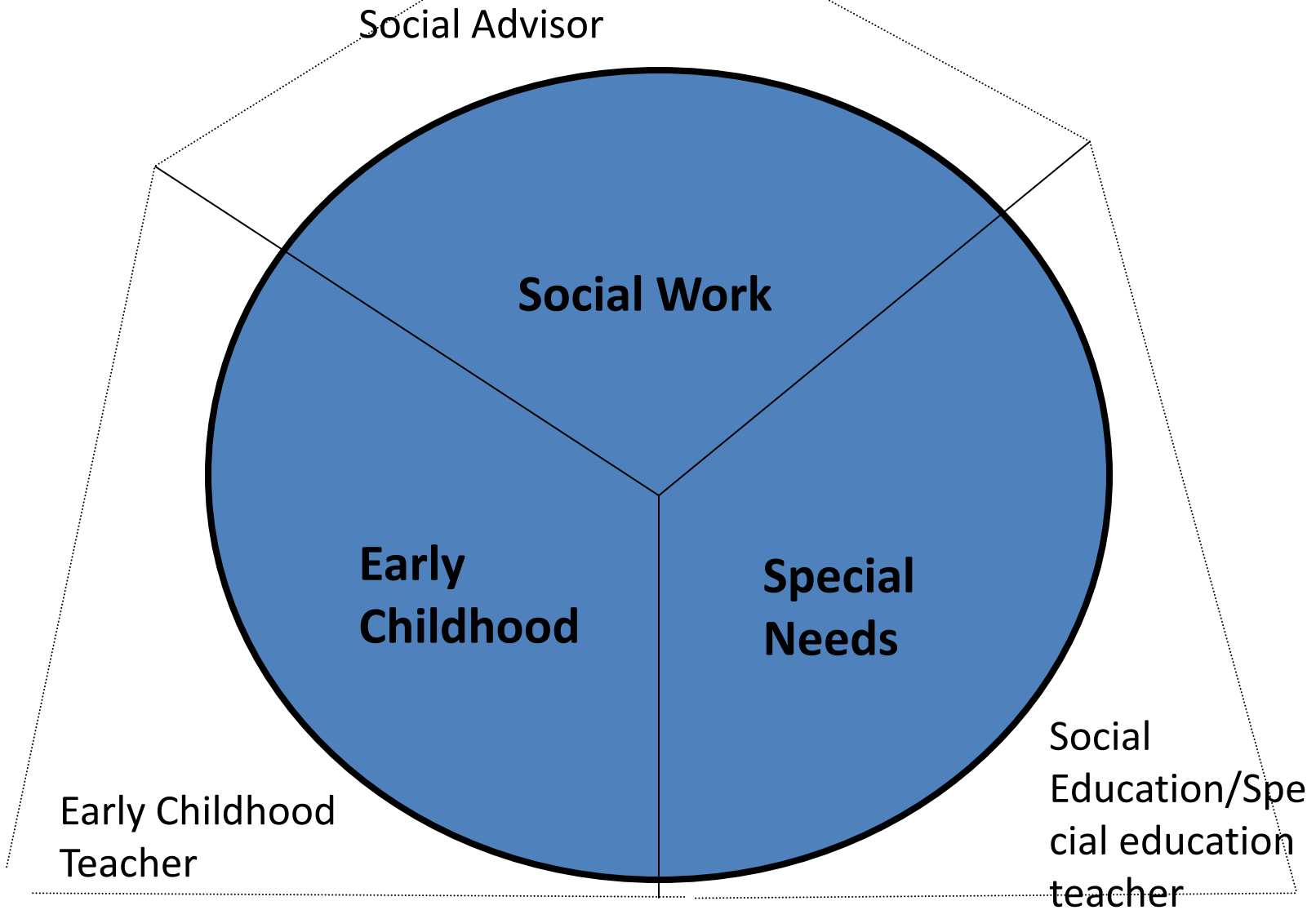
# **Education of Pedagogues in Denmark 12/3-2012**

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# Education of Pedagogues in Denmark



# Basic Structure

## 1.st Semester

6 weeks of classes

3 weeks of placement project

12 weeks of placement (0-6  
ys)/10 studydays at Frøbel

## 2.nd Semester

7 weeks of classes, all subjects

2 months class/project, 2 subjects

1 month project

1.st year exam

## **3rd Semester**

6 months placement/10 studydays  
at Frøbelweeks of classes

3 weeks of placement project

12 weeks of placement (0-6 ys)/10  
days at Frøbel

## **4th Semester**

2 months project, Academic subjects

2 months classes, 2 subjects

1.exam, social science

## **5th Semester**

2 months project, 3 subjects, cultural production

1,5 month project/classes, cultural subject

1 exam, language + Culture

6 weeks workshops/studyforums, 2 subjects, targetgroup and working area - specialization

## **6th Semester**

6 months placement/10 studydays  
at Frøbel

## **7th Semester**

2 weeks specialization report

1 month, exam pedagogy

1 month, exam Cultural subject

2 months, BA project

# Subjects

- **Based on science:**
- *Psychology, Sociology, Philosophy, Anthropology, Communication, Pedagogy and Public Health.*

## **Based on Cultural Traditions:**

- *Sports & Health*
- *Drama & Music*
- *Arts & Crafts*



# University College

– applied science, mix between academia and practice



*Qualifying professions, rethinking, changing etc professions*

*Qualifying students to work in professions*



# 3 types of skills

## ***1. Traditional academic skills***

(critical analysis, literature review, research methods, source-based writing, etc.)

## ***2. Relational skills***

(interaction, relational, communicative, practical, intuitive)

## ***3. Expressive skills***

(creative, aesthetic, performing, engaging)

There is a general emphasis on skills and competences, in direct relation to “hands-on work”.

# Learning Arenas

- Class room settings (lectures, workshops, studyforums)
- Group work/project work
- Workshops and field trips (for example arts dept.)
- Presentations, performance, exhibitions
- Professional learning process/ through working with service users and staff. (practical placements)

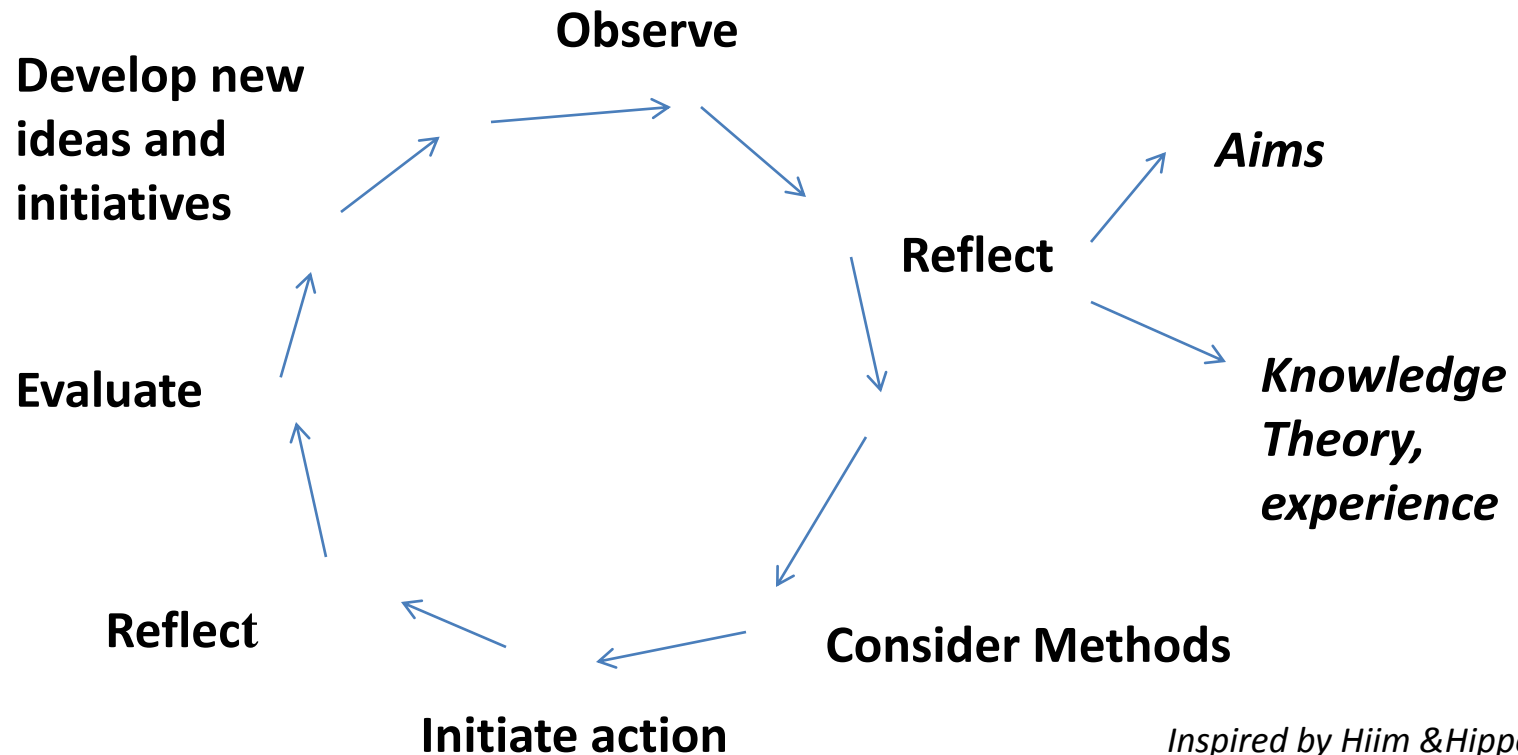
***The idea is that the different types of learning arenas support each other***

# Central skills and competences of Pedagogues

To create, maintain and develop *professional relationships* with children, young people and adult service users, managing *unequal power relations by considering ethical issues*



- To **observe** the needs and resources of service users, to **reflect** upon relevant means of action and different methods, to **initiate** adequate action, to reflect upon own action and **evaluate** aiming at new initiatives.



*Inspired by Hiim & Hippe*



To create a **professional stimulating environment** for learning and development that encourages children and service users **to take new steps in life**

To initiate **activities with individuals and groups drawing on a wide range of cultural and aesthetical** traditions such as drama, music, arts, sports and outdoor activities.



# What characterises social pedagogy in a Danish context?



**Building relations**  
crucial to further  
development

- Attachment
- Secure base
- Social skills



# Cultural activities

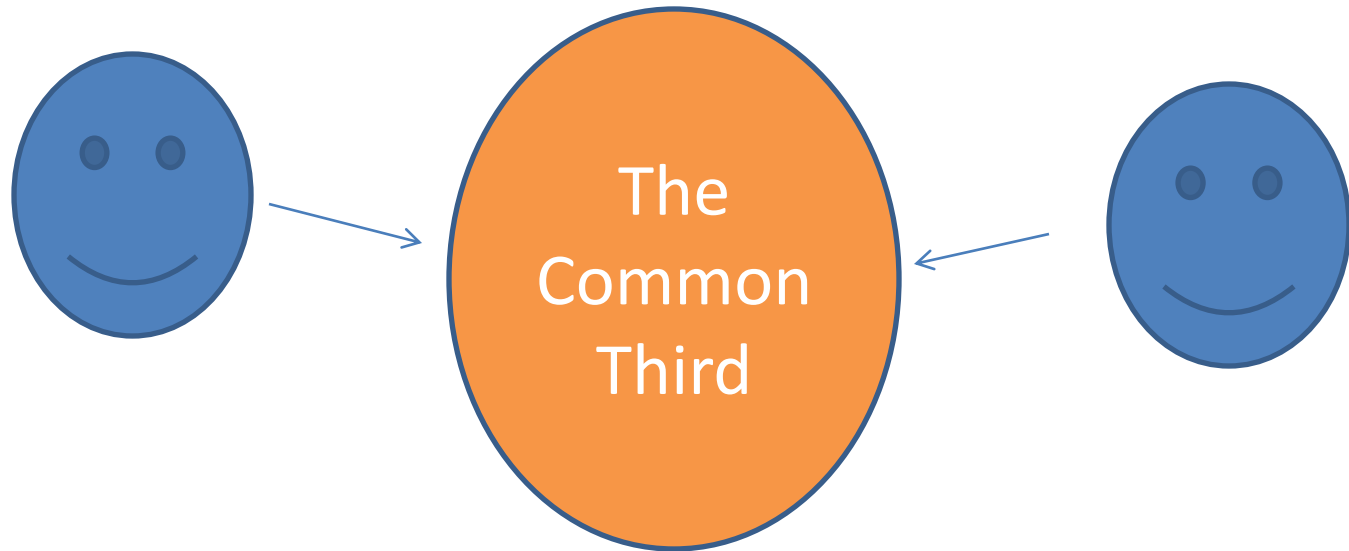
- \*a tool for building relations and training social relations
- \*a way of enhancing self esteem
- \*a historic tradition for emphasizing aesthetic experiences as a space for human growth





# Respect & Empathy

**The common third**  
Not about me, not  
about you



# Environment

- Homey Atmosphere
- Routines
- Individual treatment, individual rules/actions
- Reflecting yourself and your relations to others



# UK perspectives

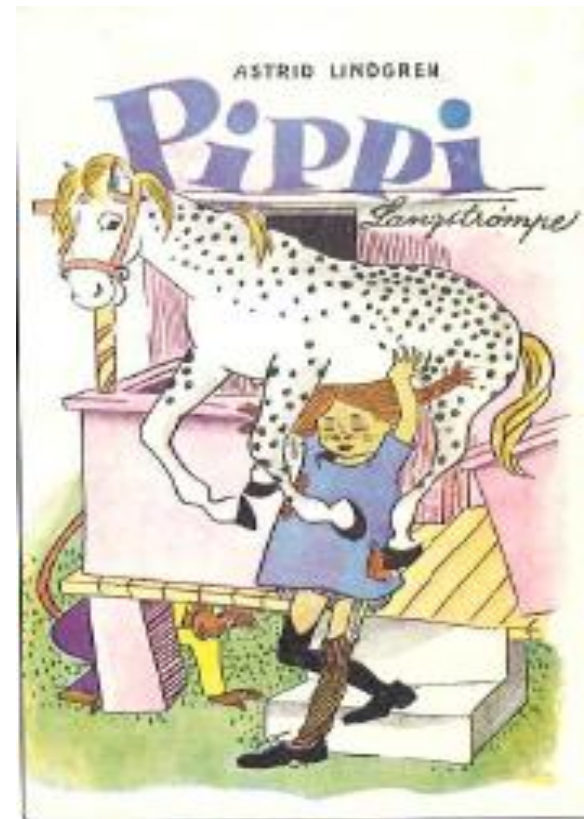
## *Differences in context*

- Close connection between Welfare State System and conceptions of professional work with service users
- Where do social workers and social pedagogues work?\*
- GSCC and code for practice



## *Differences in Culture*

- Angels and Deamons/ Spilopper og Krudtugler
- Risk aversion or development
- Trust in procedures or in professionals



## *Differences in Education*

- *“Pedagogue education is designed to enable practitioners to critically reflect on their practice, using their theoretical knowledge and practical and professional skills. One key area of difference from much education for work with children in the UK where there has been a strong tendency to develop instrumental and competency based approaches that rely on mastering techniques and procedures and less on develop critical judgement”*
- (Cameron et al: Final report to Esmee Faiburn Foundation, TCRI, University of London,, 2006).