

Agenda

1. Welcome and introduction to the municipality of Herning
2. Preventive work – especially PPR and the collaboration with school/parents. Including Herningmodel School and Herningmodel Start of School
3. Inclusion/Community Strategy
4. School absence
5. Education Counselling (UU) and the collaboration with the youth education institutions
6. Lunch
7. Visit at Vestervangsskolen
8. Visit at Herningsholm Vocational school and the upper secondary schools

November 4th 2019

Herning Kommune

An introduction to the municipality of Herning

HERNING SKABER VI VENSKABER





Herning Municipality

- Herning Municipality is the 12th largest in Denmark regarding population
- 89,000 residents. Approximately 20,000 are children between the ages 0 to 18 years.
- 2,500 full-time employees in the department of Children and Young, who work to create the best possible conditions for the 0-18 year-olds

28 school locations

25 public schools (8860 pupils)

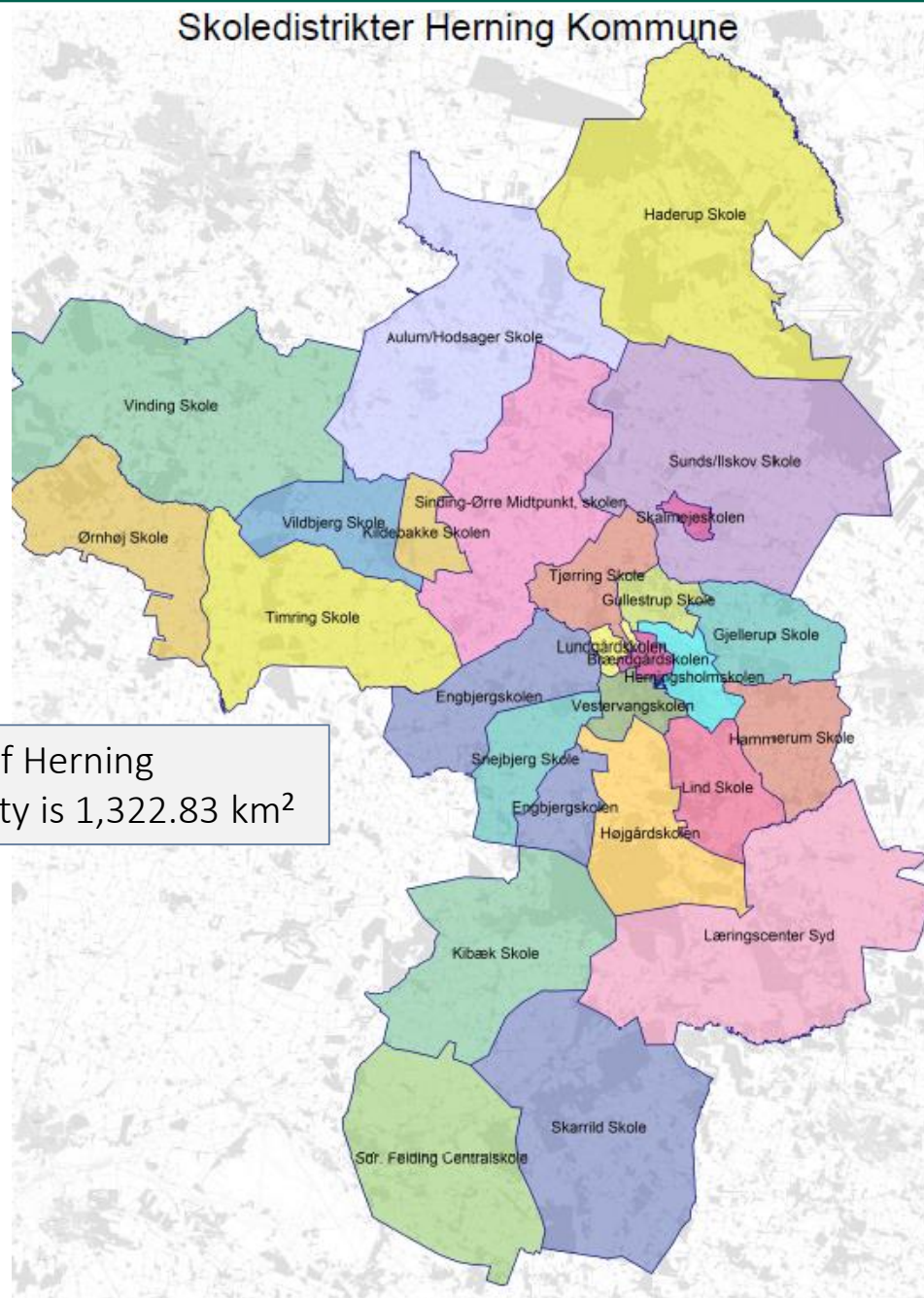
Plus

Valdemarskolen

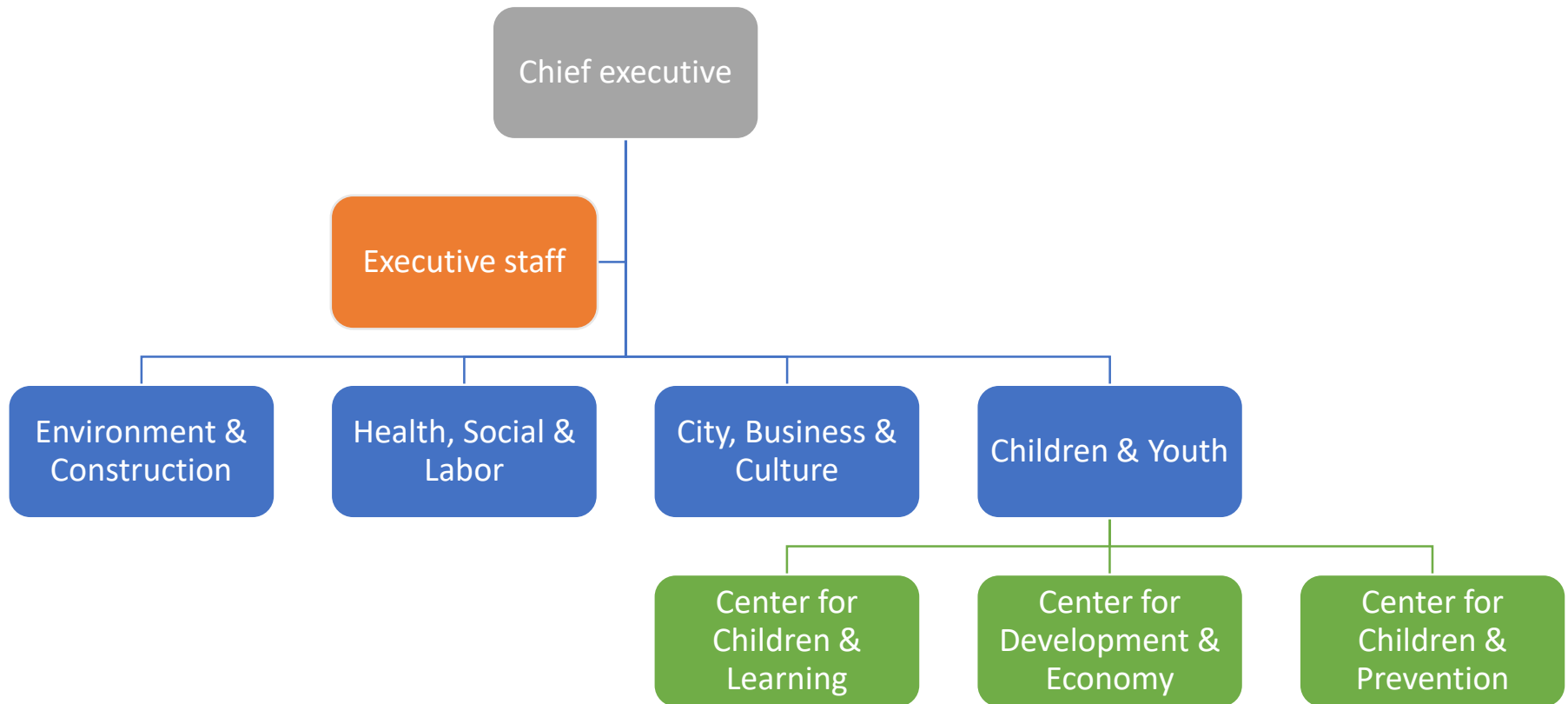
UngHerning

Ungdomscenter Knudmosen

The area of Herning
Municipality is 1,322.83 km²



The Organization



The Department of Children and Youth

Center for Development and Economy

Economics
Secretary
Development

Center for Children and Prevention

Child – and Family
counselling
Health Care
Pedagogical and
Psychological counselling
(PPR)
Daily Family Support

Center for Children and Learning

Schools & Day Cares

Goals for the Department of Children and Youth

All children are part of the community

Can interact in different social relations



All children must be as skilled, as they can

Can support themselves financially





Children and Youth Politics

- Capable children and young people
- Everyone must have a good life where they develop the skills necessary to be a part of the community
- Values and approaches to working with children and young people
- Children are valuable individuals and have potential, no matter their background

The Herning Model

All children have the right to an ordinary life and being part of a community

Our focus is on:

- Capability and support
- School as an important protective factor
- As much responsibility as possible to the family and network
- As close as possible to the normal environment

The right actions at the right time

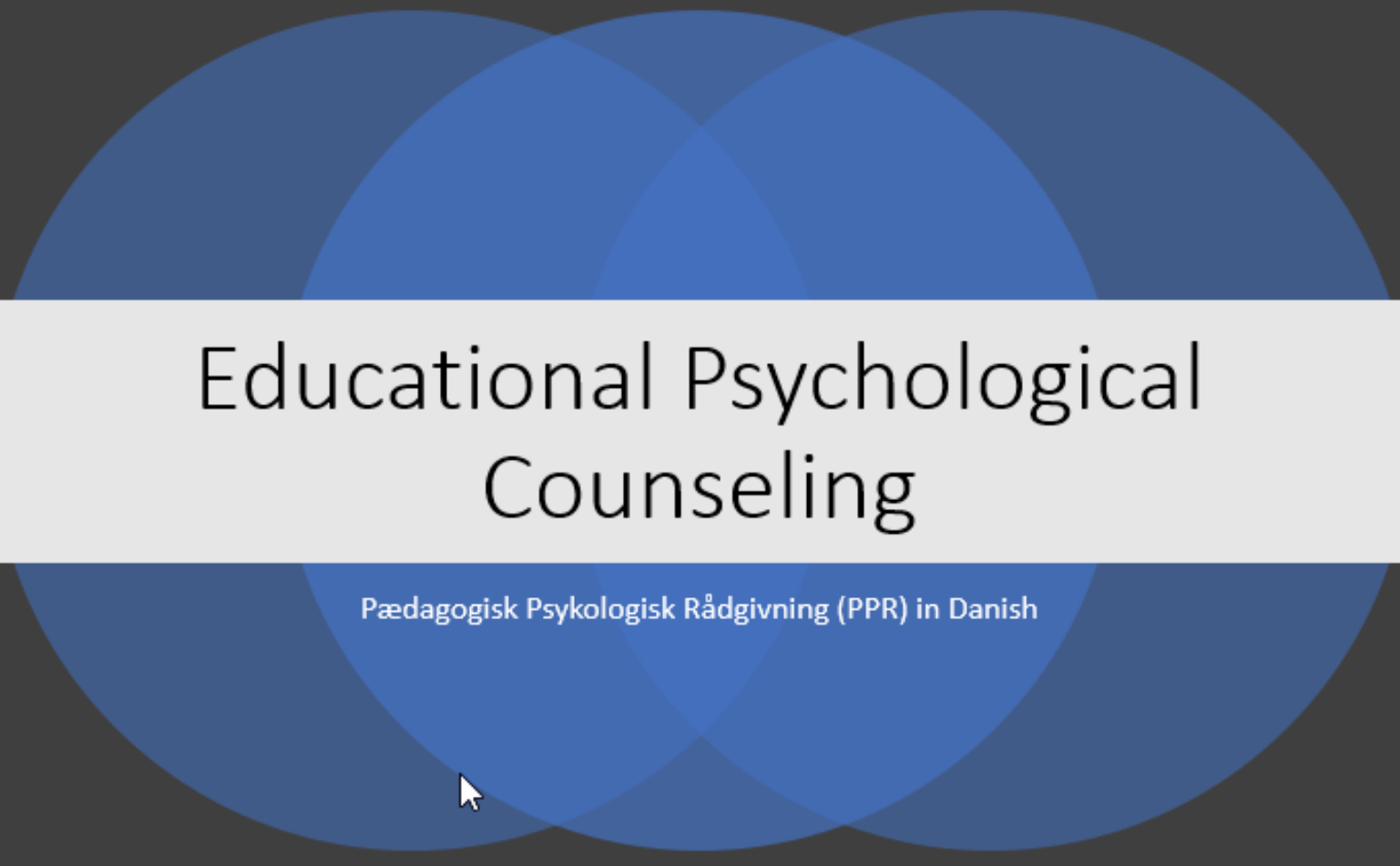
Our focus is on:

- Early detection and prevention
- Cross-sectional cooperation and coordination internally and externally
- All transitions are important – the backpack should be packed right



Preventive Work





Educational Psychological Counseling

Pædagogisk Psykologisk Rådgivning (PPR) in Danish



HERNING
SKABER
VI
VENSKABER

Herning Kommunes Børne- og Ungepolitik 2018-2022

HERNING
SKABER
VI
VENSKABER

In Herning we create Friendships



Targets for the department of Children and Youth

All children are part of the community

Can interact in different social relations



All children must be as skilled, as they can

Can support themselves financially

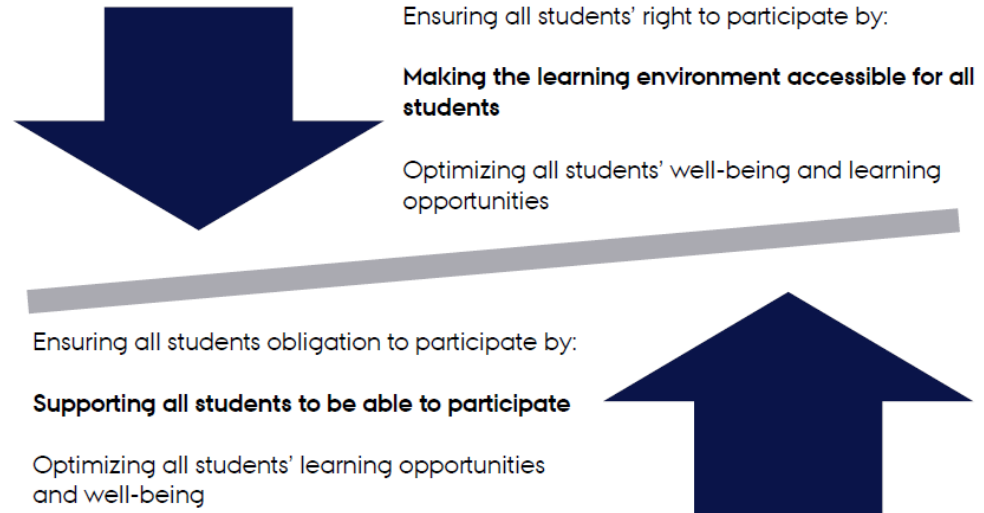


Mission:

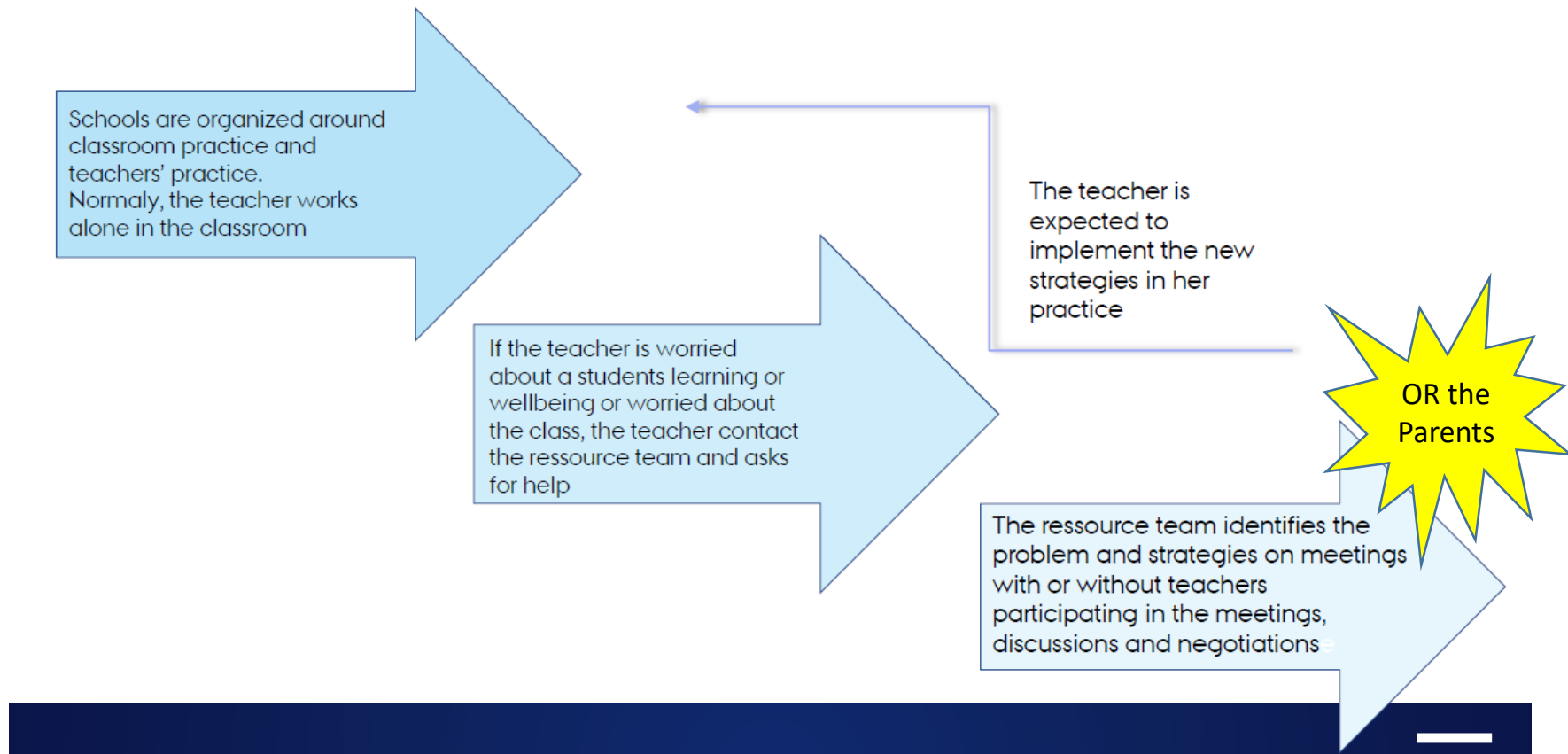
INCLUSION: A RIGHT AND AN OBLIGATION

- **Who are we?**

- PPR psychologist
- PPR consultant inclusion (Udvidet AKT Team)
- Speech-hearing teacher
- Psychomotor trainer
- Health visitor



Dilemma



Forms of collaboration

Individual perspective

- AKT (Behavior, Contact, Well-being)meeting
- Working Meetings
- Inclusion Network meeting
- Competence Center Meeting
- Coordination Meeting
- Network - Meeting
- Handing-over Meetings

New strategic initiatives to promote more collective and contextual perspectives

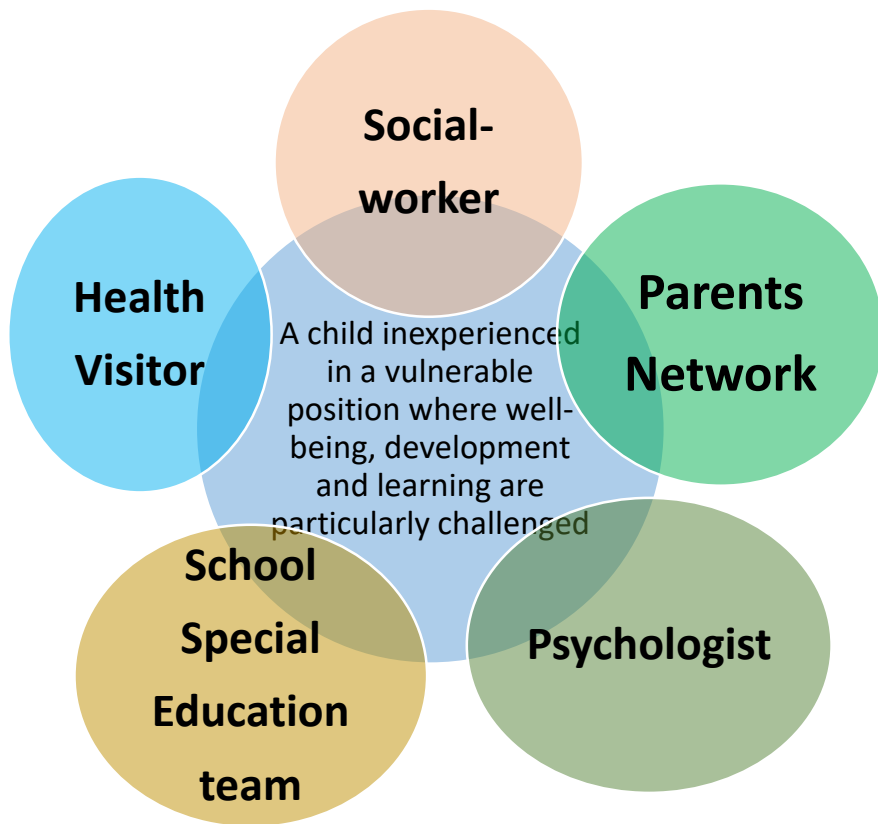
- PPR consultant inclusion (Udvidet AKT Team)
- URO-patrol
- Co-teaching

Competence Center Meeting – a professional coordination meeting



- Preventive perspective
- The school professionals receives counselling from an interdisciplinary team
- They plan the next level of action regarding the child's well-being – could be a Network-meeting

Network - meeting



- One or more meetings where the child / young person's private and professional networks are gathered
- shares important knowledge about concerns and resources
- find common goals for where we are going
- makes concrete and lasting agreements that solve the concerns faced by the child / young person and the family
- strengthens and supports collaboration between the family and the network





Herningmodel Skole

Skill enhancement for
teachers and educators

Herningmodel Skole ensures that

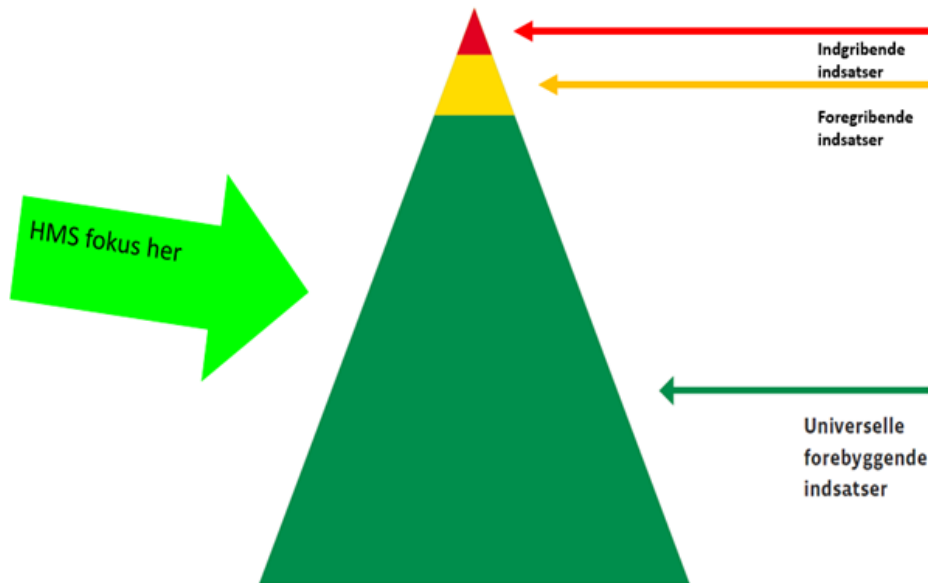
***”All children and young people are part of
a community”***

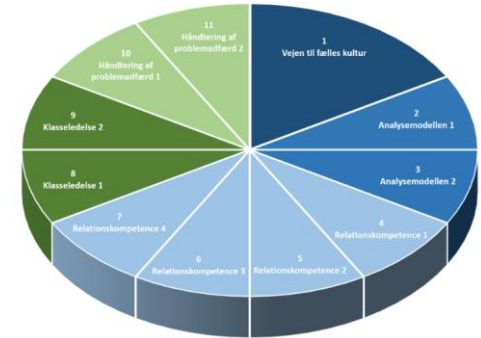
– Herning Municipality’s strategy
for inclusion



We aim at:

- ❖ Competence boost for all teachers in the handling of students in exposed position
- ❖ Add skills and tools to support the learning environment in as well the preventive and general level
- ❖ Improve the Well-being and reduce problematic behavior

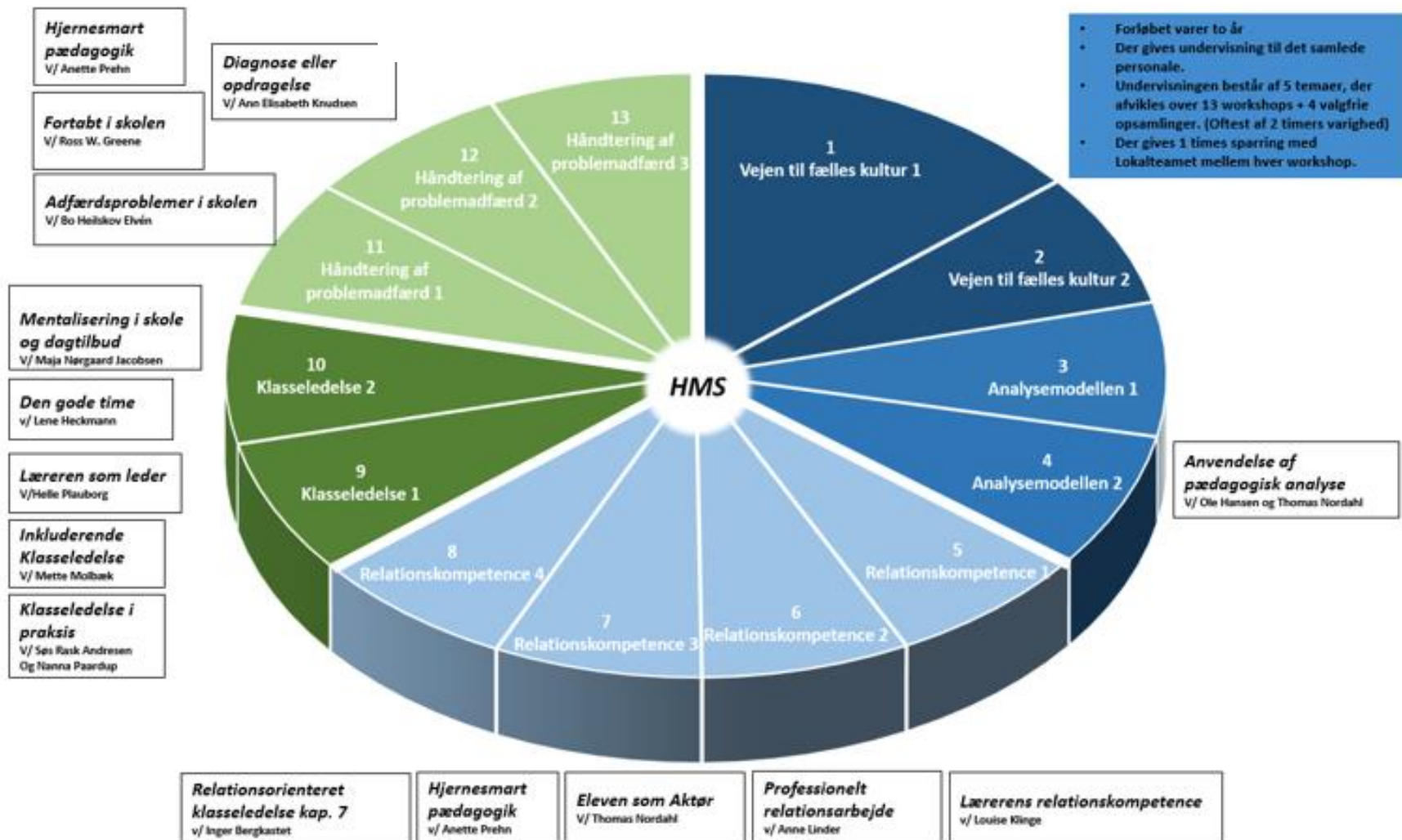




HMS- Workshops based on 5 themes:

- Steps toward a shared culture 1x4 hours
- The model of analysis 2x2 hours
- Relational qualifications 4x2 hours
- Classroom management 2x2 hours
- Managing problematic behaviour 3x2 hours

HMS oversigt:



HMS – How do we ensure that the project is kept alive, also inbetween the sessions.



Implementationteam from CBF participates in and attend to :

- Workshops
- Sparringspartner sessions

Seniormanagement and The Localteam play a very important role in supporting HMS in becoming a LIVE Project in School!

Such as: Coordinating the development of the School in this area, so that All employees are motivated and feel responsible.

Evaluation and sum – up locally between the different workshops involving:

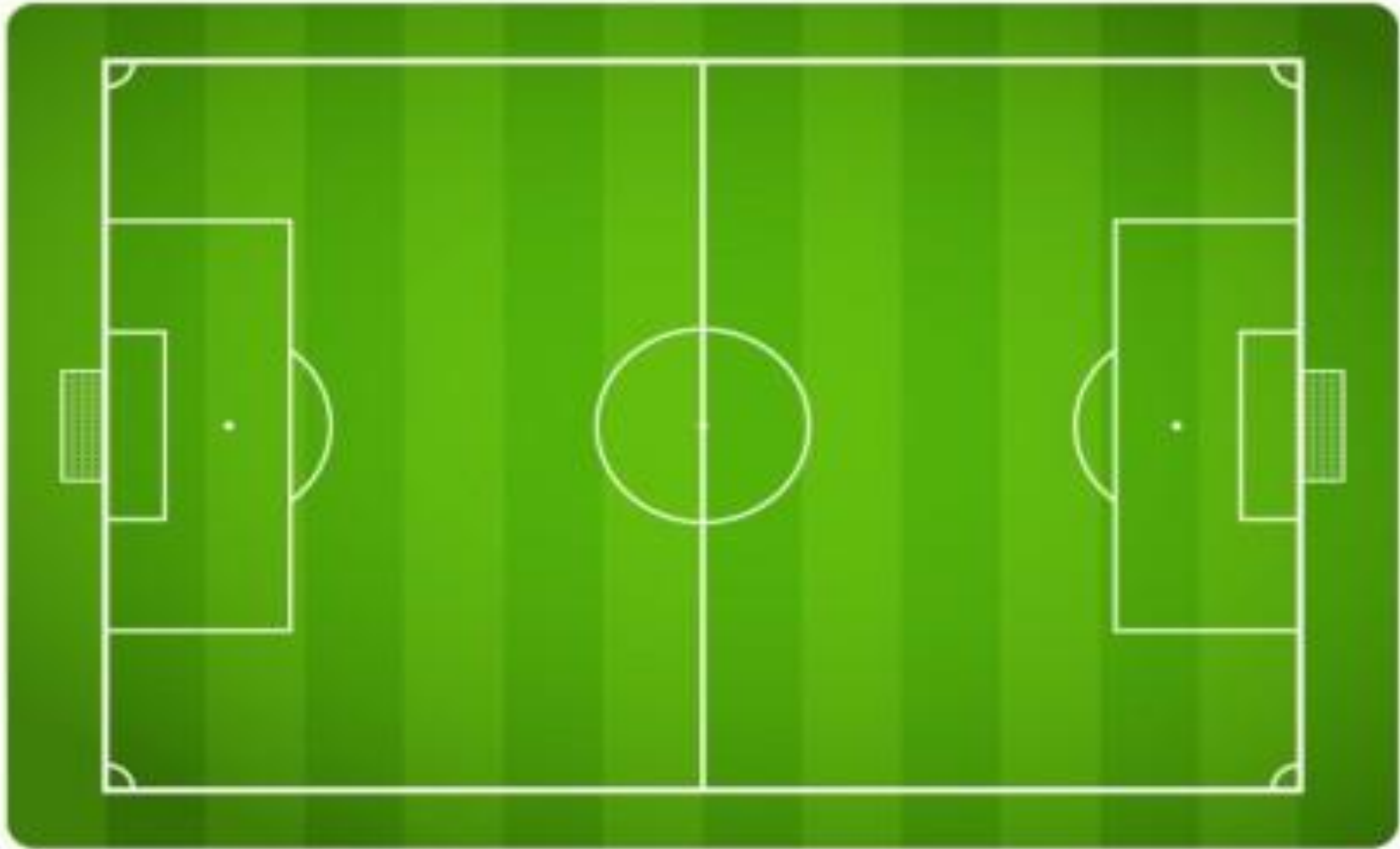
1.: What is of special importance to us in our context?

2.: How do we intend to do that?

AHEAD OFF and AVAILABLE FOR COLLEAGUES

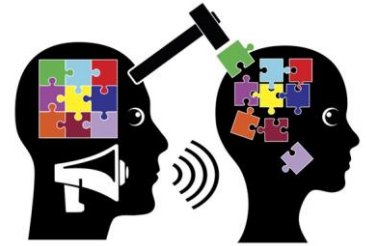
Expectations.....

Hvad skal *vi* spille sammen om?



Fælles sprog - Language creates reality

When we are not explicit enough.....



"Well... why can't you figure this one out ..."

You have to behave nice?

Well, what is that?

Speak in a decent way?

Well, what is that?

Avoid to say DO NOT

•~~Don't run here.~~



Herningmodel Preschool



Herningmodel Kindergarten



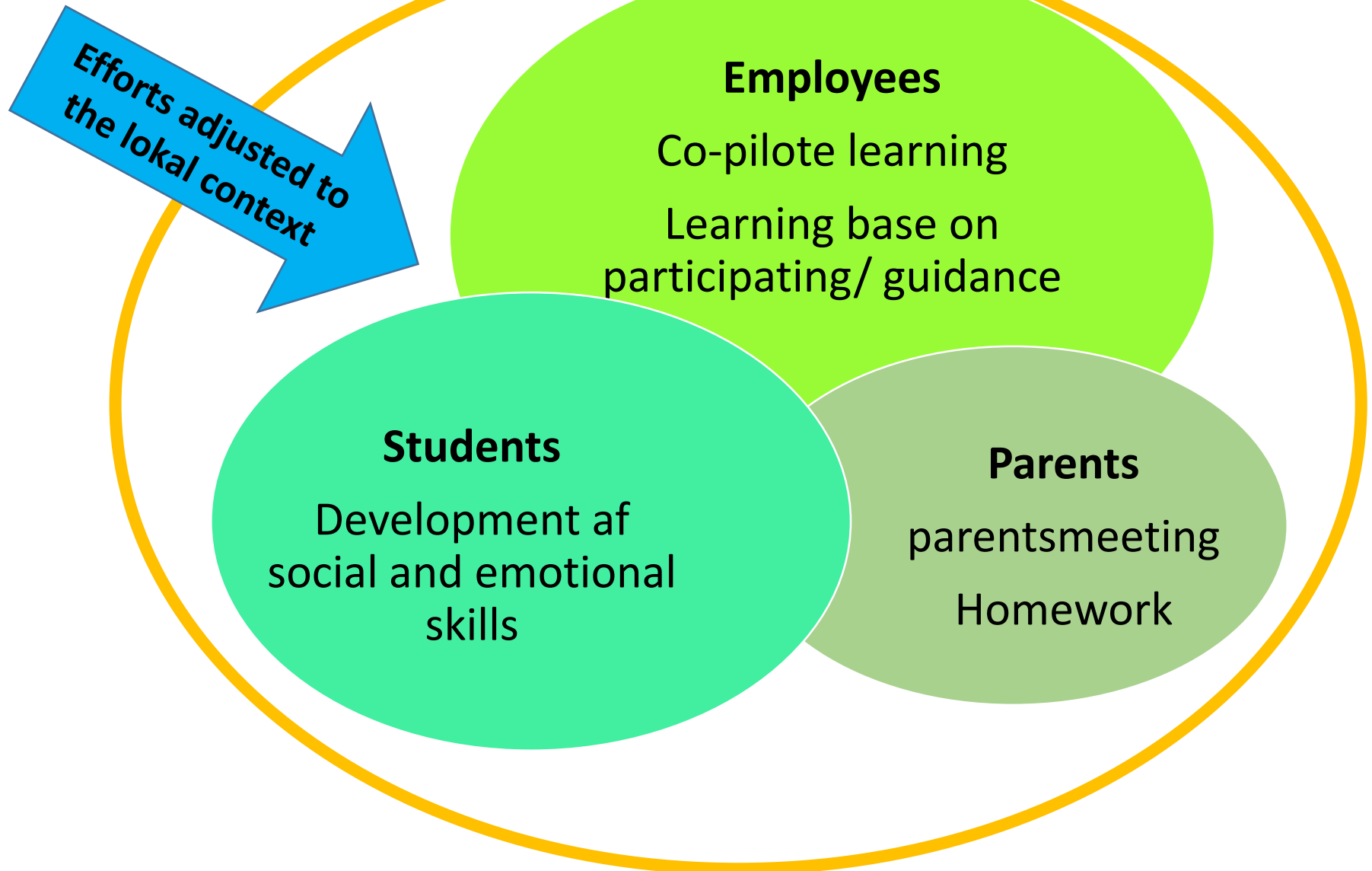
Herningmodel Preschool



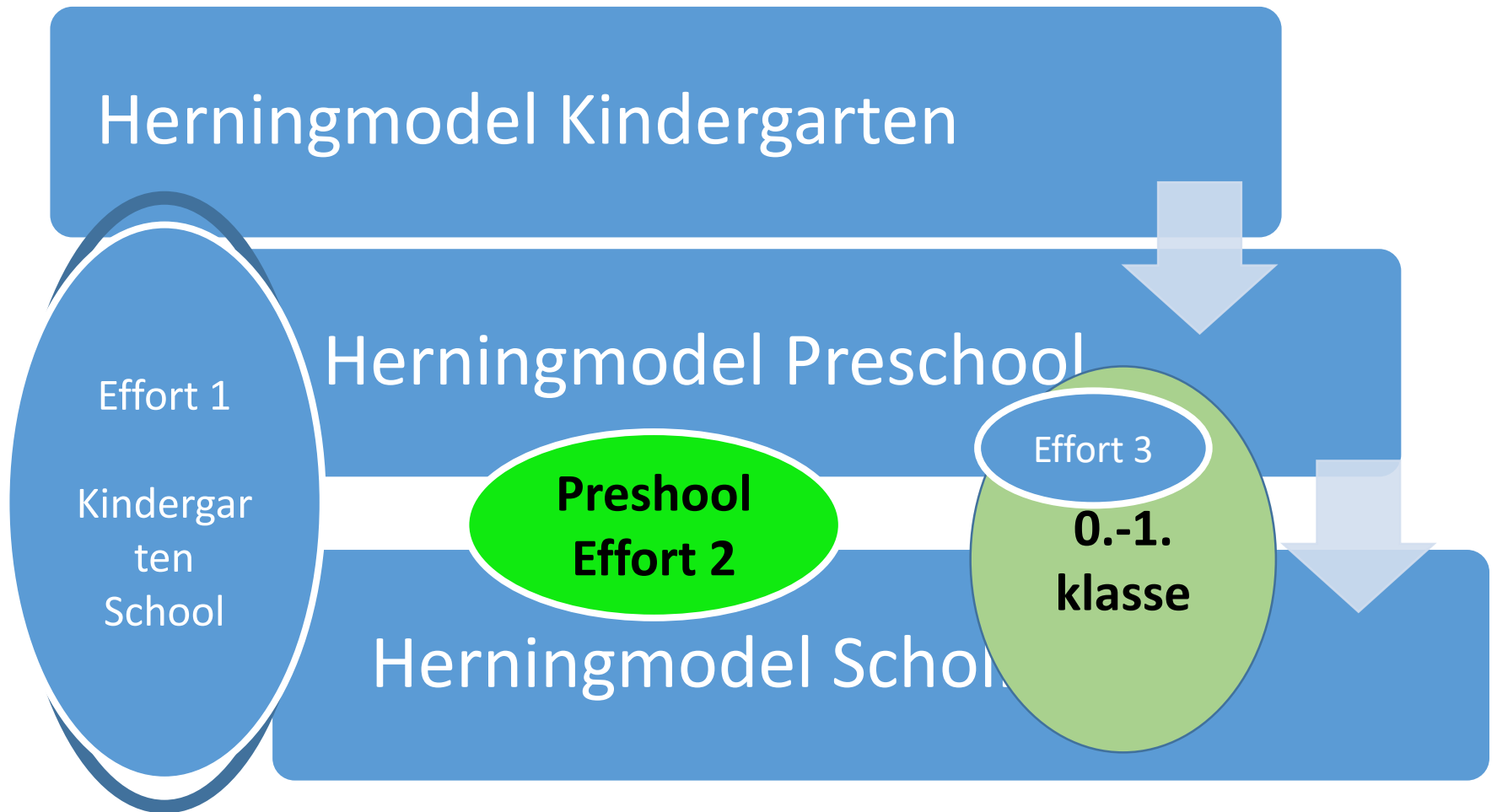
Herningmodel School



The group we aim at:



Efforts



Co-operation between parents and daycare centers/schools

- A culture can not change without the parents!
- Parents are role models. Therefor they play a crucial part in the task of inclusion and the creations of communities.
- The educators and teachers know about the child's development and learning process, **but the parents are the experts on their own child**

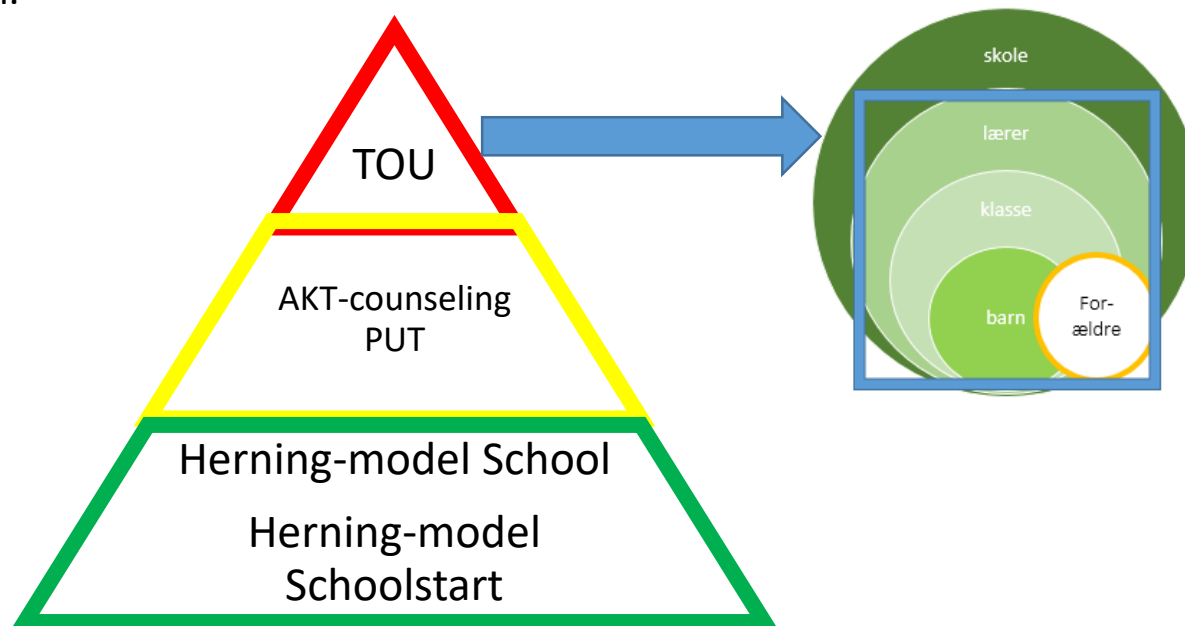


Thank you for your attention



Det udvidede AKT-team

We support the efforts of schools and daycare providers to create sustainable inclusive learning environments - by having organizational level interventions for all children, by having group level interventions for some children and by having individual level interventions for individual children.



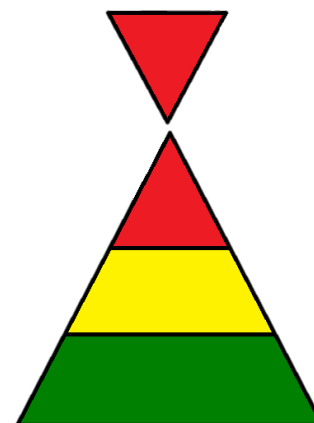


Contribute to

- changes that increase the individual child's well-being, development and learning-conditions in the community
- creating sustainable, inclusive communities
- strengthening the school-home collaboration

Children& Parents

- in socio-emotional difficulties in the general environment and municipal special classes
- experienced in vulnerable positions where well-being, development and learning are particularly challenged



TRIVSELS- OG UDVIKLINGSTEAMET

OPSTART

1 - 2 uger



Skoleleder sender mail.
TOU ringer retur.
Opgavematch afsøges



Skolen sender
henvendelsesskema



Opstartsmøder.
Forventninger, ønsker og
mål afstemmes

OBSERVATION

1 - 2 uger



TOU observerer og
understøtter processer i
samarbejde med skole
og hjem



Samarbejds møde.
Tilbage melding, sparring
og vejledning.
Tiltag defineres

IMPLEMENTERING

3 - 4 uger



Tiltag iværksættes.
TOU er praksisdeltagende



Samarbejds møde.
Sparring og vejledning.
Tiltag evalueres
og justeres

AFSLUTNING

1 - 2 måneder



Skolen arbejder videre.
TOU er let tilgængelig

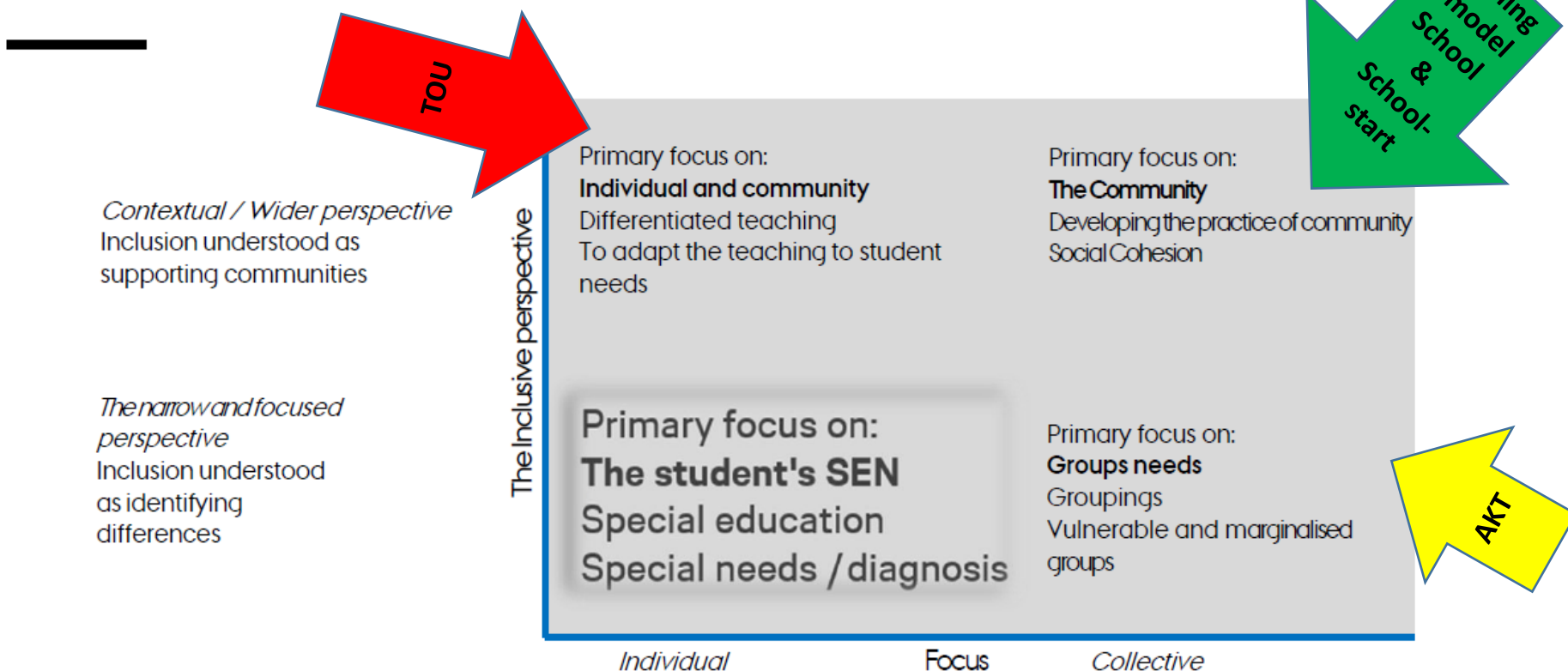


Afslutnings møde.
Tiltag, proces og
effekt evalueres



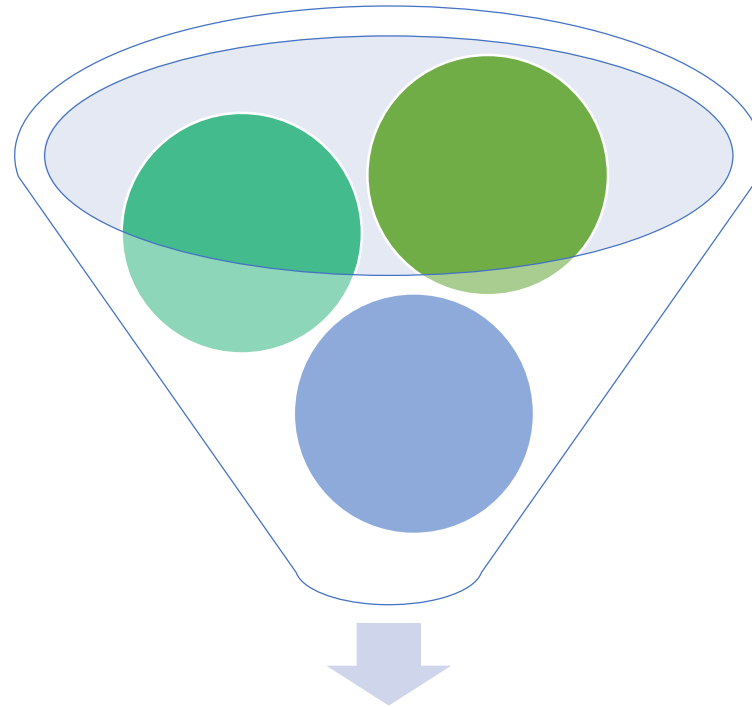
Opfølgning.
Observation, sparring
og vejledning

POSITIONS IN THE WORK WITH INCLUSION



Community Strategy





3 mindset-workshops
50 participants

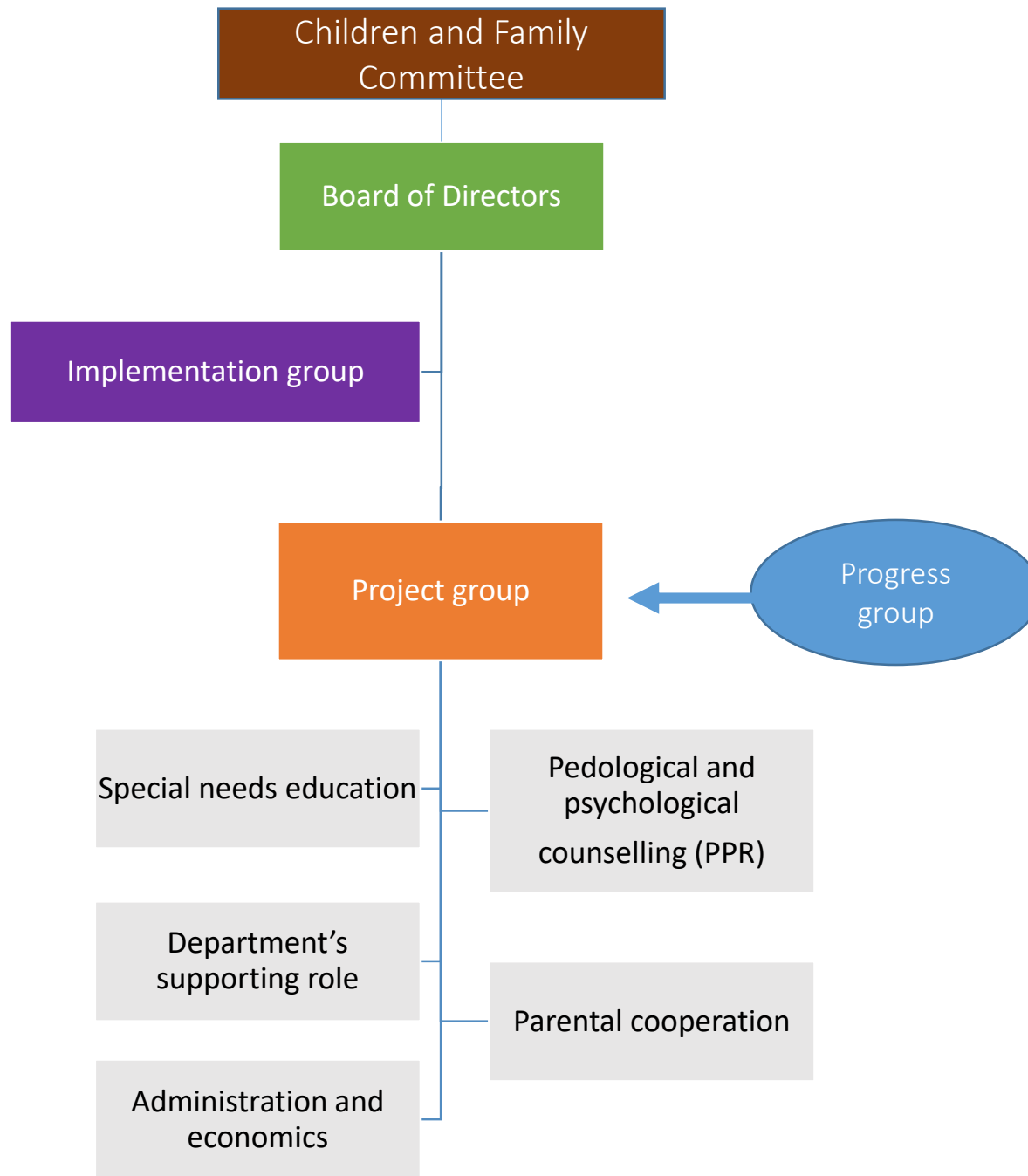
Community Strategy

Community

The child's
perspective

The adults'
responsibility

Skilled
Professionals



Community Strategy

Special needs
education

Pedagogical and
psychological
counselling (PPR)

Department's
supporting role

Parental
cooperation

Administration
and economics

Visitation 0-18 years

Courses/
presentations

Bullying

Student absence

Transport

Quality in special
needs education &
descriptions of
target groups

Overall culture-
bearing strategies

CBL consultants'
supporting role

Parental cooperation

Payment of services
between schools

The schools' local
special education
programs

PPR's services

Initiatives in day
cares

Multilingual children
and young people

Travelling expert
groups

Well-being educators
in schools

Task groups

- 16 groups
- Focus on themes that support the overall strategy
- What initiatives are already being made? What new initiatives could be relevant?
- Representatives from day cares, schools, unions, parents and people from different parts of the administration
- Result: Recommendations in five different supporting appendices



Meetings

- Quantity: 4 meetings
- Every second week (from August – October)
- Duration: 3 hours



Product

- A written product
- (Short) Practice-oriented and focused on actions for the targeted group

Involvement of existing fora

- Not only involvement of new task groups – but also existing fora
- Almost 400 teachers, educators and students involved through networks
- For instance: the math counsellors network, the student council and the reading counsellors network





What are the tasks of the existing fora?

- What initiatives are already being made to support inclusion?
- Do these initiatives need to be adjusted?
- What new initiatives do you find relevant?
- **Product:** 1 page. Short, precise and action can be taken within existing economic boundaries.

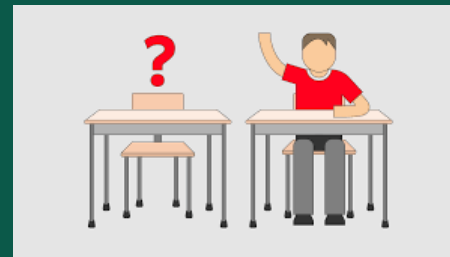


Process plan

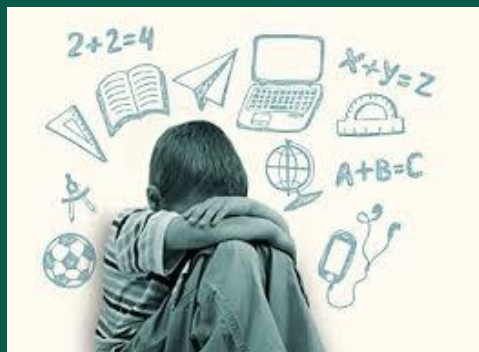
The Community Strategy is in function from 2020-2023.

Plan

23rd of October 2019	"First reading" by the Children and Family Committee
22nd of November 2019	Deadline for hearings
11th of December 2019	"Second reading" by the Children and Family Committee
1st of January 2020	The Community Strategy becomes affective
23rd of January 202	Community Strategy Festival

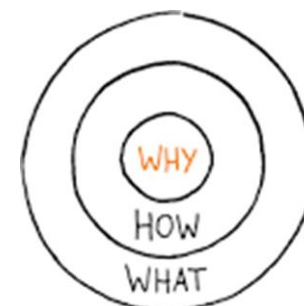


Student absence



Background

- A new social law states that 15 % unauthorized student absence can result in a reduction in the parents' child benefits
- This resulted in a new law on student absence
- The average student absence in Herning is low compared to the national level – but one child who is not in school, is one too many
- There is a need for a more consistent way of managing and preventing student absence across the schools of Herning municipality



Kommunetotal

	↕ Herning
2017/2018	4,3 %
2016/2017	4,0 %
2015/2016	4,1 %

Landstotal

	↕ Landstotal
2017/2018	6,0 %
2016/2017	5,7 %
2015/2016	5,6 %

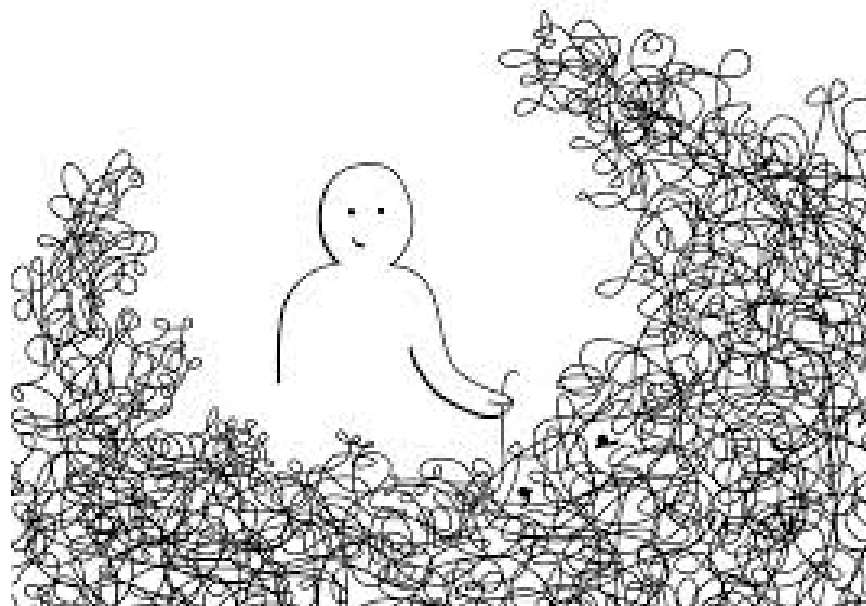


Purpose of absence systematics

- Creating a consistent way of recording and managing worrisome student absence across the schools of Herning
- Providing inspiration on how to act



Causes can be complex



Absence has consequences

- Pupil's academic performance (individual student and the whole class)
- Pupil's social well-being (individual student and the whole class)
- Increased risk of dropping out later in the school system





Absence due to
Illness and
disabilities



I'm on vacation!!!



Extraordinary
Freedom with
the school
principal's
permission



Unauthorized
absence

New law – 2 purposes

1) 15 % unauthorized absence can result in a reduction in the parents' child benefits

2) Tightening existing rules of extraordinary freedom with permission from the headteacher

Now extraordinary freedom via application

The school principal assesses whether it is professionally and socially acceptable



Balance



More strict rules – The good dialogue with the parents

Contents of the absence systematics

- ❖ Consequences of absence
- ❖ Law on the matter
- ❖ Implementing the new law in Herning Municipality
- ❖ Definition of worrisome absence
- ❖ Interpretation of authorized and unauthorized absence
- ❖ Absence registration guidelines
- ❖ Plan of how and when to act
- ❖ Special considerations regarding student groups
- ❖ A description of "Preventing school absence" which is a 3 year long project in the Center of Children and Prevention
- ❖ Guidelines for the use of reduced schedule
- ❖ Procedure for notifying the municipal council when the unauthorized absence is 15 % or more
- ❖ Inspiration to prevent and intervent in absence cases
- ❖ Sections from health care (school nurse) and youth Guidance

Youth and Educational Guidance in the Municipality of Herning

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Herning
Kommune

1. The Act of Guidance
2. Activities at School
3. Data
4. Youth Education Council of Herning
5. Interactions with the secondary education
6. Educational Readyness?

Educational and vocational Guidance

Local youth guidance centre

- the transition from compulsory school to youth education or to the labour market.

The Act of Guidance:

- Pupils in primary and lower secondary school
- Young people age 15-17 (Operation MorningScreen)
- Young inactive people age 18 - 25
- Other young people under the age of 25 seeking guidance
- Young people with a special need for guidance

Independent of sectoral and institutional interests. Guidance shall be provided by practitioners with an approved guidance education or recognized competencies at the same level.

Regional guidance centre for students who wish to enter a heigher education programme
E-guidance (email, chat, phone or text message)

The National guidance portal: www.ug.dk is a careers information and guidance portal

Educational Guidance and the School

General Guidance activities

- *individual and group guidance sessions,
- *introductory courses in 8th grade (All class)
- *bridge building schemes in 9th and 10th grade. (Not-Yet-Ready)

Guidance targeted particularly at young people who, without specific guidance, will have difficulties in relation choice and completion of education, training and career

In cooperation with the school principals, the youth guidance centre organizes **activities at schools – close to the pupils.**

Teachers are responsible for the provision of general careers education from form 1 to 10, but the youth guidance centre serves as a source of coordination, inspiration and further development in this area.

Contributes to limiting, as much as possible, the number of dropouts and students changing from one education and training programme to another

National vs Local

2019

Landstal:	Kommunetal:
72,0% GYM	68,9 % GYM
20,1% EUD	23,2 % EUD
3,2% FGU og øvrige	3,6 % FGU og øvrige
4,7% Øvrigt	4,4 % Øvrigt

2018

Landstal:	Kommunetal:
73,1% GYM	71,2 % GYM
19,4% EUD	21,6 % EUD
2,5% FGU og øvrige	2,9 % FGU og øvrige
5,0% Øvrigt	4,3 % Øvrigt

2017

Landstal:	Kommunetal:
74,0% GYM	75,4 % GYM
18,5% EUD	17,9 % EUD
2,3% FGU og øvrige	1,8 % FGU og øvrige
5,2% Øvrigt	4,9 % Øvrigt

Young people age 15-24, living in the Municipality of Herning

	Share of young people living in the Municipality of Herning (pr. 1.4.19)
Completed Youth Education	32,8 % (3.852 young people)
In Youth Education right now	33,1 % (3.887 young people)
Young people who did not complete and are not in Youth Education now	14 % (1.440 young people) *the last 20,1 % are still in primary school

Pr. 1. april 2019 (Ungdommens uddannelsesvejledning)

Readiness for upper secondary education

In form 8, councellors estimate readiness after form 9/10
(personal, social, practical and academic competencies)

Ready: pupils and parents education plan, and apply

Not-ready: focused academic and guidance programme
(20 percent not-yet-ready in form 8)

Youth Education Council of Herning

All institutes are participating

Highschools

Vocational Schools

Preparational School

Aim to:

Focus on youth training opportunities

Develop the number of young people in education

Increase cooperation, coordination and mutual development
between the municipality and the educational institutions

- Network of Student Councilors
- Taskforce for Vocational training
- Introductory Activities

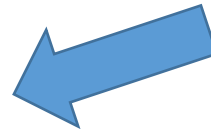
Electives offered by Youth Education



TILBUD TIL GRUNDSKOLER
2019/2020



Science Battle	Verdenssprogdag	Gymnasimatematik	Krop og sundhed	MusikCamp
Kunst i praksis				
En anderledes dag med Science				
<i>Tidspunkt: Konkret tidspunkt efter aftale</i>				
<i>Varighed: 2 dage: 2 ½ time på egen skole, de bedste hold 1 dag på gymnasiet</i>				
<i>Målgruppe: 9. klasse</i>				
<i>Kontaktperson: Klaus Christensen: kc@herning-gym.dk</i>				
I Science Battle-konkurrencen kommer du til at arbejde med problemstillinger fra virkelighedens verden, og derfor er konkurrencen både motiverende og interessant.				
Kvalifikationsrunden til Science Battle-konkurrencen udkæmpes i første omgang i din egen klasse i hold à 3 elever i efteråret. Hele klassen deltager, og vi laver holdinddelingerne. Vinderne af kvalifikationsrunden inviteres til finaldagen på Herning Gymnasium. Vores scienceelever besøger din skole og står for konkurrencen. Konkurrencen indeholder bl.a. biologi, fysik, kemi og matematik. Til sidst afleverer hvert hold en besvarelse. Ved konkurrencens afslutning kåres vinderholdene.				



Different
vocational
schools
together

AUTOMATION – LEGO MINDSTORM



FAG	MATEMATIK OG NATUR/TEKNOLOGI (UDANNELSE & JOB)
HVAD ARBEJDES DER MED?	Vi arbejder med matematik og natur/teknologi, når vi i grupper af tre skal designe og bygge grundmodellen af LEGO Mindstorm og herefter programmere den til at løse opgaver på en specialbygget bane. Eleverne bliver således udfordret til at omsætte kreative tanker til innovative og entreprenante handlinger, som skaber værdi for dem selv og andre. Matematikken anvendes til at beregne, hvordan robotten skal løse en given opgave for en fiktiv virksomhed. Under hele forløbet er hver gruppe ansvarlig for at lave små videoklip og/eller billedokumentation af forløbet.
HVAD LÆRER ELEVERNE?	Der arbejdes med følgende mål inden for fagene matematik, natur/teknologi samt det tværfaglige uddannelse & job: MATEMATIK: <ul style="list-style-type: none">• Eleven kan handle hensigtsmæssigt i situationer med matematik• Eleven kan undersøge enkle hverdagsituationer ved brug af matematik• Eleven kan bidrage til løsning af enkle matematiske problemer NATUR/TEKNOLOGI: <ul style="list-style-type: none">• Eleven kan designe undersøgelser på baggrund af begyndende hypotesedannelse• Eleven har viden om og kan udvikle enkle produkter• Eleven har viden om energiformer UDANNELSE & JOB: <ul style="list-style-type: none">• Eleven har viden om egne styrkesider og interesser• Eleven har viden om krav i forskellige uddannelser og job
FØR OG EFTER	Før: Det ville være givtigt at arbejde med de kompetenceområder, der kommer i spil på dagen. Ligeledes kan man her forløbet gå ind på og udvikle om uddannelsen til industritekniker. Efter: Hjemme på skolen igen kan der arbejdes med at undersøge robotteknologiens betydning for industrien i Danmark samt tage på virksomhedsbesøg på en lokal virksomhed, der gør brug af robotteknologi.
PRAKTISK	Fordet for dagen skal eleverne være opdelt i grupper af 3. Der er plads til max. 20 elever, men det optimale er max. 24.
DATO OG TID	Et sammenhængende forløb på to dage kl. 9.00 – 14.00 9. + 10. december 2019 11. + 12. december 2019 22. + 23. april 2020 29. + 30. april 2020 6. + 7. maj 2020
STED	Herningsholm Erhvervsskole & Gymnasier, Lillelundvej 21, Herning

SPØRGSMÅL VEJL. FAGLIGT INDHOLD
Kontakt un desirer Nick Grundvad Haage: ngm@herningsholm.dk

TILMELDING
Pr. mail til leder af Grundskoleenheden Trine Kierbye Jensen: tje@herningsholm.dk

KREATIVITET I MURERFAGET



FAG	HÅNDVÆRK & DESIGN OG MATEMATIK
HVAD ARBEJDES DER MED?	Vi arbejder med design og matematik, når vi laver flatte og skulpturer af fliser. Der arbejdes med at designe og producere en dekorativ bordskåner. Eleverne skal arbejde kreativt og kan samtidigt følge processen fra ide til udførelsen af det færdige produkt.
HVAD LÆRER ELEVERNE?	Der arbejdes med følgende mål inden for fagene håndværk & design og matematik: HÅNDVÆRK & DESIGN <ul style="list-style-type: none"> • Eleven har viden om og kan vælge grundlæggende håndværktøjer og redskaber efter hensigt • Eleven kan læse og arbejde håndværksskædigt efter instruktioner • Eleven har viden om og kan planlægge, beskrive og udføre enkle arbejdsprocesser MATEMATIK

FIX DIN CYKEL



FAG	MATEMATIK
HVAD ARBEJDES DER MED?	Vi arbejder med matematik, når eleverne tjekker og vedligeholder deres egne medbragte cykler i forhold til løvens krav. Eleverne undervises i at lappe en cykel og i at vedligeholde cykeldele. Desuden udarbejder eleverne en statusrapport på deres cykel efter endt arbejde. Matematikken bruges til at arbejde med målestokforhold. Eleverne cykler en distance og giver derefter ved udregning et bud på længden. Der måles efter med GPS. Der arbejdes altså med matematik i teori, der efterprøves i praksis.



**SCIENCE
TECHNOLOGY
ENGINEERING
MATHEMATICS**

"Rolling Educational Skills", for teachers, students and pupils.

How is teaching different in primary and secondary schools?

Teacher to Teacher - Young to Young



Exhibitions



Education Night for 8. grade pupils and their parents

All local educations are presenting their variety of educations and introductory courses.

Education managers, student counsellors and student ambassadors provides a high level of information.

To decide where to go for the two introductory courses – and maybe later as students

Exhibitions

**Professional career fair 3000 students
from grade 9th and 10th and their parents.**

Local companies from different industries set up stands and are ready to tell about their industry.

Companies authorised to have apprentices. Role models
-arouse interest – first contact regarding apprenticeships

The secondary schools are represented as well.

The Challenge?

Building Bridges between Prim. and Sec. Education
Improve the Educational Guidance continuously
Rolemodels, Open Schools

	Share of young people living in the Municipality of Herning (pr. 1.4.19)
Completed Youth Education	32,8 % (3.852 young people)
In Youth Education right now	33,1 % (3.887 young people)
Young people who did not complete and are not in Youth Education now	14 % (1.440 young people) *the last 20,1 % are still in primary school

Educational Guidance, failure to thrive and Social Work



someone to talk to - headspace is a mental well-being counselling service for young people between the age of 12 and 25 years. headspace is a place where everyone is welcome, where nothing is wrong and where no problems are too big or small to talk about.

Contact Person: A particularly educational guidance effort

Social mentorship

Home tutor/social support

SSP+ (School, Social Services and Police) preventing crime among young people



One Stop Service Shop

The entrance for Youth, failure to thrive...

Counselling and Guidance

Social Workers

Workshop Programmes (e.g. Sleep Guidance)

Meeting Voluntary Social organizations and
specialized municipal counselling

Lunch

