

January 2021

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Annual Report 2020 from The Danish Center for ICDP

ICDP and a year with Corona

In Denmark, as in the rest of the world, we have been greatly influenced by COVID-19. Our teaching classes have been canceled and moved forward in the calendar. To comply with the changing national and local Covid-19 guidelines, the ICDP-trainers have been creative and adaptable. One of the challenges has been that the teaching has had to shut down, while other challenges have been that we have had to reduce the number of participants in the classes; ensure that corona sufferers or quarantine sufferers can complete their ICDP training on a later state. We usually complete our ICDP training for the teaching staff after 6 months. But in this corona year, we have extended our training period, which fortunately has not affected the participants' enjoyment of the ICDP program.

We have just received this email from a quarantined participant:

"I just want to say that it has been the most exciting and educational I have been on for many years. I love the mindset and the way you work with it. So, thank you so much for a great course."

In this report, we focus on how we use our ICDP on a diversity of approaches. This report will present a palette of information mixed with small stories and reflections from skilled professionals who have the same ambition - to use ICDP to strengthen children, young people, and families.

It was a big and special event in 2020, when I, on behalf of all the ICDP actors in Denmark, signed the "code of conduct" in accordance with the UN. The code defines how we as employees in an ICDP related community should act on a day-to-day basis. It reflects our organization's daily operations, core values and overall company culture.

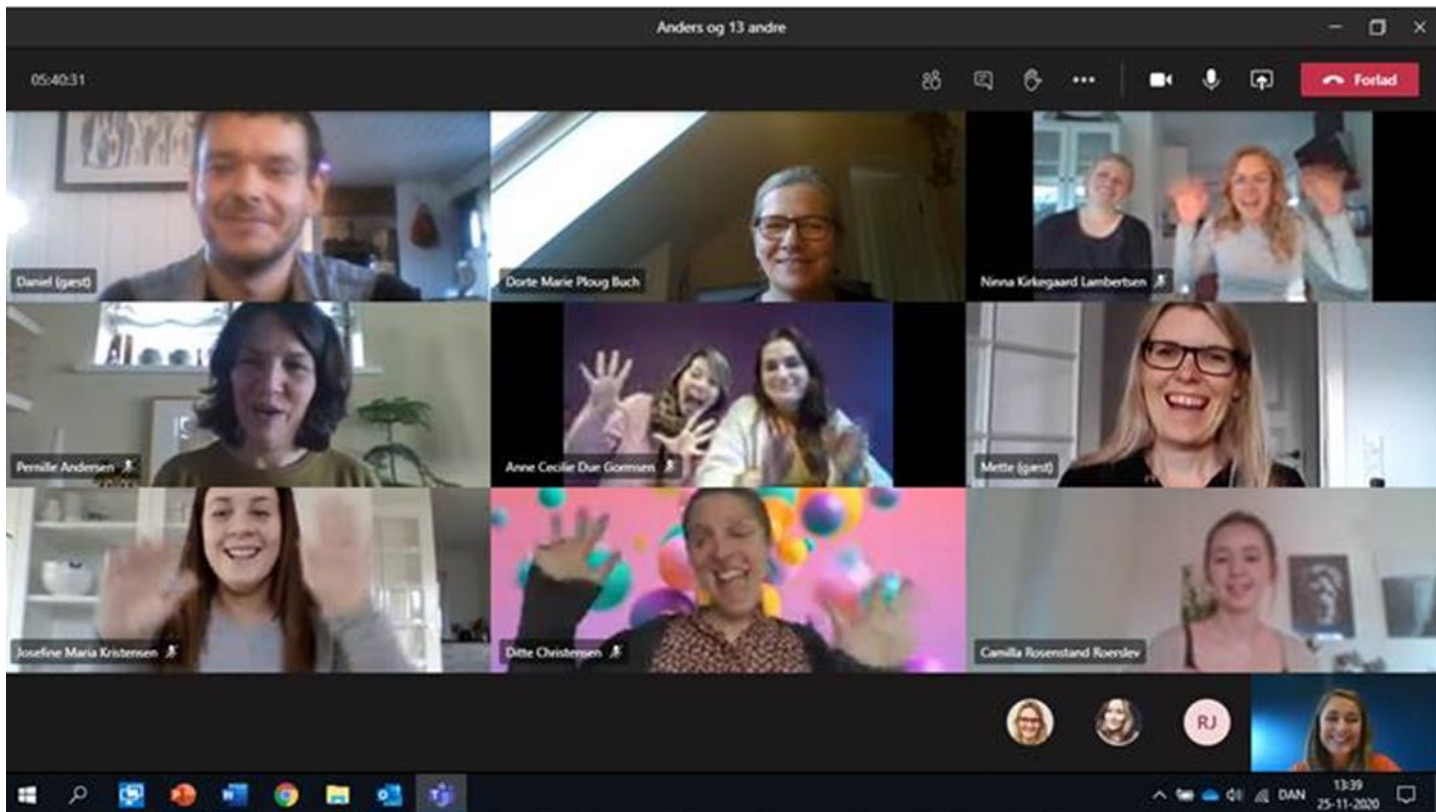
Blended learning

Owing to the challenges we have faced due to COVID-19 restrictions, we have - as an experiment - converted some of our teaching to online classes.

It has proven to be an excellent solution - which we intend to make permanent.

We are not so sensitive to shutdowns, and the participants save a lot of travel time

- as half of the course time is held in front of their computer. Online teaching has been largely supported by our digital platform Relatuz.



Research

In collaboration with University College Lillebaelt, we have carried out a comprehensive research project with a special focus on "the professionals' benefit of the ICDP program as a common professional language for the relationship-work in schools and day care institutions." All our participants have been given the opportunity to participate in the research project, which consists of both a qualitative and quantitative part. The results are just now being calculated by the research group and will be presented at a conference in the beginning of 2021. I will submit an abstract in English to ICDP International when the final report is completed.

In 2020 we have certified XX persons who have participated in our 21 educational classes all over Denmark including the Faroe Islands, and we have educated 7 new trainers at level 3. All in all, the total number of trainers are now 36 active professionals – and about 8 “sleeping partners” in Denmark and the Faroes Island.

ICDP level 1

We have trained 495 persons to ICDP level 1

ICDP level 2

We have trained 13 persons to ICDP level 2

ICDP level 3

We have trained 7 persons at level 3.

A big congratulations to our 7 new Trainees. 5 Trainees from Odense Municipality, all psychologists; Christina Abildgaard Jacobsen; Freja Fredsgaard; Annika Elisabeth Pihl Jespersen; Helene Jensen; Anne Lysemose Kristensen

1 Trainee from Odsherred Municipality, Signe Petersen, Language consultant

1 trainee from Copenhagen Municipality, Majbritt Liljenquist, Head of a daycare center.

The new trainees have been very challenged by Covid-19, having their teaching cancelled or rescheduled. But all 7 aspirants have maintained their commitment and joy in the ICDP program and will contribute to spreading and quality assuring the ICDP program in the future.



The professionals who have been educated by Majbritt Liljenquist in Copenhagen

ICDP level 4

Anne Therkildsen has been trained to be a master trainer. She writes: "This year I proudly finished my master trainer-certification. As a part of my master education, I had the honors of supervising our newest colleague, Majbritt, under her trainer-certification. She has just finished her first ICDP-group consisting of nurses and family counselors working with families in vulnerable situations in the municipality of Copenhagen. Her group felt empowered and sensitive and reported back, that through working with the ICDP program and the principles of sensitivity they were able to support the families in a more positive and constructive way. I have been a thankful ICDP-fan and have worked with developing and sharing the essences of the program for over a decade now. I find that the program is grounding and qualifying my work protecting children and helping me develop new strategies for securing children's psych-social development both in schools and in their homes. By grounding, I mean that ICDP is my 'secure base' that keeps me aware of the child perspective and the ethical and humane dimension and responsibility of working around children and their caretakers. By qualifying, I mean that by merging ICDP principles with new science in theory and methods it can bring new perspective, energy and give directions for new actions in our aim to secure

children's health and development. The latest example is that, by mixing the ICDP-program with the methods of co-creations (New Public Governance), we can design projects and processes that engage and involve parents and the professional caregivers in school and preschool in co-creating collaborations around securing a positive atmosphere and the health and positive development of children. My ambitions for this strategy in 2021 are, together with the Danish Center for ICDP, to design Thinking Workshops, where pedagogues and parents may participate in workshops dedicated to finding local models and solutions for cooperation, and to keep joint attention on the good interaction and a strong community and base for children to grow and flourish in".



ICDP Master trainer Anne Therkildsen. A very warm congratulation and thank you for your engagement and clever input to develop and adjust the ICDP program to support vulnerable children and families.

ICDP and health-care nurse

Trine Lund, a nurse and a ICDP Trainee, shared in her annual rapport this wonderful story.

I'm a health visitor and visit families with newborns and children up to 18 months. One of the families I have been visiting closely over the past months. The family consists of mom, dad, and a baby girl. When the girl was 17 months, I visited the family, because they had big issues about the night rituals. She was difficult to nestle and it took a long time for her to go to sleep. In general, the parents thought that she was very annoying and they didn't think she could understand very much.

I used my ICDP knowledge to guide them. I told them about the eight themes of ICDP, how each of them is important for a child to learn and how she needs to be guided from her parents and other adults around her. I tried to articulate every positive step she made and acknowledge all the things she was already doing.

One month after the visit, I had a follow up with mom and she was a happy woman. She told me that they talk to their daughter about her body, the things they see, colors and so on. The girl is saying new words all the time. They have fewer conflicts and are more relaxed when they are together. Now mom enjoys being with her daughter, before it was very hard for her. At the end of the conversation, mom says: You told me that my girl is a wonderful person, and I don't have to compare her with other children and you are so right.

Through ICDP, they learned to see how amazing their little girl is, and I was very happy to hear mom talk about her like that.



Mølleholmskolen in Tåstrup Municipality goes all in for ICDP. The entire pedagogical staff (approx. 100 people) will be ICDP certified at level 1 and some at level 2. In 2021, the entire management group will participate in a development process - with a focus on ICDP and implementation in the central pedagogical mindset. The course is linked to research.

ICDP and schools

This year we have seen a marked increase in interest from the school world. We have certified many teachers and the school managements show interest in implementing ICDP in the school's pedagogical mindset.

We plan to increase our efforts in the coming year, among other things by offering research and impact studies of the ICDP programs.

Annika Pihl Jespersen and Christina Abildgaard Jacobsen, psychologists and newly educated ICDP-trainers, have collaborated on a new video that has been shared on social media and used in our education. The film briefly describes what ICDP is, while showing movie clips from the everyday life at schools. It talks about the

resource-oriented approach we as professionals need to have to the people with whom we want something.

The film is called 'ICDP and Professional Relationship Competence - Stellar Times in the Relational Universe' and the movie can be found on YouTube for everyone to see.

Link: Not ready

ICDP and the challenges in kindergartens

We have trained thousands of educational staff from kindergartens over the last 10 years. The challenges for the institutions working with the ICDP are constantly evolving and differing from institution to institution. In this section, 5 different institutional leaders/headmasters and ICDP-trainees describe, from their position, the current challenges, but also the value of the ICDP, as the language of the professional profession.

Headmaster og ICDP-trainee in Tåstrup Municipality, Henriette Flændsdal writes;

“During 2020, I have been particularly interested in how the ICDP, with a focus on strengthening the relational competence of the teaching staff, can be implemented near the daily pedagogical work. There are many employees in our Kindergarten who participated in the large course that we started up in our

In our management team, we have been through a process working with our vision for our area – op front is: That all members of our staff are ICDP certified in 2023. Our values build on a strong focus on relationships and resources can help create a strong pedagogical foundation for the benefit of children's well-being and development.

Henriette Flændsdal

municipality some years ago, but there has also been a replacement over the years and there are approx. ¼ who haven't been through an ICDP course.

With that goal in mind, we are looking forward to starting our new project in 2021 – together with Anne Linder. The goal is trying to train the pedagogical staff in ICDP even closer to practice. When we emphasize focusing on training in practice, we also hope that it revitalizes and restores the motivation of the employees who are ICDP-trained”.

Headmaster og ICDP-trainee in Herning Municipality Frank Krogh writes: “For me as

“During the period with covid-19, the ICDP has shown its potential, because it also supports relationships within a distance. I have experienced an enormous and enriching display of creativity from educators and students who find new ways to work and be relationally competent in this time and experiencing golden moments inspire more.”
Frank Krogh

an ICDPP coach, 2020 has focused on sensitizing and revitalizing the students I have had in my classes. My classes have been challenged by covid-19, with a long break, but have finally finished. We came to the end and maybe even in stronger form because of the challenges we coped with together.

Headmaster og ICDP-trainee in Tåstrup Municipality Janne Rosenborg writes:

“This year has been marked by the ubiquitous Corona. We therefore had to think in terms of interaction and relationship work from a completely new angle. How do we ensure the good interaction when children are divided into small groups separated by barrier tape, sink, and distance, and they primarily are outdoors? Do we get to see and read all the children's initiatives, and do we get to adjust in an

everyday life where the focus on the core task is disturbed by elements coming from the outside?

“We have discovered that not everything about the corona has been bad. The retention of the small groups has ensured presence and the outdoor life has taken on new dimensions. So, in my daily life I have managed to work with the ICDP principles in the new contexts, even successfully.

Janne Rosenborg

In Høje Tåstrup Municipality, they have introduced an initiative to welcome new employees, we call it *Onboarding*. Here, newly hired employees receive 4 teaching sessions with an introduction to the municipality's common working methods, values, and frameworks in the day care area. In this connection, I gave a presentation on ICDP at the same time. My challenge was, how to best give an insight into what ICDP is and stands for and simultaneously pique their curiosity and interest in becoming ICDP educated themselves? I apparently succeeded. In any case, there have been several inquiries about attending a course in ICDP. One of my focus points in the presentation was to connect the ICDP work with all the other initiatives and methods we make use of in our municipality. So that the employees can see a common thread and how the ICDP is connected to the new strengthened curriculum, supervision material KIDS, action learning, and other models, and that it all stems from the same basis - the systemic thinking and positive psychology.

Headmaster og ICDP-trainee in Herning Municipality Kathrine Jørgensen. Kathrine is a Danish citizen but works with ICDP in the German minority in the border country.



Her professional skill and language skills have given her an invitation to describe the ICDP in this German textbook. Thank you, and congratulations on your authorship.

ICDP and special education

Trainee Martin Tage Hansen writes: "I taught two level 1 courses in Copenhagen with four different institutions attending. In addition to the pedagogues also psychologists, support staff and speech therapists attended. They were committed and happy as ICDP helped them see the children in a new perspective and was given a new precise professional language in the daily corporation with colleagues."

ICDP in Dragør

Dragør is a small municipality just outside Copenhagen. The 3 ICDP trainees write: "In a time where we practice smiling and showing joy with a bandage on, we still focus on the professional relationship competence. Before corona came to

Denmark, we managed to finish 2 teams at level 1 - they were lucky to finish in February. We are now in the process of training one more team at level 1, where we are particularly interested in how we put our relationship competence into play with corona as a teammate.

In Dragør, we are also working to keep the pot boiling around ICDP, so that the focus of the individual educators at our institutions continues to be around ICDP. In other words, a continued focus on the further implementation of ICDP in everyday practice. Therefore, we spend a lot of time talking about how we should continue to focus on our professional relationship skills. We do this by helping the educators to make small goals in relation to their relationships with the dear children. We also spend time analyzing videos in the institutions.

We continue to work with ICDP as a common professional language in the interdisciplinary resource teams that provide advice and guidance to institutions and schools.

In addition, we are working on how we can use the ICDP approach for parents and in parent groups. In collaboration with the parents, we are working with, how the parents, by putting themselves in play, can strengthen the good interaction in the family. We are trying to do this with the ICDP approach.



ICDP trainer and family-care-consultant Michala Carlsen teaches ICDP-program on the island of Bornholm

ICDP on the island of Bornholm

ICDP-trainee and Family care consultant Michala Carlsen writes: "The island of Bornholm is seriously opening its eyes to the ICDP. During the year I have been affected by the covid-19 guidelines, but still managed to educate about 100 professionals in ICDP. In addition, during the year I have visited several day care institutions, where I have made presentations of 2-3 hours for the staff.

The participants are enthusiastic and report increased professionalism, professional pride and increasing job satisfaction. There is a great demand for ICDP also in 2021. The schools are also showing interest in having staff groups trained in ICDP level 1. In January 2021, I will start a new job as a Family Care Consultant in Bornholm's Regional Municipality. The municipality is showing great interest in ICDP, and it is also primarily municipal employees that I have taught so far, so it is my hope that I can continue my work as an ICDP coach and ICDP coordinator under municipal auspices. In the long run, I have a desire to further my education so I may also be able to teach ICDP level 2 or in the part that deals with parental guidance."



on Bornholm, they celebrate the end of all ICDP classes as a party with a special ICDP cake.

ICDP on the basic pedagogical educations

ICDP trainees Lone Nielsen and Sanne Stensgaard Fusager are both employed as associate professors in the basic pedagogical education and from this position they focus on disseminating and quality assuring ICDP. They experience themselves as an ICDP-team at their college, and they are both really looking forward to the completely unique opportunity to get to support and supervise each other and develop their ICDP teaching together. This year they wrote: "In 2020, great things have happened in the UCL department. It starts back in January, when Lone holds a meeting with all school leaders in Haderslev Municipality. On this background, it was decided that ICDP must be a strategic competence development for teachers and educators in schooling throughout the municipality. In the coming year, an agreement has been entered into for certification of 3 teams in Haderslev Municipality. Here, Lone has argued for, and has come through with, that whole teams are sent away and in a short time everyone is certified. This ensures to a greater extent an implementation of the relationship work in the school after the end of the education. The strength of the agreement with Haderslev Municipality is that it has a greater organizational perspective now that the entire school area in Haderslev works on a common pedagogical basis.

On Ærø a small Island in the south of Denmark, there are plans for a follow-up meeting with the participation of the newly graduated and previously educated in ICDP at level 1. The goal of this meeting is to keep the pot boiling and ensure implementation in the institutions. The follow-up meeting is part of the government's strategi called; "Strong day care - all children must join the community". We look forward to another great ICDP year with lots of new opportunities to frolic in the ICDP' universe."



Ugur Kevioglu is the coordinator of ICDP Faroe Islands.

ICDP and Faroe Islands

ICDP trainee Ugur Kevioglu is the coordinator of ICDP Faroe Islands. The Danish Center for ICDP has made a cooperation agreement with Barnabati where Ugur Kevioglu has become an internal trainer. Barnabati is the only NGO in the Faroe Islands that works for children's conditions in the country. Ugur writes: "This year, Icdp Føroyar has made an agreement with Tórshavn Municipality to teach 2 teams every six months, 8 teams in total. However, Corona has challenged the agreement and we have only been able to finish one team. The deal is still in effect and the next ICDP class is set to start in mid-January 2021.

In addition to the above, we are in close dialogue with the Faroese University to make a collaboration agreement on ICDP. The purpose is to get ICDP into the university. Either as a separate offer or part of the pedagogue / teacher education. The next meeting will be in February 2021.

In addition, I have planned a tour. The purpose is to present ICDP to all municipalities in the country in 2021. In the long run, it is possible to offer ICDP as Blended Learning. This organization of teaching will be a great benefit in the Faroe Islands, as the distances and weather can be a challenge."

ICDP and students of pedagogy

As mentioned earlier in this rapport ICDP Trainee Janne Rosenborg is in charge of a new project. Rosenborg has experienced that the municipality, via ICDP, can create an attractive day care environment for the students of pedagogic, so that the municipality can recruit the most talented people. In Tåstrup Municipality they have decided to offer their 3rd year students who are practicing in the municipality a free ICDP certification course. The hope is that the students who have been certified will return to work in the municipality and apply for a job with us after graduation.

ICDP and the paradox of the pedagogical work

ICDP – trainee Oliver Nani, also a student of psychology, has a philosophic approach to life in general, and he writes; “I have certified roughly 100 pedagogues, teachers and school leaders at ICDP level 1 this year. Furthermore, I have been engaged in the study of paradox and complexity in pedagogics. I find that a specific way in which ICDP excels, is in its encompassment of the paradoxes of pedagogical work, as exemplified in the collision of the guidelines 2 vs 8; who is supposed to “change course” – the child or the caregiver? ICDP says both, and thus gives way for working with the paradox in a sensitizing way - which is surprisingly uncommon in caregiving programs. Another paradox is encompassed in that ICDP is a proclaimed sensitizing program, which roughly translates into that the caregiver is supposed to produce new solutions herself – bottom up. Yet ICDP obviously presents a framework and guidelines for these solutions – top down. Once again, the balancing of the paradox becomes possible, because neither of the positions are completely trumping the other, but makes way for an ongoing contextualized balancing act”. Oliver will work with that paradox in his thesis at the University during 2021.

New ICDP Materials

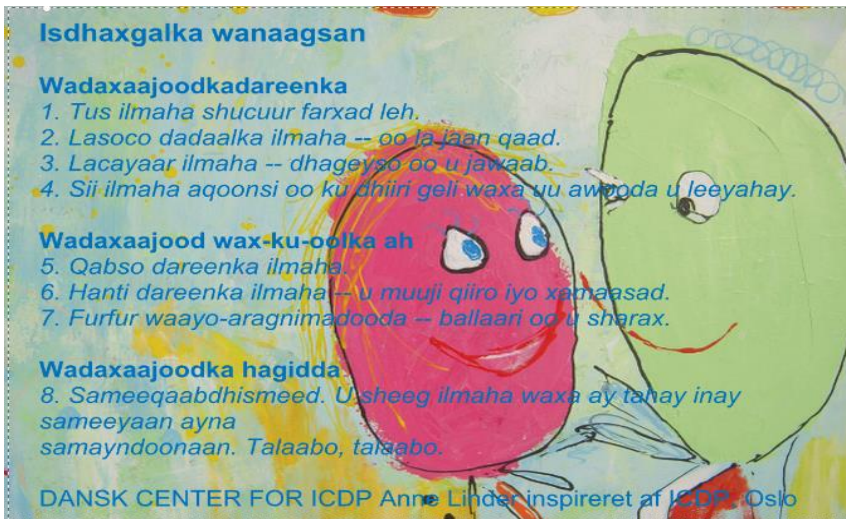
Eight themes for good interaction in Arabic



Can be downloaded for free at

[https://Postkort med samspilstemaer \(download gratis\) Arabisk | Dansk Center For ICDP \(danskcenterfor-icdp.dk\)](https://Postkort med samspilstemaer (download gratis) Arabisk | Dansk Center For ICDP (danskcenterfor-icdp.dk))

Eight themes for good interaction in Somali.

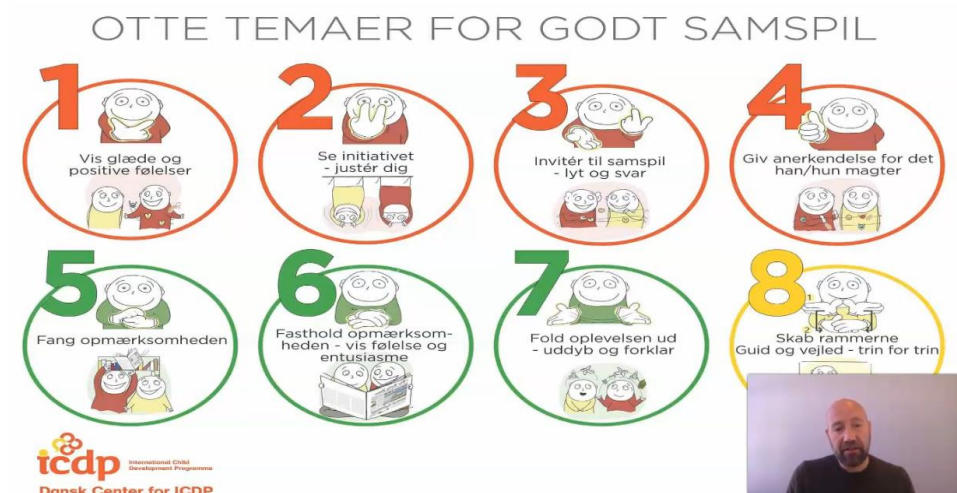


Can be downloaded for free at

<https://danskcenterfor-icdp.dk/produkt/postkort-med-samspilstemaer-download-gratis-somalisk>

New 9 ICDP Videos targeted parents

Master trainer Jesper Gregersen writes: "2020 has been a turbulent year and in many ways a difficult time for both children and parents. In connection with Covid-19, Denmark shut down, and schools, kindergartens and workplaces shut down. Many parents became stressed because they had to both take care of their own job and teach their own children. Against the background of this serious situation in many families, Jesper Gregersen created videos based on the eight themes for good interaction and uploaded the videos to Facebook for the parents. All the videos can be downloaded for free - follow the links:



Theme 1 – Theme 8

<https://danskcenterfor-icdp.dk/wp-content/uploads/2020/04/Tema-nr.-1.mp4>

<https://danskcenterfor-icdp.dk/wp-content/uploads/2020/04/Tema-nr.-2.mp4>

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<https://danskcenterfor-icdp.dk/wp-content/uploads/2020/04/Tema-nr.-7.mp4>

<https://danskcenterfor-icdp.dk/wp-content/uploads/2020/04/Tema-nr.-8.mp4>

Challenges in 2020

Although Covid-19 has clearly been our biggest challenge in 2020, we have also tumbled with other challenges.

One of the other major challenges has been that in a public dialogue with two researchers who described the use of ICDP's method as a method that reduces the professionals' opportunities to think independently and reduces their reflection zeal in practice. The debate was opened in a very unfriendly way - the headline in the newspaper was to call the ICDP supporters "method fetishists". We joined the debate and replied that the criticism had failed, partly because the ICDP program is a culturally sensitive program that always supports the professional's reflection. We spent a lot of time on this debate, but also found that we owed our supporters to support them. We welcome the public debates, but in future we will try to be more proactive.

In addition, another challenge that we must deal with in future is the gradually expanding number of trainees who are affiliated with the Danish Center for ICDP. We want to continue to have the professional high standard of our trainees and ensure that we have a close dialogue with them. This is a challenge that we will have to deal with now. When travelling around the country and to the Faroe Islands is again permitted, I will visit all our trainees and with them develop ideas for how we can maintain good contact - even though our numbers increase. Some trainees have already suggested that we establish experience groups.

The activities in the Danish Center for ICDP are often planned one year in advance. This applies to conferences and ICDP classes. Therefore, we have not experienced such a large reduction in this year's activities in 2020, but I may be

worried about 2021, as we have not been able to advertise for ICDP at conferences and workshops because everything has been canceled. But among other things, we have optimized our Facebook group, so we now have approx. 2000 followers. A number we hope will increase in the year to come.

Planned projects in 2021

- Completion and dissemination of our comprehensive research project - which focuses on the professionals' benefits of the ICDP classes.
- Students getting a certified ICDP-education during their internship.
- ICDP in practice. The employees are taught ICDP during their working day, by their headmaster. They do not leave the kindergarten to attend an ICDP-class.
- ICDP and School headmasters. What can the headmasters do to implement ICDP in the educational work?
- Planned Blended Learning of ICDP Level 2. Relationship Based Guidance
- Training of educators for family counselors in ICDP.
- Publication of a new book "Relationship-based parenting guide"
- Publication of a new book "The Relation Guide" A toolbox for implementing ICDP in practice
- It is our ambition in 2021 to increase the number of effect studies. This is possible through close collaboration with an independent researcher.

Final comments on the Annual Report

It has been a strange year. But still, we have worked on many projects and still have many new ideas on how to disseminate and quality-assure ICDP.

ICDP is becoming more and more widespread in the educational sector and we are inventive and committed to finding solutions to the challenges we face. We

are growing steadily year by year - but we are very careful to maintain our sensitivity and curiosity about other people. The world is diverse, and we are only a small part of the truth about the good life.

A Happy New Year.

On behalf of the Danish Center for ICDP.

January 2021

A handwritten signature in black ink that reads "Anne Linder". The script is cursive and fluid, with the first letters of "Anne" and "Linder" being capitalized and prominent.

Anne Linder

Psychologist and Center Manager, Danish Center for ICDP