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An analysis of the preeschoolteachers competence and the pedagogical practice working with socially endangered children in day-care institutions

The background of this ph.d-project "*an analysis of preeschoolteachers competence and the pedagogical practice in day-care institutions while working with socially endangered children*", is based on an assumption that , among other things, greater demands are made for the pedagogical staff in their work with socially endangered children's well-being and development, because of the socialpolitical development within the day-care area and the modernization of the public sector. These demands take explicit form with the introduction of the Service law (1998), and the Law about curriculum (2002) and the Law about Day-offers (2007) which in vital areas contribute to change the general pedagogical carefunction of the day-care institutions, towards a more social-pedagogical task, because demands are made to the day-care institution about holding, preventing and supporting the socially endangered children's possibilities of development.

Because of the socialpolitical laws and adoptions we can identify a marked change in the duties and contents of the day-care institutions. The day-care institution has traditionally been looked upon as a general pedagogical carefunction for all children, but lately it has been increased also to include social-pedagogical work with socially endangered children (Petersen, 2007, Petersen 2008 a, Petersen 2008b).

However a lot of research fields have identified a number of implications about using the day-care institution as a preventive and supporting function relating to the socially endangered children and as a help to break with a childhood marked with a negative social heritage (Christensen, 1996, Ploug, 2003, Jensen et al.,2003, Jensen, 2005, Ploug, 2007). Generally the studies illustrate that the implications primarily can be looked upon from two areas. One area consists of a *institutional perspective* where the conditions of the institution as insufficient economical resources, political terms in society, lack of staff-resources and insufficient co-operation among public instances affect the possibilities of supporting the socially endangered children in their well-being and development. The other area can be identified as a *childperspective*. Several studies, primarily inside the anthropological and the sociological research have, during the last few years, pointed to fx the time together with grown-ups (the teachers) and the endangered children can show signs of (instinctively) selective mechanism which contribute to an increased risk of exclusion and marginalizing and can be a compensating pedagogical approach to the endangered child's possibilities of development , which also contribute to maintain stigmatized processes, which are already there in a social context (Ellegard, 2003, Warming, 2002, Palludan, 2003, Jensen, 2003).

However an examination of researches increases that researchknowledge is lacking about which skills are important for the teachers to develop in their work with socially endangered children, and what conditions and circumstances in the pedagogical practice which contribute to complicate the daily pedagogical work with the endangered children.

The theoretical analysis of the thesis

Theoretically the thesis is placed superior inside the danish professionresearch which consists of the tradition of not scholastic theory – which has it's focus on learning in working life and which has been developed with inspiration from among other things organization theory and the critical psychology (Holzkamp, 1983, 1993), as its developed in Denmark during the last years with inspiration from social learning theories (Dreier, 1979, 2001, Lave & Wenger, 1991, Højholt & Witt, 1996, Nygren, 2004, Højholt, 2005, Schwartz, 2007).

The methodical basis of the thesis

The methodical basis of the Ph.d project is based on three sorts of qualitative data informations from four selected day-care institutions.:

- Using the practice portrait (Markard et al., 2005,) as a qualitative interview which examines the demands and premises of pedagogical working life.*
- Observations of the pedagogical practice*
- Focusgroupinterview – with preschool teachers about learning and competence development*

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