SUMMARIES

Grethe Kragh-Müller:

How free is children's free play at kindergarten? About children's friendships and play at Danish child-care centres

Danish childcare centres reflect Fröbel's legacy as they prioritise children's free play. The children may choose themselves what they wish to play and with whom they wish to play. The pedagogues' role is mainly seen as that of helping children in conflicts and in need of comfort. However, is children's play at childcare facilities actually that free? Or is freedom something adults imagine?

This article illuminates and discusses children's free play and the opportunities for participating in play at childcare centres, based on the project "Children's play and social relations" – a project involving ten childcare centres. The purpose was to understand how children's play and social relations are constituted at childcare centres and to reveal how pedagogues can intervene to support and develop children's play and social relations with a particular focus on including all the children.

The project results showed that in terms of children's free play and development of social relations between the children, the children were left largely to themselves, although the participating childcare centres differed widely in this respect. It was also evident that the children's play was not particularly free, but subject to a number of conditions, ideas and routines at the centres, which, in practice, limited the play and affected the children's opportunities for forming peer relationships and friendships – for some children more than others. Finally, some of the centres had practices that helped to develop the children's play and to include children in the social groups. The project also revealed that the pedagogues could experience difficulties when changing routines that limited the children's play and friendships at the facilities.

In light of this, the article identifies and discusses the extent to which free play is possible in the context of child-care facilities, as well as how pedagogues can work on providing excellent playing conditions for children.

Keywords: Play, free play, childcare, conditions for play, teacher's role in play.

Anja Hvidtfeldt Stanek:

Displacement of problems – on children's transition from kindergarten to school

This article analyses how different parties in different ways contribute to the societal development in which children are presented to the school's discipline and academic skills earlier and faster. The societal development is analysed as being linked to both struggles between professions and trade unions and intentions to help both children and their professional adults in connection with the increasing demands to deliver more skilled citizens quicker. The ambition to help children become better skilled is analysed as a downward spiral throughout the (educational) system. The article focuses in particular on the historical development of preschool systems as transitional support for children when they start school. The article presents historical grounds for establishing and developing the kindergarten class. Based on this, the reasons for increasing the introduction of various preschool arrangements for kindergarten class and school preparation in kindergartens will be analysed.

Keywords: historical view, school, preschool, transition, school preparation

Christina Holm Poulsen:

Handling difficult situations at school

This article deals with teachers' conditions for handling the multi-faceted purpose of the school and working with situations where children experience problems at school. When age is used to divide children into classes, this seems to have the consequence that the teacher often stands alone in teaching situations and therefore deals with the many challenges and dilemmas in relation to the purpose of the school. Some situations may seem so difficult and deadlocked that they lead to mutual powerlessness and resignation among both children and adults. By analysing a different way of organising a school, this article illustrates how teachers at this school have different conditions and opportunities for handling difficult situations at school. In this connection, it seems that conditions for collaborating and organising in flexible ways make it possible to initiate processes, which lead to new understandings and opportunities for participation for children who experience problems at school.

Keywords: Difficulties at school, children's communities, participation, collaboration, conditions.

Ruth Aharoni & Hanne Kirstine Adriansen:

Is emotional security (tryghed) important for learning in institutions? An analysis of psychoeducational groups with Anorexia Nervosa patients

In many institutions, learning is an important activity. Scandinavians often claim that you need to be 'tryg' (roughly translated as emotionally security) in order to learn, and the Scandinavian term 'tryghed' (emotional security) is often used in Scandinavian literature about learning. At the same time, there are surprisingly few definitions of the term. While it is often taken for granted that 'tryghed' is essential for learning, there are no studies supporting this relationship directly, nor are there any explanations for, *what* 'tryghed' in institutions actually is, or *how* tryghed is important for learning. Based on an evaluation of psychoeducational groups for Anorexia Nervosa (AN) patients in Denmark, we show that for these young women, 'tryghed' (emotional security) plays a crucial role in learning. In the second part of the article, we examine *what* tryghed is, based on the statement of AN patients and on psychological literature, and thereby we suggest *how* tryghed is essential for learning at institutions.

Keywords: Tryghed; learning; psychoeducation; Denmark; ethnopsychology

Elisabeth Fransson:

In what kind of correctional care are juveniles incarcerated? A study of the Norwegian youth units.

The Norwegian youth units are organised under the Correctional Care Services and are for juveniles between the ages of 15-18 who have committed serious crimes. The UN Convention on the Rights of the Child, together with the Norwegian Penal Code, shall frame the content of these units. The article uses the terms prison architecture, carceral TimeSpace and touch as analytical tools to clarify the content of these devices. The material is based on a prison ethnographic study that has been ongoing from 2013 to 2018. The article shows that the youth units are in practice high-security prisons, where the children and young people are considered to have complex problems and that it is challenging to prepare these children and adolescents for a therapeutic milieu within a penal enforcement regime. The study has empirical relevance in a Nordic context where the criminal age is currently being discussed and where the relationship between child welfare and criminal care is again on the agenda. The article is relevant in the training of prison officers, for students in health and social sciences, as well as for teachers and therapists working with children and adolescents in criminal justice, child welfare and other social and healthcare institutions.

Keywords: youth units, correctional care, criminal justice, therapeutic milieu, institutional cultures.

Søren Walther Nielsen:

"Prison notes on emotions-as-data"

My research applies a theoretical framework outlining emotions as sociocultural constructs that are expressed through social discourses and practices. From this perspective, I investigate emotions-as-data in relation to the resocialisation of an inmate, Sverre, who is serving the last part of his custodial sentence for homicide. The empirical material is collected in an open prison in the Southern part of Norway and consists of interviews and participant observation. In the article, Sverre's narrative accounts for his turbulent life story where he moves from a suicidal condition, impacted by drug addiction and mental vulnerability, to a stabilised situation in which his belief in the future is supported by a strong personality and vocational qualifications. Furthermore, the ethnographic research highlights how I, as a researcher, am affected by the social activities of fieldwork. It involves theoretical and methodological reflections on the researcher's positionality, including questions concerning the representation of "the other" and the effects of an emerging mental distress triggered by my immersion in the field. The analysis contains examples of dialogical collaboration and self-analysis, altogether conceptualising the emotional variables as a source of knowledge similar to other sources of primary data. From this angle, the rich body of emotional discourses and practices is ascribed specific value. Besides drawing attention to the incomplete and partial nature of knowledge production, it helps us think about the complex and subjective emotional outcomes of a research encounter. According to this interpretation, emotions are the very stuff of social relations that shapes people's understanding of what matters and makes sense in the communities we study.

Mette Lykke Nielsen, Mette Toft Rønberg & Niels Ulrik Sørensen:

'It makes me feel at home'. About young people leaving home, and how they develop a sense of belonging

Youth is a life phase characterised by many transitions. Leaving home is one of the most crucial transitions in youth. Based on the concept of belonging, this article examines how young people develop a sense of belonging to the place they are moving to when leaving home. The article examines the ways in which young people are constructing a sense of belonging to a place through different social and material resources. The point of departure for the article is that belonging to a place is a performative act.

The article is based on a longitudinal interview study with 36 Danish young people between the age of 17 and 25, whom the authors have fol-

lowed for 12 months during their transition from living with their parents to living on their own. In the interviews, it is examined which challenges young people encounter in this transition, and which strategies they apply to meet these challenges. The article shows how young people through their affective and ambiguous interactions with places, materialities and social relations produce a sense of belonging to the place they are moving to. In particular, it focuses on how young people's sense of belonging to the childhood home affect the ways in which they actively create a relationship with a new place. The article nuances the notion of belonging by showing how young people's ways of connecting with a new place can be considered a performative act, which is largely connected to the experiences of attachment, or lack of attachment to the childhood home which they carry with them into adulthood.

Keywords: Belonging, transition, leaving home, young people

Ole Steen Kristensen:

Anticipating the future while ageing out of care – A meta-analysis
The transition from care to independent living as an adult is difficult and associated with many setbacks and refusals during the transition, resulting in a high risk of unemployment and a low level of education. There is still a lack of knowledge about what creates these disappointing results and how young people alternate between accumulated memories of the past and fragmented ideas about the future. Systematic literature searches were conducted, and relevant themes were identified in 39 studies. Under the first theme, problems are identified in the balance between dependence and independence. The second theme identifies the struggle for an independent life with the realisation of dreams and aspirations. The transition is described as a period when ambivalent emotions can hamper a future-oriented narrative, supported by a placement system that only focuses to a limited extent on young people's own reflections on the future.

Keywords: Transition, foster care, out-and-home placement, meta-synthesis

Emma Østrup Brøgger:

Social reintegration of young offenders
Reintegration of young offenders into society appears to be a complex process involving multiple dimensions. The purpose of this article is to examine dimensions of significance during the reintegration process, which is influential at the time of release from penitentiary. To explore the subjective ex-

perience of reintegration, the article contains a meta-synthesis of 13 qualitative studies. The results of the meta-synthesis show that the process of reintegration is affected by multiple dimensions. These dimensions include a) individual circumstances, such as substance abuse, b) interpersonal aspects, such as social support, and c) societal dimensions, such as the need for structure in everyday life. As a conclusion, the article argues that young offenders need structure, positive relationships and (re)attachment to society at the time of release in order to accomplish long-term reintegration.

Keywords: reintegration, young offenders, meta-synthesis

Freja Filine Petersen:

How do Pre-school Teachers experience Professional Self-care in institutional life? An explorative investigation of how professional self-care manifests in pre-school teachers' everyday work in daycare.

Interest in self-compassion is increasing within the pedagogical field. However, research investigating how pre-school teachers experience caring for themselves and its significance for institutional life is sparse. This paper explores how 24 pre-school teachers who participated in a composite course experience the phenomenon of professional self-care and how it influenced their work. Data consists of group and individual interviews, as well as participants´ written descriptions which formed the basis for a phenomenologically inspired analysis. The phenomenon is characterised by being associated with an intentional perception of the lived body, which increases the opportunities for changed attitudes in the lived interactions with children and colleagues. In a body-phenomenologically inspired perspective, the findings are discussed with the purpose of contributing to a nuanced understanding of the phenomenon and its influence on both children's and adults´ institutional life.

Keywords: Professional self-care, care, early childhood, phenomenology, daycare

Anne Maj Nielsen & Per Fibæk Laursen:

Relational Competence from Teacher Education to Teaching Practice – A Longitudinal Study

Relational competence is an important part of teachers' and pedagogues' education and has been discussed increasingly during the last 15-20 years. Some criticism of the focus on relational competence argues that it moves the teachers' orientation away from curricula subjects and towards the psy-

chological conditions of individual students instead of the class communities.

We reject this critique based on a longitudinal study of a development project of the Bachelor's Degree Programme for Teacher Education in Aarhus, Denmark. The aim of the project was to work with methods in order to develop the student teachers' relational competence. The present study shows that increased focus on theory and practice with relational competence can contribute to the motivation, learning and well-being of participants in institutional contexts.

Keywords: relational competence, motivation, learning, well-being, education

Anne Maj Nielsen:

Resonance and Unconscious Intelligence in Institutionalised Human Encounters – Dynamic Supramodal Processes in Professionals' and Children's encounters and development

This article focuses on how we can theoretically conceptualise and understand unconscious dynamics and unconscious intelligence with implications for the development and well-being of participants in institutionalised human practices.

An integrative theory approach outlines how unconscious intelligence and embodied memory creatively contribute to self-regulation and self-organisation of the system of consciousness. The system of consciousness covers a variety of fields and levels of complexity, including intra-subjective, as well as inter-subjective fields of consciousness. The system of consciousness is accordingly associated with sociocultural forms of consciousness and systems of meaning. The theory outlines an integrative merge of a phenomenology approach to the dynamic unconscious with a system network-psychology of consciousness as an emerging cybernetic network of information. Two examples of consciousness dynamics with implications in institutionalised lives illustrate the theory, and the discussion includes ethical considerations and questions considering education and therapy.

Keywords: resonance, unconscious intelligence, supramodal processes, intersubjective encounters, self-regulation.