

Social Pedagogy Learning Pathway



**“Children are not the people
of tomorrow, but people today.”**

- Janusz Korczak

Introduction to Social Pedagogy

Influenced by progressive educational approaches pioneered in the mid 19th century in Germany, Social Pedagogy involves viewing the child's life and development as a whole, looking at a range of issues such as health, well-being, skills development, social care and education and draws on core theories from various related disciplines, such as education, sociology, psychology and philosophy.

The term Social Pedagogy has been used to describe a range of work straddling social work and education and is characterised by a more holistic and group-oriented approach.

Social Pedagogy in the UK

The previous Labour government was impressed by the use of the role of Social Pedagogues across Europe, particularly as a move to improving outcomes for children in care, and keen to explore ways in which Social Pedagogy can be integrated into the UK Children's Workforce.

In keeping with the aims of Every Child Matters, Social Pedagogy is increasingly viewed as being central to the development of truly integrated child services which are based on robust inter-professional and cross-sector collaboration and sharing of information.

It has been identified within government that Social Pedagogy needs to be introduced in the UK by training our existing workforce, rather than importing Social Pedagogues from Europe. There is cross-party agreement that social care needs to be delivered in a different way, and that Social Pedagogy is part of the future for this workforce.



Munro (2011) highlights the need for improvements in the knowledge, relationship skills, critical reflection and analysis, intervention and skills of the practitioners working with children and young people. “A move from a compliance to a learning culture will require those working in child protection to be given more scope to exercise professional judgement in deciding how best to help children and their families”.

“ The course has made me more reflective and keen to understand (and question) the research/history that has influenced the whole social care system and how this is evident in my own setting and own way of working.

Diploma student 2012

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The 2010 Demos report “In Loco Parentis” recommends that the social pedagogical approach improves stability for young people in care. “Training in social pedagogy is providing residential workers with a stronger professional identity and a confidence in their work that was sometimes lacking previously. This improved professional status is already contributing to improved relationships with other agencies including social work teams and CAMHs”.

“ The Diploma has given me the confidence to keep the child’s needs/experiences at the centre of what I do.

Diploma student - 2011

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The report also recognises that some of the changes necessary to improve placement stability (and therefore the life chances of children in care) are far reaching and will only be successful if there is a strategic approach to staff training and ongoing support.

The ADCS Position Statement (April 2013) sets out the following recommendation: “Children’s Trust partnerships should consider adopting a consistent and holistic approach to underpin the commissioning and provision of support for children and young people across the age range, and their families. One option might be to adopt a system-wide social pedagogical approach to every aspect of intervention and service provision in children’s services including in the professional development of the children’s services workforce. Social Pedagogy is not an evidence-based programme but a conceptual model which can be used as a way of thinking and working across complex systems which in turn could help to further integrate local services - from schools, to healthcare, to specialist care provision - with a common outcomes focus.”



Social Pedagogy Learning Pathway

A key outcome of the Children's Workforce Strategy was the recognition that it would be necessary to address and develop "common knowledge and skills" for all professionals engaged in supporting children whilst developing the Children's Workforce as a graduate-level workforce, qualified to Foundation Degree level (or Level 5 in the QCF).

The Care Inquiry "Making not Breaking" findings (April 2013) recognises the need for the Level 3 qualification to be strengthened to "reflect better the need for knowledge and skills in work with young people, especially child and adolescent development, resilience, loss and trauma, and the importance of relationships and a sense of belonging"

In response to this, and other national drivers, Break and Norfolk County Council (NCC) have worked together to offer a wide range of training courses and qualifications focusing on the Social Pedagogical way of working. The courses range from one day sessions to a level 3 qualification. Courses include:

- The Children and Young People's Workforce Diploma – Level 3 (delivered from a social pedagogical perspective)
- Integrating Social Pedagogy into Everyday Practice (6 days)
- Social Pedagogy and Management techniques (2 days)
- The Competent Child – From Obedience to Responsibility
- Supporting Spiritual Development
- Understanding the Impact of Gender Differences and Stereotypes
- Yoga and Relaxation for Children and Young People (Beginners)
- Yoga and Adventures for Children and Young People (intermediate)
- An Introduction to Involving Young People in Decision Making
- The Use of Play, Games and Cooperative Activity in Working with Children and Young People
- Equality and Diversity Experiential Learning

Children and Young People's Workforce Diploma

The Children and Young People's Workforce Diploma is the statutory minimum for anyone working in residential child care, as set out in the NMS updated in 2010. It also offers a good foundation for staff in all sectors of child care.

Break and NCC have added value to this Mandatory Diploma by delivering 12 days training on the Social Pedagogical approach. This meets the requirements of developing a workforce of reflective practitioners who are able to make positive relationships with children, young people and their families, and who do not give up. Both organisations are also building positive international links to universities and care providers to ensure that the workforce have as many learning opportunities as possible.

The course leaders (1 x qualified Social Pedagogue and 1 x UK Social Worker – both with international lecturing and staff development experience) have built on the competency approach of the diploma and delivered a challenging, creative and participative approach to working with children, young people and their families.

This intense, experiential course focuses on both the statutory requirements of working in social care and introduces a theoretical and experiential way of working in Social Pedagogy. The course encourages practitioners to work in an inclusive, reflective, ambitious way with the children, young people and families they work with. The additional input also addresses how practitioners can use themselves, relationships and creative working to facilitate young people achieving their potential.

“ The Diploma encouraged me to be more proactive and open-minded. I feel more confident to try new things and problem solve creatively

Diploma student – 2012

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The Qualification

The qualification will be completed over nine months – with learners having one day a week as either self-directed study time or in a classroom setting for the first six months.

“ I have learnt to work at the children’s/young person’s level. Allow them to have informed choices and be independent without wrapping them up in cotton wool. Not giving up on a young person.

Diploma Student 2013

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The Diploma has 14 core units with additional five or six optional units for the social care pathway. The Social Pedagogy content is evidenced throughout the portfolio, with assignments covering the Diploma requirements from a Social Pedagogical perspective.

The assessment methods used for this qualification are:

- Observations • Reflective diary • Group presentations
- Feedback from service users/colleagues/managers • Written assignments
- New media – video footage, audio and photographs

“ The Diploma encouraged me to be more proactive and open-minded. I feel more confident to try new things and problem solve creatively.

Diploma Student 2012

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Module 1

- Principles of SP,
- Theoretical Framework
- Standards
- Politics

Module 2

- Social Pedagogical Relationship
- Role of Social Pedagogue
- Role Modelling

Module 3

- Music, Creative Arts and Sport
- Group Dynamics

Modules	Content
Principles of Social Pedagogy, Theoretical framework and standards	<ul style="list-style-type: none"> • Definitions of Social Pedagogy • History of S.P. • Roots of S.P. in the UK • Professional Self assessment • Pedagogical attitudes in everyday practice • Planning and delivering pedagogical interventions/actions • Principles of Social Pedagogy • Characteristics of S.P. • Assessing developmental needs
The Role of the Practitioner; Role Modelling; The Social Pedagogical Relationship	<ul style="list-style-type: none"> • The reflective practitioner • The role of the pedagogue • Understanding your users • Boundaries and comfort zones • Personal and professional values and attitudes • S.P. in relation to social work, school and other professions
Music, creative arts and sport. Group Dynamics	<ul style="list-style-type: none"> • Introduction to creative methods • Ice breakers • Games as pedagogical tools • Trust games • Sensual awareness games • Team building • Evaluation and feedback games • Introduction to Group Dynamics • Understanding conflicts in groups • Facilitating groups • Effective team work





Pedagogical Behaviour and Attitudes

Common core link

- Safeguarding and promoting the welfare of the child or young person
- Supporting transitions • Multi–agency and integrated working

- Effective communication and engagement with children, young people and families • Safeguarding and promoting the welfare of the child or young person
- Multi –agency and integrated working • Information sharing • Supporting transitions

- Effective communication and engagement with children, young people and families • Safeguarding and promoting the welfare of the child or young person
- Supporting transitions



Module 4
 •Child and Adolescent Development
 •Observation

Module 5
 •Communication
 •Participation
 •Safeguarding
 •Risk

Module 6
 •Equality and Diversity

Modules	Content
Child and Adolescent Development Observation techniques	<ul style="list-style-type: none"> • Understanding child development • Attachment • Risk and resilience factors • Adolescent development • Understanding the challenges of adolescent development • Observation as a tool for pedagogical interaction • Understanding different types of observation • Introducing Observation techniques • Challenges and mistakes in observation
Participation, Communication, Safeguarding and Risk	<ul style="list-style-type: none"> • Why involve young people? • Different mechanisms and methods for involving young people • Hear by Right Standards • Communication: Active Listening Skills • Practising active listening • Does and don'ts of active Listening • Building Trust • Conflict management
Equality and Diversity	<ul style="list-style-type: none"> • What is culture and intercultural? • Theoretical models of understanding culture • Attitudes, stereotypes and discrimination • Intercultural learning in practice





Pedagogical Behaviour and Attitudes

Common core link

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- Safeguarding and promoting the welfare of the child or young person
- Supporting transitions • Multi –agency and integrated working

- Effective communication and engagement with children, young people and families • Safeguarding and promoting the welfare of the child or young person
- Supporting transitions • Multi –agency and integrated working
- Information sharing

- Effective communication and engagement with children, young people and families • Safeguarding and promoting the welfare of the child or young person
- Supporting transitions • Multi –agency and integrated working



Other courses on the Social Pedagogy Pathway

Integrating Social Pedagogy into Everyday Practice (6 days)

The course provides participants with a thorough understanding of the history of Pedagogy and the development of Social Pedagogy, covering areas of work, principles and current definitions. Participants will also explore the role of a pedagogue; reflect on their personal motivation, value system and its impact on their professional activities. They will reflect on their position as a role model and how to utilize this for social pedagogical interventions.

Participants will learn that Social Pedagogy has to be understood as a process of nurturing the development of human beings at any age, ability, gender or cultural background. Consequently, participants will learn that the pedagogue plays a vital role in the interaction with other people and therefore the building of effective relationships, utilizing observation, assessment, intercultural and creative skills is essential. The participant will develop the ability of seeing himself/herself as a person in relationship with the people he or she is working with. The course will also provide knowledge to understand different pedagogical concepts, effective pedagogical planning and critical reflection with the aim to develop professional identity, moving from thought to action.

There will be a focus on interactive skills for the benefit of developing communication with various user groups, parents and carers and to develop the ability to work in teams in ones own profession or across professions.

“ The course has taught me to push myself to be creative, to own my relationships with the young people. I will be more political in work

Social Worker – 2013

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Social Pedagogy and Management Techniques (2 days)

This course focuses on how managers can build on the strengths in their teams to deliver the best possible service to children, young people and their families. It explores individuals responses to change and change management, the use of coaching skills within the supervisory relationship, and how to create a recruitment process that assesses staff's values, motivation and ability to build positive relationships with children, young people and families.

There will be opportunity to consider team cultures and how they facilitate positive pedagogical working and what might hinder those processes. It will also explore team dynamics and how using creative activities can develop a sense of joint ownership and responsibility.

“

I have learnt to make more positive relationships with children, without being scared.

Diploma student 2012

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The Competent Child – From Obedience to Responsibility

Children are competent to express their feelings from birth, and are eager to cooperate. It is adults who must work to listen to and learn from children. The Competent Child is a Scandinavian approach supported by theories and applications providing a unique child-orientated way of working with children and young people. The day will focus on:

- Introducing the underlying understanding and values for child centred working
- Building relationship competence – “seeing the child/young person”
- Introducing the Swedish model “Tree of Knowledge” to support children and young peoples’ learning and development Introducing portfolios to document a child’s journey

Supporting Spiritual Development - “The purpose of our lives is to be happy”

The key purpose of working with children and young people is to facilitate and support their personal, social and educational development and enable them to gain a voice, influence and to find their place. Engaging with spirituality offers a system to make sense of the world and build resilience, while also offering a different perspective on oneself and others.

The day will address the following questions: • What is spirituality? • What is spiritual development • What is the role of spirituality in working with children and young people • Practical ideas to provide opportunities for children and young people to explore spirituality



Understanding the Impact of Gender Differences & Stereotypes

The aim of this course is to raise awareness, knowledge, skills and behaviour in relation to gender. The course considers a range of issues, from stereotypes to values, where they originate from and how to challenge them. The day will address the following: • Introduction to gender mainstreaming • What is sex and gender • Practical tools for exploring gender issues with boys and girls • Doing gender

Yoga and Relaxation for Children and Young People (Beginners)

Encouraging an active and healthy lifestyle, this training can help to maintain a strong and healthy body, improve coordination, concentration and benefit self-esteem. Both yoga and meditation provide useful tools for relaxation, contributing to an increased sense of well-being. Learn to play and interact with children and young people combining fitness, fun and education. This introduction day provides invaluable skills for educating, exercising and empowering children and young people. The day includes: • Introducing yoga games • Introducing yoga exercises for children and young people • Meditation and relaxation techniques for children and young people • Massage techniques • Introducing relaxation music and songs

“

The Yoga and Relaxation training was incredible. It's such a powerful tool for young people to process feelings, deal with emotions/life etc. and calm their minds.

Delegate 2012

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Yoga Adventures for Children and Young People (intermediate)

The day will focus on:

- A more in depth understanding of the yoga philosophy and it's benefits for working with children and young people
- Practical exercises and routines for children and young people of different ages and abilities
- Massage techniques to support relaxation
- Introducing the concept of mindfulness meditation

An Introduction to Involving Young People in Decision Making

The day will focus on

- Why we should be involving children and young people in decision making
- What should children and young people be participating in?
- Practical tools and techniques to involve children and young people
- Using self assessment tools to measure the effectiveness of your involvement strategy



The Use of Play, Games and Cooperative Activity in Working with Children and Young People

“You can discover more about a person in half an hour of play than in a year of conversation” – Plato

- The day will focus on
- Ice breakers and starter activities
- Cooperative group work activities
- Evaluation and end games
- Games to inform decision making and promote discussion

Equality and Diversity Experiential Learning (2 days)

“Strangers in a new culture see only what they know.” Anon

This two day course considers equality and diversity through activity and self-experiential based learning. Candidates will be required to complete a task between the two training days which puts them outside their comfort zone. On previous courses, this has included going to a Hindu wedding, spending a day with an Imam at a Mosque, and spending a week living below the poverty line.

The course uses a range of techniques to explore the issues of diversity, considering how some values are at the very core of us, and considers how to adopt and adapt to changing environments.

“Minds are like parachutes – they only function when open.”

- Sir James Dewar, Scottish Physicist





How to apply and course costs

Children and Young People's Workforce Diploma

Break are an Accredited Centre for this qualification through Skills First, which ensures that the course is delivered at very competitive rate with added value. We are unique in offering this qualification with the social pedagogical input that is delivered through 12 days of training.

The cost for each place will vary (between £800-£1200) depending on whether any Government funding can be accessed for candidates and the size and sector of the organisation. The course can only be undertaken by people in employment in the child care sector, as it involves work place assessments.

Who would benefit from the Diploma?

- Care Worker
- Children's Centre Worker
- Foster Carer
- Residential Child Care Worker
- Youth And Community Worker
- Family Support Worker
- Leaving Care Support Worker
- Anyone else working with children, young people and families

Other courses on the Social Pedagogy Learning Pathway

The courses can be offered to a whole team or individual places can be spot purchased. The trainers can travel to your venue to ensure the training is cost effective.

The cost of each place/ course delivery will vary depending on location, number of trainers delivering and the number of courses booked. Any costs quoted will be inclusive of travel and all course materials. Please contact Rachel Cowdry (details below) to discuss your training requirements further.

If you are interested in applying for the Children and Young People's Diploma or any of the other courses offered in this booklet or would like further information, please contact Rachel Cowdry -

rachel.cowdry@break-charity.org / 01603 670102



provides a variety of high quality services for vulnerable children, young people and families

- Young people in care and moving on
- Children and young people with disabilities
- Families in need of support
- Children at risk

If you would like more information about Break or if you might be interested in working with Break or becoming a volunteer, please visit our website - www.break-charity.org

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