

## Evaluation and Governance

**The programme and the surrounding support structure will be evaluated by the University of Edinburgh. If successful we plan to roll it out to other teams across CYP in the future.**

Research tells us that the successful implementation of social pedagogical approach requires commitment at all levels by practitioners and managers. It can involve challenge to both practice and systems.

Allan Cadzow is the SCC CYP Directorate Management Team sponsor and part of the steering group who will be overseeing the programme as it unfolds. We are also delighted to have the support of Professor Claire Cameron (Anglia Ruskin University) who is acting as the project's critical friend.

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## Who's involved?

- **Suffolk County Council:**  
Redwood Lodge Children's Home (Stowmarket)  
On Track Children's Centre (Haverhill)  
Cartwheels Children's Centre (Haverhill)
- **Jacaranda Development**  
(a trading name of Jacaranda Recruitment Ltd)
- **Anglia Ruskin University**
- **the University of Edinburgh**

## More information:

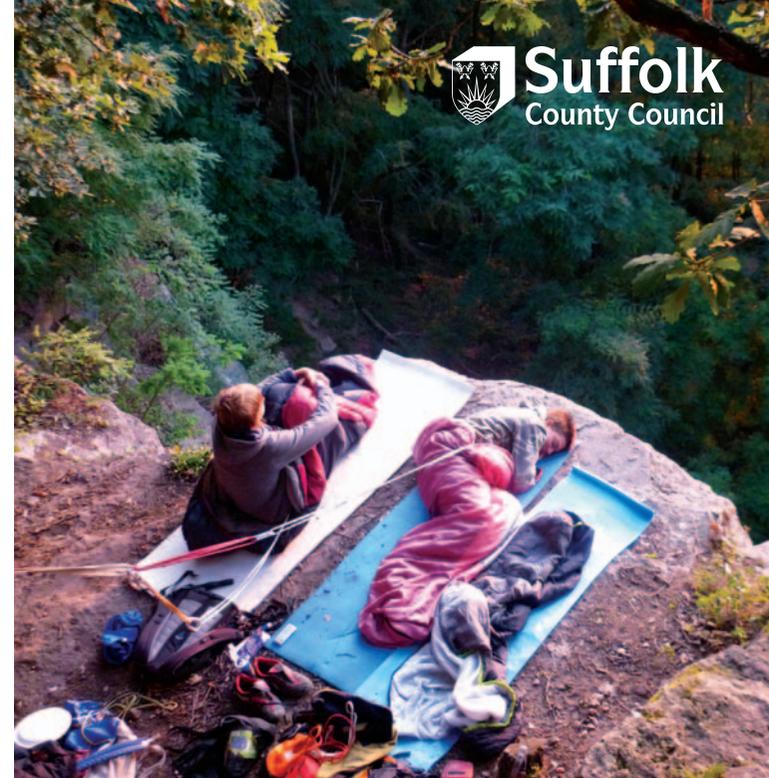
Cameron C, Moss P (Eds) (2011)  
**Social Pedagogy and Working with Children and Young People**  
*Jessica Kingsley Publishers; ISBN 9781849051194;*

Petrie P (2011)  
**Communication Skills for Working with Children and Young People: Introducing Social Pedagogy**  
*Jessica Kingsley Publishers; 9781849051378*

Petrie P et al (2006 updated 2009)  
**A Briefing Paper: Pedagogy: a holistic, personal approach to work with children and young people, across services,**  
*Thomas Coram Research Unit, Institute of Education University of London*

[www.socialpedagogyuk.com](http://www.socialpedagogyuk.com)

The cover image was taken by "Snake Team" during an experiential educational trip in Germany. Experiential Education is a goal- and process-oriented holistic intervention using a medium that is very different from the participants' everyday life.



# SOCIAL PEDAGOGY



## Early Adopter Programme

“If you want to be a pedagogue you have to learn to talk with children instead of to them. You have to learn to trust their capacities and possibilities.”

**Janusz Korczak (1878 – 1942)**



# WHAT IS SOCIAL PEDAGOGY?

**Social Pedagogy is often described as ‘education in its broadest sense’ or ‘where care and education meet’. It is where every interaction is an opportunity for learning about the self or others.**

Well established in many continental European countries, social pedagogy is a multi-disciplinary approach to practice. It informs policy, has a coherent training infrastructure, and is a key practice framework for working with children and young people.

Social pedagogic practice is concerned with human beings’ learning, well-being and inclusion in society. It emphasises building self reliance through practitioner-client relationships. It is not only about solving the presenting problem but ensuring individuals, families and communities are equipped with the skills and capacity to sustain that solution.

The Early Adopter Programme will involve a whole team training experience in two very different teams.

On Track and Cartwheels Children’s Centres in Haverhill and Redwood Lodge Children’s Home in Stowmarket have worked with Jacaranda Development to create bespoke development workshops that will support and extend their understanding and practice in line with a social pedagogical approach. The work will take place over a 6 month period. The project will also give us an opportunity to look at systemic elements that support or challenge the adoption of a social pedagogic approach.

“Social pedagogic practice is concerned with human beings’ learning, well-being and inclusion in society.”

## Key elements of a social pedagogic approach include:

- A focus on the child as a whole person, and support for the child’s overall development.
- The practitioner seeing herself/himself as a person, in relationship with the child or young person.
- While they are together, children and staff are seen as inhabiting the same life space, not as existing in separate, hierarchical domains.
- As professionals, pedagogues are encouraged to constantly reflect on their practice and to apply both theoretical understandings and self-knowledge to their work and to the sometimes challenging demands with which they are confronted.
- Pedagogues should be both practical and creative; their training prepares them to share in many aspects of children’s daily lives, such as preparing meals and snacks, or making music and building kites.
- In group settings, children’s associative life is seen as an important resource: workers should foster and make use of the group.
- Pedagogy builds on an understanding of children’s rights that is not limited to procedural matters or legislative requirements.
- There is an emphasis on team work and valuing the contributions of others — family members, other professionals and members of the local community — in the task of ‘bringing up’ children

**Taken from Petrie et al (2006)**