Challenge by Choice?

Social Pedagogy in Practice: Why, What and How?



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Why?

GIRFEC

'The approach helps practitioners focus on what makes a positive difference for children and young people - and how they can act to deliver these improvements'

MARK SMITH

"At a time when there is a major political drive for different services and professions to work more effectively together, social pedagogues might provide the conceptual 'glue' that can bring different professionals together. In a child care and youth justice context, this aspect of the work may be particularly apposite within The Scottish Government's Getting It Right For Every Child (GIRFEC) (2005) and Preventing Offending by Young People

— A Framework for Action (2008) agenda."





Why we do what we do? What do we know about what we do? How we do what we do?

Social Pedapogy at Kibble helps us to look at:

- · Relational based work
- · Being active and interactive with the
- young people • Reflective practice
- · Effective and collaborative working

Social Pedagogy links together our existing strength based training giving us an opportunity to challenge ourselves and develop furth



What is Social Pertagogy?

Social Pedagogy is a holistic way of working with children and young people in a range of different settings. It:

- Draws on related disciplines such as education, sociology, psychology and philosophy
- Fincompasses all elements of living and learning developing learning opportunities that are imbedded in day to day
- Recognises importance of positive relationships for well-being and growth



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Why does Social Pedagogy make sense at Kibble?

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What do we know about what we do?
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McRae & Skinner 2011

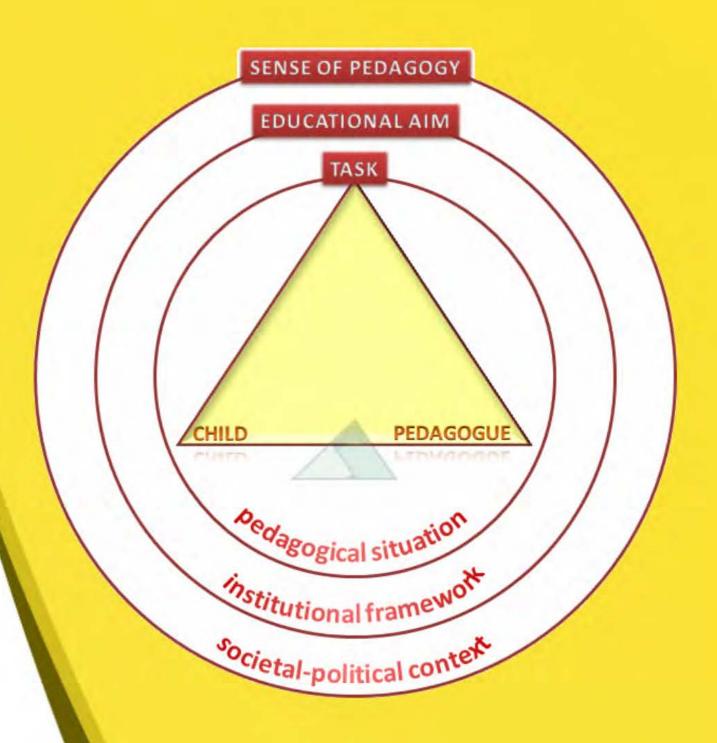
Matrix of Activity Needed for Effective Transfer of Learning into Practice

1. Logic Change		BEFORE	DURING	AFTER
trategue SENSE OF PEDAGOGY	LEARNING	Bring together Participants, Line Managers, Commissioners and Trainers. Agree learning Objectives for Agree Learning Objectives for agree practice opportunities. Agree practice opportunities. Agree practice opportunities.	Give same message in different ways confident ways. Use range of learning methods. Use back up materials. Give opportunities for review of learning. Unit to job roles. Agree embloses affact. Collecting eviduation data.	Support practice apportunities to review learning and practice change elean meeting? *supervision *supervisi
TASK TASK			TIME	+ +

Oedagogical situation

institutional framework

Societal-political contex



McRae & Skinner 2011

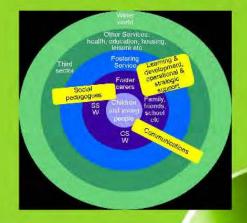
Matrix of Activity Needed for Effective Transfer of Learning into Practice

	BEFORE	DURING	AFTER
LEARNING	Bring together Participants, Line Managers, Commissioners and Trainers Agree learning needs Agree Learning Objectives for programme. Agree practice opportunities. Agree evaluation methods Collect baseline evaluation data	Give same message in different ways Use range of learning methods Use back up materials Give opportunities for review of learning Link to job roles Agree reinforcers Start collecting evaluation data	Support practic opportunities Use opportunities to review learning and practice change •team meetings •supervision •practice reviews •developmental groups Complete evaluation
		TIME	1





Working in partnership across the demonstration sites



Working in partnership across the Head, Heart, Hands Advisory Group.



Worlding in partnership across the Head, Heart, Hands programms



Working in partnership across the Head, Heart, Hands programme

The Head, Heart, Hands programme is led by the Fostering Network with delivery partners Jacaranda Development, Professor Pat Petrie and ThermPra Social Pedagogy.

The Social Pedagogy Consortium



Professor Pat Petrie



Demonstration sites















Evaluation partners







Working in partnership across the Head, Heart, Hands Advisory Group

Here are just a few of the organisations working in partnership on the Advisory Group



social care institute for excellence













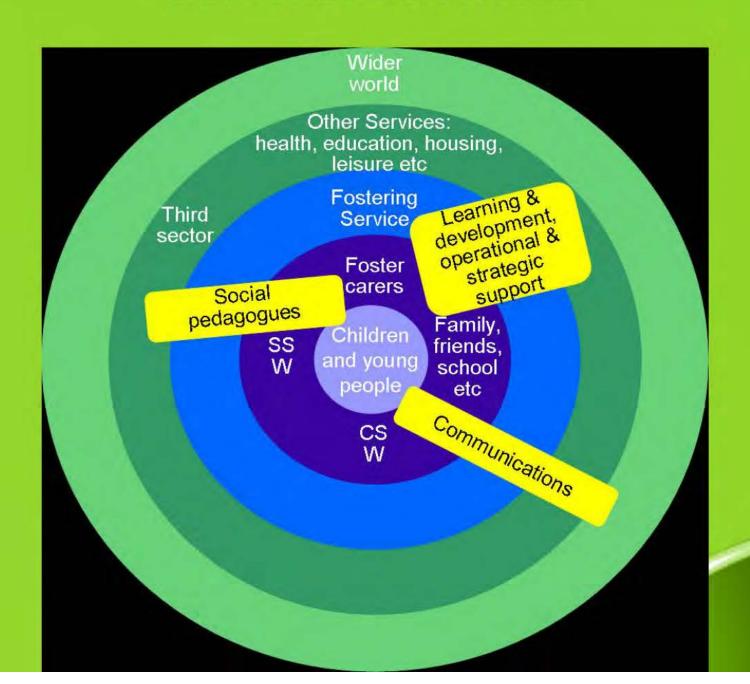








Working in partnership across the demonstration sites





Training of Trainers / Qualification

Rewards

- Cross cultural richness
- Knowledge base
- Structure / meaning making behind activities etc
- Skills transfer
- Raised the status and impetus to embed in practice

Challenges

- Training implementation
- Developing in Scottish context
- · Letting go
- Training and delivery styles
- Timetables
- Practicalities
- Coming into an organisational structure



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challenge by Choice

· All levels of the organisation involved

Research into practice

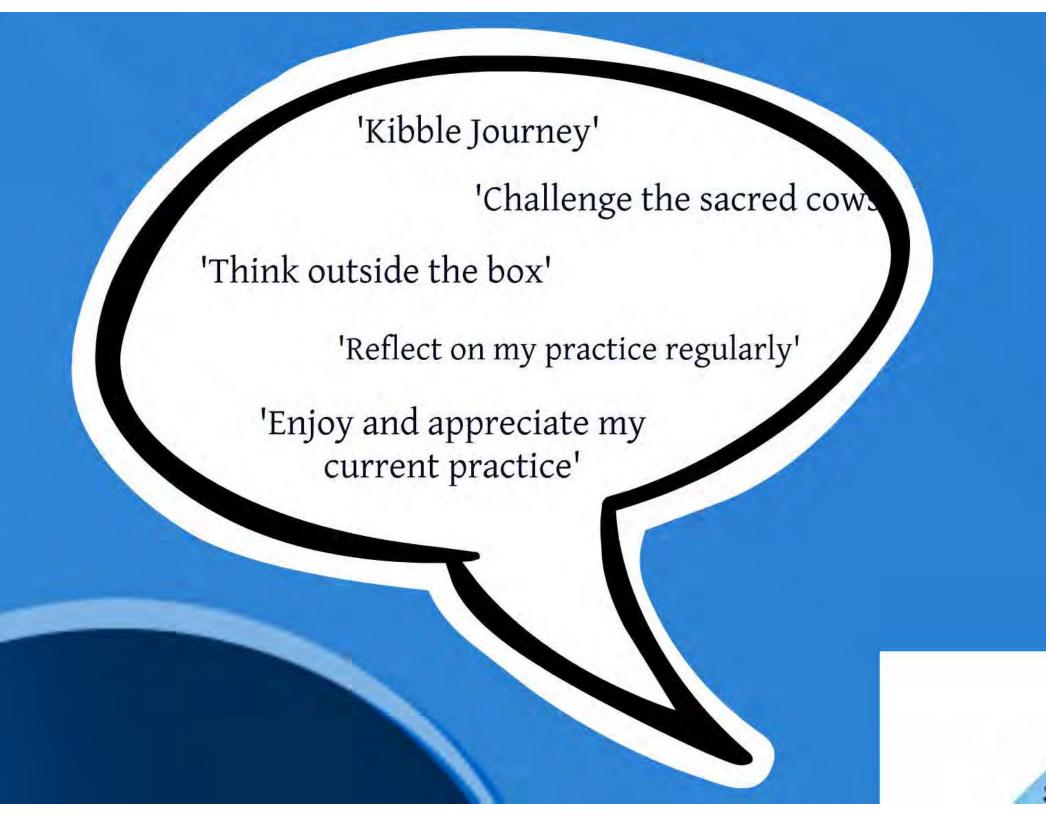
Workshops

Outcomes for young people can SP impact upon outcomes?

'Challenge the sacred hink outside the box' Reflect on my practice regularly Enjoy and appreciate my



'm now more confident going into meetings and talking about my feelings and having a say in decision about my life. This will have a great impact on my life in the future. So it sn't just about doing a play it wa life changing experience



cyclessul Learners Nurtured

Having a nurturing place to live, in a family setting with additional help if needed or, where this is not possible, in a suitable care setting

Having opportunities to take part in activities such as play, recreation and sport which contribute to healthy growth and development, both at home and in the community

Considera Individuals

Respected

Achieving Being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school, and in the community

Having the highest attainable standards of physical and mental health, access to suitable healthcare, and Healthy support in learning to make healthy and safe choices

Not everything that counts can be counted. and not everything that can be counted counts.

Albert Einstein

Having the opportunity, along affect them

Having opportunities and encouragement to play active Included Included Effective Continues and responsible roles in their

Having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they

Responsible Citizens Protected from abuse. at school and in the community

Safe

neglect or harm at home,





Its not about the play (Indicators for outcomes)

- We had the right foundation
- · We were in charge of it
- · We got to meet people like Prince Edward
- · We trusted one another
- We made it better by working together
- · It meant a lot to us
- We looked forward to each performance
- We got lots of good feedback and praise
- We felt good about ourselves
- We bonded as a group
- We got recognition and publicity in the newspapers
- We made a film and put it on youtube so others could see how good our work is.
- · We were proud of what we had achieved

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What do you pledge...?

- Remain committed
- Realise my truth isn't the only truth
- Check my responses before reacting
- Share practice, develop my own
- Push for change
- Thinking outside the box

nce Edward

together

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youtube so r work is. d achieved

What's Next &

- Leonardo Mobility Project
 - RIP Research into Practice
 - SPDN Social Pedagogy
 Development Network
- Residential Child Care Workers Degree / Qualification Structure
- Voice of the young people
- Policies, Recruitment process

Questions

