Social Pedagogy and Working with Children and Young People
Where Care and Education Meet

Edited by Claire Cameron and Peter Moss


“This book will prove invaluable to those wanting to explore the thinking and practice of social pedagogy. The contributions are not only insightful and inspirational but also ambitious and aspirational, challenging the reader to participate in the evolving discourse on social pedagogy. It is a much needed resource, charting the history of social pedagogic developments to date and acting as a steady companion in the professional advancement of the reader. It is also a full reference tool and an aid for further dialogue.”

- Jonathan Stanley, National Centre for English Residential Child Care, UK

Social pedagogy is an innovative discipline that supports children’s upbringing and overall development by focusing on the child as a whole person. It has been described as where education and care meet or as ‘education in its broadest sense’. This book provides a comprehensive overview of the theory, principles and practice of social pedagogy and the profession of social pedagogue. With chapters from leading international contributors, it outlines the roots of social pedagogy and its development in Europe, and its role in relation to individuals, groups, communities and societies. Also covered is how it applies in practice to working with children and young people in a variety of settings, including children in care and in need of family support, and its potential future applications.


Claire Cameron is Professor of Social Care and Social Work at Anglia Ruskin University, Cambridge. She was previously Reader in Education at the Thomas Coram Research Unit, Institute of Education University of London, UK. She runs and supports research and development projects in relation to children’s services, looked after children and social pedagogy. She is a leading player in the piloting of social pedagogic approaches to practice in children’s services including running the government-funded pilot programme on the impact of social pedagogy on residential child care in England. Peter Moss is Professor of Early Childhood Provision, also at the Thomas Coram Research Unit. His research interests lie in children’s services, the relationship between gender, care and employment, and radical education.

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