“The whole is greater than the sum of its parts”
F. Perls
“Children need two things from their parents: roots and wings.”

J. W. v. Goethe
CUSP - The Centre for Understanding Social Pedagogy

A Centre for Understanding Social Pedagogy had been established at the Institute of Education. It grows out of a programme of research and development by researchers at the Thomas Coram Research Unit over the last ten years.

Research in different mainland European countries has included the part played by social pedagogues and allied professions in:

- Residential care
- Family support services
- Schools
- Early childhood education and care
- Out-of-school
- Fostering and of other services

Current work includes:

- A pilot project, for the Department for Children Families and Schools, employing social pedagogues from mainland Europe to work in English children’s residential care. The pilot is managed by Dr Claire Cameron, c.cameron@ioe.ac.uk
- Forming an international network to carry out comparative research in the theory of social pedagogy, and related public policy and practice
- In collaboration with Helen Chambers, at the National Children's Bureau, the development of a learning framework, and training, for arts agencies working with children in difficult circumstances. The work is based on the principles of social pedagogy

CUSP is directed by Professor Pat Petrie: p.petrie@ioe.ac.uk.

An MA in Social Pedagogy
Alongside CUSP, the first English MA in social pedagogy will start in 2010, details from Dr Claire Cameron
http://www.ioe.ac.uk/study/masters/PMM9_CYP91M.html

Research, Training and Consultancy
Local authorities and voluntary organisations are invited to get in touch with Pat Petrie or Claire Cameron to discuss their research, training and consultancy needs.
TCRU social pedagogy publications (selection)


[http://eprints.ioe.ac.uk/58/1/may_18_09_Ped_BRIEFING__PAPER_JB_PP_.pdf](http://eprints.ioe.ac.uk/58/1/may_18_09_Ped_BRIEFING__PAPER_JB_PP_.pdf)
**WHO WE ARE:**

I represent the University of Aberdeen and the Camphill Schools Aberdeen. In partnership we deliver a BA Honours in Curative Education which effectively is a degree in social pedagogy. The title of the programme will be changed to BA in Social Pedagogy from the 2010-11 session.

**WHAT WE ARE DOING AROUND SOCIAL PEDAGOGY:**

Our degree programme is recognised as effectively training in social pedagogy through the elements of life sharing and the use of creative social cultural and practical activities to support learning and development.

The degree is recognised by the Scottish social Services Council as a professional training in social care.

**OUR VISION AROUND SOCIAL PEDAGOGY:**

Most of the students (100 approximately) live and work in Camphill Communities and related organisation throughout the UK and Ireland. We plan now to expand our market and proactively offer the training to anyone interested in training as a social pedagogue to work in any setting.

**OUR CONTRIBUTION IN DEVELOPING SOCIAL PEDAGOGY IN THE UK:**

Within Camphill social pedagogy has been practiced for many many years, not only with children but working with adults at every stage of the life course.

Our challenge is to increase awareness of this training within the wider social care field in the UK.

**CONTACT DETAILS**

Norma Hart
Senior lecturer
Programme Director
University of Aberdeen
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**WHO WE ARE:**
The Camphill Community Glencraig caters for children and adults with mild to severe learning disabilities. The majority of the children will have social, emotional and/or behavioural problems and many are on the autistic spectrum.

**WHAT WE ARE DOING AROUND SOCIAL PEDAGOGY:**
Glencraig is part of the Camphill movement which has nearly 70 years experience using a Social Pedagogy approach based on indications from Rudolf Steiner and Dr Karl Konig. The unique approach by Camphill towards children with special needs is known as Curative Education. This is a holistic approach, meeting the needs of children through: Education, Care and Therapeutic interventions. This approach contains key elements of the Social Pedagogy approach.

**OUR VISION AROUND SOCIAL PEDAGOGY:**
The aim of the Camphill Community Glencraig is to create a person centered community where each person is valued for their unique personality. Glencraig aims to create an environment in which vulnerable children and adults can live, learn, work and develop with others in healthy social relationships based on mutual care and respect.

**OUR CONTRIBUTION IN DEVELOPING SOCIAL PEDAGOGY IN THE UK:**
We are very interested in clarifying what is common between the Camphill approach and Social Pedagogy. In order that we can work more closely with others who are interested in developing such approaches.

**CONTACT DETAILS:**
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Camphill Community Glencraig
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By fax: 02890428199
**WHO WE ARE: MAUREEN CATON HEAD OF SERVICE, SUZIE STEPHENS DEVELOPMENT OFFICER CHILDREN’S HOME**

The organisation we are representing is Essex County Council, Vulnerable Children and Young People’s Service, specialising in residential provision. There are 12 children’s homes across Essex for a range of children; children with disability in respite and long term, secure provision, homes for younger children, adolescents and family groups.

**WHAT WE ARE DOING AROUND SOCIAL PEDAGOGY:**

We are exploring social pedagogy through all the 12 children’s homes across Essex using social pedagogy as the framework to inform their practice. Social pedagogy as an approach, supports the developments in practice to improve outcomes. The implementation of social pedagogy has led to changes in approach to leadership and management as well as direct practice. Reflective practice has a larger role, questioning and exploring are more important, collaborative working and sharing decision making are also evolving features.

**OUR VISION AROUND SOCIAL PEDAGOGY:**

What Essex wants to achieve around social pedagogy.

To reinforce the principle of children being located at the heart of everything we do. For the service to develop core underlying principles of relationship based good child care to fit into and inform the culture. For staff to develop their professional approach and support the professionalisation of the residential task. To demonstrate how we can build on the skills and strengths of the staff within the change process, to develop better qualified and more empowered staff. We want children to have a better experience of living in the children’s home, including arriving and moving on and staff to develop their confidence and competence and professional status within social care.

**OUR CONTRIBUTION IN DEVELOPING SOCIAL PEDAGOGY IN THE UK:**

Experiences we are eager to share with others around developing social pedagogy in practice.

As we are implementing social pedagogy across all 12 of our homes we are developing our knowledge about cultural change and the processes involved. We are also responding to interest from other local authorities who are considering implementation. The process has highlighted areas of practice to be developed and adaptations in style and approach to supportively and respectfully develop gaps of knowledge, skill and confidence in the existing staff. Professionalising their role and status is a key part of this process.

**CONTACT DETAILS:**

Maureen.Caton@essex.gov.uk
Suzie.stephens@essex.gov.uk
**WHO WE ARE:**
ThemPra is a community interest company with a multinational team. We aim to support the further development of social pedagogy in the UK in various ways. Central to our ethos is a strong emphasis on connecting theory and practice, which means that we offer and facilitate holistic “learning experiences” that go beyond understanding and support a strong transfer between the learning and practice, inspiring head, heart and hands.

**WHAT WE ARE DOING AROUND SOCIAL PEDAGOGY:**
Following the great philosopher Comenius, we see our role as a gardener, not a sculptor. In jointly developing substantial implementation strategies with our partners, facilitating the courses and supporting all organisational levels during the implementation process, we aim to provide nurturing conditions to develop a UK vision and practice of social pedagogy.

We are currently working together with Essex County Council on a 3-year implementation strategy (research: D. Crimmens); are providing courses to Sycamore Service in Kirkcaldy (evaluation: I. Milligan); have just finished a course with two homes in Belfast (research: SCIE); and are about to start a 2-year social pedagogy project with Staffordshire County Council.

The more theoretical activities of ThemPra focus on researching and publishing on social pedagogic aspects and creating a discussion platform between different areas and levels in the social sector across the UK.

**OUR VISION AROUND SOCIAL PEDAGOGY**
“The present needs the past to create the future”

In our view social pedagogy offers freshness: an opportunity to gain a new perspective on practice and to rediscover some of the rich UK traditions. It provides a coherent overarching framework that builds on good practice and gives all professionals working with children something to relate and connect to.

ThemPra’s vision of the development of social pedagogy in the UK is based on the discourse between practitioners and what social pedagogy has to offer to them, their practice and to society in general. This active process of internalising social pedagogy into the UK culture and linking it with its own roots of good practice & theories is the foundation for jointly constructing a UK social pedagogy.

**OUR CONTRIBUTION IN DEVELOPING SOCIAL PEDAGOGY IN THE UK:**
We are experienced in developing and facilitating social pedagogy implementation strategies that are specifically tailored to the context of the partners we work with, and we are interested in sharing what experiences you have made in introducing social pedagogy to your team and what effect this has had on their practice.

**CONTACT DETAILS:**
For more information about social pedagogy and what we’re doing please explore our website: [www.thempra.org.uk](http://www.thempra.org.uk)

We look forward to hearing from you:

*Gabriel Eichsteller*  
gabriel@thempra.org.uk

*Sylvia Holthoff*  
sylvia@thempra.org.uk
**WHO WE ARE:**

**MICK CONROY – MARK EDWARDS**

University of Wales, Newport. Youth work and Community Studies Team

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**WHAT WE ARE DOING AROUND SOCIAL PEDAGOGY:**

As part of the final year of our BA (Hons) Youth and Community Studies degree we run a module called ‘Social Pedagogy’ where students are introduced to the terminology and provided with definitions and examples of social pedagogical practice. Although pedagogy is not a term commonly used in Wales when describing our work with children and young people, the professional value base of the Welsh youth worker, of building mutual, respectful and educative relationships with young people already has much in common with that of the European Pedagogue.

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**OUR VISION AROUND SOCIAL PEDAGOGY:**

We are an inter-disciplinary School that promotes close working relations between professional vocational programmes. Recent changes to the undergraduate programmes sees Social Work, Youth Work and Youth Justice sharing some taught modules with practice opportunities being arranged and managed from a centralised professional placement unit. This inter-disciplinary approach lends itself to social pedagogy in its promotion of a holistic approach towards the learning and teaching of students which we want them to emulate in their professional practice. We want to develop the subject further within our programme to other levels of the course, eventually leading to a themed pathway for Social Pedagogy within the new Youth Work degree.

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**OUR CONTRIBUTION IN DEVELOPING SOCIAL PEDAGOGY IN THE UK:**

Newport University has been offering a Social Pedagogy module within the Youth Work undergraduate programme for the past 6 years. This has raised awareness within South East Wales and the nearby border counties of England of social pedagogy and its potential for informing contemporary youth work practice.

Newport, in partnership with Stavanger University, Norway and Vilnius University, Lithuania is hosting an Erasmus Intensive Programme in the summer of 2010. The theme of the programme is “Multi-disciplinary perspectives on working with young people in Europe”.

Participating students from each of the three HE institutions will consider case histories from their own practice experiences.

Newport University have made extensive links with European partners linked to Social pedagogy (Norway, Lithuania, Estonia, Belgium and Denmark). We are the first university in Wales to develop the Social Pedagogy module within the professional qualification for Youth Work. Call us the Welsh Pioneers!!

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**CONTACT DETAILS:**

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**WHO WE ARE:**

Please write a short paragraph about the organisation you are representing.

Jacaranda Recruitment is a small (8 full-time staff), nice provider of recruitment services, training and consultancy. We provide Social Pedagogues, Qualified Social Workers and care professionals from Europe for permanent placement in the UK. Consultancy and training is offered to organisations wishing to explore and implement a social pedagogic approach.

**WHAT WE ARE DOING AROUND SOCIAL PEDAGOGY:**

Please briefly outline how your organisation is exploring social pedagogy or how it fits in with your services.

Jacaranda recruits Social Pedagogues for permanent placement in the UK. We offer training and consultancy also.

Jacaranda is the official recruitment partner of the TCRU for the DCSF funded pilot projects exploring the potential of Social Pedagogy in residential child care in England.

Jacaranda sponsors the website [www.SocialPedagogyUK.com](http://www.SocialPedagogyUK.com) which provides an overview of developments in Social Pedagogy in the UK, including links to research, events, press coverage and much more.

**OUR VISION AROUND SOCIAL PEDAGOGY:**

Please explain what your organisation wants to achieve around social pedagogy.

Jacaranda aims to actively contribute to the exploration of a social pedagogic approach in a variety of settings throughout the UK.

**OUR CONTRIBUTION IN DEVELOPING SOCIAL PEDAGOGY IN THE UK:**

Please outline any experiences that you are eager to share with others around developing social pedagogy in practice.

Jacaranda has recruited Social Pedagogues to the DCSF pilot project and other organisations, including local authority Looked After Children teams. In addition we have trained English staff in the Social Pedagogic approach, and conducted consultancy for a London authority.


**CONTACT DETAILS:**

Please let us know how interested participants in the Social Pedagogy Development Network can contact you or your colleagues.

Abby Ladbrooke – Tel: 020 8676 5616, [abby@jacaranda-recruitment.co.uk](mailto:abby@jacaranda-recruitment.co.uk)
**WHO WE ARE:**

Derbyshire County Council.

We have 545 children in care with 9 children’s homes, and 35 children in specialist foster homes called contract carers.

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**WHAT WE ARE DOING AROUND SOCIAL PEDAGOGY:**

We have developed awareness among staff, managers, and members and now have senior management and directors support to try and develop a social pedagogic approach within our children’s homes and contract care. However, we have very limited funding to do this.

We have set up a working group which is trying to develop a process for implementation, which will report to the wider residential and children in care strategic groups.

Currently we are reviewing our practices and training to see how what we already do relates to social pedagogy, and what areas of work need development.

We are exploring ways to develop supported reflective practice and also creative activities within the children’s homes.

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**OUR VISION AROUND SOCIAL PEDAGOGY:**

We aim to develop social pedagogic practices within our children’s homes and contract carers including:

- A more reflective and whole team approach, based on greater knowledge and understanding of children’s emotional development
- Greater use of the 3rd element – creative activities and positive experiences

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**OUR CONTRIBUTION IN DEVELOPING SOCIAL PEDAGOGY IN THE UK:**

Early days as yet. However, some work within one of the children’s homes over the last year, has been developing an approach which includes elements of social pedagogic practice, including more time and support for reflection as a team particularly around children’s emotional needs, and more creative activities. This has transformed the atmosphere in the home and both children and staff are much happier than previously.

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**CONTACT DETAILS:**

Please get in contact with Sue Owen:

*Sue.owen@derbyshire.gov.uk*  01629 532024
**WHO WE ARE:**

Please write a short paragraph about the organisation you are representing. *Children Webmag*, a professional magazine on the web for people who work with children and young people, has been published on the first of every month since January 2000. As it is electronic, back issues can be accessed as well as the current edition.

**WHAT WE ARE DOING AROUND SOCIAL PEDAGOGY:**

Please briefly outline how your organisation is exploring social pedagogy or how it fits in with your services.

Over the last ten years we have carried numerous articles and news items about social pedagogy. in particular, we ran a special issue in August 2009 with several articles on the subject. Further contributions are welcome, as we wish to keep this subject live.

**OUR VISION AROUND SOCIAL PEDAGOGY:**

Please explain what your organisation wants to achieve around social pedagogy.

Editorially we see the development of social pedagogy as one of the most promising ways forward for children’s services in the UK.

We want to see a strong child care profession made up of workers in all settings and sectors sharing a common basic identity. At present workers identify with specialist labels, such as nanny, foster carer or youth worker, and the profession is splintered and relatively powerless as a result. Social pedagogy offers a unifying concept for all workers with children and young people.

**OUR CONTRIBUTION IN DEVELOPING SOCIAL PEDAGOGY IN THE UK:**

Please outline any experiences that you are eager to share with others around developing social pedagogy in practice.

**CONTACT DETAILS:**

Please let us know how interested participants in the Social Pedagogy Development Network can contact you or your colleagues.

The magazine can be read on [www.childrenwebmag.com](http://www.childrenwebmag.com).

I can be contacted on Editor@childrenwebmag.com.

David Lane
**WHO WE ARE:**

The Institute for Social Care and Education (ICSE) was first set up about fifteen years ago, when it campaigned in Parliament for the registration of child care workers. After a quiescent period it has been revived to act as a professional association for people working with children and young people. The ICSE will be provided with membership services and dual membership by the SCA.

**WHAT WE ARE DOING AROUND SOCIAL PEDAGOGY:**

The ICSE has a number of current issues which it wishes to promote, including:

(a) links with other countries, for example through membership of FICE (Federation Internationale des Communautes Educatives) to pick up ideas and share thinking with colleagues abroad;

(b) social pedagogy, an approach adopted for many decades by other FICE organisations in their respective European countries;

(c) restorative practice, an approach adopted from USA.

**OUR VISION AROUND SOCIAL PEDAGOGY:**

The ICSE want to see a competent and committed workforce in services for children and young people. Social pedagogy offers a helpful theoretical framework which can be applied in practice, and it can provide workers with confidence through being able both to work effectively and to understand why the approach works.

The ICSE wishes to contribute to the range of activities (forums, conferences etc.) concerning the growth of social pedagogy in the UK.

**CONTACT DETAILS:**

The Chair of the ICSE is Vic Citarella, but for the present, the simplest contact point is with myself on [DCL@DavidLane.org](mailto:DCL@DavidLane.org).

David Lane
Board Member, ICSE
WHO WE ARE:
Tim Foley and Moira Greentree, representing Sycamore Services part of Aberlour Child Care Trust.
Sycamore Services offers residential care, foster care, creative therapy, education (small school for preparation for re-integration to mainstream education), befriending, through care and aftercare, supported lodgings and housing support. All services work collaboratively to meet the needs of the young people (4-20+) currently and previously funded via their local authority. The Service has a strong humanist philosophical base, from which, shared values, policy and practice are framed.
Aberlour Child Care Trust is a Scottish charity, working throughout Scotland (42 Services) to meet differing Social Care needs.

WHAT WE ARE DOING AROUND SOCIAL PEDAGOGY:
At Sycamore we have piloted a programme promoting and educating, a cross-service group of staff and carers in Social Pedagogy, which was very positively evaluated through SIRCC. The programme links to an optional accredited module through Lincoln University, which half of the staff group completed.
The programme fits positively with, and supports the development of practice through, what is referred to as ‘the Sycamore way’, the unwritten rules of practice defined through the underpinning philosophy.
The next programme is planned for January to April 2010.

OUR VISION AROUND SOCIAL PEDAGOGY:
The vision is to integrate the social pedagogy model into the range of approaches currently used within Sycamore and to ensure we continue to provide staff and carers with practices, procedures and policies to support their practice and their development. The motto of the Service is ‘helping people grow’. The Social Pedagogy model is another to tool to ensure actions can meet rhetoric.
The future aim is for the Sycamore model to continue to grow and develop in the same way as the young people, the adults and the Service.

OUR CONTRIBUTION IN DEVELOPING SOCIAL PEDAGOGY IN THE UK:
As previously stated the pilot programme was very successfully evaluated and publicised through SIRCC and Children in Scotland. All documents are available through these websites.
http://www.childreninscotland.org.uk

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moira.greentree@aberlour.org.uk
Tel. 01592 591500
**WHO WE ARE:**
dreamwall is a registered charity, 1117237, who has had significant success in supporting, developing and engaging with vulnerable young people in care in the main, although not exclusively. Each residential is a group enterprise with staff involved in everything we do from meal times to drama productions to cross country walks are all activities capable of facilitating change in the young person. Although programmes are planned, we keep the residential flexible and dynamic ensuring diversification appropriate to the group.

**WHAT WE ARE DOING AROUND SOCIAL PEDAGOGY:**
In the past dreamwall has been linked with social pedagogy, but has lacked the capacity to explore and fully understand the concept. With an increased staff team, dreamwall has been able to research social pedagogy and see how close our relationship with it is. dreamwall has made some brief contacts with social pedagogues in continental Europe and Scandinavia. After reading papers and texts on social pedagogy, its background and its application dreamwall has intrinsically concluded that it works in a social pedagogical way. The first real step to externalising this, learning more, and making us more aware of the benefits is by attending the networking event.

**OUR VISION AROUND SOCIAL PEDAGOGY:**
dreamwall was set up in 2002 to foster a lasting change for society by investing in the lives of vulnerable young people and has had great results in working with vulnerable young people. dreamwall understands that social pedagogy can be placed on a spectrum, and we believe we are working towards the higher end of the spectrum. By coming into contact with others that are more aware of the concept how it works and why, dreamwall believes it affirm how we work as social pedagogues and subsequently work to better its practise and therefore better the outcomes for the young people it works with.

Anecdotally observers and commissioners recognise close synergy between the dreamwall approach and that of social pedagogues, currently nobody has been certified formally as a social pedagogue. The first step for us is attending this networking event to gain more knowledge, meet others and hopefully play our part in facilitating the future of social pedagogy in the UK.

**OUR CONTRIBUTION IN DEVELOPING SOCIAL PEDAGOGY IN THE UK:**
Our methodology focuses on equalising the developmental opportunities for looked after children and although our academic contribution to pedagogy in the UK is minimal, currently we provide a student placement to a sociology student, we believe student placements could be our greatest contribution to developing social pedagogy in the UK. Our practical application of a pedagogical approach is validated by external evaluation that evidenced a 30% improvement in placement stability, a 20% greater, GCSE 5 A-C, academic attainment and a 95% retention of carers. Relationships ignite change and a dreamwall programme provides opportunities to advance form participant to volunteer to paid employee, illustrated by 25% of all participants becoming a junior leader (U18 volunteer) with 36% of this group going on to paid work with the charity. We believe progression and ownership is necessary to validate the virtues of any developmental programme. For a copy of the substance evaluation visit our website [www.dreamwall.org.uk](http://www.dreamwall.org.uk).
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