cpea Social Care, Children's Services and Management Associates

Social Pedagogy and the Young People's Workforce

A Report for the Department for Education and Skills

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Contents   **Page**

A.1 Ian Mikardo School: a Relational and Multi-Agency Approach

A.2 Searching for Pedagogic Ideas within Youth Work in Portsmouth

A.3 Learning Mentors in Schools

1. Executive Summary

1.1 As part of wider scoping work in relation to the development of the Young People's Workforce Strategy, CPEA Ltd were commissioned by the Department for Education and Skills [DfES], the Children's Workforce Development Council [CWDC] and Lifelong Learning UK [LLUK] to produce: *'an analytical paper summarising the pedagogue model with recommendations on transferability to the various young people's workforce settings in England and next steps as appropriate'.*

1.2 Section 2 of this paper begins by considering some definitions of 'social pedagogy' and the 'social pedagogue'. Acknowledging that there is no single definition of either of these terms, it outlines some of the key characteristics of European social pedagogy and the work undertaken by its practitioners and discusses some of the key concepts. The section also compares training systems for the children's workforce in England with those in several other countries in Europe. It concludes with a brief outline of the key characteristics of the Child and Youth Care tradition in North America.

1.3 Section 3 considers how social pedagogy is currently being applied to wider developments in relation to the general children and young people's workforce within England i.e. in relation to the proposals contained in the Children's Workforce Strategy, Options for Excellence and Care Matters. The section also provides examples of two degree courses in England and Scotland which have incorporated teaching on social pedagogy.

'Whilst it would not be practicable at the present time to introduce social pedagogues into the children and young people's workforce as a separate professional grouping, the principles of social pedagogy have much to offer in helping to develop a more holistic approach to work with young people, supporting integrated working and in informing the development of the Integrated Qualifications Framework'.

1.4 Section 4 outlines the wider developments which have been taking place in relation to children's and young people's services in England and their links with some of the underlying principles of social pedagogy. It also describes a number of examples of how the social pedagogical approach has been/ is being applied to services for young people in England e.g. in residential care, to the roles of Connexions PAs and Learning Mentors and in relation to youth work. It considers some of the additional benefits which social pedagogy might bring to services for children and young people in this country.

1.5 Section 5 – 'Conclusions and Next Steps' – considers some of the potential barriers to introducing social pedagogy within an English context. It argues that whilst it would not be practicable at the present time to introduce social pedagogues into the children and young

people's workforce as a separate professional grouping, the principles of social pedagogy have much to offer in helping to develop a more holistic approach to work with young people, supporting integrated working and in informing the development of the Integrated Qualifications Framework.

1.6   However, if a social pedagogical approach is to be the foundation of workforce reform and remodelling in integrated children and young people services then this will require considerable commitment and attention to support incremental change over a sustained time period. Social Pedagogy is an 'organic system' which includes theory, policy, practice, training and the interaction between them. The conclusions of this paper point away from the introduction of 'social pedagogues' as a separate professional group i.e. as an 'add on' to those which already exist. There have been a number of recent developments within England which have already been influenced by social pedagogy e.g. the Early Years Professional and the proposals in relation to training for residential and foster care workers under *Care Matters*. To simply add to this by suggesting that a similar approach should be adopted in relation to the Young People's Workforce would not address some of the key issues which have been highlighted in this paper. These developments need to be drawn together into an overall programme of change and development – as an integral part of the *Change for Children* programme – that initiates and co-ordinates workforce projects across the children and young people's sector which are informed and underpinned by the pedagogical approach and which clearly states what needs to be done at different levels i.e. national, regional, children's trust, employer and practitioner.

'If a social pedagogical approach is to be the foundation of workforce reform and remodelling in integrated children and young people services then this will require considerable commitment and attention to support incremental change over a sustained time period'

1.7   Furthermore, this programme needs to be based on a 'UK/English social pedagogy' which starts from 'where we are now' and which builds upon the progress which has already been made. There are many positive facets to the children and young people's professions and workforce, the education and training system and the underpinning policies that should not be jettisoned. The European and North American approaches outlined in the paper have much to offer, not least in acting as a 'critical friend'. However, if the potential barriers are to be overcome, there is a need for greater boldness in articulating what we mean when we refer to a social pedagogical approach and integrated children's services in the UK/England. 'Not what it isn't but what it is'. Furthermore, we will need to be clear about what this will mean for all the elements of the 'organic system':

- Children and Young People
- Parents and Carers
- Practitioners
- Commissioners
- Leaders and Managers
- Employers
- Regulators and Inspectors
- Educators, Trainers and Researchers
- Policy Makers and the Public

Recommendations

1.8   To take this forward:

1.8.1   There needs to be a clear statement of what we mean by a 'UK/English social pedagogy', how this relates to integrated working and its implications for policy and practice across the age range [0-19 years]. This will need to be articulated for all stakeholders and taken forward as an integral part of the Children's Workforce Strategy.

1.8.2   The DfES and relevant Sector Skills Councils should promote discussion and debate about the relevance of social pedagogy for the children and young people's workforce at all levels of the system i.e. national, regional, children's trust and employer/ practitioner. This debate should:

- be informed by current and ongoing research on the potential benefits of a social pedagogical approach to work with children and young people and the various developments which are already taking place concerning social pedagogy and the children and young people's workforce in the UK/England;

- consider what will be required of all elements of the system e.g. practitioners, commissioners, leaders and managers, employers, regulators and inspectors, educators, trainers, researchers and policy makers; and

- inform the change programme for the further development of the children and young people's workforce.

1.8.3   The principles of social pedagogy should be incorporated into training and qualifications at all levels of the young people's workforce to support integration. Further analytical work will need to be undertaken to identify potential gaps in current training – e.g. with regard to knowledge of children and young people's development, emotional health and well-being, developing relationships, and self- reflection – and to develop specific units on the theory and practice of social pedagogy as appropriate.

1.8.4 The findings from this further analysis should also be used to develop a 'Common Core PLUS' of skills and knowledge for the young people's workforce and to support the development of the Integrated Qualifications Framework.

1.8.5 The DfES should also consider:

- developing a programme of international exchanges for leaders, managers, educators and practitioners to increase understanding of social pedagogy and to support the proposed Leadership and Management and Youth First programmes;

- establishing a programme to support in-depth practice development in integrated settings for young people drawing on the principles of social pedagogy e.g. using a similar approach to that being employed by the National Centre for Excellence in Residential Child Care; and

- commissioning further comparative research on services for young people in England and other European countries to build on the work which has been undertaken in relation to looked after children i.e. this research could be extended to other services for young people which address different levels of need – universalist, targeted and specialist.

2. Social Pedagogy in Europe and North America

Definitions and Terminology

2.1 In English, the term 'pedagogy' is usually used to refer to the 'science or profession of teaching' whilst 'pedagogue' can be used both in a general sense to refer to a teacher or educator and sometimes, more pejoratively, to someone who instructs in a pedantic or dogmatic manner. The Oxford English Dictionary defines pedagogue as 'a teacher, especially a strict or pedantic one' but acknowledges its origin from the Greek word 'paidagogos', denoting a slave who accompanied a child to school - from 'pais' [boy] and 'agogos' [guide].

2.2 However, in continental Europe, pedagogy is used to refer to children's general upbringing i.e. 'to education in the broadest sense' or to 'bringing up children in a way that addresses the whole child' [Petrie et al 2006]. Pedagogues are trained to have regard for all aspects of children's well-being including their social, emotional, health and educational development [CWDC 2006]. Whereas in the UK/England, parents are often referred to as 'the child's first teacher', in countries with a pedagogic tradition, parents may be referred to as 'the child's first pedagogue' - emphasising the holistic nature of the pedagogue role[1].

2.3 According to Petrie at al [2006], a theory of social pedagogy [*Sozialpedogogik*] was first defined by Karl Mager in the mid 19th Century as 'the theory of all the personal, social and moral education in a given society, including the description of what has happened in practice' [p.21]. It is often used to refer to 'the whole domain of social responsibility for children' and to a system 'whose components consist of policy and practice, theory and research, and the training and education of the workforce, with each component feeding into, and drawing from the others' [p.2]. In terms of practice, social pedagogues may work in a range of settings including childcare, youth work, community development, family support, youth justice services, secure units, residential care and play work, with adults as well as children, and in universalist as well as specialist services.

2.4 Davies Jones [2000] describes pedagogy as being 'concerned with the formation of the personality, the acquisition of social competences, moral guidance, the securing of independence and a capacity for self-regulation and the ability to join in the social, political and cultural life of the adult community'. Social Pedagogues 'help promote personal and social development. Their skills and commitment enable them to work with all types of people and not only those identified as problem groups'.

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[1] My thanks to Barbara Hearn for sharing this observation

2.5　Hamalainen [2003] links the development of social pedagogy with attempts to find educational solutions to social problems and tracks its origins to the processes of industrialisation and urbanisation which caused new social problems and new forms of social distress. He argues that educationalists who were concerned with poverty and other forms of social distress e.g. Pestalozzi, Froebel and Friere, may therefore be included among the pioneers of the social pedagogical perspective, without necessarily having used the term [Hamalainen 2003]. In this context, social pedagogy is also associated with social criticism and with attempts to influence the social system – an element which is sometimes neglected in the British understanding of social pedagogy [Eichsteller, 2006]. However, Cannan [1997] has defined social pedagogy as:

- *A perspective, including social action, which aims to promote human welfare through child rearing and education practices: and to prevent or ease social problems by providing people with the means to manage their own lives and make changes in their circumstances* [quoted in Cruddas, 2005a]

2.6　Some commentators, acknowledging the difficulties with 'pedagogy' for an English ear, have advocated use of the term 'social education' whilst others suggest that we should simply get used to it: '*It may still sound unusual in English, but is rapidly becoming extremely relevant*' [Kornbeck 2007 p.23].

2.7　For the purposes of this paper, we have continued to use the terms 'social pedagogue' and 'social pedagogy'.

Key Characteristics of European Social Pedagogy

2.8　There is no single definition of social pedagogy although certain features appear to be found widely in the countries which use the model. The Social Education Trust [2001], for example, suggests that social pedagogues:

- often share the life-space of the children or young people they work with, whether in the child's environment in the family home or community, or in a substitute environments such as a residential school, children's home or foster home;
- work generally in teams and individual workers therefore have to be capable of functioning effectively as team members;
- not only help children and young people develop as individuals but also as social beings who will be capable of contributing positively and fulfilling responsible roles as adults in the wider community;
- work towards the creation of a community which is worthy of children and young people as they develop towards maturity;
- often work outside, but are linked with, both the families and the schools of the children with whom they work, though others are school-based;

- may work with children and young people of any age and with any type of presenting problem, including physical and learning disabilities, social, emotional and mental health problems and offending;
- are expected to be imaginative and creative in finding ways of helping children to develop and overcome problems;
- view a child's situation holistically, including all aspects of their lives in assessing their situations, planning to meet their needs and working with them;
- focus primarily on the normal development of children with whom they work and see any problems which children have within the wider context of the areas in which they function normally;
- are seen in some countries as having their own professional identity, distinct from social work, teaching, youth work, psychology, nursing or other established professions,

[Social Education Trust 2001]

2.9 Furthermore, within social pedagogy:

- human relations are seen as essential to work with children and young people and the work is therefore social
- education is seen as encompassing not only formal schooling but also the learning of social competences and moral development

[Social Education Trust 2001]

2.10 Similarly, Petrie et al [2005] identify the following key principles of pedagogic practice:

- A focus on the child as a whole person, and support for the child's overall development;
- The practitioner sees her/himself as a person in relationship with the child or young person;
- While they are together, the 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 work and to bring both theoretical understandings and self-knowledge to the process;
- Pedagogues are also practical – their training prepares them to share in many aspects of children's daily lives such as preparing meals, snacks or making music and building kites;
- When working 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 legislated requirements;

- There is an emphasis on team work and on valuing the contributions of other people: families, community and other professionals

2.11 In their response to the consultation on the Children's Workforce Strategy, Boddy et al [2005b] supported pedagogy and the pedagogue as a basis for workforce reform in England because:

- they provide an integrated, foundational concept and profession that can encompass all children's services and a unified children's agenda;
- they allow any particular provision to be located in the context of a wider social policy towards children;
- the unifying ethos that they provide would foster collaborative working within and across settings;
- they provide a strong basis for an approach to children and young people that embodies ideals of active citizenship, rights and participation, and working with the whole child and her family;
- there is no other approach and profession so widely established, so deeply developed and so well suited to the government's purposes.

<u>Some Key Concepts – Head, Heart, Hands and the 'Common Third'</u>

2.12 Pedagogues often refer to themselves as working with '**heart**, **head** and **hands**' [Cameron 2005a] - concepts which can be traced back to the work of the Swiss pedagogic philosopher Johann Heinrich Pestalozzi [1746-1827]. Pestalozzi was one of the first pedagogic philosophers [Smith 2005; Eichsteller 2006] who described education as a holistic process:

- *His emphasis was not on teaching children ready- made answers but on educating them in a way that they are able to arrive at answers themselves …. To do so, the pedagogue has to keep three elements in equilibrium – 'head, heart and hands'. … Education of the **head**, or intellectual education, did for Pestalozzi not consist of 'teaching pupils about thought, but of forming their capacity to think'. … The **heart** and its moral education were for Pestalozzi of highest importance 'for without it, the other types would lose their sense of direction' … educating the heart was the basic aim of education: 'the elevation of ourselves to a sense of the inner dignity of our nature and of the pure, higher godly being which lies within us' ... Pestalozzi also realised that children learn through physical activities 'as physical activities give rise to mental and spiritual ones' [Eichsteller 2006 pp 8-9].*

2.13 Pestalozzi was also concerned with social justice – seeing education as central to the improvement of social conditions – as well as emphasising the importance of observation and refection [Smith 2005].

2.14 As part of their recent research in relation to children in care in Europe, Petrie at al [2006] asked pedagogy students to draw a picture of a 'good' pedagogue. A characteristic that featured strongly in many drawings was 'the capacity to relate to children with warmth, symbolised as a **heart,** and spoken of as "having room in your heart"'. Danish students used the term *rummelighed* [meaning space or capacity] which derives from psychoanalytic theory and the concept of emotional containment[2] , and refers to 'the capacity to accept others and awareness of one's own reactions and personality which may resonate with those of the other person' … [to] 'being able to contain another's feelings, their anger, sorrow or exuberance' [p.24].

2.15 Given the emphasis within social pedagogy on forming effective relationships with both 'clients' and colleagues, the importance of reflection and the ability to maintain an appropriate balance between the personal and the professional are also key pedagogic skills, particularly in view of the often high emotional demands of the work. 'As with the heart, the **head** is also seen as having a role in pedagogy, and neither must dominate the other … Reflection on practice in the light of theory and of the practical outcomes intended for young people, is seen as one means by which a proper balance may be achieved' [Petrie et al 2006 p. 26].

2.16 Another key concept of pedagogy is concerned with the practical engagement in activities with children, young people or adults. 'The **hands** do not act in isolation from the heart and the head, but engage with them: relationships are realised through the medium of joint activities with children and provide a content and context for reflection [Petrie et al 2006 p 30]. In this context, Eichsteller [2006] refers to the concept of the **Common Third** which is central to the Danish understanding of pedagogy: '

- *within pedagogic settings, the pedagogue and the young person create a commonly shared situation as something third in between themselves: they are sharing an activity, wherein they meet and around which they can develop their relationship* [Eichsteller 2006 p.14].

2.17 As noted above, the training and education of social pedagogues places a great deal of emphasis on the development of practical skills for engaging children and young people in activities as a basis for building relationships and in enabling participation, reflection and learning.[3]

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[2] see for example Simmonds [1988] *Thinking about Feelings in Group Care*
[3] Appendix A.1 provides an example of the use of the pedagogical approach in a special education setting and A.2 includes an example of how the concepts of 'heart, heart and hands' and the 'Common Third' have been applied in a youth service context in England.

Comparing Training Systems in the UK/England and Europe

2.18 Cameron [2006] provides a comparison of training systems for the children's workforce in the UK/England and those in Denmark and Germany. For example in Denmark:

- There are 32 pedagogic *seminarium* [colleges] dedicated to providing degree level training for pedagogues;
- Qualified pedagogues work in a range of settings covering children and young people as well as adults in supported settings;
- Training takes 3.5 years and includes three practice placements some of which may be overseas;
- Qualified pedagogues account for about 60% of the workforce in care and education services for pre-school aged children and almost all of those working in residential care.

2.19 In Germany, there are three main levels of pedagogic education each incorporating varying levels of practice placements, equipping graduates for a broad range of children's sector occupations:

- an initial, upper secondary, level is the most practice-oriented and is based on 3 or 4 years of full-time study, leading to qualification as an *erzieher*;
- The second is a degree level higher education diploma, similar to the Danish pedagogy diploma, which takes 4 years of full-time study;
- The third, the *Diplom-Sozialpadagoge*, is equivalent to a Masters level degree in the UK. This is a theoretically oriented qualification and usually takes around 7 years to complete. It is mainly for those entering management and pedagogic research rather than practice.

2.20 In Germany, approximately 50% of the residential workforce had a second or third level qualification [c. 2006] and 62% of the early childhood education workforce had a first level qualification [c. 1998].

2.21 In summary, Cameron [2006] describes pedagogic education as:

- reflecting a concern to produce generalists who can work across a range of age groups and settings, but with opportunities for specialisation
- focused on developing knowledge and skills in four core areas:
  - o *theoretical work* in disciplines including pedagogy, law, psychology, sociology, health and education;
  - o *practice placements*;
  - o *practical skills* such as drama, woodwork and environmental studies; and
  - o *professional skills* including communication, multi-disciplinary working, teamwork and management skills;
- designed to enable practitioners to critically reflect on their practice.

2.22   Cameron suggests that the latter is a key area of difference from much education for work with children in the UK where 'there has been a strong tendency to develop competency-based approaches that rely on mastering techniques and procedures and less on developing critical judgement' [2006 page 21].

2.23   Another key difference highlighted by Cameron is the emphasis in pedagogic training on practical and creative subjects in order to equip students with tools to use in relating to and communicating with children and young people.

2.24   Asquith et al [2005] also provide examples of the types of courses that social pedagogues are expected to undertake at the University of Ljubljana:

- theory of education
- sports activities
- developmental psychology
- selected issues in educational psychology
- sociology of education
- selected chapters from philosophy
- pedagogy of children with special needs
- specific developmental difficulties
- personality theory and psychodynamics
- social psychology and group dynamics

2.25   On obtaining their BA degree, social pedagogues are expected to be able to:

- function as a self aware professional with a sound understanding of his/her own behaviour and its likely effects on others
- understand and hypothesize about the behaviours and motivations of others
- cope with complex and unpredictable life situations
- take responsibility for assessing and intervening creatively in situations
- work one to one or with groups of children and young people and their families
- liaise and work collaboratively with other professionals
- offer a variety of strategies for preventative and compensatory work with individuals and groups.

2.26   Cameron [2006] describes English/ UK training systems as having been characterised by:

- a wide diversity of type, length and forms of training;
- qualifications which have mainly been aimed at specific age groups and or forms of work e.g. 'teaching', 'social work', 'early years',

youth work', etc, which means that graduates are specialised into particular areas of knowledge; a particular series of work settings; and particular professional skills are focused on more than others;

- potential commonalities have been seen as less important than the distinctive contribution of that field or discipline
- a trend towards introducing more work/practice-based training and less development of theoretical knowledge in qualifications such as those in social work, teaching and early years, reflecting a concern to provide training that is more job relevant
- an emphasis on workplace based assessment of competence through Scottish or national vocation qualifications [S/NVQ] awards

2.27 However, as Cameron points out, more recent developments in relation to the Children's Workforce Strategy, integrated qualifications framework and the 'common core' for skills and knowledge will mean that all qualifications for work with children include some common elements which will support more integrated working and make the wide range of occupations more accessible and easier to progress within and across. She describes these developments as 'shaping a children's workforce that is focused more directly on children and families and less on the distinctive contributions of each discipline. It is a move towards a more holistic orientation for services for children' and one which fits 'very well with the education for work with children in countries with a pedagogic tradition' [2006 page 20].

<u>Child and Youth Care in North America</u>

2.28 Cruddas [2005a] establishes occupational competence links between social pedagogy and the North American profession of Child and Youth Care and argues that Child and Youth Care should be considered alongside the social pedagogical approach.

2.29 The University of Victoria [2007] describes the key characteristics of child and youth care as follows:

- **Child and youth care is primarily focused on the growth and development of children and youth.**

While families, communities and organizations are important concerns for child and youth care professionals, these are viewed as contexts for the care, development and treatment of children and young people. Child and youth care is child-centred in its very essence.

- **Child and youth care is concerned with the totality of a child's functioning.**

The focus is on a young person living through a certain portion of the human life cycle rather than on one facet of functioning as is characteristic of some other human services disciplines. For example, physiotherapists are concerned primarily with physical health, psychiatrists with mental health, criminologists with criminal behaviour,

teachers with education, and so on. Child and youth care professionals specialize in being child-focused generalists, are concerned with all aspects of children's development, learning and health, and are always working closely with a variety of other professionals.

- **Child and youth care has developed a model of social competence rather than a pathology-based orientation to child development.**

This perspective is sometimes referred to as a "developmental perspective." Child and youth care workers believe that children, youth and their families are doing the best that they can at any given time, and that we can best assist the child or family in working towards the "next step" by building on existing strengths and abilities.

- **Child and youth care is based on (but not restricted to) direct, day-to-day work with children, youth and their families in their environment.**

Unlike many other professionals, most child and youth care practitioners do not operate in a single setting, or on an interview or sessional basis. Child and youth care is child-centred in its very essence. Although child and youth care workers also assume supporting roles such as supervising, training, policy making and research, they remain grounded in direct care work.

- **Child and youth care involves the development of therapeutic relationships with children, their families and other informal or formal helpers.**

Such relationships lie at the very centre of child and youth care and combine the depth and intimacy of the "personal" with the rigour and goal-directedness of the "professional". The term "therapeutic" refers here to the kind of intervention which empowers and brings about growth, healing and wholeness. Child and youth care practitioners subscribe to the notion that a "richly interpersonal and experiential understanding of relationship is critical for ensuring that helping and caring do not become a depersonalized technological function".

[University of Victoria, 2007] www.cyc.uvic.ca/

2.30   The Child and Youth Care profession in North America has a well-established qualifications framework underpinned by a 'psycho-educational' model and an established body of knowledge [Cruddas 2005a]. However, as with social pedagogy, there is no single approach to Child and Youth Care and there are variations both between countries and across states.

3.   Social Pedagogy and the Children's Workforce in England

The Children's Workforce Strategy

3.1   Chapters 3 and 4 of the Children's Workforce Strategy [CWS] invited debate about the applicability of the pedagogic approach to the children's workforce in England, both within the early year's sector and more widely. The Strategy set out proposed new ways of working [remodelling] and proposed new roles [social pedagogue]. In particular, it sought views on the 'new' teacher and pedagogue models for early year's professionals and their potential to help raise the quality of early year's provision.

3.2   However, the specific question on social pedagogy attracted only 52 answers out of a total of 700 responses overall. Whilst there were more responses to the equivalent question in the early years section [157], the conclusion at the time [DfES 2005d] was that these responses indicated 'far greater support for the development of an appropriate professional role in early years settings, than any particular interest in examining the specific potential of the pedagogue models referred to in the strategy document itself'.

3.3   Nevertheless, it is worth considering these responses in a little more detail as they may help to highlight some of the issues which need to be considered in applying the concept of social pedagogy within the context of work with young people and the youth work force.

3.4   Responses to the CWS proposals included a detailed submission from researchers based at the Thomas Coram Research Unit [Boddy et al 2005b] including detailed proposals in relation to the need for a coherent approach and generic workers for the children's workforce; the benefits of pedagogy and pedagogues in addressing this need; outline proposals for a pedagogical workforce and where they might work e.g. children's centres/ Sure Start; other pre-school settings; residential care for children and young people; support services for family day care and foster care; youth services, Connexions, youth justice, mentoring; primary schools; and the development of new 'hybrid' roles in response to local conditions or the needs of particular groups; pay and conditions issues; relationships with other workers; pedagogy as the basis of common skills and knowledge; and proposals for implementation. This response included strong support for pedagogy and the pedagogue as a basis for workforce reform.

3.5   Others also recognised the potential benefits of the pedagogical approach in relation to the government's wider change agenda for children's services though not necessarily by introducing a separate professional role:

- *We believe pedagogy and the pedagogue would bridge current agency and professional barriers and support professionals in each specialist area. As such, pedagogy would provide a concept and a profession that can be employed in all children's services from early years, to social care to health, to schools. In other words, it would provide the common language and the common understanding of children and family's needs which the workforce strategy correctly identifies as a fundamental aim for an ambitious children's workforce reform.* (Day Care Trust)

- *We believe the wider holistic view of a child is very helpful and should be part of the common core of training for the workforce. The model being espoused on multi-agency working suggests that all roles should develop a pedagogic perspective rather than introducing a separate role of 'pedagogue'.* (Education Bradford Psychology Team)

- *We welcome the opportunity to discuss further the notion of social pedagogue as an alternative approach to working with children and young people. However, the evidence across Europe needs to be more fully explored in considering whether social pedagogy will produce better outcomes for children in England. We recognise that by developing new ways of working rather than necessarily developing new professions or types of workers can equally achieve better outcomes for children. There are a large number of different approaches to social pedagogy across Europe. The French and Swedish (in relation to youth work) systems need to be considered more fully.* (The General Social Care Council)

- *A reconsideration of the roles and responsibilities that "social work staff" can undertake, coupled with a strong drive to extend recruitment and to change the perceptions of the social work contribution, could be as effective as developing a new model. The use of the social work and social care education system to develop this would be more cost-effective, particularly if coupled with useful aspects of the social pedagogue model, such as graduate entry from other professions* (Commission for Social Care Inspection)

3.6   Some seemed very strongly opposed to these proposals:

- *The GTC believes the term pedagogue reduces the highly developed nature of teaching standards and expertise already established within the UK. Research findings stress the significance of Qualified Teacher Status for professionals within an early years setting. The research shows 'teacher expertise' to be the crucial ingredient in a high quality early childhood environment. The Council endorses these findings. The GTC needs further clarification of this role and at this stage Council Members are unable to support the proposal of the role of a Pedagogue.* (General Teaching Council)

- *The social pedagogue model should be avoided because it represents a further division of the child's experience. The child as whole person should be at the centre of our professional practice. Professionals should be trained to promote the social, language, cognitive, emotional, behavioural and physical aspects of the children's development.* (NEELB, Northern Team)

3.7 The response from BASW urged consideration of using the model more widely:

- *'We are concerned that there is only discussion of using this in an early year's context – since there are implications of this model for social care and possibly criminal justice fields as well. We could therefore not support the use of this model only to develop a model for early year's services. This would seem to go against the service remodelling discussions which underpin the children's services developments'.* (British Association of Social Workers)

3.8 Similar comments were echoed elsewhere:

- *Whilst agreeing with the concepts of the "new" teacher and the pedagogue models it appears to be counterproductive to limit these roles to the early year's settings. The concept of a pedagogue fits well with the integrated workforce and the common core skills and knowledge agenda which would be appropriate across all age groups. However, funding would be a major issue were this to be adopted. There may also be resistance from the existing workforce who have embraced the NVQ route as sole relevant qualification framework, which would need to be changed.* (Sheffield Education Child Protection Service)

3.9 The ADSS response acknowledged differing views but highlighted the need for further discussion:

- *There are strongly held views that new ways of working do not necessarily need new types of workers or professions. Similarly, there are concerns that any development of this nature will be a distraction and that there is a danger of diluting the specific role of social work. However, there are contrary views that it is a concept which deserves more exploration especially to support early intervention and prevention through universal services, in particular focusing on direct work with children. Further discussion should take place on this before it is either rejected or pursued more vigorously. (Association of Directors of Social Services)*

3.10 Other respondents emphasised:

- the important role that volunteers and part time workers, who may not want to become graduates, play in the workforce;

- the need to ensure appropriate financial and other incentives to encourage people to study for further qualifications;
- the potential for the 'new' teacher and pedagogue models to raise the professional status of working in the early years sector;
- the attractiveness of the pedagogue model in focusing on the care and development of the whole child within a family and community context;
- The difficultly in recruiting teachers into more generic roles because of their current skills base;
- By ensuring that the principles of the common core are extended to [degree] level of qualification, we may achieve a graduate workforce by diverse means. Practitioners need to work and study at the same time, so adequate funding is essential, as are flexible and innovative methods of delivery;
- The European model of pedagogy would bring great benefits to children and their families;
- The lack of familiarity of the word pedagogue within everyday English.

3.11   The limited familiarity with European approaches to social pedagogy – as well as with the term itself - may help to explain the limited response to the questions raised in the consultation.

3.12   However, the Government's response to the CWS strategy consultation concluded that:

- *The idea of exploring a 'social pedagogue' role attracted relatively few responses. Generally, those who did respond welcomed the principles underpinning the role, but felt that the skills that such a role would need are in fact the same as those needed by a good social worker. There was also some resistance to, and scepticism about, the wisdom of creating a new profession. Rather, it was suggested that more flexible entry routes into social work and the on-going improvement of post-qualifying development will create a broader social work professional better able to meet fully the needs of children, young people and families.*

Options for Excellence:
Building the Social Care Workforce of the Future

3.13   The Option for Excellence report itself only makes explicit reference to social pedagogy in relation to support for formal and informal carers i.e. under 'options for the future' chapter 6 refers to the need to:

- *Develop a comprehensive support, training and development framework for foster carers and residential carers in children's services, incorporating the principles of social pedagogy, leading to qualifications, offering flexible working and respite opportunities and including continuing professional development*

3.14   Echoing the Government's response to consultation on the Children's Workforce Strategy, the emphasis is again on <u>incorporating the principles of social pedagogy</u> into workforce development strategies rather than establishing a separate role of 'social pedagogue'.

<u>Care Matters:</u>
<u>Transforming the Lives of Children and Young People in Care</u>

3.15   This approach is also reflected in the Care Matters Green Paper [DfES 2006d] in relation to the qualifications and skills framework for residential staff and foster carers:

- *We know that there is a shortage of skills and qualifications in both foster care and residential care. Only 5% of foster carers have an NVQ3 qualification relevant to working with children and social workers frequently report that although the quality of care may be excellent, support for schooling and education is often lacking. In residential care over 40% of managers lack a relevant qualification for working with children and only 5% of children's homes can demonstrate that at least 80% of their staff have a relevant NVQ3 or equivalent qualification.*

- *In considering the types of placements which should be available for children in care, there is much to learn from other countries. Other countries have very different models of care from our own, including approaches in which carers are highly skilled and are recognised as expert professionals. Many are experts in **'social pedagogy'**, an approach which looks at the child in a holistic way, focusing on their development. **Social Pedagogy** is grounded in a broad theoretical base spanning education, health and psychology and includes a wide range of skills including creative and practical subjects.*

- *These systems all have in common a framework for matching levels of intensity of support with levels of need amongst the populations they serve. Some parts of the UK are already developing different types and levels of care in this way, for example, the Multi-Dimensional Treatment Foster Care and the results in terms of improved placement stability are already evident.*

- *The framework would offer a competency based approach available to all foster carers and staff and managers in residential homes as well as other professionals such as social workers and designated teachers. The structure of competencies and qualifications offered would incorporate the principles of **social pedagogy.** Through this framework professionals working with children in care would be able to develop a common language and approach based around a core understanding of children's development.*

- *Professionals would be much better equipped to respond to the individual needs of the child. The framework would include information on understanding how a range of issues, including culture, religion, disability and sexuality, can affect children and young people. This will ensure that the carers supporting children in care are sensitive to these issues and informed about how to support the needs of individual children.*

- *The model would be underpinned by:*

  o *A new framework of skills and qualifications incorporating the principles of **social pedagogy** to support the tiered approach, set out in national occupational standards;*
  o *A new Foundation Degree in working with children in care that is seen as a key part of the children's workforce. Successful students would attain the status of 'children in care expert practitioner' which would be available also to other professionals including designated teachers;*
  o *A degree-level qualification as an extension of this foundation degree for those wishing to build on it;*
  o *Revised National Minimum Standards for fostering services and residential care linking explicitly to this new framework*
  o *A revised framework for fees building on the national minimum allowances for foster care and setting out the levels of fees which might be associated with each tier;*
  o *A mandatory national registration scheme for foster carers, putting them on a par with their colleagues in social work, residential care and other parts of the children's workforce*
  [Care Matters: DfES 2006d, paragraphs 4.27 – 4.34]

Other Developments

3.16 There have been a number of other recent developments in professional training within the UK which draw upon the social pedagogical approach. For example, the BA in Curative Education is run in partnership between Aberdeen University and the Camphill community. According to Cameron [2006] it is 'effectively the first BA in social pedagogy on UK shores' and achieved recognition as a professional qualification for working with children from the Scottish Social Services Council in 2003. This 4 year programme of study includes topics in education, care, therapy, medicine, plus various arts and crafts with modules in human growth and development; children and adults in society; curative education; creative arts and personal development; research strategies; complex needs; and independent study. To date, most students have been non-UK students seeking an education in Camphill Steiner methods although the degree offers a critical enquiry into care and education for young people, drawing on a number of perspectives rather than an apprenticeship into the Camphill Steiner approach [Cameron 2006].
www.abdn.ac.uk/education/courses/curative/

3.17 The University of Portsmouth offer a BA Hons in European Social Work which was developed in conjunction with a Danish School of Social Pedagogy in Copenhagen and is now run in conjunction with other partners in Denmark, Norway and Germany. This is a one year full-time course for students with a DipHE or DipSW or equivalent academic qualifications [other applicants are assessed on individual merit]. The first term is spent in Denmark, where teaching and learning takes place in a style which emphasises group work and independent study. There are Workshops and more traditional teaching in English on: Social Care and Social Pedagogy in Europe and International Perspectives on Tackling Oppression. Students are also required to make an International project presentation of 3 hours. From January to March students work within a Social Welfare Agency and are expected to produce a study of that agency in its organisational and social policy context (Practice Learning in a Comparative Context). They also produce an oral presentation within a unit entitled Frameworks for Comparison: Social Divisions and European Social Care. They produce a research proposal and submit a Dissertation of 10,000 - 12,000 words. Additionally, as part of their course, they are expected to take part in cultural and artistic pursuits such as music or drama. www.port.ac.uk/courses/coursetypes/undergraduate/BAHonsEuropean SocialWork/

4. Social Pedagogy and Work with Young People

4.1 As Petrie et al [2005] point out, until relatively recently, local and national policy in England has been mostly based on clear boundaries between the fields of education, child care and social care and these divisions have been apparent at many levels – conceptual, professional, organisational and in relation to training and education. However, in recent years, there has been significant reorganisation of responsibility for children's services and a shift in how we envisage provision for children and young people e.g.:

- Child care and social care for children have moved from the Department of Health to the Department for Education and Skills
- A Minister for Children was appointed in 2003
- Every Child Matters has emphasised that services for children should work more closely together and that the different occupations involved should be more interconnected
- New organisational structures such as Children's Trusts and local authority Children's Services Departments have been created
- More comprehensive forms of provision have developed e.g. Children's Centres and extended schools
- There has been increasing emphasis on listening to children e.g. UN Convention on the Rights of the Child, Quality Protects, Choice Protects and the appointment of a Children's Commissioner [Petrie et al 2005]

4.2 We can also add other developments to this list e.g. *Youth Matters, Youth Matters: Next Steps, Our Health, Our Care, Our Say* and specific initiatives such as the New Types of Worker/ New Ways of Working programme [http://www.topssengland.net/] with their emphasis on person-centred and integrated working.

4.3 Thus, this is a time when borders and relationships between different types of services and professions are changing, where workforce issues are under review and there is a desire to explore new approaches [Petrie et al 2005]. It is in this context that many of the underlying principles of social pedagogy seem to be resonating with the developments taking place in relation to *Every Child Matters/ Change for Children*.

4.4 In addition to the examples referred to above, there appears to be increasing support for exploring how the pedagogical approach might be applied in relation to work with young people in different settings within England.

4.5 The recent publication by Petrie et al [2006] referred to above reports on two studies concerned with 'looked after children' in Europe: a comparative study of approaches to residential care policy and the part played by social pedagogy in Belgium [Flanders], Denmark, France,

Germany and the Netherlands; and a detailed comparative study of residential child care in Denmark, Germany and England. The latter included a detailed consideration of workforce issues; the different understandings and values among staff; the outcomes for young people e.g. in relation to education and employment, health, teenage pregnancy, criminal offences, and community engagement; and how young people reported their relationships with staff. In general, the English establishments did less well than those studied in Denmark and Germany although some English homes did better than others and the approach of staff was closer to that used by pedagogues in the other two countries.

4.6   The National Centre for Excellence in Residential Child Care [NCERCC], based at the National Children's Bureau, is also currently undertaking a programme of awareness raising to facilitate better understanding of the relevance and possible transferability of social pedagogic approaches to the English residential child care context [NCERCC 2007]. This work is being funded by the Social Education Trust between January and November 2007. Consultants with expertise in social pedagogic approaches will undertake in-depth practice development work in a range of settings. The consultants will introduce staff within these settings to key principles, tenets and methodologies within pedagogic approaches; facilitate staff in relating these ideas to their everyday practice; assist managers and staff in selecting key areas for development and action, and finally with managing the process of implementation.

4.7   In relation to the Children's Workforce Strategy, Boddy et al [2005b] suggested that pedagogically trained workers 'have an enormous amount to offer youth services, bringing together what is currently a wide and diverse range of training and outlook on working with young people in leisure time, personal advice, support for education, employment, independent living and preventing criminal activity'.

4.8   Higham [2001] has previously drawn parallels between social pedagogy and the role of the Connexions Personal Adviser and the Central London Connexions Partnership [2005] have suggested that there would be 'much to gain from a pedagogue professional role, drawing the existing skills of the wide variety of support workers into a new professional role set within a graduated/ progressive qualification framework, providing a focus on age groups but based in a common set of roles, functions, skills, knowledge and competencies' … 'The Professional pedagogue role would need to provide progression routes linked to qualification levels and to professional specialisms'. The Central London Connexions Partnership has also undertaken a detailed comparison of training for pedagogues and Connexions Personal Advisers.
www.cwdcouncil.org.uk/pdf/Pedagogues/Pedagogues%20-%20CH.pdf

4.9　Similarly, Cruddas [2005a] argues that learning mentoring has close occupational links with the European tradition of social pedagogy and with the North American profession of Child and Youth Care. She has also undertaken a comparative analysis between the UK National Occupational Standards (NOS) for Learning, Development and Support Services - which currently cover the work of learning mentors, education welfare officers and personal advisers - and the competencies for professional Child and Youth Care practitioners in North America [see Appendix A3].

4.10　In their response to the initial DfES scoping paper on Youth Workforce reform, one organisation stated that they would welcome an exploration of how the Scandinavian social pedagogue model could be applied to the UK context in order to help reconcile the education and social care agendas. 'This would also allow us to assess how we can take advantage of an increasingly international labour market and learn from other countries where integration is common and long established. Many voluntary and community organisations deliver services to both children and young people and therefore it makes sense to explore the option of introducing a professional role to this country that can span the two sectors'.

4.11　Feedback from stakeholders as part of the current scoping work has also emphasised the potential benefits of a social pedagogical approach in relation to work with young people in England e.g.

- in helping to develop a more holistic approach to work with young people
- in helping to establish a common framework for the different professional groups currently involved in work with young people – 'it would encourage us all to look at the whole child'

4.12　The potential challenges in introducing a social pedagogical approach to the youth workforce are similar to those for the children's workforce as a whole e.g. the lack of familiarity with the language of social pedagogy; different interpretations of what it means; the fact that in, some European countries, there is an established tradition of social pedagogy with clear links between policy, theory, education/training and practice and this is not something which can be imported overnight [Kornbeck 2002]. Some stakeholders were also concerned that if a separate professional grouping of pedagogues were introduced into the youth workforce that this would have major implications for the existing workforce and that there is therefore a need for a strategy which clearly includes, and addresses the needs of, existing staff.

4.13　However, some of those who provided feedback suggested that adopting a social pedagogical approach might be less challenging for the professional groups currently working with young people than for others. For example, one respondent commented that youth workers are already associated with young people's "spaces" e.g. youth clubs,

detached youth work, street work'. Another suggested that the principles of UK youth work and social pedagogy 'broadly overlap' and that 'any good youth work in the sense of being community based, centred on voluntary engagement, association and relationship, starting where young people are, informed choice, etc' would be consistent with a pedagogical approach.

4.14 Appendix A2 provides a practical example of the application of some key concepts of social pedagogy to a youth work setting in England i.e. head, heart and hands and the 'common third'. This is drawn from the work of Eichsteller [2006] based on his experience of working in the Youth Service in an English local authority. His paper includes an outline of key concepts of social pedagogy, a comparison of youth work in the UK and Germany, and an exploration of the risk-averse nature of UK services and its implications for adopting the principles of social pedagogy. He also highlights some of benefits of implementing a pedagogic approach in the UK e.g.

- Pedagogy would improve the standard of qualification, providing staff with a solid interdisciplinary theory base as well as practical knowledge and personal skills.
- Raising the academic standard of training would also improve the status and reputation of children and young people's services
- Pedagogy could also help bring about structural changes for everyday practice

4.15 As noted above, Cameron [2006] has suggested that the key differences between social pedagogical approaches to training in Europe and those in England include the relative emphasis placed on enabling practitioners to critically reflect on their practice, and on developing skills in practical and creative subjects in order to equip students in relating to and communicating with young people.

4.16 However, as part of the feedback received from stakeholders, one respondent suggested that a key issue which needs to be addressed as part of the young people's workforce strategy concerns young people's emotional and social well being. In this context, the Teenage Pregnancy Unit [2006] has also highlighted that many professionals working with young people lack the competence and confidence to discuss relationship issues with young people and that the Common Core of skills and knowledge for the children's workforce as a whole is not designed to include specific competencies such as those around health and emotional well-being. It is significant, for example, that those areas which had witnessed declining rates of teenage pregnancy had introduced training on relationships and sexual health for professionals working with young people including social workers, foster carers, youth workers and learning mentors [Teenage Pregnancy Unit 2006].

4.17 The issue of health and emotional well-being is not only significant for front-line practitioners but also needs to be considered in relation to the skills and competencies of managers. Appendix A1 provides an example of how a pedagogical approach has been applied within a day school for boys with social, emotional and behavioural difficulties in Tower Hamlets. Whilst this example is in the context of a more formal educational setting, it highlights the importance of providing appropriate leadership and support mechanisms for staff in order that they can both acknowledge and respond to the emotional needs of the young people they work with.

5. Conclusions and Next Steps

5.1 The Government's response to feedback from consultation on the Children's Workforce Strategy and the proposals in Options for Excellence and Care Matters all appear to support an approach based on incorporating the principles of social pedagogy into workforce development strategies rather than establishing a separate role of 'social pedagogue'.

5.2 In the short term, **the development of a new professional grouping of 'social pedagogues' seems impracticable** for a number of reasons:

- The lack of general familiarity within England not just with the term itself but also, more significantly, with the philosophy and traditions which underpin social pedagogical approaches in continental Europe
- The current lack of knowledge and experience of social pedagogy among many educators and managers
- The scale and potential cost of changing training systems and of developing a new infrastructure
- The limited literature on social pedagogy currently available in English
- This option has not been adopted, so far, as part of the wider Children's Workforce Strategy [although aspects of pedagogy have been incorporated into many other developments e.g. Lead Professional, Early Years Professional and the proposals for 'children in care expert practitioner'].
- The potential to alienate staff with current professional qualifications if 'social pedagogues' were to be introduced as a distinct professional group
- The risk of contradicting other efforts to enable transferability/ flexibility within the children and young people's workforce
- The potential confusion – for young people, parents and staff – of introducing a new role at a time when the broader emphasis is towards integrated working

5.3 However, as we have seen, **the underlying principles of social pedagogy resonate with many of the current developments taking place within England e.g. in relation to developing a more holistic approach to work with children and young people and integrated working**. These principles are already helping to inform developments in relation to the Early Years and Looked After Children which have been supported by an increasing body of research in these areas. These principles are also being embedded within the roles of 'Lead Professional' and 'Early Years Professional'. Some of the literature and the feedback received from stakeholders referred to above has also highlighted the overlap between the principles of social pedagogy/ Child and Youth Care and areas of work with young people in England

e.g. in relation to youth work and the roles of learning mentors and Connexions PAs.

5.4 **Many of the key characteristics and underlying principles of social pedagogy have potential benefits in the context of the young people's workforce development strategy both in reinforcing and extending current developments** e.g.

- The holistic approach to working with children and young people – focusing on the 'whole child/young person' and support for their overall development
- The emphasis on relationship building with children and young people including the development of practical skills to facilitate this
- The emphasis on children and young people's development and, in particular, on their emotional health and well-being
- The importance of reflection and the ability to bring both theoretical understanding and self-knowledge to the process of working with young people
- The emphasis on working with young people's associative life and the development of skills in working with groups as well as with individuals
- The emphasis on children's rights, participation and empowerment
- The importance attached to team working and valuing the contributions of other people including families, communities and other professionals

5.5 **Drawing on the social pedagogical approach in relation to the workforce development strategy for young people's services would therefore be helpful in supporting greater integration within the young people's workforce** and helping with the identification of common skills and training needs for work with young people whilst still enabling the development of specialist skills, knowledge and competencies.

5.6 This approach would also be consistent with the wider approach being taken in relation to the Children's Workforce Strategy and the Care Matters proposals. **It would not, of course, preclude developing specific roles similar to that of the social pedagogue should this be considered appropriate at a later stage** e.g. once the sector has reached a state of maturity in new ways of integrated working.

5.7 The Common Core of Skills and Knowledge for the Children's Workforce sets out the basic skills and knowledge needed by people [including volunteers] whose work brings them into regular contact with children, young people and families. It will enable multi-disciplinary teams to work together more effectively in the interests of the child. The skills and knowledge are described under 6 main headings:

- Effective communication and engagement with children, young people and families

- Child and young person development
- Safeguarding and promoting the welfare of the child
- Supporting transitions
- Multi-agency working
- Sharing information

5.8 Over time, it is expected that everyone working with children, young people and families will be able to demonstrate a basic level of competence in the six areas of the Common Core. In the future, the Common Core will form part of qualifications for working with children, young people and families and it will act as a foundation for training and development programmes run by employers and training organisations.

5.9 However, as noted above [paragraph 4.16], the Teenage Pregnancy Unit [2006] has highlighted that many professionals working with young people lack the competence and confidence to discuss relationship issues with young people and has suggested that the Common Core of skills and knowledge for the children's workforce as a whole is not designed to include specific competencies such as those around health and emotional well-being. Furthermore, the analysis of social pedagogical approaches outlined in this paper suggests that there may be a need for a **Common Core Plus** for the young people's workforce which:

- is more specific about the basic skills and knowledge requirements for working with young people;
- identifies the competencies required at levels beyond the basic and begins to address how they might be met
- takes the foundation expectations and builds on them for the young people's workforce

5.10 The development of the Integrated Qualifications Framework provides an extremely important opportunity to take account of learning from the traditions of both social pedagogy and Child and Youth Care. If further work is not taken forward at this stage, then these opportunities are likely to be lost.

5.11 However, drawing upon the principles of social pedagogy in work with young people would require more than a simple process of 'benchmarking' the training, skills and competencies of front line practitioners in England against those in Europe or North America. As Petrie et al [2006] have pointed out, **in the European countries included in their studies, it was possible to distinguish a 'pedagogic system' whose components included 'policy and practice, theory and research, and the training and education of the workforce, with each component feeding into, and drawing from, the others'** [2006, p. 2]. Any efforts to further develop the work of front-line practitioners along these lines would therefore need to be supported by parallel developments for managers, commissioners and

policy makers e.g. by ensuring that an understanding of the principles and characteristics of social pedagogy is included within the proposals being considered for developing skills in leadership and management and Youth First.

5.12 In conclusion, **if a social pedagogical approach is to be the foundation of workforce reform and remodelling in integrated children and young people services then this will require considerable commitment and attention to support incremental change over a sustained period**. The social pedagogic approach is an 'organic system' which includes theory, policy, practice, training and the interaction between them. The conclusions of this paper point away from the introduction of 'social pedagogues' as a separate professional group i.e. as an 'add on' to those which already exist. As we have seen, there have been a number of recent developments within England which have already been influenced by social pedagogy e.g. the Early Years Professional and the proposals in relation to training for residential and foster care workers under *Care Matters*. To simply add to this by suggesting that a similar approach should be adopted in relation to the Young People's Workforce would not address some of the key issues which have been highlighted in this paper. These developments need to be drawn together into an overall programme of change – as an integral part of the *Change for Children Programme* – that initiates and co-ordinates workforce projects across the children and young people's workforce which are informed and underpinned by the pedagogical approach and which clearly states what needs to be done at different levels i.e. national, regional, Children's Trust, employer and practitioner.

5.13 Furthermore, **this programme needs to be based on a 'UK/English social pedagogy'** which starts from 'where we are now' and which builds upon the progress which has already been made. There are many positive facets to the children and young people's professions and workforce, the education and training system and the underpinning policies that should not be jettisoned. The European and North American approaches outlined in the paper have much to offer, not least in acting as a 'critical friend'. However, if the potential barriers are to be overcome, there is a need for greater boldness in articulating what we mean when we refer to a social pedagogical approach and integrated children's services in the UK/England. 'Not what it isn't but what it is'. We will also need to be clear about what this will mean for all the elements of the 'organic system' i.e.:

- Children and Young People
- Parents and Carers
- Practitioners
- Commissioners
- Leaders and Managers
- Employers
- Regulators and Inspectors

- Educators, Trainers and Researchers
- Policy Makers and the Public

5.14 Every successful programme of change has at its heart a clear vision that is understood and owned by its stakeholders because it works in practice i.e. it has 'head, heart and hands'. To take this forward:

- There needs to be a clear statement of what we mean by a 'UK/English social pedagogy', how this relates to integrated working and its implications for policy and practice across the age range [0-19 years]. This will need to be articulated for all stakeholders and taken forward as an integral part of the Children's Workforce Strategy.

- The DfES and relevant Sector Skills Councils should promote discussion and debate about the relevance of social pedagogy for the children and young people's workforce at all levels of the system i.e. national, regional, children's trust and employer/ practitioner. This debate should:

  o be informed by current and ongoing research on the potential benefits of a social pedagogical approach to work with children and young people and the various developments which are already taking place concerning social pedagogy and the children and young people's workforce in the UK/England;

  o consider what will be required of all elements of the system e.g. practitioners, commissioners, leaders and managers, employers, regulators and inspectors, educators, trainers, researchers and policy makers;

  o inform the change programme for the further development of the children and young people's workforce.

- The principles of social pedagogy should be incorporated into training and qualifications at all levels of the young people's workforce to support integration. Further analytical work will need to be undertaken to identify potential gaps in current training – e.g. with regard to knowledge of children and young people's development, emotional health and well-being, developing relationships, and self- reflection – and to develop specific units on the theory and practice of social pedagogy as appropriate.

- The findings from this further analysis should also be used to develop a 'Common Core PLUS' of skills and knowledge for the young people's workforce and to support the development of the Integrated Qualifications Framework.

- The DfES should also consider:

    o developing a programme of international exchanges for leaders, managers, educators and practitioners to increase understanding of social pedagogy and to support the proposed Leadership and Management and Youth First programmes;

    o establishing a programme to support in-depth practice development in integrated settings for young people drawing on the principles of social pedagogy e.g. using a similar approach to that being employed by the National Centre for Excellence in Residential Child Care; and

    o commissioning further comparative research on services for young people in England and other European countries to build on the work which has been undertaken in relation to looked after children i.e. this research could be extended to other services for young people which address different levels of need – universalist, targeted and specialist.

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Appendix. Social Pedagogy and Services for Young People

A.1 Ian Mikardo High School: a Relational and Multi-Agency Approach[4]

Background

Ian Mikardo High School, in the London Borough of Tower Hamlets, is a day special school for secondary boys aged 11-16 with severe and complex social, emotional and behavioural difficulties [SEBD] which present significant barriers to their learning. All students have statements of special educational need for SEBD.

- 75% are of White UK heritage with the remainder from a range of black heritages
- All receive free school meals
- 80% have current or previous social services involvement
- Nearly 70% are known to the Youth Offending Team
- 65% have involvement of mental health services
- 10% are looked after children

The current head teacher was appointed in 2002. The school had been in special measures since Oct 2001. In March 2004, the school was removed from special measures and in June 2006, as a result of a further OFSTED inspection, the school obtained outstanding status. The school is also one of the children's sites being funded by CWDC as part of the New Ways of Working programme to provide a "Family Mentor" to engage with parents and carers of pupils to promote positive parenting and a second worker who will develop employment/ cultural opportunities for pupils and parents.

The school is described as adhering 'to a pedagogy based on consistent and reliable relationships and where the developing needs of the individual student informs practice in the classroom and around the school, including resolving conflicts when their behaviour has resulted in distress to themselves, their peers or staff'.

Learning and Emotions

Initial psychological assessments nearly always indicate that students are not achieving to their potential and that this is largely due to emotional and social difficulties. The school has therefore tried to look at how they can understand the emotional barriers which prevent students from learning. Their hypothesis is that if the emotional aspects of learning and teaching are thought about [e.g. through staff supervision as well as classroom observation and feedback] then the staff will be better placed to devise tasks which take account of this. Staff recognise that young people are unlikely to engage in

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[4] Lillis, C. [2006] *Ian Mikardo High School: a Relational and Multi-Agency Approach* in Geddes, H and G. Hanko [2006] *Behaviour and the Learning of Looked After and other Vulnerable Children*, National Children's Bureau, November 2006

learning unless they feel 'safe enough' and 'contained enough' and that this can only be achieved through establishing working relationships with young people.

Curriculum

The school's curriculum is designed to be relevant to students, to engage them and to offer them genuine opportunities to succeed and be integrated into society on leaving the school. It is entitled 'My Life' and has five core components:

My Life Curriculum

My Body	My Self	My World	My Passport	My Future
PE PHSE Health Education	Art Dance Drama Music Story-telling Film-making Circus Skills Group Work	Science Humanities Politics RE Citizenship Community links	English Mathematics ICT Individual review	Careers education Vocational learning Work experience Preparation for post-16
Enjoy and Achieve ⟵ ⟶				
Be Healthy Be Safe		Make a positive contribution	Achieve economic well-being	
My School and My Voice [Tutor Groups]				
Year 7	Year 8	Year 9	Year 10	Year 11
Be Healthy	Be Safe	Enjoy and Achieve	Make a positive contribution	Achieve economic well-being

The curriculum was built from student need and then mapped against the national curriculum to ensure that students had access to their full curriculum entitlement.

Staff Support

There is a unique framework of support and development for staff, which has been crucial in the improvement process. This includes:

- weekly staff supervision with the psychotherapist
- case study groups with the psychotherapist and learning adviser
- access for individual staff members to supervision on request
- a staff learning reflection group facilitated by the learning adviser where teaching and learning strategies are exchanged and discussed

Staff have opportunities to reflect together on their relationships with the students and how the emotional components of learning impact on the students and themselves. Staff supervision which, in its absence, had been a source of stress is now a starting point for progression.

<u>A.2 Searching for Pedagogic Ideas within Youth Work in Portsmouth</u> [5]

The following is an extract from Eichsteller's report on his experience of 'searching' for pedagogic ideas within youth work in an English local authority. It describes his observation of a youth work activity and provides practical examples of the application of some key pedagogic concepts.

Pedagogy Observation Scheme

<u>Observed Session</u>**:** outdoor session Portsmouth
<u>Young People Involved</u>: 9 [4 girls, 5 boys aged 12 – 17]
<u>Staff Involved</u>: 3
Programme
Session takes place at an outdoor education camp outside Portsmouth. First, the group is inside for a warm-up game where they have to turn as fast as possible to face a named point on the compass [N, E, S, W]. Then the group takes a night walk on the campsite – most of the young people have already been here and know the site quite well. When back indoors, the group plays some games around the table before the break which is mainly used for football and hiding games on the premises as well as drinking hot chocolate. After the break, the group plays some outdoor games [direction, spot run, figure-building, and bulldog] and then heads home again.

Relationship
How are the relationships between group leader and young people?
How is the interaction between group leader and young people?

<u>Relationship to Group</u>
Group leaders are respected and create a hearty, caring atmosphere. Group gets along very well with them. Many young people seek a close relationship towards the group leaders.

<u>Relationship to Individuals</u>
Relationship to most group members has been quite long. The young people know the group leader's boundaries and basically respect them – overstepping boundaries is not exactly intentional [except swearing] but rather out of an inner drive to satisfy needs [running and romping]. It seems clear that each individual is very appreciated by the group leaders. New group members feel very safe in this environment and adapt quite quickly.

<u>Interaction</u>
Interaction between group members is basically affectionate, while this affection is expressed in quite wild and rough ways by most boys, whereas girls rather seek closeness and physical contact [hugging, holding hands].

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[5] Eichsteller, G. [2006] *Treasure Hunt - Searching for Pedagogic Ideas within Youth Work in Portsmouth* Appendix IV. Portsmouth: University of Portsmouth (BA Dissertation).

Common Third
Child-centred approach – situation commonly created – development of relationship through this situation – equal power relations

Session is child-centred in that the programme meets the young people's interests and needs - to be outside and active and have space. Group's wish to play games in sessions is set into practice. Environment gives young people a feeling of safety. Short attention span of most group members is taken into consideration as the programme s varying, which also means that different interests are considered [there's something for everyone].
Created situation reflects groups and leaders interests and makes both feel very safe, which is why there are only few rules and no restrictions for romping. Therefore the group leaders don't have to use their power, but can meet the young people on more equal terms. This definitely adds to positive relationship building as the group leaders are experienced as less strict. Distribution of power can be observed because group leaders are the instructors in most of the games.

Education
Playing means educating holistically i.e. furthering children in the nine areas of development: sociability; creativity; sensual perception and motion; thinking; emotions; intelligence; fantasy; interest; and language. The mixture of games addresses most of these areas to a certain degree.

Education of Head [Knowledge Learning]
Group learns new games and compass orientation. They also learn to follow rules in order to win a game.

Education of Heart [Soft Skills and Moral Learning]
Group involves communication skills, learns to listen to each other and to cooperate in teams in order to win a game. Using swear words is repeatedly addressed by group leaders who try to raise an awareness that using swear words on a countless basis does not reflect the young person's true identity. A further skill that is addressed is self-reflection, because the group is evaluating the session afterwards, reflecting what they learned and liked.

Education of Hands [Physical Skills Learning]
Physical education – all senses are addressed within the various games, especially: visual sense in the dark during the night walk, which is also developing their orientation and sense of balance. They have lots of possibilities to be active and in motion.

A.3 Learning Mentors in Schools[6]

UK *National Occupational Standards* (NOS) for *Learning, Development and Support Services for children and young people and those who care for them*		*ACYCP competencies for professional child and youth work practitioners (from North American Certification Project)*
Standard/ unit of competence	**Elements of competence** *Learning mentors must be able to:*	**Description of the match between elements of competence defined in the NOS and ACYCP**
Facilitate children and young people's learning and development through mentoring	Identify the learning and development needs of children and young people	Child and youth care workers use developmental-ecological assessment to assess development in different domains and across different contexts and assess the individual needs of children and young people and their families (applied human development domain).
	Plan with children and young people how learning and development needs will be addressed through mentoring	Child and youth care workers are expected to encourage children and young people to participate in assessment and goal setting in intervention planning and the development of individual educational and developmental plans (intervention planning, programme planning and activity planning competence in the domain of developmental practice methods).
	Mentor children and young people to achieve identified outcomes	Practice methods are drawn from developmental-ecological perspective and include many functions that are common to learning mentoring: • Supporting development • designing and implementing programmes… which integrate developmental, preventative and therapeutic objectives into the life-space • individualising developmental, preventative and therapeutic plans to reflect differences in culture/ human diversity, background, temperament, personality and differential rates of development • designing and implementing group work, counselling and behavioural guidance • employing developmentally sensitive expectations in setting appropriate boundaries and limits • creating and maintaining a safe and growth-promoting environment • making risk management decisions that reflect sensitivity for individuality, age, development, culture and human diversity while also ensuring a safe and growth-promoting environment.
	Review the effectiveness of mentoring with children and young people	Child and youth care workers are expected to work with children and young people to assess and monitor progress and to revise plans as needed (Intervention planning competence in the domain of developmental practice methods)

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[6] Cruddas, L. (2005a) *Response to 'a pedagogical approach to education and care: discussion paper*, 4th December 2005.

Support the child or young person's successful transfer and transition in learning and development contexts	1. Plan for transfer and transition 2. Support the child or young person to prepare for transfer or transition 3. Monitor the success of transfer and transition and identify continued support needs	No match.
Contribute to the protection of children and young people from abuse	1. Identify signs and symptoms of possible abuse 2. Respond to a child's disclosure of abuse 3. Inform other professionals about suspected abuse 4. Promote children's awareness of personal safety and abuse	Child and youth care workers are expected to have awareness of Law and Regulations (professionalism domain). Specifically, they must know the legal responsibility for reporting child abuse and neglect and the consequences of failure to report.
Ensure your own actions reduce risks to health and safety	1. Identify the hazards and evaluate the risks in your workplace 2. Reduce the risks to health and safety in your workplace	Child and youth care workers must have health and safety competence (under the domain of developmental practice methods). Specifically, they must incorporate environmental safety into the arrangement of space, storage of equipment and supplies and the design and implementation of activities, and the current health, hygiene and nutrition practices.
Review own contribution to the service	1. Assess own contribution to the work of the service 2. Develop oneself to achieved work requirements	Child and youth care workers are expected to reflect on their practice and performance by evaluating their own performance, identify needs for professional growth and give and receive constructive feedback. (Professional development and behaviour competence in the domain of professionalism.)
Enable children and young people to find out about and use services and facilities	1. Enable children and young people to find out about services and facilities 2. Enable children and young people to use services and facilities	Child and youth care workers must locate and critically evaluate community resources for programmes and activities and connect children, youth and families to them (in the domain of developmental practice methods).
Operate within networks	1. Maintain membership of networks 2. Exchange information within networks	There is no specific expectation for child and youth care workers to operate within networks, however, the professionalism domain sets out the expectation to have an awareness of the profession, to access local and national professional activities and to contribute to the ongoing development of the field.

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