

Theory *meets* Practice

ThemPra Social Pedagogy C.I.C.

ANNUAL REPORT
ON THEMPRA'S
COMMUNITY INTEREST ACTIVITIES
2010/2011

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www.thempira.org.uk

ThemPra Social Pedagogy Community Interest Company



1. WHO WE ARE

ThemPra Social Pedagogy Community Interest Company is a social enterprise committed to supporting the development of social pedagogy in the UK. Our name stands for a strong connection between theory and practice, which is fundamental to social pedagogy. In our understanding, theory meets practice for one single purpose: we believe that children and young people deserve the best we can offer, and we are dedicated to improving their life experiences through holistic and child-centred services.

We established ThemPra following a pilot training in social pedagogy, which we designed and delivered for the National Centre for Excellence in Residential Child Care (NCERCC) in 2007 and which clearly demonstrated the manifold immediate and long-term benefits that social pedagogy offers to children in and on the edge of care.

ThemPra contributes to the development of a UK construction of social pedagogy through the promotion and sustainable implementation of social pedagogy in organisations working with children & young people. We have been pioneering social pedagogy with statutory, voluntary and independent organisations across the UK since 2007 – through training courses and systemic implementation strategies – and also contribute more by writing publications, giving presentations and facilitating workshops and seminars. More recently we've also been co-ordinating the Social Pedagogy Development Network (SPDN), which we have set up in partnership with the Thomas Coram Research Unit (TCRU) and Jacaranda Recruitment.

We believe that social pedagogy offers a clear and coherent framework that enables practitioners at all levels and organisations from a wide range of disciplines to make best use of their professional, personal and practical expertise. We want to help achieve this in dialogue with social organisations, exploring ways for a sustainable implementation of social pedagogy. In our experience, social pedagogy offers a coherent framework that many practitioners can relate to both professionally and personally, and which builds on their own experience. But social pedagogy is not just for the practitioners working with children directly, it requires a whole systems approach. As a community interest company we endeavour to ensure that whatever we do will ultimately benefit children and young people.

Behind ThemPra are the two directors Sylvia Holthoff and Gabriel Eichsteller, our company secretary Andy Carter, our two UK-based associates Robyn Kemp and Alexandra Priver, as well as our three Danish associates Lotte Harbo, Charlotte Firing and Christina Surel. Back in 2007, Sylvia and Gabriel developed and facilitated the first social pedagogy seminars in the UK for the pilot project run by the National Centre for Excellence in Residential Child Care and funded by the Social Education Trust (SET). As part of that project Robyn introduced us to residential child care in the UK, and Lotte was one of the social pedagogues who contributed to the other part of the NCERCC pilot project. Through this project we also met Mike Tidball,



former trustee of the SET, who helped us set up ThemPra and acted as third director and company secretary until his retirement in July 2010.

Since then ThemPra has grown, and we've met many more people who have become friends. Alex Priver started work with us on the Essex project in early 2010 as co-facilitator. Andy Carter joined us in August 2010 with lots of excitement and creative ideas to take over Mike's role and expand it further. And Christina Surel and Charlotte Firing began their introduction to the world of ThemPra in February 2011.

In order to drive social pedagogy forward and to expand from these experiences we have set up a social enterprise which symbolizes the synergy of social pedagogy in theory and practice: ThemPra. ThemPra stands for *TheorymeetsPractice*, which reflects our style of working and way of thinking. We have set ourselves the ambitious overarching aim to support the development and implementation of social pedagogy in the UK in various ways, some of which are outlined below.

2. INTRODUCTION

Set up in September 2008, ThemPra Social Pedagogy has now been in existence for three years during which we have built an impressive track record of pioneering projects in England, Scotland, and Northern Ireland along with a range of other activities aimed at improving professionals' understanding of social pedagogy in theory and practice. This short report aims to provide a brief overview of what we have achieved in our third year and how our work has benefitted the community of professionals and children in care we have set out to serve.

Community Interest Statement

ThemPra Social Pedagogy Community Interest Company provides benefits to various groups within the general community. Through its emphasis on Social Pedagogy ThemPra promotes a positive approach to children and young people, particularly those looked after by local authorities.

There is overwhelming evidence that children and young people benefit in their personal and social development where professionals are trained Social Pedagogues (see research by Thomas Coram Research Unit, University of London – Petrie et. al, 2006). This is especially relevant for those children and young people who are disadvantaged as they can be helped to achieve better outcomes and improve their life experiences through a social pedagogic approach (cf. conference by the international child care organisation FICE International and National Children's Bureau, 18/01/2008).

The pilot training in Social Pedagogy, which we designed and delivered for the National Centre for Excellence in Residential Child Care in 2007 (see National Centre for Excellence in Residential Child Care/Social Education Trust report: Introducing Social Pedagogy into Residential Child Care in England, 2008), clearly demonstrates the manifold immediate and long term benefits that Social Pedagogy offers to children in public care.

The issues were discussed in a workshop in Ghent, Belgium in October 2007 involving several local authorities and voluntary agencies in the UK with social pedagogues from a number of European countries. The impact of this work on practice and thinking in individual children's homes managed by these agencies is now being independently evaluated by Dave Crippens, Reader in Children's Social Care and Education at the University of Lincoln.

ThemPra will offer a variety of services, described below, which will complement the interest in social pedagogy of the Department of Children Schools and Families and also the academic work of the Thomas Coram Research Unit at the Institute of Education, University of London.

Our focus will be to provide a service to local authorities, voluntary and private agencies, based on the assessment of their needs, to improve the quality and focus of their work practice, within a businesslike framework agreed between ThemPra and its clients. This has already generated very positive support from a number of local authorities and other agencies in the UK, with whom we have already worked, and we have received a number of enquires expressing interest for the future.

While we ultimately aim to contribute to improving the lives of children and young people, we are aware that this requires raising the quality of the children's and young people's workforce. Therefore ThemPra will predominantly educate and train professionals in Social Pedagogy.

ThemPra Social Pedagogy Community Interest Company

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3. ACTIVITIES IN 2010/2011

From the outset, ThemPra defined its activities in four different strands and envisioned the benefit to the community as follows:

Activity	Benefit to the community
<p>Activity Strand I: Providing personal and professional development courses and consultancy to children's and young people's workforce</p>	<p>Thoroughly trained professionals who are capable of using core pedagogic principles in their practice, thereby improving children's and young people's overall well-being and personal and social development. It must also be noted that this serves to improve professionals' self-confidence, knowledge, abilities and skills.</p>
<p>Activity Strand II: Promoting Social Pedagogy through workshops, conferences, public speaking, publications, partnership working and networking with similar-minded or interested organisations</p>	<p>Professionals are offered opportunities to consider how they can adopt a social pedagogic approach.</p> <p>These activities are also suitable to drive the implementation of Social Pedagogy forward on a national level, raising awareness for the benefits of using Social Pedagogy and how this will reflect on the Government's strategy and outcomes for children and young people's in "Every Child Matters".</p>
<p>Activity Strand III: Conducting research in adaptability and advantages of working with a social pedagogic approach</p>	<p>Since Social Pedagogy is still a very new approach in the U.K., though not in other European countries where it has been established for many years, much will have to be done in order to convince the children's workforce and their managers of the benefits.</p> <p>By conducting academic research and ensuring scientific evaluation of ThemPra's work, we aim to provide evidence as well as find out what approach in adopting Social Pedagogy is most viable.</p> <p>This will help other professionals to consider different options as to how they can make best use of Social Pedagogy within their work context. Our work will also complement the work of other academics in the U.K.</p>
<p>Activity Strand IV: Developing accredited qualifications enabling practitioners to train in social pedagogic approaches to care and education</p>	<p>As most practitioners are qualified at NVQ level, we aim to provide opportunities for them to gain an accredited qualification in social pedagogic approaches for care and education.</p> <p>We hope this will have the double effect of qualifying the workforce better using present and familiar structures and will possibly encourage some practitioners to pursue an academic qualification during their career.</p> <p>The aim of up-skilling the children's and young people's workforce is very much in line with Government initiatives and the work of the Children's Workforce Development Council.</p>

Here is a list of the activities we have undertaken in each of these strands to benefit the community of children in public care and the professionals who look after them in children's residential homes:

3.1 ACTIVITY STRAND I:

Between October 2010 and September 2011 we have been working together with several organisations to support them in developing social pedagogy. These include Essex County Council's Residential Services, Sycamore Service in Kirkcaldy, Staffordshire County Council's Residential Service, Walsall Council's Residential Service, Belfast Health and Social Care Trust, Orkney Islands Council as well as two training courses we facilitated for the Scottish Institute for Residential Child Care with groups of participants from Care Visions, Edinburgh City Council, Seafield School, Kibble, Renfrewshire Council, West Lothian Council, Cross Reach, and Action for Children. As part of these projects we developed social pedagogy in around 40 residential homes for children through direct work with teams, strategic support and intensive social pedagogy educational courses, which were attended by over 200 participants.

Essex:

The project, which concluded in October 2011 had a tumultuous final year, with the local authority's decision to become a commissioning authority that would cease in-house provision of services resulting in closure of the majority of its 12 children's homes. In spite of these developments, there were many positive improvements in the children's homes, with all teams actively developing social pedagogy within their cultures and creating positive changes for the children in their care. Viki Bird, a practitioner from one of the homes contributed with an article in the Good-enough-caring journal, which was published in June 2011.¹

Sycamore:

Our work with Sycamore built on the developments initiated through the two 9-day courses we facilitated in 2008 and 2009, bringing together the groups of participants to explore how they could further develop social pedagogy at the different levels within the organisation. Together with key strategic people we also advised on further steps for Sycamore's social pedagogy journey, with future courses scheduled in for late 2011 / early 2012. The change in practice was documented in a contribution of two senior practitioners to a special issue of *Children Australia*, in

¹ Available for download online: <http://www.goodenoughcaring.com/Journal/Article155.htm> (last access on 02/03/12)

which they described how social pedagogy had impacted on their work with children.²

Staffordshire:

The 3-year development strategy for social pedagogy in Staffordshire's looked-after children's service continued in year 2 with an emphasis on reflective team development to support teams in creating a social pedagogical culture and with strategic input. With Staffordshire also having been part of the Department for Education's national pilot project in social pedagogy, there were many positive developments across the homes, and the organisation's efforts were highlighted both in an article by The Guardian³ and in the final report on the DfE project⁴.

Walsall:

In partnership with the Thomas Coram Research Unit at the Institute of Education, we undertook a pilot project with 3 homes run by Walsall Council. The work included both training courses and reflective development seminars with the teams to continue their learning and practice development. One team also employed a social pedagogue as part of this. The project was independently evaluated by Kate Skinner and Mark Smith from Edinburgh University, with the final report due 12 months after completion of our initial work. Walsall have further commissioned us to continue running reflective seminars in the meantime, with the hope to invest more comprehensively in social pedagogy in the future.

Belfast:

Building on our initial work with Belfast, we were asked to facilitate a course for another two homes and continue running reflection days to provide continuous engagement with social pedagogy to the teams we had previously trained. The Trust remains very committed to social pedagogy, with participants contributing at a meeting of the SPDN and further strategic talks in progress to continue Belfast's social pedagogy journey.

Orkney:

As a project co-funded by SIRCC, our initial 9-day course for a group of professionals from Orkney's residential children's home, primary schools, early years' services and social work support team was aimed at introducing social pedagogy as a way of supporting a multi-agency approach and inter-professional working between different services. The project was independently evaluated by Evelyn Vrouwenfelder from the

² Available online: http://www.thempra.org.uk/childreinaustralia_CS_SD_AF_AP.htm (last access on 02/03/12)

³ Available here: <http://www.guardian.co.uk/society/2011/mar/23/social-pedagogy-children-care-homes> (last access on 24/06/12)

⁴ Available here: http://www.socialpedagogyuk.com/images/pdf/final_report_of_the_social_pedagogy_pilot_programme_4_may.pdf (last access 24/06/12)

University of Strathclyde, with the report due in March 2012. Preliminary findings at the follow-up visits were hugely positive, suggesting that all participants found the course highly beneficial and have succeeded in improving their practice as a result.

SIRCC:

The Scottish Institute for Residential Child Care asked us to facilitate two 9-day courses for participants from across 8 organisations with a keen strategic interest in developing social pedagogy. The first course, which began in September 2010, included 16 participants from Kibble, Care Visions, Seafield School and Edinburgh City Council, and the second course in the late spring of 2011 brought together participants from West Lothian, Renfrewshire, CrossReach, Edinburgh and Action for Children. Feedback from all participants was very positive, and the groups have been very active in sharing their learning within their organisations and, where possible, beyond. SIRCC, which has in the meantime become the Centre for Excellence for Looked After Children in Scotland (CELCIS), has indicated that they want to collaborate further with us in the future.

Despite the challenging climate within the residential care sector, we have often felt very inspired by the devotion shown by many of the professionals we have worked with. Through a range of activities and the ways in which many of them have promoted and championed social pedagogy within their own organisations and often beyond, the wider development of social pedagogy continues to thrive. And the increasing narratives about how participants have improved the lives of children through their learning from our courses shows the difference that we can make together.

3.2 ACTIVITY STRAND II:

Social Pedagogy Development Network

In order to provide a forum for professionals who are passionate about social pedagogy and want to explore it further, we decided to set up the Social Pedagogy Development Network (SPDN) in late 2009. Co-ordinated and facilitated by us at ThemPra, it is organised in partnership with the Thomas Coram Research Unit (TCRU), the National Centre for English Residential Child Care (NCERCC) and Jacaranda Recruitment. It is always hosted by a different organisation keen to share their experiences around social pedagogy. Over the course of 5 events the SPDN has become a grassroots movement for people and organisations that are interested in social pedagogy and want to nurture it at a local and national level. The network is underpinned by social pedagogic principles of engaging in open dialogue, valuing people and their experiences, and connecting with others in a democratic way. Social pedagogy is thus brought to life in people's unique ways, and through the exchange and relationships with others we can ensure that it grows on ideas and traditions from within the UK, whilst also being inspired by ideas and traditions from other

countries. For this reason the SPDN offers an 'oasis' that encourages a rich and colourful diversity of social pedagogy 'flowers' to blossom together. This means we provide the conditions for participants to engage with each other around the themes or issues that people feel most passionate about, thus enabling shared ownership for the SPDN.

Most importantly, the network is based on the idea of parallel action (Burns, 2007) which suggests that change occurs where people can pursue what matters to them. By forming self-organised 'clusters' they can initiate multiple, creative and parallel action streams which reinforce each other, thus leading to change. Parallel action streams could be regional networks of organisations interested or engaged in social pedagogy, higher education institutions wanting to explore how to incorporate social pedagogy into qualifications, people with an interest in restorative justice or therapeutic child care getting together to think how these relate to social pedagogy, different providers forming alliances to promote social pedagogy at a political level, or interested organisations exploring opportunities for (inter-)national exchanges – the SPDN provides the forum for such groups to emerge. Following Margaret Mead's words, the SPDN is about bringing together small groups of thoughtful, committed citizens in order to make a difference.

To keep the development of social pedagogy diverse and colourful, we want to enable as many organisations as possible to be part of this dialogue. Therefore places are free of charge, with different organisations agreeing to host one of the biannual meetings. So far, the SPDN has met five times with a total of over 450 participants from more than 100 different organisations. Interestingly, there has been a fantastic mix of participants' backgrounds, ranging from frontline practitioners, senior managers and policy-makers to students and academics – some with an emerging curiosity about social pedagogy, others with a well-rounded understanding. All of them have been keen to bring their passion and expertise to the table and thus engage in the dialogue from a social work, youth work, residential child care, foster care, outdoor education, teaching, early years, children's advocacy, family support, community work, health care and psycho-therapeutic perspective. Through the enthusiastic interest within Camphill Communities we've also had participants working with adults with disabilities bring their tradition and philosophy to social pedagogy, thereby demonstrating the relevance of social pedagogy for adult services. In a social pedagogic spirit further perspectives are very much welcomed at the SPDN.

Each SPDN meeting aims to provide a flavour of social pedagogy to those who are relatively new to the subject whilst also offering opportunities to further develop the wider discourse around social pedagogy, for instance by exploring particular themes throughout the different meetings. Usually initiated by a short presentation from a leading academic and then further discussed by all participants, themes have so far included discovering traditions in the UK which are of a social pedagogical nature (presentation by Prof. Pat Petrie, Institute of Education); exploring how social pedagogy could help rediscover the importance of ethics as first practice

(presentation by Mark Smith, University of Edinburgh); resisting risk-averse practice and helping children develop risk competence (by Ian Milligan, Scottish Institute of Residential Child Care); rediscovering group work as a social pedagogical tradition (by David Crimmens, University of Lincoln); and the emphasis on creativity within social pedagogy and its potential for the creative arts (by Prof. Pat Petrie, IoE). What distinguishes the SPDN meetings from a conference though is the strong emphasis on dialogue and providing an open forum for participants to relate their own thoughts and perspectives to these themes. By jointly engaging in a meaning-making process we can arrive at a better understanding of what the key principles are in social pedagogy, how social pedagogy can be conceptualised in different practice settings and what it can contribute to improving these. This process is further made meaningful through several organisations sharing examples from developing social pedagogy within their organisational culture in different ways and their experiences, challenges and learning.

As social pedagogy is about engaging with 'head, heart and hands', SPDN meetings also have an active aspect to them. Besides the enjoyment and energy built up through these social pedagogical activities, they help provide participants with a practical understanding of what social pedagogy is about as they help build positive relationships between participants by engaging in a shared activity – or what social pedagogues call 'the Common Third'. For instance, the process participants went through when given a challenge – to build in small groups with very few materials a protective device for a raw egg about to be dropped from a balcony – led to fascinating reflections about how relationships had quickly developed amongst people who had never met but had to solve an intriguing challenge together; how different roles were developed, allocated or claimed within each group and what contributions these roles could make within a group; how important it was to groups whether the egg would break and how they valued the process compared to the outcome; and how participants drew on their creativity to find unique solutions for protecting the egg, realising that their creativity was perhaps the most important resource.

Whilst the SPDN offers unique opportunities for participants' own professional development, its main concern is to help participants connect to like-minded professionals both regionally and nationally in order to influence wider change for children and young people. The idea is very simply to 'be the change you wish to see in the world' as Gandhi stated. This spirit seems to strongly resonate with participants who bring to the SPDN a palpable passion and determination to use social pedagogy as a catalyst for improving conditions for children and young people. For them, social pedagogy encapsulates why they decided to work with children and young people in the first place and connects to their professional and personal philosophies, which is why it brings out a level of passion which has much impressed international guests who have joined some of the SPDN meetings in the past. Considering the collective determination, the future seems a little brighter and we hope that more participants from a wider range of professions are eager to join us at

one of our next meetings to help us develop more compelling visions of how to improve services for children and young people through social pedagogy.

Publications

As an important aspect of reaching a wide audience and contributing to the discourse around social pedagogy, we have continued to write both academic and practice-based publications. This has proven a central way to share developments, address gaps in the literature available and generally increase professionals' understanding of social pedagogy in theory and practice. It has additionally helped establish ThemPra's profile both within academic and practice circles.

- ▲ We were invited by the editor of Children Australia, Jennifer Lehmann, to guest edit a special issue on social pedagogy. Children Australia is a quarterly peer-reviewed journal reporting on research and practice around children, youth and families. This offer gave us the opportunity to bring together contributions from an academic, research and practice perspective exploring how social pedagogy has evolved as an ethical orientation towards working with human beings, what international comparisons can tell us about its effect, what social pedagogy has to offer to professionals, and how it can be applied in practice within a range of settings. The journal issue, which includes several articles by ThemPra's people as well as notable academics such as Claire Cameron (Anglia Ruskin University), Ian Milligan (University of Strathclyde), Filip Coussée (University of Ghent), Howard Williamson (University of Glamorgan) and Lotte Harbo (VIA University College Århus), is due to be published in December 2011. We are hoping to make some of the articles freely available to readers via our website.
- ▲ Together with Viki Bird from Essex, Gabriel Eichsteller authored a paper on the relevance of social pedagogy in residential child care. This was subsequently published by the GoodEnoughCaring Journal, an open access online journal aimed at practitioners.
- ▲ Gabriel also continued to contribute with articles to the ChildrenWebmag to provide updates on the theme.

Conferences and seminars

In November 2010 Sylvia and Gabriel contributed with a presentation to a 2-day seminar co-ordinated by Mark Smith at Edinburgh University to bring together key strategic people within Scotland and jointly explore the potential of social pedagogy for developing the children's workforce. Our presentation focused on the systemic aspects and highlighted why we need a whole-systems approach to social pedagogy. Robyn and Gabriel also participated at the follow-up seminar in June 2011.

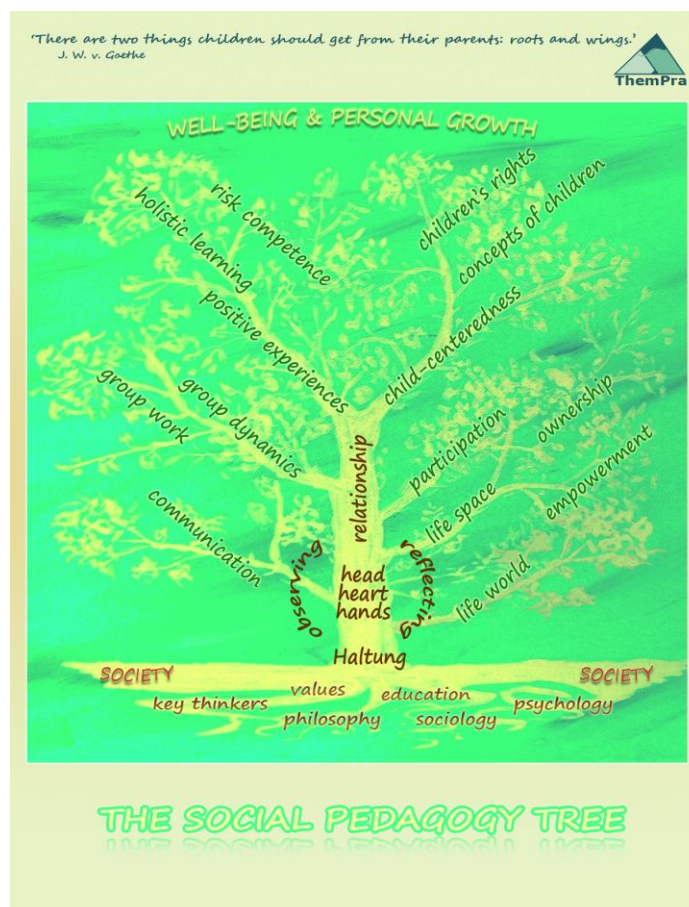
Website

A further useful tool to increase the understanding of social pedagogy is our website, www.themptra.org.uk. Rather than just featuring details on our services, it contains an increasing amount of resources about the history of social pedagogy, several core

theoretic concepts, and descriptions of what the practice of social pedagogues is all about. Over the last year we have continued to expand the website and have connected it more to related websites and forums, such as www.Social-PedagogyUK.com, the www.ChildrenWebmag.com, www.GoodEnoughCaring.com and others. As a result our number of visitors has increased to an average of 5,600 unique visits monthly, with a total of over 115,000 page visits over the entire year. This demonstrates that the website has become a well-recognised and frequented online resource providing relevant background details rather than be a self-marketing tool. It has prompted several inquiries from students eager to learn where to find further resources, which we've happily answered.

Social Pedagogy tree postcards

As a more creative form of raising interest for social pedagogy and people's understanding of what it constitutes, we continued to distribute around 500 postcards with a model we have developed to illustrate what social pedagogy is about. SIRCC offered to print these in A5 format to distribute within the sector. As the actual understanding of the roots, concepts and elements of social pedagogy is still somewhat vague amongst many professionals, these postcards with the so-called Social Pedagogy Tree (see below) helped to capture people's interest and were very positively received. Several inquiries reached us asking for further copies of the social pedagogy postcards, which we provided for free.



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3.3 ACTIVITY STRAND III:

As part of our ambition to contribute to the emerging research perspectives around social pedagogy in the UK, we decided to apply for EU Leonardo Mobility funding in order to undertake an innovative project that will explore the meaning-making process of practitioners from the UK. For this purpose, two groups of residential care and fostering social workers will undertake a 2-week mobility to Copenhagen in 2012 and experience social pedagogic practice first-hand during two placements in a children's home and a day-care facility. We and our partners at Care Visions and Lancashire County Council hope that the learning from the project will not only benefit the children in their care but be of wider relevance to the sector by outlining practical ways of developing social pedagogy based on the reflections from the placements in Denmark. Whilst the mobility flows and the evaluation and dissemination will take place in 2012, the bid was submitted in February 2011 by ThemPra as the project co-ordinator, and the project started in June 2011 when we were informed that the application had been successful.

We also put together a bid for EU Youth in Action funding for an ambitious project aiming to enable a group of English and Scottish young people in care to spend a week with young people in Denmark and explore what it is like to be a young person in care within a Danish social pedagogic setting. The idea was borne out of our recognition that, whilst there are increasingly more adult perspectives on the benefits of social pedagogy for looked-after children, there haven't been sufficient attempts to gain insights into what children in care might think of social pedagogy. At this stage we have succeeded in finding 2 Danish and 2 British organisations interested in being part of the project, and we submitted an application to undertake a feasibility visit with 2 young people and 2 adults from each partner to explore the idea in more detail and enable the young people to shape the project from the very beginning.

In addition, the ongoing research and evaluation of ThemPra's projects as well as the dissemination of interim results have helped and will continue to help achieve the intended benefits to the community, which are to demonstrate the importance of social pedagogy in developing high-quality practice that is grounded in relevant interdisciplinary theory, humanistic values and children's rights.

3.4 ACTIVITY STRAND IV:

One of the challenges in developing a UK tradition of Social Pedagogy is the difference in training and qualification that practitioners have to undergo to work in residential child care in the UK as compared to social pedagogues in Germany or Denmark, for example. Social Pedagogy is a full-time 3½ year BA degree in most European countries, and not a quickly explained or learned approach. Therefore, ThemPra has been keen on providing accredited learning which will help practitioners to develop their professional understanding of social pedagogy.

As our accreditation arrangement with the University of Lincoln came to an end with the retirement of David Crimmens, who had been the module leader, we have since been approached by Kibble and the University of the West of Scotland to help them develop a 4-year degree in social pedagogy. The initial work on developing an introductory module for the course is under way, with the first cohort of students expected to start in October 2011. The accreditation provided by UWS would also be available to any participants on our regular 9-day courses and provide them with a potential pathway to develop their understanding of social pedagogy in the future.

Whilst our previous efforts to develop accredited units as part of the level 3 diploma for the children's workforce in England were put on hold, we were pleased to see that some of our initial ideas on introductory units were taken up by the Children's Workforce Development Council and formed part of their optional unit on social pedagogy.

We have also developed a 3-day course in social pedagogical leadership in order to help existing and potential leaders in organisations explore what implications social pedagogy has for their leadership and how they can lead in ways that inspire and resonate with people's values. The course has been very well received and is promising to be an important part of our portfolio, with an important contribution to the professional development of managerial staff. We therefore hope to put in place accreditation options for this course in the near future.

4. CONCLUSIONS

An exciting third year has seen us busy on many new projects and realising several long-hedged ideas whilst further developing our expertise and depth of experience in our main area of activities: supporting organisations in implementing social pedagogy. It has been very positive that we have been able to continue working with all organisations that we've been engaged with over the last few years, albeit in slightly different ways that demonstrate both their emerging resourcefulness around social pedagogy and the continuous process of reflecting upon how social pedagogic theory relates to practice. This has also enabled us to continue to see very positive outcomes of the social pedagogy processes we helped initiate and develop in the first two years. The energy and enthusiasm that many of the people we've worked with have brought to these processes has been frequently palpable and reaffirmed us in our belief that social pedagogy has an important contribution to make in creating the best possible conditions for children in care to grow.

During the third year of engaging in projects it has become very apparent that social pedagogy is about systemic change, not just about practice. Every person within a system has to be involved and has a contribution to make, and every aspect of a system must be considered.

Overall, our third year has continued to take us on a challenging but inspiring journey, and we have been very fortunate to be along this journey together with an increasing circle of people who share our vision of social pedagogy and are dedicated to developing better conditions for children and young people.

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