

Social Pedagogy and Inter-Professional Practice

Evaluation of Orkney Islands Training Programme
January 2012

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First published 2012

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ISBN 978 0 947649 83 8

I am much more confident, even especially in the last three months which is since the social pedagogy training, I suppose. I, for example, like being in charge of the handover, while before, for years and years, I let other people take the lead.

(social care)

I am working with a boy who has attention difficulties in the classroom and he talked to me for a good half an hour and showing me web pages of boats and saying he's a skipper and what you have to wear, how you have to move etc... And I said to him, 'You've got other people's lives in your hands and its very important.' And I use that in talking to other people, teachers - who tend to talk very negatively about him - and explain a bit more about who he is and what he does. And they are really surprised but it changes their perspective on him.

(education)

contents

Terminology	3
Acknowledgements	4
The Authors	4
Executive Summary	5
Chapter 1 - INTRODUCTION	9
Chapter 2 - POLICY CONTEXT	11
Chapter 3 - EVALUATION QUESTIONS AND METHODOLOGY	13
Chapter 4 - SOCIAL PEDAGOGY - KEY TERMS	15
Chapter 5 - ORKNEY SERVICES CONTEXT	17
Chapter 6 - IMPACT ON PRACTICE	19
Chapter 7 - IMPACT ON INTER-PROFESSIONAL AND INTER-AGENCY COLLABORATION	27
Chapter 8 - EMERGING INTER-AGENCY ISSUES	33
Chapter 9 - SUMMARY OF EVALUATION AND IMPACT ANALYSIS	38
References	41
Appendix 1 - Explaining social pedagogy?	42
Appendix 2 - Baseline questionnaire	44
Appendix 3 - Interview schedule stage 2: 6 weeks after training	48
Appendix 4 - Interview schedule stage 3: 6 months after training	50

terminology

Throughout the report quotations are ascribed to participants working in ‘education’ or ‘social care’. This was done deliberately to preserve the anonymity of participants as much as possible given their residence in a small island community. Where appropriate and to build the strength of the evidence, quotations are ascribed to those in a managerial role.

The early years and community education participants have been included in the social care category for the purposes of the report. Where reference is made to ‘all’ participants, this includes the full group of 18 training participants.

acknowledgements

- Peter Diamond, Assistant Director of Education and Leisure, Orkney Islands Council
- Alison Wallhead, Education Administrator, Orkney Islands Council
- Robyn Kemp, Alex Priver and Gabriel Eichsteller, Theory meets Practice (Thempra) trainers
- Thempra kindly agreed to allow training and publication materials to be adapted for inclusion in the report
- Thanks to all the training participants who took part in a focus group or an interview

the authors

Evelyn Vrouwenfelder was the lead researcher and principal author of the report. Ian Milligan supervised the project and assisted with fieldwork (stage 2) and editing. Mark Merrell contributed to the final analysis, design and editing of the report.

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executive summary

The section numbers below correspond to the sections in the main body of the report.

1. Introduction

From February to September 2011, a social pedagogy training programme was provided for 18 staff from across Orkney Islands Council education and social care services. The initiative was jointly funded by Orkney Islands Council and the Scottish Institute for Residential Child Care (SIRCC), now the Centre for excellence for looked after children in Scotland (CELCIS). The Orkney initiative was the first instance in Scotland of an inter-agency group of participants undertaking the course together.

2. Policy context

The ten-day training programme was provided by Thempra (Theory meets Practice), a social enterprise company set up to promote social pedagogy in the UK through training and staff development. The organisation was founded by two German social pedagogues. In Scotland, SIRCC has engaged Thempra to provide ten-day courses primarily to Residential Child Care workers.

3. Research questions and methodology

The purpose of the evaluation was to provide systematic evidence of the impact that the social pedagogy training had on participants' day-to-day practice and inter-agency or inter-professional working. The evaluation questions were:

1. What was the impact of the training on participants' day-to-day practice?
2. What impact did the provision of social pedagogy training to multi-agency participants have on their inter-professional and inter-agency collaboration?
3. What helped and hindered the process of building inter-agency collaboration, and what key challenges can be identified?

Information was obtained by using several research tools at different points in time: baseline questionnaires before the training and interviews, focus groups and observation at six weeks and six months after the training. All participants took part voluntarily.

4. Key terms

Key terms associated with social pedagogy frequently referred to in participants' responses are: Haltung, Head, heart and hands, the three P's (professional, personal and private pedagogue), the 'Common Third', learning zone versus panic zone and challenge by choice.

5. Orkney services context

The 'Baseline' questionnaire revealed three key aspects of the Orkney context. (1) The small community context of Orkney means that most professionals know each other and are likely to meet either in professional or social contexts. (2) Orkney Islands Council had a strong inter-agency agenda and commitment to the integration of service delivery as promoted by the Scottish Government's *Getting it Right for Every Child* agenda (GIRFEC). (3) The council has organised inter-agency training for a number of years and inter-agency meetings, groups and fora were already in existence before the social pedagogy training took place; however, all those interviewed unanimously reported that this inter-agency training was very different and more effective than any other inter-agency training they had attended. The level of engagement with other professionals in particular was at a much deeper level.

6. Impact of the training on Practice

All participants stated that the training gave a clearer purpose to building relationships. Even though most participants felt that the concept of 'building relationships' resonated with how they already worked, social pedagogy established this within a method and theory of work. In the words of participants: 'it justified and legitimised it'.

All participants identified that gaining a common language that could be used across professional boundaries was one of the key benefits of the course. At every stage, participants reported that the term Common Third had become a key component of the language they used at work.

Two social care participants with a lower level professional qualification reported that the training had increased their confidence, especially when they needed to speak to representatives of other agencies with higher qualifications or job status.

Social pedagogy asks professionals to adopt reflective practice more explicitly and consistently and to make it a shared, team activity, not just an individual one. Adopting this approach allowed people to be more vulnerable and open to discussing things that had gone well and not so well. Members of a social care team reported adopting this practice into their work by making more time for reflection and discussion during the weekly team meetings, supervision and CPD training events.

Two interviewees gave examples of how they had adopted a more strengths-based approach in their work. This corresponds with the approach embedded in GIRFEC and the Curriculum for Excellence (CfE). Both have a managerial role and are promoting this among staff.

An education manager became strongly motivated to put children's rights and participation into practice. At the six month point they began to encourage greater participation in decision-making by children and young people as well as staff.

7. Impact of the training on inter-professional and inter-agency collaboration

Participants reported:

- More trust between participants due to the training.
- An improved understanding of the job roles held by fellow participants.
- Increased awareness of the equality of social work and education roles.
- A better understanding of how educational establishments work.
- Benefit of having trained colleagues in social pedagogy in other establishments.
- Having a person trained in social pedagogy within other establishments makes the process of intervention more effective and faster.
- A strong sense of shared purpose as a result of the training and a shared language.
- More able to hold other people to account. (Challenge by choice - see chapter 4: Social Pedagogy - Key Terms).
- An openness to explore ways to look beyond professional and organisational boundaries when devising care plans and instead look at available skills to match the needs of a child or young person.
- A reaffirmed belief that emotional health and well-being are prerequisites for achievement in education.

executive summary

Describes the successful inter-agency collaboration regarding a young boy in care making the transition from primary to secondary school.

Describes how a primary school is engaging with other agencies such as maternity services (baby clinic), health visitor and home link within the school as part of early engagement and relationship-building with parents.

One social care worker describes influencing representatives of other agencies they are in contact with, such as housing agencies and foster carers. Key emphasis is on the importance of building relationships.

8. Issues for agencies to consider

Participants identified clear benefits of having a number of people within a team trained in social pedagogy compared with those who were trained on their own.

Interviews showed that having supportive managers with knowledge of social pedagogy impinged positively on implementation and dissemination of the learning to the wider organisation. Training and reflection time provided for staff also contributed.

Managers indicated a need for a 'working knowledge' of social pedagogy to enable them to support practitioners who had taken part in the training. They suggested a shorter social pedagogy training course for managers.

Interviewees wanted to extend the social pedagogy training to health service professionals, potentially including school nurses, maternity services, paediatric physiotherapists and health visitors. Education professionals recognised that having more people within their teams trained would really drive social pedagogy-informed practice forward.

Some of the examples provided by Joint Additional Support Project (JASP) staff indicated that their support for children and young people is working well. The team also engages with a large number of professionals and parents around the welfare of children. Some challenges about the link between formal education and the informal JASP programme are discussed in the report.

Four key actions that would help Orkney Islands Council develop social pedagogy were identified under the heading 'social pedagogy by design of the organisation':

- Development of Terms of References for classroom assistants, teachers and social care workers which integrated key characteristics of social pedagogy into the person specifications and into other elements of the TOR.
- Integration of social pedagogy elements into supervision.
- Building awareness of children's rights, participation, collaboration with parents and strengths-based working.
- Continued development of role modelling of good practice as well as integrating some of the terminology. Supporting practitioners and creating a model for dissemination of knowledge.

Three additional action points regarding building of evidence for the use of social pedagogy and the benefits of this model of working across health, education and social care were considered. They were:

- Self-evaluation, i.e., identifying strengths and weaknesses within organizations.
- Evaluating how organisations work with partners.
- Learner participation and empowerment.

9. Summary of the evaluation and suggestions for future development

The ten-day social pedagogy course was in effect a pilot programme to test the value of adopting a social pedagogy framework as a model for enhancing support for children and young people as well as inter-agency and inter-professional collaboration. The evidence gathered suggests that the social pedagogy training and development programme has been effective in these areas. If the council wishes to build upon the gains achieved to date the following points are highlighted for consideration:

1. There is substantial evidence of improved practice and inter-agency working in line with the principles of social pedagogy following the ten-day Thempra course.
2. Social pedagogy training supports delivery of the inter-agency model established in the national policy agendas *Getting it Right for Every Child*, *Equally Well* and the *Curriculum for Excellence*.
3. The reflective and experiential elements of the training were fundamental to effectiveness. This means that the time allowed for the training must be maintained.
4. There is scope for health and additional education staff to undertake the ten-day training.
5. Leadership training on social pedagogy for managers is required. This could take the form of a three-day Thempra course.
6. Changes in organisational design could support the process of 'ripples of change' the training participants are currently engaged in. As a first step, job profiles could be revised to reflect social pedagogy.
7. Continue to put on support days and 'interest days' for practitioners in social pedagogy to support them as positive role models.
8. Undertake further research on the impact of social pedagogy on inter-agency and inter-professional working between health, education and social care professionals. This should include the views of service users such as children, young people and parents.



1/introduction

The training programme

From February to September 2011, a training programme in the theory and practice of social pedagogy was provided for Orkney Islands Council Education, Social Work, Social Care and Community Learning & Development services staff. The 18 participants support children and young people at school and in the community. All the staff had experience of working with children and young people in the care of the local authority or who were at risk of social exclusion. The initiative was jointly funded by Orkney Islands Council and the Scottish Institute for Residential Child Care (SIRCC), now the Centre for excellence for looked after children in Scotland (CELCIS).

The ten-day training programme was organised in three blocks of three days, scheduled between February and April 2011, with an additional follow-up day in September 2011. Monitoring and evaluation activities were integrated with the training programme, providing opportunities for participants to reflect on the impact. The schedule is outlined in the table below:

Training Programme and Evaluation Activities	
January 2011	Baseline monitoring
15th - 17th February	Training unit 1 (3 days)
22nd - 24th March	Training unit 2 (3 days)
5th - 7th April	Training unit 3 (3 days)
23rd - 24th May	Interviews and focus groups at 6 weeks
14th September	Strategy development day for senior managers
15th September	Follow-up training day
16th September	Interviews and focus groups at 6 months

Purpose of the evaluation

The purpose of the evaluation is to provide systematic evidence of the impact that the social pedagogy training had on participants' day-to-day practice and inter-agency working. As detailed in the report, social pedagogy is regarded by a number of education and social care stakeholders in Scotland as a theory and practice that supports key national policy directions. The value of the report is enhanced by the fact that the Orkney initiative was the first instance in Scotland of an inter-agency group of participants undertaking the course together.

Social pedagogy in Orkney Islands Council

The decision to pursue a social pedagogy approach throughout services in Orkney was taken by the Assistant Director of Education and Leisure who has responsibility for a range of support services for vulnerable children and young people. His counterpart in social care agreed that this approach would also be of benefit to staff in the residential unit and potentially other social work staff.

The Assistant Director of Education and Leisure had personal knowledge of the profession of social pedagogy and had participated in a week-long exchange visit to Denmark organised by Children in Scotland as part of its exploration of social pedagogy. This visit was funded by the Scottish Government and reported under the *Working it out* range of conferences and publications. Various newsletters and reports are available from: <http://www.childreninScotland.org.uk/workforce/index.htm>

The Joint Additional Support Team (JASP)

Senior education and social work staff at the council were concerned to increase the capacity of their teams to collaborate more effectively to provide the higher level of care and educational support

1/introduction

required by children and young people experiencing significant social, emotional and behavioural difficulties. Currently a number of these children and young people experience social exclusion. In some instances it might be that they could be cared for only at special residential schools on the mainland of Scotland. The council was just in the process of setting up an inter-agency day-care project - referred to as the JASP project - to offer intensive support to those children and young people who were at risk of being placed in a residential school on the mainland. It was felt that the ten-day course in social pedagogy could provide a valuable form of training for this new team of three staff and others who had a responsibility for the care or management of vulnerable children and young people.

Training provider - Thempra (Theory meets practice)

The ten-day training programme was provided by Thempra, a social enterprise company set up to promote social pedagogy in the UK through training and staff development. The organisation was founded by two German social pedagogues, one of whom has lived and worked in the UK for many years. The organisation has provided training courses - primarily for groups of residential workers, and more recently for foster carers - and a number of reports evaluating their courses and projects to which they have contributed can be found on their website www.thempra.org. SIRCC engaged Thempra to provide ten-day courses to a number of Scottish residential organisations. Orkney Islands Council Education and Care Services are among a number of local authority and voluntary agencies committed to drawing on social pedagogic approaches as part of workforce and service development strategies.

Participants

A total of 18 participants took part in the ten-day training programme. Their job titles are detailed in the table below:

Job Title of Participants
Assistant Team Manager, Residential Child Care Services
Community Education Worker
Depute Head Teacher - primary school (2)
Fostering and Adoption Service Worker
Peripatetic Early Years Support Teacher
Principal Teacher, Guidance (2)
Senior Social Worker, Throughcare and Aftercare
Social Care Worker, Residential Child Care (3)
Social Care Worker (JASP)
Social Worker (JASP)
Teacher (JASP)
Teacher, Support for Learning
Team Manager, Social Services

2/policy context

Chapter overview

This chapter outlines key aspects of the policy context for social pedagogy in Europe, the UK and Scotland.

Social pedagogy in Europe

There is a wide range of research, training and professional practice that is covered by the term 'social pedagogy' as practised across much of Europe. The following summary may be a useful starting point for those not familiar with social pedagogy:

The term 'social pedagogy' is widely used in continental Europe to refer to the theory and practice underpinning the work of those professionals involved in supporting and fostering the personal development, social education and overall welfare and care of the whole child (extending, in some cases, to young adults). Indeed, in many countries in continental Europe there are professionals known as 'social pedagogues' and professional training courses in social pedagogy. Social pedagogy in continental Europe occurs in a range of settings, including residential care, nurseries, schools and youth clubs.

(Kyriacou, 2009, p. 101)

UK relevance

The work of the Thomas Coram Research Unit (TCRU) accounts for much of the body of research and evaluation around social pedagogy in the UK. In a 2008 TCRU briefing paper on social pedagogy in the UK, the authors emphasise that one of the perceived strengths of the approach is its broad general application across services. For this reason, it is seen as relevant to the UK where there has been for some time a considerable policy emphasis on the importance of collaborative working between professionals and their respective departments or agencies. The authors contend that 'this is a time when the borders and relations between different types of services are changing, workforce issues are to the fore, and there is a desire to find new approaches.' (Petrie et al., 2008, p.2). The Orkney context is certainly consistent with this claim.

Inter-agency focus

The *Getting it Right for Every Child (GIRFEC)* agenda in Scotland encourages professionals to work together across professional boundaries with the child or young person at the heart of all care planning using a 'national practice model' (see <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright/practical-tools>). The call for professionals to work together, and share resources and expertise to improve the life chances of children, young people and families at risk is a central theme across Scottish policy. This agenda is reflected in the following developments:

- *Achieving Our Potential* (2008) which outlines the approach of the Scottish Government and its partners to tackling poverty and income inequality
- *Equally Well* (2008) which addresses inequalities in health (care) and well-being
- *The Children's Summit: The Pledge for Scotland's Children* (2010)
- *Health and Wellbeing in Schools Project* (Scottish Government, 2011)

The consultation on the 'common core'

This evaluation seems especially pertinent to the recent Scottish Government *Consultation on the Common Core of Skills, Knowledge & Understanding and Values for the Children's Workforce in Scotland* (May 2011). The consultation promotes inter-agency working and training which is central to the social pedagogy model.



3/evaluation questions & methodology

Chapter overview

This chapter outlines the design of the evaluation. It details the three evaluation questions, the timing and purpose of activities, the research tools used and the sampling.

Evaluation questions

The evaluation questions were:

1. What was the impact of the training on participants' day-to-day practice?
2. What impact did the provision of social pedagogy training to multi-agency participants have on their inter-professional and inter-agency collaboration?
3. What helped and hindered the process of building inter-agency collaboration, and what key challenges can be identified?

Evaluation design

The evaluation was designed to produce information about the way participants themselves interpreted the impact of the training. Information was obtained by using a combination of questionnaires, individual interviews and focus groups at three different stages after training unit 3. This meant that changes in participants' perceptions over time could be analysed. Some additional information concerning the perceptions of senior managers who did not participate in the training was also collected.

The first stage of the evaluation consisted of a baseline questionnaire filled in by all 18 participants.

During the second stage (six weeks after training unit 3), the evaluator conducted individual interviews and focus groups.

During the third stage (six months after training unit 3), evaluation activities comprised observation of a 'strategy development day' for managers, a 'follow-up' day of the course (day ten), as well as a series of follow-up interviews and focus groups.

The detailed design of the evaluation is summarised in the table below:

Dates	Stage	Purpose	Tool	Sample/target group
January 2011	Stage 1. Prior to training	Baseline information	Questionnaire	18 participants
23rd - 24th May 2011	Stage 2. Six weeks after training unit 3	Evaluation of initial changes on practice and inter-agency working	Interviews and focus groups	18 participants: Three interviews Social care Three interviews Education Three focus groups:
14th, 15th and 16th September 2011	Stage 3. Six months after training	Evaluation of changes on practice and inter-agency working	(14th) Observation of strategy development day	Senior managers & heads of service <i>Numbers known by Orkney Islands Council approx. 25 across the day</i>
			(15th) Observation of follow-up day	18 participants and two Thempra trainers
			(16th) Follow up focus group and interviews	Six individual interviews One focus group

3/evaluation questions & methodology

All participants were given the option of volunteering for interviews and/or focus groups. Participation in research using self-selected respondents requires close attention to sampling to ensure representativeness. Selection was according to education or social care setting as well as availability.

The aim of the analysis of the findings throughout this study was to probe the data collected in a way that identified crucial components and helped us to arrive at some general principles to be applied to other situations (Denscombe, 2007).

The baseline questionnaire and the interview schedule are presented as appendices to the report.



4/social pedagogy... key terms

Chapter overview

This chapter outlines key terms associated with social pedagogy that will be found frequently in participants' responses to evaluation questions. The explanations of the terms were adapted from Thempra materials by G. Eichsteller and S. Holthoff.

Haltung

As a German term, Haltung roughly translates as ethos, mindset or attitude. Haltung is about how we guide our actions by what we believe in. In our interactions with others, our Haltung will influence the way we think about others and our relationship with them, and affects the way in which we engage with them.

Head, heart and hands

Social pedagogy is about being with others and forming relationships, being in the present and focussing on initiating learning processes, being authentic and genuine, using one's own personality, and about being there in a supportive, empowering manner. Social pedagogy is not so much about what you do, but 'how' you do it. A social pedagogue is not just a pair of hands, but a whole person comprising Head, Heart and Hands. (Adapted from: Bird & Eichsteller, 2011)

The Three Ps: the professional, personal, and private pedagogue

The pedagogic role can be split into three dimensions: the professional, the personal, and the private.

The **professional pedagogue** explains the child or young person's behaviour through the use of law, policy, research, practice evidence and theory. It helps to make sense of their actions and reactions, relating these to various theories and using professional concepts to direct and reflect practice.

The **personal pedagogue** represents what is offered to the child or young person in the developing relationship. As part of building the relationship, some elements of well- thought-out self disclosure may be used to show authenticity and to build connectedness and attachment.

The **private pedagogue** sets the personal boundaries of what is not shared with colleagues and should also not be involved in the relation with a child or young person one works with.

The 3Ps are constantly in play during practice. Social pedagogues are aware of the interplay between each P and use the 3P model in supervision and on their own to reflect upon their day-to-day practice.

The Common Third

The concept of the Common Third is central to social pedagogic practice. Essentially the Common Third is about using an activity to strengthen the bond between social pedagogue and child and to develop new skills. This could be any activity, be it cooking pancakes, tying shoelaces, fixing a bike, building a kite, playing football together or going on a fishing trip together.

Learning zone versus panic zone (Senninger, 2000)

Our comfort zone is where things are familiar, where we feel comfortable, where we do not have to take any risks. It gives us a place to return to, to reflect and make sense of things - a safe haven.

The learning zone lies just outside of our secure environment. Only in the learning zone can we grow and learn, live out our curiosity and make new discoveries, and thus slowly expand our comfort zone.

4/social pedagogy... key terms

Beyond the learning zone lies the panic zone, wherein learning is impossible, as it is blocked by a sense of fear, and all energy is used up for managing/ controlling our anxiety.

As these three zones will be different for different situations and different for each person, we need to build the personal relationship with that young person to get to know them and their strengths, issues, needs and boundaries.

Challenge by choice

Challenge by choice has in the recent years become a key expression related to activities in the area of experiential learning as used in Social Pedagogy training. Yet experience has shown that it can also promote a positive learning climate in other learning situations. Challenge by choice is meant to encourage the learner to decide for themselves if, what, when and how they can and want to learn. The learner is invited and encouraged to engage in a learning situation, but not forced to do so. It is her or his personal right to skip an activity and to get the acceptance of the group in doing so. The challenge by choice approach is strongly related to the learning zone model.



5/orkney services context

Chapter overview

This chapter highlights two important features of the Orkney services context. Evidence for these was found throughout the evaluation process.

Positive organisational culture

Orkney is a small community and participants indicated that they either knew of each other or already worked together. In addition, the Orkney Islands Council services promotes a strong GIRFEC agenda and positive language and messages regarding the welfare of children and young people in their care. The overall positive 'organisational culture' in Orkney may well have had an impact on the participants prior to the training. Participants indicated that they had been 'handpicked' or 'cherry picked' due to their work remit, work challenges and natural affinity with social pedagogy. Especially those in management positions (middle and senior management) felt this had contributed to the strength of the outcomes of the training.

During interviews, some participants reflected on the relevance of learning about the 3Ps (Professional, Personal and Private) in a small island community such as Orkney and gave examples of how this affected the day-to-day work. One social care worker compared working in Orkney to working in a large inner-city area in England:

An element of the personal and private comes in here because they bump into you in the street. They know I have children. And the children here (of the unit) come to a club that I run. And sometimes they hold my hand and my daughter (seven years) goes, 'Why does she hold your hand mum?'So it's more challenging here to get your 3Ps right.

(social care)

A social care manager explained how most managers in Orkney had at one time or other been practitioners together and that this affects the inter-agency collaboration positively:

Practitioners are quite influential here. Probably more so than anywhere else. And often managers have worked as colleagues together. Lots of people have worked their way up and I won't be the only one who has these peer relationships with other managers. So I can easily knock on the Director's door and speak to her because we often have known each other for a long time. And in a bigger city, maybe you wouldn't even know who your assistant director is. And if you are a good practitioner and a safe practitioner, people will have respect for you.

(social care manager)

5/orkney services context

Experiences of inter-agency training in Orkney

The baseline research showed that Orkney Islands Council organised inter-agency training and that a strong positive ethos of working together and pursuing the GIRFEC agenda pre-existed. The respondents to the baseline questionnaire reported a number of existing inter-agency meetings, groups and fora and many participants reported a number of occasions on which they had attended training for an inter-agency audience such as the recent child protection training.

Despite this, however, all those interviewed reported that the social pedagogy training was very different from any other inter-agency training they had attended. The training asks participants to work on tasks and issues together in small groups, and also requires sharing and reflection of personal values and influences. The level of engagement with other agencies was at a much deeper and more profound level and promoted collaboration and mutual understanding, not only of the working remit, but also of the values base:

It's a completely different training from others I've had. It was about being actively involved with each other. Focus was to learn to work together as a team, rather than just listen to what others were telling you and it was valuable because it was mixed agencies. When I came out of this training I did know a lot more about all these other people and what they were doing out there.

(social care)

Other training sessions are often more 'done to you'. A delivered thing, rather than active involvement. Here it was theory meeting the practice. We were so much more involved. And I suppose you were made to 'feel' more. And the length of time you were together with these people for the nine days. You had to develop and form into a group.

(education)

The training offered something for people at different levels and in different positions. A senior manager reported that they had found the course unexpectedly challenging due to the depth of the self-awareness and the personal reflection that was demanded:

It was a challenging course. Not necessarily in what we were taught, but in the bits where you as a practitioner had to go through it. The self-awareness, the reflection and the use of self. They are the three things that I think were well learned by everyone there. I didn't expect that level of challenge myself. But, I wanted to show everyone that I'm the same as everyone else. That I take the course seriously and therefore put myself through it.

(social care)

6/impact on practice

Chapter overview

This chapter reviews the evidence concerning evaluation question 1: *What was the impact of the social pedagogy training on participants' day-to-day practice?* It outlines changes in professional knowledge and understanding, values and attitudes. It also shows how these were expressed in work with colleagues and with children and young people. Eight themes emerged:

1. Valuing relationships
2. Developing a common language
3. Use of the Common Third
4. More confidence
5. Making time for reflection
6. Strengths of the child
7. Building relationships through daily activities (The breakfast routine)
8. Children's rights and participation.

Valuing relationships

In the interviews, focus groups and on the follow-up day, all participants stated that the importance of relationships in the day-to-day work was affirmed as a result of the training. Most participants felt that the social pedagogy concept of relationships resonated with how they already worked. The training established the place of relationships within a method and theory of work. This gave a clearer purpose to building relationships. In the words of participants, it 'justified and legitimised it':

What it was about is how I practise as a person and about relationships. And when I looked back at when I started, the work I always enjoyed is about building relationships. Social Pedagogy gives it a purpose. I can identify it and just makes it legitimate when you are doing certain things and are building these relationships. It makes it really important.

(social care)

Big head/heart/hand thing from Social Pedagogy. It's the way you relate to people. It's the trust thing as well. That you are not up on a pedestal. It's not that I elevate myself or say that I can't do playground duty, etc., because it's a way to get close to the children/staff. It has to be genuine.

(education)

It is important that you are seen to be doing the normal day-to-day stuff. That you are a normal person. So, be in the playground and talk to the children and talk to them about being on the monkey bar and do you think you can go faster on that. It's so easy to get caught up in the paperwork. But it's really about those relationships.

(education)

6/impact on practice

I think we always worked really hard to build relationships here, because we do know that we can't get people to do stuff, that you have to have the relationship to get him to see the value of what we would like for him, the life that we would like him to have for himself. And he will only accept that if he gets along with you and likes you and there's give and take in that relationship. And the training reaffirmed the value of the relationship.

(social care)

An attitude of unconditional positive regard towards children and young people is integral to social pedagogy. A staff team working in a 24-hour care setting felt that this strongly affirmed their existing approach. This approach is about avoiding punitive responses to children and to find solutions together with them, to love and care for them and create authentic relationships:

He would be very easy not to like because some of his behaviours are not likeable. And you have to try extra hard to make sure he doesn't become the person that people find unlikeable in everyone's eyes. Because he's a child. And he is very likeable. And even in the face of some of the unlikeable behaviours he's still a very likeable child. But the children who are likeable get the services because people want to be involved with them because they make you feel good about yourself. And the less well-behaved children get less because people don't always want to be with them because he is the kind of child that tells you to F. off. So you have to make sure that that doesn't outweigh the support. They are still children and they still need love and care and all of that.

(social care)

It's about responding to kids and for example acknowledging their text. Yesterday in the training someone sent me three or four texts and said; 'Can you do this, can you do that?' And I say, 'Yes, ok thanks.' And put a smiley face. And engage with that, while at other times, she just swears at me, but we get through that. You have to take what she gives, you have to take both. It's unconditional, 'cause you're their family. Of course, also within boundaries and also say, hang on, I've had enough now. I need a bit of distance now.

(social care)

6/impact on practice

Developing a common language

All participants expressed the view that the training promoted a common language that could be used across professional boundaries. At the follow-up day, participants identified this as one of the key benefits of the course.

Participants who were interviewed independently of each other at the six week stage talked about how the training provided a hook or 'coat hangers' to support prior knowledge:

We not only learned some new things, but we were also able to use some things that we already knew. In fact, for me, it was somewhere to hang my coat. It's in my thinking, it's my view, and it's already my philosophy. I've been reading about pedagogy since the pilot in Essex.

(social care manager)

I am now able to back my ideas up with language such as the Common Third or the 'panic zone'. And some additional theory to back this up and relate this to others. I have coat hangers

(social care)

Similarly, another participant described the effect of the training in terms of refreshing prior thinking:

I don't think it's necessarily new, but it refreshes the ideas. It gave us new names for things, and it refreshed the values.

(social care)

Participants also emphasised the improvement in their knowledge and understanding that came from learning new terms associated with social pedagogy:

There were a lot of times where Robyn and Alex were presenting ideas to us. And a lot of us would go, 'Oh right, ok, I'm already working that way.' But.. now.. I know what it is and now I know the name for it and where it comes from. I didn't know it had a name, it was connected to a method.

(education)

It hasn't changed what I would have done, but I now understand it differently (learning zone/3Ps). I see it in a different light and (it) has helped me to reflect on it.

(social care)

Use of the Common Third

At every stage, all participants reported that the term the Common Third had become a key component of the language they used at work. Essentially the Common Third is about using an activity to strengthen the bond between social pedagogue and child and to develop new skills. Participants gave examples of activities undertaken with children and young people to establish the relationship and to find a common purpose.

It is about building relationships and now I've got a word for it. I'm doing Common Third. It's not particularly changed my practice but it's given it a purpose, makes it more legitimate.

(social care)

I am working with a boy who has attention difficulties in the classroom and he talked to me for a good half an hour and showing me web pages of boats and saying he's a skipper and what you have to wear, how you have to move etc. and I wouldn't have known that he had a responsibility as a skipper for a boat. And given how he behaves in class, I would never have known he would be able to do something like that. And I said to him; 'you've got other people's lives in your hands and its very important'. And I use that in talking to other people/teachers who tend to talk very negatively about him and explain a bit more about who he is and what he does. And they are really surprised but it changes their perspective on him. And I would say to him: 'Hang on a minute; would you do this out at sea. Imagine this was a boat. This team of yours would be out in the water.'

And this afternoon I'm going to do this with a boy who is really into his football and he didn't play ball in my class and the win/win is in the passing and if you can't pass your exams..well... and I want to make sure that you kick the ball in the right direction. Using my limited football knowledge.

(education)

I was recently helping a young person move into their house and fixing her chaos and there was a lot of swearing from her side (not from my side though tempting as it was) and we look back on that together now and both shared that moment. And now it's like a classic Common Third moment and we both laugh at it and we both reflect on it and it's really important and we wouldn't have reflected in the same way on that in the past.

(social care)

6/impact on practice

More confidence

Two social care participants with a lower-level professional qualification reported that the training had increased their confidence, especially when they needed to speak to representatives of other agencies with higher qualifications or job status:

I am much more confident, even especially in the last three months which is since the social pedagogy training, I suppose. I, for example, like being in charge of the handover, while before, for years and years I let other people take the lead.

(social care)

I learned to say things out loud to others. I guess that has also something to do with me feeling more confident about having an opinion.

(social care)

Making time for reflection

Reflection after each experiential exercise is a significant part of the Thempra training. Social pedagogy asks professionals to reflect on their practice in order to meet the needs of children and young people more effectively.

Members of one social care team reported making more time for reflection and discussion of issues during the weekly team meetings, and managers had made it part of individual supervision. In addition they held a CPD day on social pedagogy.

As a team we are taking more time for reflection, for dialogue and for exchange. And our manager, she understands, she's really supportive of this. Social pedagogy is about reflection and at the training we really took the time for this.

(social care)

We talked a bit about parenting styles (in the team) and talked about why a decision was made on shift based on people's parenting styles, we talked about what the parenting style of that worker was. Especially when we talked about social constructions of childhood at a team meeting. How do we view children? And how does this affect your parenting style and decision making in the unit?

Around the holidays: What do we think about /expect children of a certain age to do during the holidays? Do we let them sleep until 15.00 in the afternoon? What do we want for our children?

6/impact on practice

One of our sessional workers reported after the team day that she had applied the 'zone of proximal development' and she was so enthusiastic about it as it had worked so well. And I felt really encouraged that the passing on of the learning is working in the team.

(social care)

They also reported taking part in a social pedagogy day where each member of staff was encouraged to share learning about social pedagogy with another 'untrained' member of staff.

One education participant described their personal learning in these terms:

One of the things I was guilty of in the past was rushing into things too fast. And reflection was a really important part of the course. And that's something I need to think about as well. Make sure that I, before I go into a situation, think how I actually want to approach something rather than go straight into it.

(education)

For another education participant, writing from the standpoint of a school manager, it was difficult to create opportunities for reflection due to time pressures:

It's difficult to find the time like we did at the training for that kind of reflection, but... I can now see the value in having that time. I'm not sure yet how I will be able to create that space in my team for this kind of reflection, but I would like to reflect and think and plan more together.

(education)

Strengths of the child

In particular, two interviewees gave examples of how they had adopted a more strengths-based approach in their work due to the training. This corresponded with the approach embedded in GIRFEC and the Curriculum for Excellence (CfE). Both interviewees had a managerial role and were influencing a staff team in this regard.

One education manager reported a number of situations where they had highlighted this approach with staff. For example, in the context of language being used to describe a child in school reports:

I'm now going back to (teaching) staff and say, 'Look I don't want you to dilute this necessarily, but I want you to think about the way you said that. Think about how you could phrase that in a more positive way.'

(education)

6/impact on practice

A similar approach was described by the social care team:

Rather than a deficit model rather than you didn't do this, you didn't do that focus on what you were doing or what the child was doing that was good and that we can build on.

(social care)

The same education manager also described improving practice in terms of the responsibility of all staff to consider the learning process and find ways to engage the child. Furthermore, they placed this in the wider context of educational policy:

Rather than just say, 'that child cannot do that' say, 'but what can I do to help that child? Is there something I can change in the learning process to help them to engage with the learning?' And I'm trying to clarify the role of the additional support teacher. It's not just their role, and it's not just about taking children out of the classroom to do work separately. It's also the role of the classroom teacher and within the whole classroom. It links with the Curriculum for Excellence, it's the whole wider picture of inclusion and involvement.

(education)

Building relationships through daily routines: Breakfast

Social Pedagogy promotes an appreciation of rituals, routines and celebrations, which is particularly relevant to situations of 24-hour care:

Social pedagogy fits so well within residential child care, in terms of the rituals and rhythms and the building of the relationships and the smaller moments that you have with young people. The meals, and the structured times.

(social care)

The care home in Orkney took this on board and decided that staff would make breakfast for the children and young people. Staff reported that they, and the children and young people, experienced this as a positive change that created a calm start to the day. One member of staff stated that healthy eating at the breakfast table increased because chopped fruit was available:

We chop up fruit in the morning and at a set time every morning, set the cereals out for the group, etc. Have breakfast together. The kids really like it. They haven't really said much about it, but they are eating much more fruit now. They will sit now, have a piece of toast and a drink and have a chat, really.

(social care)

6/impact on practice

Another member of staff described how her attitude changed:

I always thought, I'm in too much of a hurry to do that. To sit down and eat breakfast with the kids. There's always children in the shower and bags needing to get ready. But, I must admit, there is time to sit down and have breakfast with the kids.

(social care)

Children's rights and participation

Due to the training, an education manager became strongly motivated to put children's rights and participation into practice:

I have a much better understanding of children's rights and gained a real interest in children's participation. It's very easy to let children's participation be so tokenistic. I really wanted to go back to my workplace and set up meaningful participation for children, for example in the form of active school councils.

(education)

They moved to a new post during the six month period when the impact of the training was monitored. In their new role, they began to encourage greater participation in decision-making by children and young people. They also recognised that this goal entailed a corresponding change in the way decisions involving the teacher and staff were made:

Staff involvement: For example, people tended to be used to listening to the headteacher and be told what to do and get it on a piece of paper and leave the meetings like that. But Rights and Participation also applies to the teachers and in the recent meetings I said, 'right we are all going to do something' and I gave them all post-its to think about ideas rather than just sit there and look at me.

(education)

7/impact on inter-professional & inter-agency collaboration

Chapter overview

This chapter reviews the evidence concerning evaluation Question 2, *what impact did the provision of social pedagogy training to multi-agency participants have on inter-agency collaboration?* It outlines ways in which the experience of the training and awareness of the concepts introduced has influenced collaborative working in Orkney between the group of participants, between agencies and between professionals. Seven themes emerged:

1. Trust, understanding and awareness of roles
2. Holding others to account
3. Traditional expectations of roles
4. Educational outcomes versus health and well-being
5. Practice example - transition to secondary school
6. Practice example - early engagement with parents
7. Influencing other agencies.

Trust, understanding and awareness of roles

All eight participants in a focus group six weeks after the training expressed the view that trust had been strengthened between them. In addition, they indicated that they had an improved understanding of the job roles held by fellow participants. This was reaffirmed by two staff during their personal interviews:

I don't think there was ever mistrust or distrust with agencies to the point that it has been detrimental to the young person, certainly not, but... things have not always worked. There are those initial assumptions and barriers between agencies and those have been broken down for those people on the course.

(education)

I will already have a better understanding of who colleagues are and where they want to go. And they will already have an understanding of who I am over the nine days, so that will eliminate some of the barriers. And as quickly as possible we can get down to the business of thinking about the young person, we don't have to go through the introductory phases.

(social care)

One participant explained that their awareness of the equality of social work and education roles performed by staff at different agencies had increased:

I feel I'm just slightly more aware that everybody's role is equally important more aware to think beyond my own role, thinking about what people are doing. It's a change from complaining: Oh, (about other professionals) what are they doing, they just don't realize.... Rather than silently complaining I can now think: 'Go and say it, because, no they probably don't realize this because I haven't told them'.

(social care)

7/impact on inter-professional & inter-agency collaboration

A social care manager stated they would have had good relationships with the staff that took part in the training even if the training had not taken place. This was because they had a similar outlook:

I don't think there are any real changes in this. I think we always did that really well but I think we have built really good relationships with people who were at the course. And that's always a bonus. But the kind of people on the course were the kinds of people I would have had really good relationships with anyway. And they were thinking like like-minded people.

(social care manager)

Social care staff reported a better understanding of how educational establishments work. They stated that it is helpful having a person trained in social pedagogy to contact if a child in their care needs support.

Participants stated that the common language and understanding of social pedagogy made the process of developing effective intervention much faster. They also explained that they had a strong sense of shared purpose as a result of the training:

Key point is that we are all in this together. Big thing I took from it. One of the teachers actually mentioned that and it really impressed me, coming from a teacher, that we all want what's best for kids in the end. And perhaps I didn't always think about that, that teachers do want the best for the child as well. They are in it for the caring as well.

(social care)

We have a lot of similarities. We may not be singing exactly from the same hymn sheet, it's the same sheet, but a different book. We're going into the same direction. There were many crossovers. It's that little thing that 'different focus' to what social services are looking at and what education are looking at. I found it very valuable.

(education)

Holding others to account

A social care manager started to be more firm about holding other people to account following the training:

I have a different role as manager; the bit for me is holding other people accountable. I'm much more firm and saying to people; 'Actually you say you are going to give support, but what is that going to look like, what actually are you going to do?' And if people say; 'We can't', well, then maybe you are not the right person. Because this is what we need. And if you can't, well that's ok, but this is what we need so how are we going to do that?'

7/impact on inter-professional & inter-agency collaboration

Here the manager put into practice the ‘challenge by choice’ method introduced during the training. This involved asking colleagues for a clear answer stating whether they are ‘in’ or ‘out’ in terms of being available to give support to a child. The manager explained that given the stigma attached to children in care it was necessary to demand the right services for them and for professionals to recognise the commitment they make to provide those services. The manager believed that this approach was an appropriate expression of their role as a corporate parent. They also explained how the ‘challenge by choice’ method specifically applied to relationships with the child:

It’s made me more conscious of what other people say and do. I notice things more. For example, if a social worker says, ‘I’m worried that a young person will do x, y and z.’ I will now think, ‘Oh, but what will that do for your relationship?’ And I might say that to them depending on the relationship I have with them and say, ‘Did you think about that?’ And ‘What else are you going to do?’ And I will say that to them because they will need to build that relationship.

(social care)

Traditional expectations of roles

In two interviews and one large focus group, participants were unanimous in agreeing with the proposition that professionals tend to think within their professional and organisational boundaries when devising care plans. By contrast, social pedagogy stimulates professionals to look beyond those boundaries and to explore the available skills that may match the needs of a service user and their family.

What is meant by this, for example, is that traditionally the social worker usually has the contact with a parent. But the skills or the relationship that is required to engage with a parent may not necessarily lie with the social worker. They may be with the residential child care worker or the JASP worker. Being able to say that, actually, there is someone with better skills or who is better placed to contact a parent is working beyond professional boundaries and within a skills set.

Equally, in some circumstances it may not be best for a child to learn at school. Inter-agency working beyond professional boundaries could facilitate a better approach. Temporarily, a child could be placed in a different establishment or, indeed, educated within the home environment.

In interviews conducted six weeks after the training, social care and education managers expressed their support for this approach:

(Six week interview): It’s early days in terms of the way we work together in meetings and regarding our collaboration and seeing the full cascade down from this will take time. But often people will think within their professional and organisation role in terms of the services that they can provide to children generally.

(Six month interview): In my situation this has shifted. For example I’m the lead professional for some of the young people with other people from the course. And we are looking very much at ‘what’s available and who can do it’. I think it’s giving us the push to look more creatively at the skills set that is available within the group beyond those professional boundaries of who should be doing what.

(social care manager)

7/impact on inter-professional & inter-agency collaboration

Whether it's because we are conscious of time constraints, whether we try to get things done too quickly. Rather than actually thinking about skills, we tend to think about resources that one has and can put in place. This leads to a patchwork of agencies throwing in their tuppence worth of work. And meaning this in the best way possible. I think that the conversations we can have, certainly with colleagues from the Social Pedagogy course, will be more about looking at individual skills and how that can work (rather than professional resources and remit).

(education)

Educational outcomes versus health and well-being

A number of secondary education staff said the course had reaffirmed a belief that health and well-being should come before educational outcomes and that emotional health and well-being is a prerequisite for a young person achieving in education. This reflects awareness of the learning zone concept in social pedagogy and the Scottish Government health and well-being in schools project (2011):

For guidance teachers the main focus is from an education point of view. The long term goal of qualifications is in the 'back of our minds' while for others in an education setting, especially teachers, this would be more in the 'front of their minds'. But the well-being of the young person is the most important so that they can actually go on and achieve these qualifications. Achieve positive relationships and feel able to leave school and go onto something positive and make progress. The training affirmed this view.

(education)

A lot of what we do is invisible. And therefore it is hard for some schools to see the value of what we do. Often the anxiety of kids is so high they can't learn in a class setting / can't be with others. It is about increasing their 'comfort zone'. Their anxiety is so high they are not able to learn. Get that reduced and get schools to understand this / buy into this.

(JASP team)

Two education staff said they felt more confident to 'stand for this' as well as to engage in dialogue with colleagues about this belief. In addition, an education participant said that it was a challenge to disseminate the thinking given that they were the only person in the department who had followed the training.

Social care staff highlighted the need to support children so that they are able to learn and to ensure that other professionals don't push the young person to do things he or she isn't ready to do yet (push them into the 'panic zone'):

We've had to be very firm with people about not introducing new stuff when we think the young person isn't ready.

7/impact on inter-professional & inter-agency collaboration

And being able to say to people- actually, we are the parents here. And as any parent here, we will say no, and not accept second best for a child. We will fight for him and make sure that if I think- or if a social care worker thinks- he's not ready to go to school for the afternoon, then we won't send him. We will phone and let them know but we are not going to send him it at the expense of everything else and keep him in period 6 because he can't miss maths. We will deal with that later.

(social care)

A participant reported issues around subject staff in schools not having been engaged in the training. This posed difficulties in engaging them in communication around children's issues and learning.

They are known to have a strong focus on educational achievement and really don't understand what we try to do. It's just 'soft and woolly stuff' to them. It's like pulling teeth and is very disheartening at times. They just don't understand it at all

(JASP team)

Practice example - Transition to secondary school

This had to do with a boy in transition to secondary school. We started very early with the process of developing a plan for him given how anxious he was and how difficult he finds change. JASP was involved from the beginning and a guidance teacher from the secondary school who had followed the social pedagogy training. He has been an excellent representative and support to us. Currently the young person is on a reduced timetable and comes home for lunch to have some down-time. He does some time with JASP as well and also gets 1 to 1 support to deal with some social skills issues. There is communication twice a day with the school. And, for example, there was an incident last week where he swore at a staff member at another project and they phoned us and we came down straight away to give support. It's going really well, and he's building up his timetable now. It's getting increased this week.

(social care)

7/impact on inter-professional & inter-agency collaboration

Practice example - Early engagement with parents

The Health visitor approached me a couple of weeks ago about having a baby clinic in the school. We have a nursery attached to the school. I thought that was a great idea. We are also starting home link services into the school. I hope we get the triple P. parenting courses for parents who would like to do that. It also makes these people a bit less 'scary'. They are there for support and we as a school become more part of the community, more accessible. We are starting with a monthly clinic to get the less confident parents in. We just have to see how it works. I want to bring down the thresholds and make them feel more comfortable to come in earlier and build those relationships with parents. Some staff are feeling slightly worried about letting all these other agencies into the school, but I recognise that we need to build the relationships early.

(education)

Influencing other agencies

A social care worker described how they explained ideas from the social pedagogy training about relationships with children to representatives of other agencies they were in contact with. They had spoken in a similar way to foster carers.

I have more links with housing and communities Scotland etc. and we talk about things and I explain about how important it is to build relationships. And I support foster carers and have talked to foster carers more about the importance of the relationships and introduced some of the language of social pedagogy.

(social care)

8/emerging inter-agency issues

Chapter overview

This chapter reviews the evidence concerning evaluation Question 3, *what helped and hindered the process of building inter-agency collaboration and what key challenges can be identified?* It outlines a series of themes that emerged from participant interviews, participant discussions at the follow-up day and senior management discussions at a strategy day. Eight issues emerged from the training:

1. How to engage colleagues
2. Training representation
3. Management support
4. Training managers
5. More training for practitioners
6. Common language and framework
7. Social Pedagogy by design of the organisation
8. Building the evidence base

How to engage colleagues

A key point raised by participants at the follow-up day was how to engage with colleagues who just did not understand what social pedagogy was about, considered it ‘woolly stuff’ and did not seem to want to engage with the ‘health and well-being’ agenda that social pedagogy promotes.

In response, the trainers reiterated that social pedagogy is about ‘unconditional positive regard’ for others, both the children and young people that we work with, and colleagues. They recognised the challenge that this offers but asserted the idea of continuing to slowly ‘chip away’ (a favoured expression among participants) and the value of being a positive role model. At the strategy day, senior managers acknowledged the value of training participants acting as role models.

Training representation

Makes my job easier. I don't need to remind everyone all the time, remember about the life space, remember about what we are trying to do here. Think about the relationships, the Common Third, etc. I don't need to do that all the time. I have three contracted members of staff who went on the training who are on shift at different times who do that too and help with that.

(social care manager)

Those attending as single participants from their organisations found it more challenging to pass on learning compared to those who were trained alongside one or more colleagues. The larger the number of staff from the same organisation being trained, the deeper (and wider) the impact seemed to be.

Those trained in a team indicated it was easier to make changes in their practice due to having the shared language and being able to use the ‘new’ words. Those trained as the sole person in their organisation indicated it was more difficult to explain to colleagues as well as to implement more widely within their department.

8/emerging inter-agency issues

All six of us are doing it here and that's very different from any other training I've been on. This is really good because we can see a real change in the way we work with young people. We have the shared language now and we use the words and it's quite fun as well. And the learning zone and all are very easy to understand. The staff use it with the young people, and we use it with each other and talk about the zones and the zones getting bigger, smaller etc.

(social care)

We had an away day as a team and we all had to explain one aspect of social pedagogy to another member of staff who had not been on the training. And we are now slowly all starting to understand the terminology together. So we use words like Common Third and 'the personal versus the private' or about keeping young people in the 'learning zone'. We now all understand what that means.

(social care)

I would really like Orkney council to put on social pedagogy days as part of a revised infrastructure, social pedagogy structure. I put that on the list of recommendations yesterday (at the follow up day). And we could maybe have workshops with elements of social pedagogy and mix with other agencies, etc. and have joint in-service days. If we do that, it's then part of the structure, rather than just me ploughing away on my own and having to say to colleagues; 'Yes, we are looking at shoes on the internet, but it's all part of social pedagogy'. It's the Common Third.

(education)

I feel I just need to keep 'chipping away' at it in the department and slowly the language will start to be clearer to my colleagues. They have heard me mention the Common Third quite a bit and I think they are starting to pick that up.

(education)

Management support

She (senior manager) understands and therefore she knows we need the time to reflect together, to talk together, to learn together and she's willing to give us the resources we need to do this.

(social care)

The evidence from interviews with participants was that greater impact and dissemination of the learning to the wider organisation was achieved where there were supportive managers with knowledge of social pedagogy. Training and reflection time provided to staff also contributed.

8/emerging inter-agency issues

There were distinct differences between the extent of management support and implementation of social pedagogy in the social care sector and the education sector. A key factor was that six people in a single social care team were trained.

This social care team indicated strongly during the interviews that having a supportive manager is a key factor in enabling the team to feel confident about applying social pedagogy as well to engage with their colleagues in this manner, both inside the organisation and in an interagency context.

We are really lucky, we've had (senior manager) really driving it along. She drives it, she makes it available and ensures that it stays part of our ethos and keeps us right.

Conversely, when managers did not seem to understand the value of the work, staff felt downhearted and misunderstood in their work. A participant gave an example of this type of situation:

We did a cake sale and the young people were involved in all aspects of the work. From the planning to the creating and sending round of invitations and the baking and organising, selling, etc. We did this as part of a process of building self-esteem, learning systematic planning, working as a team and taking responsibility and action. And these are all transferable education skills and link for example to home economics.

One of the managers had responded by saying, 'Why do you have a bake sale? Surely you have enough money already?' From the perspective of the staff member, it was clear that the manager did not understand the point of the bake sale. The exercise offered the young people a chance to practise essential life skills that could be transferred to a school setting. Some of these skills were directly related to curriculum outcomes - in home economics, for example. Even though the activity took place outwith a formal education setting, the aim of the engagement with young people in the project concerned is to build a bridge back into school by developing relevant social skills and personal confidence. This takes time and often a phased approach.

Training managers

Education, health and social care managers indicated at the strategy development day that they wanted to gain a 'working knowledge' of social pedagogy to enable them to give more adequate support to practitioners that had taken part in the training.

A manager trained in social pedagogy stated in a personal interview the benefits of having been through social pedagogy training:

I wanted to show everyone that I'm the same as everyone else. That I take the course seriously and therefore put myself through it. In fact, I wanted all of my staff on the course. I wanted the children to have the opportunity to have the care that we think is so important to them. At least all managers have been through the ten days and three care staff, just about half of the contracted team in total.

(social care Manager)

However, the group of health, education and social care managers stated that they wanted to know and understand more, but not necessarily in the form of ten-day training. They preferred the idea of a shorter version of the training which would cover the key elements and include how to make more structural changes within their organisation that would incorporate social pedagogy into the infrastructure.

8/emerging inter-agency issues

Many staff and managers talked about 'ripples of change'. Social Pedagogy is not necessarily a model that can be passed on through short training sessions focused on knowledge. As one of the education managers said:

We should not try to compress those ten days into three hours CPD sessions, but look for social pedagogy by design of the organisation. Look for cultural change from within. It also needs trust of the manager in the skills of their staff.

More training for practitioners

During the six months interviews a number of interviewees advocated for the continuation of a further cohort of social pedagogy training for practitioners.

And it's almost like you need to get the like minded people converted and get the culture shifted so that there's no space for people with negative attitudes in there. So they don't have an audience. I think that for some people you are just not going to convert them. And some teachers, they have been working in a certain way for a long time. They were also trained in a different time.

(social care)

I think what you should do is cherry pick the next lot of people and get like minded people that would really enjoy the course and be really good practitioners. Some of them will be managers. Assistant managers, people in my role as well. But I think you need to cherry pick again. And if you get one or two resistant people then the experience won't be great.

(education and social care)

Three middle managers (education and social care) indicated it would be good to have health professionals involved as participants in the training such as school nurses, maternity services, paediatric physiotherapists, foster carers and health visitors. Education professionals recognised that having more people within their teams trained would really drive the social pedagogy agenda forwards and make them less isolated in their institutions:

Orkney council putting on social pedagogy days as part of a revised infrastructure, a social pedagogy structure. I put that on the list of recommendations at the follow up day. And we could maybe have workshops with elements of social pedagogy and mix with other agencies etc. and have joint in-service days. And then it's clear that 'yes' we are going to do that. It becomes part of the infrastructure and I don't have to explain all the time.

Common language and framework

A key aspect that managers were drawn to was the common language shared by professionals that had attended the training, as well as the possibility of developing a common framework across professional boundaries and specific social pedagogy related frameworks for different professional groups such as education, health and social care.

8/emerging inter-agency issues

Social pedagogy by design of the organisation

Social pedagogy by design was a key recommendation made by senior managers. This meant making changes to structural elements such as:

- Development of Terms of References for classroom assistants, teachers and social care workers which integrated key characteristics of social pedagogy into the person specifications and into other elements where relevant and possible.
- Integration of social pedagogy elements into supervision, such as an emphasis on relationships and experiential learning activities (either outdoor or indoors).
- Support practitioners of social pedagogy and create a model for dissemination of knowledge.

Awareness of children's rights, participation, collaboration with parents and strengths-based working were seen as related to social pedagogy as well as the GIRFEC model. Even though it was suggested that it was probably too early to pursue the use of the 'common language of social pedagogy', continued development of role modelling of good practice as well as integrating some of the terminology was desirable.

Building the evidence base

Senior managers asked for ideas on how to build evidence concerning the use of social pedagogy and the benefits of this model of working. The following approaches were recommended in the context of social pedagogy and GIRFEC:

- Self-evaluation
- Focus on strengths and weaknesses within organisations
- Evaluate how organisations work with partners
- Learner participation and empowerment



9/summary of evaluation & impact analysis

Chapter overview

In the first part of this chapter the evaluation questions are answered. Then the impact of the training is summarised. Finally, based on the results of the evaluation, key considerations concerning future training are highlighted for Orkney Islands Council and CELCIS.

Evaluation questions

1. What was the impact of the social pedagogy training on participants' day to day practice?

The most significant impact seen was that a common language was established that crossed professional boundaries. It included terminology such as building relationships, head, heart and hands, the Common Third and the learning zone. At the follow-up day, participants identified this as one of the key benefits of the course. The common language had entered day-to-day practice, the interaction of the team and their engagement with children and young people. In addition, the consensus among participants was that the training (in their words) affirmed, justified, legitimised and contextualised their way of thinking and existing practice.

2. What was the impact of social pedagogy training to multi-agency participants on their inter-professional and inter-agency collaboration?

Participants were able to describe several examples of inter-professional working as well as inter-agency collaboration inspired by the training: holding others to account for delivering the support children need, focusing on the skills set when planning care, and acting in a corporate parent role to ensure that children and young people have appropriate educational provision. According to participants, the common language and understanding of social pedagogy is making the process of developing effective interventions much faster. They also expressed a strong sense of shared purpose as a result of the training.

The training strengthened trust between professionals and created a better mutual understanding of job roles. This result may have been influenced by shared attitudes held at the outset, since participants were selected on the basis that they were favourably disposed towards social pedagogy.

Several education participants stated that they had a better understanding of the importance of health and well-being for educational achievement. Social care participants indicated that they had a better understanding of how educational establishments worked.

Moreover, the social pedagogy training has added a new dimension to collaborative practice by emphasising the identification of relevant skills to support the child across professional and organisational boundaries when devising care plans.

3. What helped and hindered the process of building inter-agency collaboration and what key challenges can be identified?

A key challenge raised by participants was how to engage with colleagues who did not understand or wish to engage. These were mentioned during the follow-up day and the six months interviews as factors that hindered the implementation and further dissemination of the learning. In response, among the participants, there was an emphasis on the 'unconditional positive regard' standpoint and the idea of 'chipping away' in order to create 'ripples of change'. There was general agreement among participants that building in time for reflection within team meetings and supervision would support the process of developing understanding and changing attitudes.

9/summary of evaluation & impact analysis

Social care participants indicated that having a substantial number of the team trained at the same time assisted implementation and development of social pedagogy. In addition, this enabled learning to be shared more effectively with untrained colleagues in the team.

There was a unanimous view that having a supportive and trained senior management team was a significant help. The supportive approach of the social care management team was viewed by participants as a determining factor regarding the impact of the training on the day-to-day practice in the 24-hour care services.

This contrasted with the situation of those participants that worked in a school as the sole person trained in social pedagogy. During interviews and the follow-up day, education practitioners indicated the need for more support from their managers in their quest for dissemination of social pedagogy within their organisations. During the strategy development day, managers identified that having at least 'working knowledge' of social pedagogy would be a prerequisite for being able to do this.

At the strategy day, managers stated that they wanted to learn more but not necessarily in the form of ten-day training. It was also recognised that CPD sessions may not be appropriate. Therefore, alternatives were discussed. Emphasis was put on the concept of embedding support for social pedagogy in the design of the organisation. In addition, inter-agency in-service days with a focus on dialogue related to the health and well-being of children were proposed.

Some training participants proposed that the programme should be repeated for a new cohort of practitioners. Others indicated that training health professionals such as school nurses, maternity services, paediatric physiotherapists, foster carers and health visitors would be helpful.

2. Summary of impact

We can conclude that the training has had a significant and substantial impact on every participant. Each person interviewed or observed during the evaluation process was able to indicate how the training had influenced their practice and their inter-agency working - albeit in different ways and at different levels - and was able to give evidence for this.

Even though the content of the training resonated for most participants with a personal 'mindset' that was already held, the training brought different ideas together into a framework that justified and legitimised this personal way of working and thinking. It also connected them to each other and built bridges in collaborative working. The experiential way of learning, common language and reflective thinking were key elements that contributed to this growth.

Different professionals gave examples of how they engaged with other agencies and passed on learning from the social pedagogy training. The central element in all of these accounts is the understanding of the necessity of building relationships, with agencies, parents and young people.

3. Key considerations for future training

The ten-day social pedagogy course was in effect a pilot programme to test the value of adopting a social pedagogy framework as a model for enhancing support for children and young people as well as inter-agency and inter-professional collaboration. The evidence gathered suggests that the social pedagogy training and development programme has been effective in these areas. If the council wishes to build upon the gains achieved to date the following points are highlighted for consideration:

1. There is substantial evidence of improved practice and inter-agency working in line with the principles of social pedagogy following the ten-day Thempra course.

9/summary of evaluation & impact analysis

2. Social pedagogy training has been shown to support delivery of the inter-agency model established in the national policy agendas Getting it Right for Every Child (GIRFEC), Equally Well and Curriculum for Excellence (CfE).
3. The reflective and experiential elements of the training were fundamental to effectiveness. This means that the time allowed for the training must be maintained, especially when training practitioners and middle managers.
4. There is scope for health and additional education staff to undertake the 10-day training. Other potential audiences were also identified.
5. Leadership training on social pedagogy for managers is required. This could take the form of a 3-day Thempra leadership course.
6. Changes in organisational design could support the process of 'ripples of change' the training participants are currently engaged in. As a first step, job profiles could be revised to reflect social pedagogy.
7. Continue to put on support days and 'interest days' for practitioners in social pedagogy to support them as positive role models.
8. Undertake further research on the impact of social pedagogy on inter-agency working between health, education and social care professionals. This should include the views of children, young people and parents.



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appendix 1/explaining social pedagogy?

1. Definitions

There is a growing literature on social pedagogy in the UK and a recent text-book from Claire Cameron and Peter Moss, 'Social pedagogy and working with children and young people: where care and education meet', is recommended for those who want to examine this subject in more depth. It is important to recognise that there is no single 'social pedagogy', as it has evolved somewhat differently in each of the countries in which it is found. Social pedagogy essentially describes the way societies think about children, their education and their upbringing. The term originates from the Greek paidagogeō: 'Pais' or 'Paidos' means 'child' and 'ago' means guide. Hence, the term literally means 'a child's guide'. The word 'social' stems from the Latin word "socius" which refers to someone who is an ally and therefore will offer help and support. Researchers from the Thomas Coram Research Unit, seeking to explain social pedagogy to a British audience, define social pedagogy as 'Education in the widest sense', 'a holistic approach to a child's upbringing', and 'where care and education meet (Cameron and Moss, 2011, p.8-9). Social Pedagogy is about constantly creating and providing opportunities for learning through interaction and joint activities in relationship and connectedness with others.

Bird and Eichsteller (2011) attempt to capture the essence of Social Pedagogy in a nutshell:

Social Pedagogy, it could be argued, is all about 'being' – about being with others and forming relationships, being in the present and focussing on initiating learning processes, being authentic and genuine, using one's own personality, and about being there in a supportive, empowering manner. Social pedagogy is like an art form; it's not just a skill to learn but needs to be brought to life through the social pedagogues 'Haltung' (her mind set or attitude). In other words, social pedagogy is not so much about what you do, but 'how' you do it. This perspective of social pedagogy means that it is dynamic, creative and process-orientated rather than mechanical, procedural and automated. This means it requires a social pedagogue to not be just a pair of hands, but a whole person.

(Bird and Eichsteller, 2011, p.1)

2. Thempra Diamond Model

Thempra (Theory meets practice) has developed a visual symbol - the diamond - as a means of describing the 'core aims' of social pedagogic practice. As well as being a conceptual device which integrates various domains and theoretical elements, the diamond metaphor is also intended to convey something about values: the dignity and worth of each individual. In this poetic sense it is the job of the social pedagogue to 'find the diamond' within each young person they work with.

The Diamond Model symbolises one of the most fundamental underpinning principles of social pedagogy - that there is a diamond within all of us. As human beings we are all precious and have a rich variety of knowledge, skills and abilities. Not all diamonds are polished and sparkly, but all have the potential to be. Similarly, every person has the potential to shine out - and social pedagogy is about supporting them in this. Therefore, social pedagogy has four core aims that are closely linked: well-being and happiness, holistic learning, relationship, and empowerment.

(Holthoff and Eichsteller, 2009, p.60)

appendix 1/explaining social pedagogy?

A Scottish residential worker describes her appreciation of the model thus:

In order to realise these core aims, social pedagogy has to be about providing positive experiences. The power of experiencing something positive - something that makes us happy, something we have achieved, a new skill we have learned, the caring support from someone else - has a double impact: it raises our self-confidence and feeling of self-worth, so it reinforces our sense of well-being, of learning, of being able to form a strong relationship, or of feeling empowered; and by strengthening our positives we also improve our weak sides - negative notions about our self fade away.

(S. Douglas, personal communication)

As an academic discipline, social pedagogy uses research, theories and concepts from other sciences such as sociology, psychology, education or philosophy. The resultant academic discipline thus aims to equip practitioners with the values, skills and knowledge to address the various needs and rights of individuals in an integrated way. All four of the 'core aims' from the Diamond model point to the fact that social pedagogy is about process: 'well-being and happiness', 'holistic learning', 'relationship', 'empowerment' - none of these is a product that, once achieved, can be 'ticked off' or viewed as completed. Proponents of social pedagogy argue that these aims should be viewed as fundamental human rights to be continuously protected.

3. In the participants' words

When reading the findings, one will realise how difficult interviewees found it to define social pedagogy or to explain what the course had been about to colleagues and managers. However, the key aspect everyone mentioned was an emphasis on the importance of relationships. An invisible and often undervalued skill in relating to, and working with, clients seemed to be the underlying thread that tied a lot of the learning together. It was examined through experiential learning, personal and inter-personal reflection and theoretical information.

It's that whole thing about of 'being with people' whether they are professionals or staff or kids... It's understanding the perspective of the child/looking at it from their view. And that they come with a lot of baggage. Being sensitive to that and maybe letting them have the time to leave their bag at the door.

(Education)

Social Pedagogy is not complicated. Looking for a way to build, develop and foster strong relationships with young people. You have the theories of communication, of the Common Third etc. You have all that to find out what that young person really needs and what the adult needs... But... within the time that we have for work, it can be quite a daunting experience.

(Education)

After the course I would go back to school and people would ask about how the training had been and I wouldn't be able to really explain as so much had happened during that day. And some people would get quite sceptical. In a way it is quite simple, and yet... it isn't. This was about 'how to', not just about 'knowing'.

(Education)

appendix 2/orkney evaluation stage 1 baseline questionnaire

INTER-AGENCY AND INTER-PROFESSIONAL COLLABORATION IN ORKNEY

Participants Questionnaire

We would like to ask you for some information about your experiences and opinions of interagency working and inter professional training in Orkney.

Confidentiality

All information provided by participants will be treated as confidential. Data from the questionnaire will be collated and any quotations used will be anonymous. However given the small numbers of staff involved from each organisation it is not possible to offer complete anonymity. Given the nature of the evaluation the researchers do not anticipate that this will cause any difficulties.

What we can assure participants is that they will see the proposed report in draft form, before it is circulated, and be able to ask for changes to any comments that they have contributed or which they feel identify them.

Questionnaire identifier:

Job roles of interviewees

This questionnaire is intended to be anonymous, but it would be helpful if you could indicate what your job role is. Please tick one of the following:

Social Worker	
Social Care Worker / RCC Worker	
Residential manager	
Residential worker, incl. senior practitioner	
Primary education staff	
Primary education manager	
Secondary education staff	
Secondary education manager	
Educational / Pupil support staff Primary or Secondary Education	

appendix 2/orkney evaluation stage 1 baseline questionnaire

Interagency working in Orkney

1. Please tick below which other professionals you work with apart from your colleagues:	2. Please indicate below how frequently you contact these professionals in your work. i.e. daily, weekly, monthly, annually, never.	3. How would you rate the quality of your collaboration with these professionals? i.e. A. Get on really well B. Adequately C. Not very good	Comments: Please tell us more
Health visitors			
Social Workers			
School nurse			
Paediatrician			
Educational Psychology			
Residential Child Care Workers / managers			
Primary School staff: teachers and classroom assistants			
Primary School managers			
Secondary school staff and / or managers			
Other Pupil support			

appendix 2/orkney evaluation stage 1

baseline questionnaire

5. How well do you think you understand the roles and tasks of the following other professionals?
Please tick the boxes.

Professional Group	Not very well	Reasonable / I know enough to be able to work with them	Very well	Comments
Health visitors				
Social workers				
School nurse				
Paediatrician				
Educational Psychologist				
Residential Child Care Workers / managers				
Primary School staff: teachers and classroom assistants				
Primary School managers				
Secondary school staff and / or managers				
Other Pupil support staff				

6. Please give the name(s) of any interagency meetings that you have been involved i.e. additional support review meetings, pupil referral meetings etc.

- 1
- 2
- 3

appendix 2/orkney evaluation stage 1 baseline questionnaire

7. If you don't attend any forums now, would you consider it important to have an interagency forum? Please tick the box.

YES: ☐

NO: ☐

8. Which professionals do you think should meet up and work together more?

1

2

3

9. Do you have previous experience of inter-professional training (including shorter one day or less in-service sessions, twilight sessions and others)?

YES: ☐

NO: ☐

If you said yes, can you tell us a bit more about when this was, what the topic of the training was and with which other professionals you followed this training?

10. What do you think could be the benefits of having CPD training with other professionals?

11. What do you think might be some of the challenges of having CPD training with other professionals?

Thank you so much for taking the time to complete this baseline questionnaire.
We will contact you for further interviews at 6 weeks after training unit 3 has finalised and after 6 months. We appreciate your help with this and will keep you informed on the outcomes of the evaluation.

PLEASE RETURN THIS QUESTIONNAIRE to Evelyn Vrouwenfelder:
evelyn.vrouwenfelder@strath.ac.uk

Or, if this is not convenient please print off and post to: Evelyn Vrouwenfelder, SIRCC, 5th Floor Henry Wood Building, University of Strathclyde, 76 Southbrae Drive, Glasgow, G13 1PP.

appendix 3/interview schedule stage 2: 6 weeks after training

Introduction

It has been 6 weeks since the last training block of 3 days and hopefully you have had some time to let the training content and process sink in. We would like to ask you some questions about how you are looking back on the training and what has happened since.

A. TRAINING WITH PROFESSIONALS FROM OTHER AGENCIES/DEPARTMENTS

- 1 A. Why did you want to attend the training?
 B. In general, how do you look back on the training?
- 2 What was it like to train with professionals from respectively;
 - Social Care/Social Work
 - Education
 - JASP
- 3 Characteristics of the different professional groups:
 - a. What were helpful characteristics of these particular professionals during the training?
 - b. What did you find less helpful about this particular professional group during the training?
 - c. What did you learn from this?
 - d. Is the learning relevant now in your day to day work with SC/SW/Ed. JASP (depending)?
 - e. In what way?

B. COLLABORATION

The baseline questionnaire showed that there are quite a few meetings/forums in Orkney where professionals come together around the care and/or the needs of children such as the GIRFEC meeting, monthly core group meetings, pupil review and referral meetings, care and assessment meetings etc.

However one quote from the baseline outcomes report states that:

Collaboration is merely working effectively together. For example, we might agree a strategy or use of resources with another professional. A fuller type of collaboration where we used each other's skills is not apparent.

4. Reflecting on this quote, could you tell us your views/ideas regarding the effectiveness of collaboration in interagency meetings?

interviewer may want to prompt using the following:

- Think about the depth of the communication around the needs of a child.
 - The collaborative process in the meeting i.e. listening to each other, sharing expertise, resources and the understanding of each other's roles.
- 4b. Whose ideas/opinions get the most attention/are most likely to be listened to?
 - 4c. Has the training build more trust between agencies?
 - 4d. Has the training had any influence on the way people look at children/the ethical stance on children.
5. It seems that in Orkney a number of interagency training sessions have taken place such as Child Protection Training and GIRFEC training among others. Was the social pedagogy training different from these previous interagency training sessions?
 - a. If no: Can you describe what made it the same?
 - b. If yes: Can you describe what made it different?

appendix 3/interview schedule stage 2: 6 weeks after training

NEW INITIATIVES

- a. Outside the realm of these 'existing' meetings, would you feel comfortable calling a meeting yourself with other professionals? Has the training helped with this?
- b. What kinds of topics would such a meeting be about and who would you involve?

C. IMPACT OF THE SP TRAINING (on individuals practice)

For interviews only

12. What has been the impact of the training on you personally so far? (on you as a person)

13. What has the impact overall been on your collaboration with others/other professionals?

Nb: These 'other professionals do not necessarily have to be people you went to the training with or from other professional groupings. They can be your immediate colleagues as well as colleagues from other agencies/departments.

14. What has the impact been on your day to day practice?

Follow on

- Is there anything in particular you do less of?
- Is there anything in particular you do more off?
- Is there anything or any way you think or feel differently (about)?
- Do you feel or think differently about children as a result of the training?

PRACTICE EXAMPLES

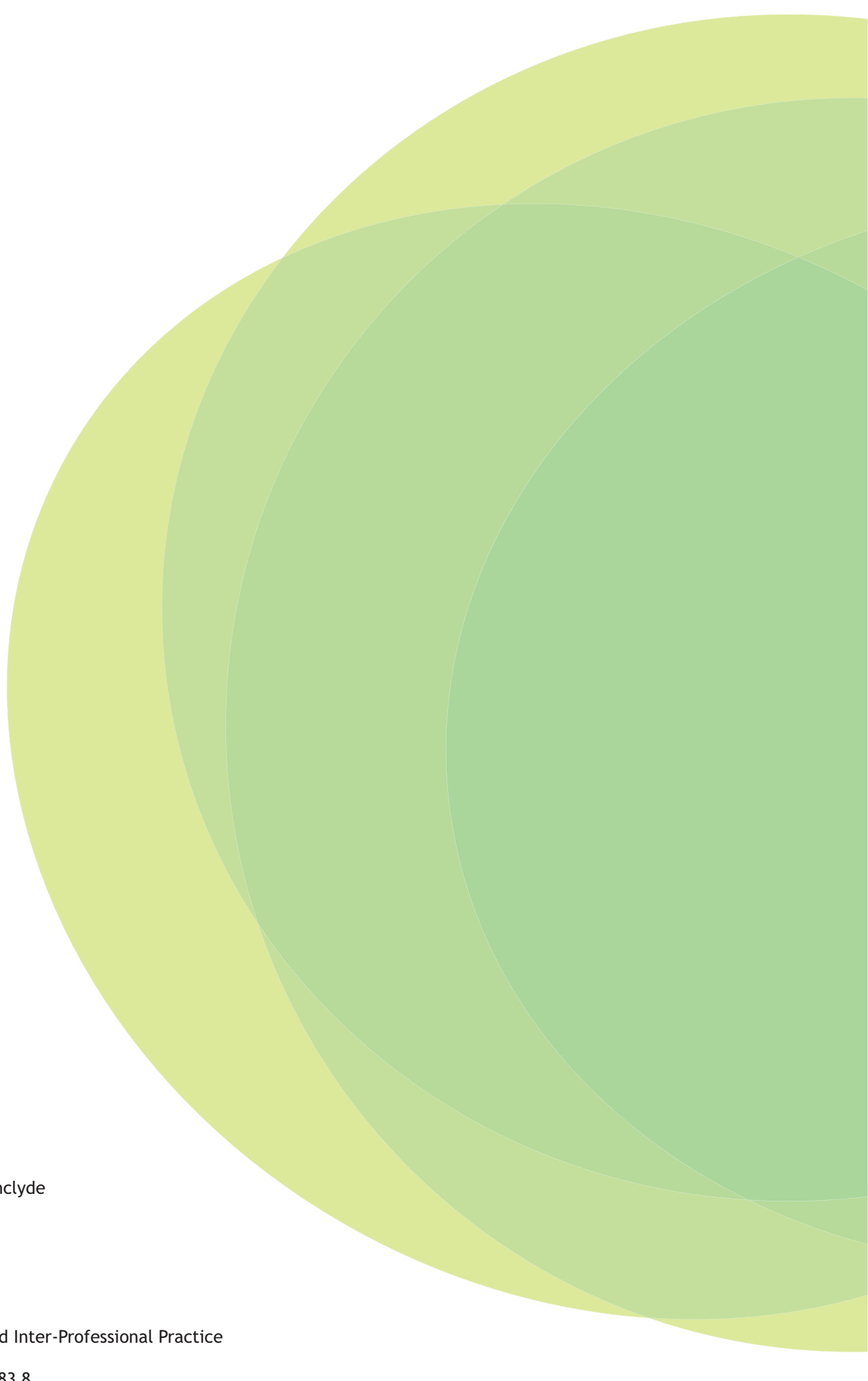
15. Based on appreciative inquiry: Looking back, are any parts of the training/learning particularly useful 'now' while back in practice? Can you tell us about this?

For interviews only

Can you give a personal example/describe a situation where you applied aspects of the social pedagogy training recently?

appendix 4/interview schedule stage 3: 6 months after training unit 3

1. What has been the impact of the training on your practice? Your day to day work with children and young people?
 - a. What changes have you made to your practice due to receiving training in social pedagogy?
 - b. Can you describe some examples?
 - c. Is there anything in particular that has been very helpful for your practice from the training?
2. What has been the impact of the training on your work with other agencies or indeed directly with colleagues?
 - a. What has changed?
 - b. What has helped/hindered?
 - c. Can you describe some examples?
 - d. What are challenges for you in implementing social pedagogy in your practice?
 - e. What would help to overcome this?



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Social Pedagogy and Inter-Professional Practice

ISBN 978 0 947649 83 8