

DERBYSHIRE COUNTY COUNCIL
CABINET MEMBER FOR CHILDREN AND YOUNG PEOPLE

11 August 2015

Report of the Strategic Director for Children and Younger Adults

Partnership with the University of Derby

1. Purpose of the Report

To seek the Cabinet Member's approval to waive standing orders in relation to contracts to enable the extension of the Level 4 Introduction to Social Pedagogy course for the CAYA workforce – co-designed by the Derbyshire County Council Uni-fi Initiative and University of Derby. This partnership model of working will allow us to continue to deliver the course twice yearly at the University; enabling a further 100 professionals and carers to qualify over the next 2 year period.

2. Information and Analysis

Introduction and context

The course 'Introduction to Social Pedagogy' is a level 4 qualification developed between the Uni-fi initiative at Derbyshire County Council and the University of Derby in 2012-2013. In recent years there had been quantifiable positive improvements in DCC's residential children's services and it was felt that these had been largely due to the implementation of social pedagogical practice. The council undertook a scoping exercise in 2012 across the whole CAYA (Children and Younger Adults) workforce to investigate the appetite for further social pedagogy input and training. The result of this has been the development of the qualification which has been running for the last two years at the University, solely for workers from the County Council.

In line with CAYA's social pedagogy strategy there is an aspiration to raise awareness and further develop the working practice of social pedagogy within CAYA, to improve the skills and practices of the workforce and the outcomes for the children, young people and families we work for.

Reasons

The reason to prioritise social pedagogy is to ensure our workforce has:

- unconditional positive regard and high aspirations for children , young people and their families
- taken the whole of the child or young person's life into account – being truly child-centred
- broken down the barriers between practitioner and child/young person to build better relationships and enable them to have their voice
- ensured children's and young people's families, carers and networks are best supported to take on nurturing and supportive responsibilities
- allowed their authentic self to inform their professional role and develop greater pride, confidence and self-regard in their work
- established reflective practice at the heart of their work.

Need for increased momentum of workforce development

The recent approval of the social pedagogy strategy and implementation plan by SMT, now necessitates the need to increase the momentum of the workforce's understanding of, and engagement with, social pedagogy. With such a large workforce, each service area needs to identify time for staff to learn, understand and use social pedagogical approaches.

For this to happen there needs to be additional training resource and an increased understanding of social pedagogy by management as well as frontline workers to ensure all staff can emerge as social pedagogy practitioners. This will be greatly enhanced by continuing with the University partnership and therefore creating 100 further advocates and activators of social pedagogy. Their learning and influence can then be further encouraged and monitored through MyPlan supervision, focused reflective practice, and resultant improved outcomes for those children, young people and families we work for.

3. Financial Considerations

The course is being very competitively costed by the University. Compared with their 'normal' charge per module of £700 we will be paying £470 per student – therefore a cost sum of £47,000 over the next 2 years of delivery.

The *Safeguarding and Disability Services Budget* has been identified as the means to resource this work and pay for the extension of our partnership and delivery of the course with the University.

Given our ambition to continually improve outcomes and aspirations for children and young people and their families, to see professionals grow and thrive and to focus on the best service delivery that reduces referrals and leads to less costly services, then investments in workforce development is essential.

4. Legal Considerations

The Council's Financial Regulations provide that where for compatibility reasons one supplier is the only viable source of a service, a business case justifying the use of a sole supplier must be approved by the Director of Finance and the Director of Legal Services. The use of a sole supplier also requires Standing Orders in relation to contracts to be waived by the Cabinet Member as described in the report, justifying exemption from the requirement to seek competitive tenders.

5. Other Considerations

In preparing this report the relevance of the following factors has been considered; prevention of crime and disorder, equality and diversity, human resources, environmental, property, health and transport considerations.

6. Key Decision

No

7. Call-in

No

8. Background Papers

'An Evaluation of level 4 Introduction to Social Pedagogy course' – an external evaluation commissioned from the Innovation Unit. (attached)

9. Officer's Recommendation

That the Cabinet Member:

Approves the waiving of standing orders in relation to contracts to enable a contract to be awarded to the University of Derby for the delivery of Level 4

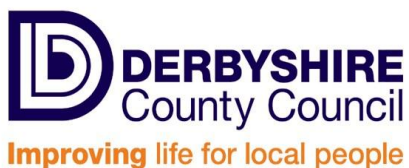
Introduction to Social Pedagogy at the cost of £47,000 over 2 years, from 2015-2017.

IAN JOHNSON
Strategic Director for Children and Younger Adults

An evaluation of the level 4 *Introduction to Social Pedagogy* course

A course developed in partnership with
Derbyshire County Council's Uni-fi Initiative
and the University of Derby

March 2015



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Executive summary

'Introduction to Social Pedagogy' is a level 4 qualification developed between the Uni-fi initiative at Derbyshire County Council and the University of Derby. In recent years there had been quantifiable positive improvements in DCC's residential children's services and it was felt that these had been largely due to the implementation of social pedagogical practice. The council undertook a scoping exercise across the whole CAYA (Children and Younger Adults) workforce to investigate the appetite for further social pedagogy input and training. The result of this has been the development of the qualification, which has been running for the last two years at the University solely for workers from the County Council.

The *Introduction to Social Pedagogy* course at Derby University has had a ripple effect of impact that starts with the CAYA workers themselves and is felt by their fellow colleagues, the young people and families that they work with. The extent of the impact on the workplace and day-to-day practice depends on the enabling conditions that each CAYA worker enjoys.

CAYA workers articulate the impact it has had on them in four distinct ways. Firstly, the impact of the prestige of being a CAYA worker at university, in studying in rigorous academic theory and working with new people and in new ways to further their learning, has instilled a confidence in their own ideas and approaches. This theory gives them a mandate to challenge conventional practice and enables them to communicate their aspirations to their managers and peers more competently.

Secondly, the course has impacted on their practice. CAYA workers have confidence to take risks where they felt unable to do so before. They feel as if the theoretical framework allows them to draw more on their intuition and pursue activities that allow them to be more involved with young people and develop a relationship that is authentic and based on their passions and interests. The workforce feels a sense of permission and that they are given this by both the theory of social pedagogy and that it is supported by the county council.

Thirdly, the course has impacted on the relationships that CAYA workers form - with young people, parents and other practitioners. CAYA workers seek further permissions to practice in new ways from their managers and they grow in self-esteem when awarded this new responsibility. The impact is also demonstrated in their new relationships with young people and their families. Best practice of social pedagogy demonstrates parents moving from passive recipients to makers and shapers of the activities, as illustrated by, for instance, the roadshows in Creswell (discussed below).

Lastly, CAYA workers feel part of a grassroots movement that is fundamental in shaping the direction of social pedagogy strategy in Derbyshire. They are fully committed to seeing social pedagogy embedded as a practice across Derbyshire and take seriously their responsibility to share their learning with their wider peers. Pioneers are making waves in this regard and demonstrate their learning and impact in training and presentation. However, some CAYA workers have yet to make substantial progress in this regard and are keen to receive support and guidance on how to become social pedagogy pioneers themselves.

There is still work to grow the network of professionals that are skilled in delivering social pedagogy. As more CAYA workers have the opportunity to enrol on the course, with further support in creating the right enabling conditions and communities of practice, the number of conversations, projects and changed relationships is likely to start to model a normalisation of social pedagogy practice in Derbyshire.

Therefore in conclusion, this evaluation recommends that the course continues, so as to provide the learning and development opportunities that can seed further teams with confident practitioners of social pedagogy. The CAYA workers shared their ideas about enhancing the accessibility of the course and these opportunities have been captured in the recommendation of this report. These recommendations would require further resource to establish and should therefore be considered aside to the main consideration of extending the course for further cohorts. We envisage that these could increase the dissemination of social pedagogy and enable more CAYA workers to be champions of social pedagogy to their peers.

i) Introduction

Introduction to Social Pedagogy is a level 4 qualification delivered by the University of Derby. The course has been co-designed as a bespoke module in partnership with the Uni-fi initiative to support the ambition to embed social pedagogy practice across Children and Young Adults (CAYA) in Derbyshire Council. The Uni-fi initiative is part of CAYA's continuous service improvement work to develop and innovate the services that are offered to children in care and places particular emphasis on listening to and working with the children currently in its care.

The qualification has been running for two years and has enabled 100 CAYA workers to study, in an academic and rigorous way, the theory of social pedagogy. There is an ambition to support further CAYA workers to access this course.

The Course

The *Introduction to Social Pedagogy* course is set at an undergraduate level four course and requires participants to enrol part time as a students. The decision to host the course at the University was to enrich the experience of the CAYA workers enrolled on this course. Whilst studying the module and for two years afterwards, CAYA workers are able to access the campus resources and library facilities. This offers the CAYA workers the ability to develop their learning and understanding around the core curriculum, sample the university experience and decide if they want to pursue further academic study. It also gives them the prestige of identifying themselves as a student at a higher education institution and exemplifies the commitment and level of achievement of completing the course.

The evaluation

Innovation Unit were invited to undertake an evaluation of the impact of the introduction to social pedagogy course to the CAYA workers. This evaluation has explored three main areas to provide early conclusions on the impact on the workforce:

- Opportunities the course has offered
- The barriers to implementing learning
- Evidence of changing practice.

Throughout this evaluation we refer to the CAYA workforce that have enrolled and studied the introduction to social pedagogy course as the *CAYA workers*, or when reflecting on their learning experience as *students*.

ii) Deep-Dive and snapshot evaluation

The following section presents the main finding from the focus group and interviews. These are segmented into three themes - *Learning*, *New ways of working* and *Building the Derbyshire workforce*. The findings are complemented by case studies of two practitioners (see methodology for profiles) as well as *opportunities* and *challenges* throughout.

Learning

Personal outcomes of learning

CAYA workers articulated that the impact of studying social pedagogy theory enabled them, on a personal level, to have a renewed confidence in their own intuition and gave them a mandate to harness their creativity and try new approaches previously outside of their comfort zone.

- It was apparent that many CAYA workers gained new confidence in their own ability, methods and approaches, having completed the course.
- CAYA workers stated that having a grip of the theory had helped to support and frame some of their more radical ideas, many saying that it allowing them to better articulate and act on them within their workplace.
- CAYA workers saw the course, and the social pedagogy theory in general, as a validation of their own intuition - which has been traditionally suppressed.
- A mixture of more confidence and the accreditation that came with the completion of the course was said to give some CAYA workers more permission to challenge managers, other professionals and peers.

"I feel a bit more valued. It feels as if the ideas that I have are more valid, because they're backed up by theory."

"The head, heart and hands provides a theoretical mandate [for practice]."

"It's given me confidence to approach management with my 'funny' ideas. It's given me that confidence to put things forward and be listened to a bit more, under the guise of social pedagogy."

"You can do things by the book, but it isn't very inventive, it [social pedagogy] gives you personal permission."

“Because it’s a university course, people are taking my ideas a little bit more seriously. As soon as you attach a theory to something, it has more clout.”

Deep dive: Katie and the Pedagogy social pedagogy group

How Katie was before:

Before Katie attended the ‘Introducing Social Pedagogy’ course at the University of Derby, she wouldn’t have necessarily followed up on some of her “fluffy and wacky ideas”. She feels that without the social pedagogy theoretical framework, her ideas wouldn’t have the clout needed to persuade her colleagues and managers. The theory gave her a framework to tie together her own ideas and learning:

“I wanted to learn. I had all this social pedagogical type thoughts and feelings... but I didn’t have the knowledge and underpinning to concrete it all together...”

What potential Katie saw from Social Pedagogy after:

Katie saw social pedagogy as a vehicle for more learning-oriented and less risk averse support for the development of young people. She now has the confidence to follow her intuition and feels as if the

“The spontaneous learning opportunities are great, like it’s raining, lets run outside! I wouldn’t have done that before because we’d get cold and wet. It’s an opportunity to learn that the rain comes from the sky, how it feels on your skin, and the smell from the grass. It’s all invaluable bits that you were scared to do before.”

What changed in the workplace for Katie:

Katie, along with support from colleagues and crucially her Manager, sought to embed social pedagogy into the day-to-day language and practice in her workplace. This meant finding ways of disseminating and developing the ideas within social pedagogy. Katie and her colleagues started a social pedagogy working group as a way to achieve this.

“We now run social pedagogy groups, which has been attached to the communication group. It’s a natural progression. So we have meetings monthly and things are actioned from them.”

The Impact:

Having started with herself and two other colleagues who completed to university module,

the social pedagogy group has expanded to 8 or 9 people now. Katie feels as if her radical ideas and creativity now have a legitimacy within her workplace, and she is more confident to approach management about them.

“It will benefit us, it will benefit them, it will benefit the child and it will open a whole new way of working with the child - needs being the important thing, through learning.”

Course Organisation

CAYA workers and staff felt that the course had been thoughtfully designed, from the application process through to the course curriculum. It was enhanced by an ongoing cycle of review and refinement by course leaders.

- Some CAYA workers liked that the course focused on the theory of social pedagogy rather than the practice of it.
- They felt they could articulate the bigger picture to colleagues, while drawing and building on their existing complimentary training and practice.
- CAYA workers reflected that the competitive application process instilled in them the importance of the course and the personal development opportunity it was providing. It created a learning community of engaged people and made them feel valued by the council.
- Enrolling as a CAYA worker and attending University gave people a new identity. It instilled in them a sense of prestige and pedigree as a pioneer in the Derbyshire way of social pedagogy.
- Course leaders and Uni-fi staff act as critical friends. They analyse feedback and re-work their course content to meet the needs of the CAYA workers.

“The course seems to demystify social pedagogy. It gives them... knowledge as a tool”.

“University course is helping to embed some of the things that I had forgotten from the 2 day course.”

“Some come in saying “I’m not that sort of person”, they mean they don’t think of themselves as a typical student.”

“We can make a radical change to a session. It’s partnership working... We’re never thinking it’s the finished product.”

“It’s not a solution, but a journey. It isn’t a silver bullet but offers a broad framework for reflection.”

CAYA workers experience

For many CAYA workers, the course was a refreshing change from the training they were used to and, besides the challenge of adapting to the student role and the new surroundings, they found it to be a well-run, refreshing and valuable learning experience.

- CAYA workers appreciated that the course offered a new learning experience to them. They especially articulated the value in alternative styles of learning such as role-play and group working.
- Having exposure to academic reading and theory was a welcome departure from the internal learning opportunities that are more commonly provided to them.
- CAYA workers valued the more personalised learning journey that the course offered, compared to more passive traditional training that’s centred on ‘by-the-book’ practice e.g. safeguarding.
- CAYA workers spoke positively about how the tutor’s teaching style is open, accessible and both conceptual and practical.

“Such a depth and breadth of resources. I could do a lot of personal learning.”

“They’ve broken it down to the right level. Right down to the shop floor.”

“The role play was a little uncomfortable an idea, but participating in it was good and more helpful than expected. It’s something about being out of your comfort zone.”

“Part of the social pedagogy journey is challenging your thinking. It’s not just the usual tick-box training that we’re used to.”

“The fact there was such a mix of people, I found really nice. Chatting to different people from different service, just getting different perspectives on it.”

Challenges and Opportunities

Whilst CAYA workers were keen to express their concerns with the course they also had lots of suggestions about how these could be overcome. Due to the iterative nature of the course and the strong partnership working between the University and the Uni-Fi team, there is every reality that these suggestions can be built in to improve the learning experience and delivery of the course.

Challenges

There were particular challenges raised by some CAYA workers regarding their access to learning materials and course content:

- CAYA workers were frustrated by the proportion of time used up by enrolling, induction to administration, IT systems and orientation to the buildings.
- Although efforts had been made to distribute core texts to local libraries, CAYA workers struggled to get reading materials and had to return some before they were ready in order to share.
- CAYA workers felt the course was too short and wanted more time for lectures, or a way to organise and share their learning outside of the lectures and course finish point.

“Because I didn’t go to the library, because I couldn’t work the IT system, I lost a lot of quality time with my peers.”

Opportunities

Some CAYA workers offered particular ideas to enhance the experience should the course continue. CAYA workers did not see the challenges as permanent barriers and had an optimistic, problem solving attitude to them to increase the access for more CAYA workers.

- The course could stream CAYA workers for IT and administration ability and offer tailored support to groups who needed it outside of core lecture time.
- There could be an investment in more core reading materials for each centre that sends an employee to the course or have more materials available online.
- Develop a learning community to wrap around the course and extend beyond the finish date for CAYA workers to share their learning and progress on embedding it in their practice.

“It would have been good to see the projects that other people wrote. To see how they are applying it in their different roles.”

"We want to keep the cohort talking to one and other - they have access to the portal for 2 years but don't think they are using it yet."

"I wanted more time to discuss with others on the course, to reflect with other CAYA workers."

Reflections on new ways of working

Permission

CAYA workers articulated a sense of permission to practice in new ways, or felt a sense of being able to follow their intuition around good practice with young people.

- CAYA workers articulated a sense of liberation related to anxieties around risk. They felt confident that social pedagogy theory helped them to make mindful decisions and were better placed to justify their decision making process as a result.
- CAYA workers felt that the system was holding children back by being overly cautious. They wanted to be demonstrators to their colleagues that 'standing on the side lines' was failing to support children to reach their potential.
- The head, heart and hands model supported CAYA workers to come to a balanced understanding of the different ways to support a child - being more practical and hands on was a key take away.
- There was a back to basics approach of social pedagogy that gave CAYA workers the feeling that they could pass on techniques to their families and young people that were inexpensive but still had high impact.

"With little creativity there isn't much risk taking. Then you're just holding parents and children back. They need to see that you can take some risks."

"The common third was a useful framework. It helped me to remember that you should involve the young person as much as possible."

"It encourages you to take some risks, and young people see that you're participating and there is a chance of failure. Children see you in a different light - there's a level of authenticity because adults aren't standing on the side-lines."

One CAYA worker reflects how her peers understand why she does things in certain ways, as they understand the benefits from a social pedagogy point on view: “People didn’t understand me, they kept on asking “... why do you want to do forest school’. ‘I can tell everyone and I’m not being silly now [because social pedagogy says it’s good to do].”

Deep dive: Elaine’s roadshows

Creswell children centre had numerous target families that the team wanted to find a way to reach out to. Despite offering a range of parent classes and fun activities for the children, many families had never come through the door. The area had a reputation across professionals due to the high volume of families with criminal records and the difficulty in engaging families, particularly Dad’s, who were universally more difficult to reach.

“Every house on that street is a house with someone with a criminal record or anti-social behaviour order. It’s got a bit of a reputation.”

What potential Elaine saw from Social Pedagogy after:

Elaine used ideas from the social pedagogy theory to take the children centre offer out into the streets. She coordinated the team to put materials into boxes and they spent a day in different locations during the summer.

What changed in the workplace for Elaine:

Elaine and her team took bowls of fruit up to front doors and invited families out to come and join in. She wanted to empower local people to take the materials they had provided and make something they felt proud of for their local area. Some local Dads made a scarecrow from boxes and tin foil that they kept and put up in the common space. And after much encouragement and persuasion, mums had a go at face painting.

Parents felt nervous to participate in some of the activities at first:

“They didn’t want to do it [face-paint for the children] at first, but I just told them to follow the instructions of the cheetah. The kids loved it that their mum had done their face up for them.”

The Impact:

Elaine gained a confidence boost from seeing her tried and tested approach of walking the streets and getting to know people in their spaces, working on a bigger scale. Where the children centre’s activities usually catered for parents and their children aged 0-5, the

roadshow had something for all of the family. This meant that Mum, Dad, brothers and sisters could be part of making something, together. They also made a connection with new families and built up trust. They also left them with confidence on how to build things from nothing.

Elaine remembers asking one young participant what she thought of the day, and she replied “you know, that was awesome.”

“To hear her say that, well I just beamed. What more can you get than that?”

New Relationships

Exploring the theory of social pedagogy has influenced the way many of the CAYA workers now perceive their professional relationships with fellow front-line practitioners, parents and importantly young people themselves. The course has had a direct impact on many of the participating CAYA workers’ practice and the outcomes of the families that they work with.

- CAYA workers felt they had developed a different mind-set and set of practice that sought to encourage parents to be involved in their child’s learning and development.
- Some CAYA workers articulated a greater sense of being able to share, on a more personal level, with young people to build trust and authenticity.
- Some CAYA workers felt they were building stronger relationships with health and social workers to support a holistic and learning-focused support package.

“It’s about initiating a dialogue. From the minute a social worker went out to a family, it’s about open communication, breaking down barriers and working non-hierarchically.”

“Having to teach parents about trusting their children. They never had it, so they don’t know how to pass it on. It breaks that cycle”

“[Some professionals] can make things too cut and dry. After the course I had the confidence to do something different. I asked the family to take the time to explain how things really were. We were just stunned at how honest the parents were when we gave them time to really open up.”

Deep dive: Katie's Starter Menu

Katie felt as if her and her colleagues work was certainly person-centred in its approach, even prior to completing the social pedagogy course. However, she felt that with the clout that an accredited and theoretically embedded framework such as social pedagogy brings, she and her colleagues could push for an even more personalised strategy.

What potential Katie saw from Social Pedagogy after:

Katie sees Social Pedagogy as a framework for ensuring that each young person can learn and develop based on their passions and interests. She sought to personalise and shape the sort of activities each young person at The Getaway was involved in, around the individual's interests, passions and circumstances.

"Rather than being put through the system, social pedagogy gives young people the chance to be their own system."

What changed in the workplace for Katie:

Katie has, again with the support of her manager and fellow colleagues, sought to develop new practice to further personalisation at The Getaway. She has introduced a Starter Menu that lists what the organisation is capable of, and does. This way young people can have a tailor-made package of support that is designed around their transferable skills and aspirations. Its information that can also inform others involved in their support.

"It's not a static thing. It's fluid. It can develop, it can grow. But at least it gives people a starting point, it gives the young person a starting point from which to grow from."

The Impact:

Katie and colleagues can now provide a more personalised package of support at The Getaway. Furthermore, they are able to support social workers to tailor their package of support (be it physical, emotional, social or developmental) to be moulded around the individuals aspirations and interests. Katie also highlighted how this new practice has encouraged The Getaway to build stronger connections to the local community and catalogue what's available.

"My Starter Menu is now on our development plan, and Ofsted want to see it when they come back. So from the university course, I've focused an idea I had in my head, and put something together. Management can use to evidence changes that hopefully improve children's' outcomes."

Challenges and Opportunities

Whilst some CAYA workers felt they were able to disseminate their learning in their work environment, widely attributed this to having support from their managers, others were less confident of how they could achieve this. There are a number of opportunities to better support CAYA workers in how they are able to spread the theory and practice of social pedagogy, both during and after the course.

Challenges

- Some CAYA workers felt they faced challenges in disseminating their learning within their workplace. They were often reliant on informal discussions with colleagues rather than any concrete community of learning/practice.
- While many CAYA workers articulated the key support they received from their managers, others reiterated that some 'middle managers' who were hearing about social pedagogy from 'above and below' were a barrier in the uptake of new practice.
- There was a concern that the adoption of social pedagogy was limited to the Social care sphere, and that for there to be high outcomes sectors such as Education would have to be more heavily involved and in support of the approach.

"Some middle managers just didn't get it."

"It's more accepted in social care rather than in education, which is an ultimate barrier to it spreading right across children and young adults."

Opportunities

- There is an opportunity for CAYA workers from across cohorts to be better connected and to share experiences and practice across contexts. Building and nurturing communities of practice can help cement this new approach throughout Derbyshire.
- CAYA workers were very positive about meeting people with similar ideas to themselves. There is an opportunity to utilise this energy and build a wider network around the ideas of social pedagogy.
- CAYA workers attending the course who have had the greatest success in putting into practice new social pedagogy approaches in their workplace attributed this to supportive managers and senior leadership teams.

"It would be really valuable to have better interaction between other cohorts."

"It was great to have access to other like-minded individuals."

Building capacity of Derbyshire workforce

This final section captures the reflections that the CAYA workers made about the impact of the *Introduction to Social Pedagogy* course on them, as leaders in shaping the wider systems strategy for working with children and young people.

CAYA workers as pioneers

CAYA workers gave the impression that the university course empowers staff to step up into new roles as pioneers of the theory and to shape how this evolves and is practiced in their workplace and beyond. In some cases, they are able to pass this new confidence onto their peers and the families that they work with.

- Some managers grant new permissions to CAYA workers to work in different ways and CAYA workers feel that has a profound impact on their creativity, confidence and job satisfaction.
- CAYA workers attending the course look out for "social pedagogy champions" in unexpected places, from their front line colleagues to previously disengaged parents.
- Social pedagogy offers a universal language and a common frame of reference that works across disciplines and teams.
- CAYA workers attending the course who work together with DCC colleagues to disseminate the training are breaking down the barriers between strategic and front line workers. This builds and nurtures a rich knowledge-sharing culture.

"I couldn't believe that I'd suddenly started to be a trainer. I'd just been Elaine before, and now I was standing up and giving a presentation with the council."

"There is something for everyone. There is a common frame of reference, equity of voice and an authentic credibility when people apply social pedagogy."

"We had a Mum who was in dire, dire straits. You know it, she had it going on. Four years on she's applying to go to University and she's come with me to talk about social pedagogy. This

course has given her the opportunity to see that she can stand up in front of people and talk. That's something special."

Aspirations

CAYA workforce attending the course share a tangible excitement to be working with children and young people and how the social pedagogy theory has raised their aspirations of what the future holds for young people, and how they can support them.

- CAYA workforce attending the course articulate how they are able to draw from the theory course in order to support young people to imagine the longer term outlook for themselves, right through into adulthood.
- Some CAYA workers are continuing their studies independently and refer to core texts and new reading to shape their approaches. Some are following up the opportunity to further their studies as a master's course.
- One manager reflected that the full extent of the social pedagogy theory course had helped them imagine Derbyshire where their centre would not need to even exist. The opportunities would exist in the community informally.

"For some children the change is about their adult lives, what they will do in their future. That's a very long term impact."

"I thought that they wouldn't want an old fogey like me [at university]"

"Right now they either come to the centre because they can't sleep or they want to engage with their peers. Imagine if those young people could get those things sorted in their day to day lives so that we can offer them something truly unique."

Designing Derbyshire's future together

The *Introduction to Social Pedagogy* course has been developed in collaboration, and is a test bed for developing services through co-design for Derbyshire in the future. It is an investment in the long-term.

- University of Derby and the Uni-fi team have worked in partnership to define, evaluate and iterate the course. The partnership is reciprocal and models a new dynamic between commissioner and service provider.

- Some of the CAYA workforce who attended the course were anxious about having the time to put their learning into practice, and the burden of providing results to demonstrate the investment. They do feel that the theory will enable transformation in working practices and young people's lives, but that it will take time for growth and for it to be quantified.
- Where some managers reflect that they have seen things come and go in terms of council strategy, they see staying power in social pedagogy as it grows at grass roots through practitioners feeling fully committed to embedding it into their practice.

"I'm pleased that the course isn't defensive, it's able to adapt and be flexible. We've got a unique opportunity to make the course fit the ongoing needs of the CAYA workers."

"We didn't want to drop social pedagogy in. We want it to be the Derbyshire way, building it from the bottom up. It's about a sustainable change."

"It's partnership working, keeping the pathway open. Never thinking it's the finished product."

"The development of the module took a direct route with specialist staff at the Derbyshire County Council, working closely with academics at the university's College of Health and Social Care to create a bespoke course with close linkages to the demands and challenges facing front line staff. The partnership between the County Council and the University has helped to create a close awareness of the symbiosis that can be created between a local academic partner and a front-line delivery agency."

iii) Recommendations

The university course has been highly successful in supporting the CAYA workers to learn about social pedagogy theory and to support them to apply this to their practice. The course pass rate is extremely high 84% – and CAYA workers praise the management of the course and the superb teaching quality that support them to achieve pass marks. In comparable courses, the pass rate is typically 72.5%.

CAYA workers see a genuine benefit to applying social pedagogy across the CAYA workers and all CAYA workers reflect that by improving their understanding of the theory they have greater confidence to practice in new ways, challenge critics of social pedagogy and champion learning in their teams.

This evaluation recommends that the course is extended and runs for further cohorts of CAYA workers and continues building a community of practitioners in the CAYA workers. For many CAYA workers, fundamental to their learning experience was the opportunity to work with new peers and to share their learning and insights throughout the course. Hosting the course at Derby University creates a strong community in each cohort and would be lost should the training be independent learning or delivered in each workplace.

The CAYA workers were very keen that the learning community continues to grow and that graduates share their insights and case studies on how to implement their learning in practice.

They shared the opportunities to establish this, summarised below:

Support a thriving learning community

- Create a learning community to enable CAYA workers, from across cohorts, to share their experiences and develop their learning.
- Support CAYA workers to access the community whilst studying and after graduation to provide ongoing peer-to-peer learning.

Support CAYA workers to embed learning in their teams

- Share tools in the learning community to support CAYA workers to be social pedagogy trainers.
- Support CAYA workers to flag barriers in their workplace and support managers to break these down.

Build on aspirational practice and pioneers in practice

- Invite pioneering CAYA workers to be guest lectures and use their work as case studies in the study materials.
- Seek to replicate the enabling factors of those pioneers across each workplace and where necessary target senior managers through strategic interventions.

iv) Research Methodology

The **overarching objective** of this research was to evaluate the impact of the *Introduction to Social Pedagogy* level 4 qualification on:

- the Children and Young Adults (CAYA) workforce, including staff learning and development and its influence on colleagues
- the duties undertaken by CAYA staff, and
- resulting outcomes for the young people they serve.

With guidance from Lizzie Watt and Simon Taylor, the **areas of enquiry** for the research were outlined. These were:

- to evaluate the impact on the CAYA workforce mind-set
- to investigate the impact on the CAYA workforce's approach to their work
- to specifically explore any resulting projects/changes in working practice
- to investigate the opportunities the course has offered
- to investigate the barriers in implementing learning
- to gather evidence to exemplify any changes in working practice.

To satisfy these areas of enquiry, the evaluation consisted of **three streams of evaluation**:

1. Examining and summarising feedback/evaluation a random sample of data collected by the university at the end of each course.

This stream provided a glimpse at initial reflections made by the cohorts of CAYA workers. It was an ***on-the-surface*** evaluation of the course teaching, resources and support.

2. Conducting a series of semi-structured, face-to-face interviews with:
 - university staff and DCC staff leading on the work,
 - sample of CAYA workers who have completed the course, and
 - their managers.

This stream provided an overview of how the course was conceived, developed and led. It also provided a ***deep-dive*** into two specific contexts and the related learning experiences and impact within each of the two CAYA workers workplace.

3. Running a focus group with CAYA workers from current and previous cohorts. Activities like *gallery walks* and *carousel reflections* covered topics such as:

- CAYA workers' biggest takeaways from their course,
- how they had taken a different approach since they completed the course,
- their experiences of sharing their learning within their workplace,
- what helped and hindered on the course and in their workplace,
- sharing learning and adopting practice in their team,
- personal learning experience as a whole.

This stream provided a more generalist **snapshot** of a range of CAYA workers' experiences of the course and how it impacted on their thinking and practice.

[N.B. Both deep-dive and snapshot streams were loosely framed by enquiry questions as shown in appendix 1.]

While the above streams of evaluation provide both a light-touch and in-depth case study perspective, it should be viewed as an exploratory evaluation, and one that precedes a broader evaluation of the experiences of a wider sample of CAYA workers.

Research sample:

- 1 x university staff
- 3 x Derbyshire County Council staff leading the Social Pedagogy work
- 4 x focus group participants
- 2 x CAYA workers who attended the course from residential home and from children's centre
- 2 x Managers of CAYA workers attending the course

Setting the scene of the deep dives:

Katie is a residential worker at The Getaway, a short break centre for 10-18 year olds with complex needs. She, along with two other staff members from a team of 28, completed the *Introduction Social Pedagogy* module at the University of Derby. Her Motivation was a passion for social pedagogy having completed DCC's internal two-day training. The Getaway's ambition is to embed pedagogy into its staff training and ways of working.

"I wanted to learn. I had all this pedagogical type thoughts and feelings and ways, but I didn't have the knowledge and underpinning to concrete it all together... So I've now got a lot better understanding - it's improved ten-fold, and I thought I had a good understanding in the first place."

Elaine is a children centre worker at the Creswell children centre and has worked a variety of roles supporting young people and their families for over 40 years. Her manager, Julie, encouraged Elaine to attend and has provided her with ongoing support to embed social pedagogy in their children's centre.

Elaine had not attended university prior to the social pedagogy theory course and had instead undertake a series of professional development and Open University courses. Although Elaine has been highly proactive, directing her own personal learning to further her understanding and skills, she had deep reservations about attending university for the first time.

"I'd gone on my learning journey because I couldn't meet people's needs... Social pedagogy theory has given me the confidence that I've been doing things the right way for all of these years... You can do things by the book, but it isn't very inventive, it gives you personal permission".

Evaluation forms

At the end of each course CAYA workers are asked to fill out an evaluation form to share their feedback about their experience. Based on a random sample, the feedback is, in general, very positive, specifically about the course management and general learning experience. There was some concern around the level of focus on 'how to be a CAYA workers' at the expense of the practicalities of turning social pedagogy theory into practice and what that looks like in reality. But, overall CAYA workers were very positive their experience.

From this sample, we have woven the feedback that builds on the themes surfaced in the interviews and focus group through section two and three. Below is a snapshot of some of the recurring themes through the forms.

Reflections on course delivery

- The course materials are well thought and easy to use
- The teaching style of the lecturer supports learning by delivering interesting content in an engaging way
- Some CAYA workers wanted to hear from previous CAYA workers about setting the theory into context

“The teaching style is clear and interesting.”

“John [Lecturer] was fantastic.”

“It is well ran and organised.”

“I felt the information provided was relevant and helpful.”

“Very informative course, very helpful information.”

“I would have like a CAYA worker from the previous cohort to maybe have come in and talked about their experiences - putting it into context.”

Appendix

Appendix 1:

INTRODUCTION
Tell us a little about you: <ul style="list-style-type: none">- What is your role and how long have you been doing this?- Do you manage a team, are you front line?- What do you enjoy about your job?- What does it mean to work for children and young people in Derbyshire?
What was your motivation for enrolling on the course?
What learning and development have you done in the past? <ul style="list-style-type: none">- Do you think there are enough learning and development opportunities available to you?
ORGANISATIONAL CULTURE
Derbyshire Council <ul style="list-style-type: none">- How would you describe the working culture at Derbyshire Council? (prompts - learning, flexibility)- Do you think it has been influenced by employees completing the 'Introduction to social pedagogy' course? How?
Team/workplace <ul style="list-style-type: none">- What is the team's make up (size of team, different roles)- How would you describe the team's attitude/workplace culture?- Have the team been resistant to change in the past? What is their attitude to change now?
Change since course completion (personal) <ul style="list-style-type: none">- Do you have more confidence in your work?- How have your general perceptions changed?- Has your day-to-day approach to your work changed?
SOCIAL PEDAGOGY THEORY
Apprehensions/ hesitations <ul style="list-style-type: none">- About studying Social Pedagogy- About applying the theory and making the most out of the learning opportunity
What were your hopes and fears about Social Pedagogy? <ul style="list-style-type: none">- What were you hoping it would achieve or allow you to do?

<ul style="list-style-type: none"> - What were you worried about for the course, or the impact on your work?
<p>Think about when you were first converted to theory of Social Pedagogy.</p> <ul style="list-style-type: none"> - When was the moment in which you became a convert/why do you think you didn't convert to the idea?
<p>What were the light bulb moments for you when in the course? (Prompt: when something felt really important, when it all fell into place, when you found something that you could try straight away with a YP you'd been concerned about?)</p>
<p>PRACTICE (opportunities and barriers)</p>
<p>Impact of theory on practice</p> <ul style="list-style-type: none"> - What was the first thing that you did when you finished the course? - What would you have done now compared to before? - Did the training translate into what you thought it would/could? Why? - Share an example of something you are doing differently.
<p>Personal capacity and permission (enabling conditions)</p> <ul style="list-style-type: none"> - What support has helped you to implement what you've learnt? - Do you still need more support to implement social pedagogy? What is it? - Have you had to give more freedom/ flexibility? - What change have you seen in your team? - PROMPT *do you feel more confident, have more freedom, have the permission*
<p>Practical and cultural barriers</p> <ul style="list-style-type: none"> - What remain to be the biggest barriers to you practicing what you learnt on the course? (Prompts: resource limitations, working culture, leadership)
<p>OUTCOMES</p>
<p>Realised</p> <p>Describe a project/activity where you have used the social pedagogy theory and it has a really good outcome for the young person you work with. (Prompt:) What happened, why was it different, what would you have done before? Did they give you any feedback?</p>
<p>Aspirational</p> <p>If you haven't had a chance to put into practice any of your learning, what would you want to do? What would be the change or the better outcome for your young person?</p>
<p>Ideal/ future</p> <ul style="list-style-type: none"> - What would Derbyshire look like for young people if everyone has done this training and is working the SP way?
<p>LEARNING (Course and applying learning)</p>

EXPERIENCE

Practice (tools, approaches) The course is about understanding the theoretical approach to Social Pedagogy, rather than getting a set of practical tools.

- How has learning the theory of Social Pedagogy help you develop your practice?

Learning

- **Did you enjoy the opportunity to study?**
- Was it the first time studying in University before? Was that important to you?
- Was it useful to learn with a group of mixed professional peers? How would it be different if you had to learn on your own? Learn with your team?
- What new learning and study skills did you accumulate? How useful do you feel they will be in your role/working environment?
- How does the course compare to other learning experiences?
- Did the course stimulate you to study further or want to apply more study to your work?

Logistics

- Was the course viable with your work?
- Work/home/study life balance?
- What was it like learning theory rather than having training to deliver a set of tools or methods?

Learning Dissemination

- How have you shared the course with colleagues?
- What are the constraints to sharing with your team *prompts: time, remembering content, course resources*
- What was your team's reception to the training?
- What support did you need? What else would you have wanted?

Learning and development

How do you think the opportunity to attend this course has impacted on the attitude towards learning and development in your team?

OVERALL VALUE (INDIVIDUAL, PEERS, ORGANISATION)

- Should others in your team go on the course?
- Were your assumptions challenged? Good or bad way...
- Is it a worthwhile investment in money?
- Would you give any advice to people starting the course?
- Was the course what you expected it to be?
- What's next...?
- How did everything make you feel?