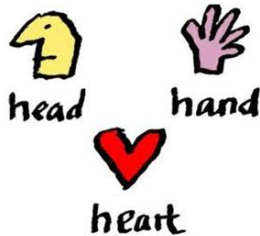


Social pedagogy checklist

Have you got:



1. Time to get to know the young person as an individual? (Likes, dislikes, what makes them smile, what makes them sad, do you understand their motives for behaviour. **This relationship is the best tool you have to and the best start to a pedagogy palace.**)
2. Spontaneity, surprise learning opportunities in whatever form they take? **Perfect for developing self-esteem and the ability to take a risk and seize opportunities.**
3. An understanding of self? If you don't know yourself, how will others get to know you? **Develop reflective practice and familiarise yourself with the 3 Ps (The 3 Ps is how their personal, professionals and private are balanced in the professionals life)**
4. The opportunity to bring your skills, hobbies and interests to work and share teach and learn from one another. **Bringing yourself to the role empowers you with authenticity.**
5. An outlook that views the child /young person as an individual in their own right? **"Children are not the people of tomorrow, but are people of today." Janusz Korczak**
6. A willingness to challenge traditional barriers where young people in our service are prescribed an upbringing and replace it with a childhood and positive memories? **Finding, hearing and supporting the voice of the child or young person in out care.**
7. Time and space to be alone and time and space to be together knowing that both have value and a place in learning? **"the most important, the most useful rule of all for the professional pedagogy is not to save time, but to squander it." Jean-Jacques Rousseau**

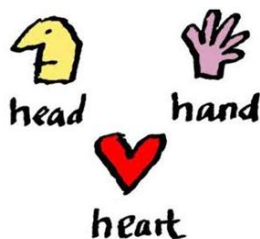
Do you work:



1. In a non-hierarchical fashion with young people, removing unnecessary elements of power and control? **Becoming equal to share ideas.**
2. With the young person at the centre of planning? **Involving and supporting children and young people to make choices and informed decisions on matters that effect their self-esteem, independence or life experiences?**

3. In a reflective manor? **Learning from what has passed to improve the future.**
4. In a way that promotes the growth of “risk competency” in children and young people? **Supporting a young person to step outside their comfort zone and develop undiscovered skills and seize opportunities, push just a little and encourage the unknown within a measured and assessed way. Empowering a child or young person to take considered risks will develop self-esteem, self-image, self-respect and confidence and be a learning curve. Children learn from experience so give them experience.**
5. In a way that promotes and fosters relationship building? **Share endeavours interwoven as part of building a relationship from cooking, tying shoelaces, fixing a bike, building a kite, playing sport or other outdoor activity together are described in social pedagogy as the Common Third. The exact activity really isn’t as important as long as it has the potential to be more than merely doing something and to help build the relationship.**

Does the child or young person’s living and learning environment:



1. Encourage curiosity, exploration and free choice alongside self-directed play and learning?
2. Provide stimulation when it need to be and calms when it doesn't?
3. Provide surroundings that are interesting and homely?
4. Provide surroundings that are nurturing and safe?
5. Have personalised areas that allow a young person to put their mark on their very own living space?
6. Promote free expression and creativity?
7. Also promote a supportive atmosphere for professionals working to support the children and young people?

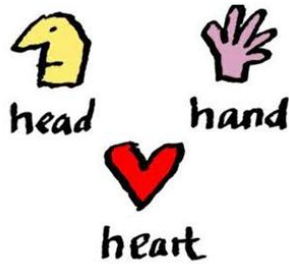
Knowledge and contacts. Do you have knowledge:



1. Of your local community? What on local clubs, events, groups, places facilities and resources' there are for children and young people?
2. Of the relationships with schools collages and agencies that can signpost you to useful and appropriate facilities?

3. Of how to access further social pedagogy training and steering groups?
4. Of how to and understand the basic principles and concepts of social pedagogical good practice?
5. Of who is representing your professional areas at social pedagogy steering group meetings and how feedback from this is cascading?

Do you embody an ethos and attitudes that:



1. Value the individual and their contribution and have an understanding that their actions and attitude directly influences people around them? Both children and young people and colleagues!
2. Ensure you adopt a willingness to share good practice and an understanding that we can all learn from each other and improve as we work?
3. Challenge existing out-dated work practices that impede on the positive development of young people?
4. Share knowledge and skills with young people and colleagues and promotes working together for a common goal?
5. Promote the practice of reflection as a tool to help not a cross to bear?
6. Keep the passion for social pedagogy alive and do not allow economic challenges to limit learning opportunities?

Just use your Head, Heart & Hands to create your social pedagogy palace