

OF INTEREST

- Why not have fun at DCC's Virtual School for children in care's celebration of young people's creativity at a dynamic, interactive event. Saturday April 18 at DCAS, Spring Bank Road, Chesterfield, S40 1NL : 11am to 3pm, You can register: VirtualSchool@derbyshire.gov.uk
- A graduation date for all those who have passed the University of Derby level four social pedagogy course is planned for the evening of the 17th July. If you passed the course keep an eye out for the invitation.

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Wild-camps: a thriving environment for thriving children

For many young people in residential or contract care placements, there are too few opportunities for getting out into nature. However, the Wild-camps offer this opportunity. They run almost monthly throughout the year with a core group of young people and carers who return frequently. There is no pressure, it's a place for young people to have fun, get dirty and experience the outdoors and where carers are confident to camp, even occasionally bringing a family dog.

Three years ago the dream for Christine Hayward, creative mentor and lead for the Wild-camps, was for a plot of land where children in care from 6 to 18 plus could camp out along with their carers. They

could also be involved in developing the site in which that could find positive experi-



"..there are too few opportunities for getting out into nature."

ences and build relationships, all working and having fun together.

Christine found allies such as Cathy Cooke at the Derbyshire Eco Centre, which runs courses and events out of an eco-friendly building. Land was offered on their Middleton by Wirksworth site and the on-site camp activities help both to develop the site and allow young people to challenge themselves and see

their carers in new situations and thus in a new light. They develop bonds with their carers and with peers through a shared sense of achievement. "It creates a social pedagogic space and uses the common third approach to create opportunities for carers and young people to work together and build relationships"



Motivate Voice
Achievement
Valued Safe Information
Experience
Support
Dialogue
Empowerment

Training and creativity discussed

“...risk assessments are all in place and a proportionate approach to safety within the experiences is developed “

...memories of sitting round the fire toasting marshmallows



Both the Residential and Foster steering groups met together at the Eco-center on the 10th April sharing some time together.

It was a great opportunity to share developments and discuss training and creative opportunities.

Steering groups

Of note: a number of residential settings are working with the Virtual School Creative Mentors programme developing input with young people into residential care homes bringing social pedagogy and education closer together and building on the process that we have modelled at Linden House.

Also The development of three session of awareness raising hoping to reach over 60 Foster Carers is being developed over the summer for a rollout across the year.

If you are interest in the work of the steering groups. Get in touch though the details on the last page and we can put you in touch with their leads.

Wild-camps...continued

Recently the young people have helped built a cob oven housing. Working with a professional stone mason the space was cleared and its wooden housing erected. This involved using power tools, saws and chisels and the young people have the satisfaction of being engage in a real activity which benefits them and others accessing the site.

Camps also involve cooking on an open fire. Everyone goes home smelling of smoke and full of memories of sitting round the fire toasting marshmallows. The

campfire becomes the evening activity and few if any distractions from the usual electronic devices are seen.

The Eco-centre and Christine ensure that all the risk assessments are all in place and a proportionate approach to safety within the experiences is developed so the event is a stress free time for carers and young people.

One young person who has been attending for some time still reminisces about their first overnight camp and it has becomes a strong memory of a really positive experience. Another young person has made links with the Eco-centre and has devel-

oped skills in weaving through working with an artist and using the Eco Centre's loom. They can now show others how the loom works and they have gone onto do GCSE art, creating sculptural pieces in the environmental space of the centre for their final GCSE exam which will be a legacy for the young person, the centre and Wild-camps to come.

Find out more about the Eco-centre here: www.derbyshire.gov.uk/ecocentre

Next Wild-camps

13 June	11.00 – 5.00
27 July	10.30 – 3.30
10 – 11 Aug	10.30 – 3.30
17 Aug	1pm – overnight
19 Sept	10.30 – 3.30
26 Oct	10.30 – 3.30
14 Nov	10.00 – 3.00

If interested contact:

christine.hayward101@gmail.com

Great links made through shared activities



The Sound and Movement activities brought children, families, nurseries and schools together for activities as varied as making instruments, ribbon dancing, puppetry, music per-

Creative opportunities through sound and movement

formance and of course lots of fun and laughter. Organised and based at Creswell Childrens Centre the day involved the local Early Bird Nursery (pictured receiving their certificate for participating in the day), Landmarks (who provide provision for people with additional needs), Creswell Infants

Creswell Junior School, Heritage School and Stubbin Wood Infants and Juniors.

Based on social pedagogy practice the event sort to share the potential to transform children and young people experiences through creative practical experiences.

More about what is on at Creswell Childrens Centre can be found here: <http://tinyurl.com/kn8jogw>

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Early Years celebration event highlights social pedagogy

At the celebration evening held in March at County Hall for the Early Years and Childcare sector their work and training achievements were applauded. As well as the presentations the delegates engaged in an activity which linked

social pedagogy to the priorities of the Statutory Framework for the Early Years Foundation Stage. This showed how social pedagogy revealed itself in its priorities of the uniqueness of the child, the building of positive relationships

and the creation of enabling environments. More about Early Years and Childcare workforce development can be found here: <http://tinyurl.com/qfcf57u>



Play and creative arts help children explore their lives

For children in the care system, the effects of abuse, neglect etc. may leave them less able to convey their feelings and concerns. Some may not understand what is being said or may have guilty or ambivalent feelings about the issues being discussed.

Sometimes they will be difficult to engage and until they trust their workers, they are less likely to communicate issues of concern.

Children's feelings of fear and powerlessness may also be an issue. Workers may need to use different and creative

ways of communicating with children. Games and activities can provide children with what paediatrician Donald Winnicott called the "third thing" or "third object" – something else to focus on when a difficult issue is discussed or something that can help a relationship to develop so that children feel safer.

The "third thing" can include artwork, toys, board or computer games, playing with pets or animals, or chatting about the child's hobbies or any shared interests to help establish a connection.

The approach used will be unique for each child. With younger children, a period of non-directive play may indicate the child's natural way of communicating their experience.

With some children and with teenagers, spending some time together without any agenda may provide a way into communication.

More on this approach can be found in the full article here: <http://tinyurl.com/m5flyc2>



Workers may need to use different and creative ways of communicating with children.

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Improving life for local people

Stay in touch

If you have any comments about the gazette or would like to know more about the development of social pedagogy please feel free to get in touch. Also do make contact if you would like to highlight your own or colleagues work developing social pedagogy.

Disclaimer: we hope this provides useful and relevant information, but we cannot guarantee that all source documents referred to have been checked and verified. We cannot accept responsibility for actions or omissions taken after reading this bulletin. Nothing in this bulletin is intended as a substitute for expert, professional or legal advice.

These bulletins can be found
at: <http://bit.ly/1sYdN1U>

University of Derby social pedagogy: success for students and for the course

A further 25 people are currently working on their assignments and the 3rd cohort of 25 have now completed and received results. They have achieved another very high pass rate with around 80% of students attending going onto pass the course far outstripping other similar university programmes. Well done all.

The university course has been evaluated by the Innovation Unit as part of the evaluation of the Uni-fi project which has funded the course until now. The evaluation was extremely positive and included comments from students such as:

“Part of the social pedagogy

journey is challenging your thinking. It's not just the usual tick-box training.”

“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.”

“It's given me confidence to approach management with my 'funny' ideas. It's given me the confidence to put things forward.”

“It will benefit us, it will benefit the child and it will open a whole new way of working with the child's needs through learning.”

The hard work and commitment of those involved which the evaluation revealed has helped support the commitment of Senior Management to continue the course into the future. Information about its continuation will follow. Watch this space.

