

- Further dates for the 2 day introduction to social pedagogy course are available running monthly through this coming year. For more info email Jackie.mee@derbyshire.gov.uk or cathy.barrass@derbyshire.gov.uk
- Make sure you have a look at the DCC social pedagogy webpages: <http://tinyurl.com/jnefte9>

IN THIS
ISSUE:

Working Together - Time out team and the Virtual school 1

2 Day Course— New Dates 2

Independent Advocacy and Social Pedagogy 3

Stay in touch 4

Working Together to Bring in Social Pedagogy

Nathan, a Creative mentor from Virtual School, embraces Social Pedagogy with the Time Out Team.

While working with the Time Out Team and engaging with the Young People residing at Grinlow Cottage in Buxton I learnt a lot about the individuals, Social Pedagogy and.....myself.

Recent one to one sessions involved me teaching Megan* a variety of dance routines including breakdance, locking and contemporary dance. Lacking in confidence Megan was initially reluctant to become involved, very quickly her curiosity was stirred, her confidence grew and she thoroughly immersed herself in the routines. Within a short period she was so self-assured that she participated in dance battles with confidence. Not only did she initiate and formulate dance routines but she got other workers

involved, teaching them to dance and without knowing helping them with their confidence.



...she was so self-assured that she participated in dance battles with confidence.

Megan remained extremely positive in the sessions, engaging with both enthusiasm and commitment to achieving the tasks set her. She demonstrated a hardworking and dedicated attitude and persevered until she was happy that she had mastered the dance moves. The sessions were filled with smiles and laughter, with an artistic soul and a creative mind Megan definitely has potential to be a performing artist. Megan was also great at leading other staff members to dance; she

formulated the routine and provided very clear instruction for them to follow. She was very perceptive and would give one to one tuition to any of the staff members that were struggling with the movement as and when they needed it, when doing this she took a very practical approach to helping each individual. She was also confident enough to ask for help when she faced problems and asked about other ways she could explain certain movements to help staff members understand what they were supposed to be doing. She is a very confident leader and really came into her own whilst doing this activity.

Megan then took me abseiling..... After a conversation, Megan discovered that I was frightened of heights; she felt it was important for me to face my fears and decided to help me.

continued page 2



Activities and group work

New Dates for the 2 Day Social Pedagogy Training

New dates for the course are now available.

The course is run by frontline practitioners with expertise in social pedagogy. It is practical in nature, being interac-

tive and reflective with almost no direct tuition or presentation but rather a facilitated set of activities and group work.

One participant said of the course...

"Social pedagogy is a great asset to building and forming relationships with young people and the course was thoroughly enjoyable."

To book please contact:

Jackie.mee@derbyshire.gov.uk
or call 01629 531452

Continued...Working Together to Bring in Social Pedagogy

With this in mind she arranged, with the support of her workers and Gary from the Adventure Team, an activity event that involved abseiling, Megan was going to do this with me and I now had to put my trust in her. Megan said she would help me through it by reassuring me and even holding the rope as we went down! Abseiling was well and truly out of my comfort zone and I was now putting my trust in a 13 year old, I was depending on Megan to help me and talk me through my ordeal.

By working together, building a relationship of mutual respect and honesty a bond had been secured and I was ready to let her take control of the situation, as Megan encouraged me and we chanted our own mantra we took flight. Initially it was difficult for me but once I got into it I found it to be a liberating experience and even did some

dance moves while suspended in mid-air dangling from a bridge. It was a huge achievement for me and Megan helped me grow as a human being, not only through facilitating this experience but also through the support she gave me.

We ask young people to put their trust in us and in reality in many cases we are essentially strangers to them, in doing this we are asking an awful lot of them. This activity allowed me to get an insight into what it is like for Megan (and other young people) who are expected to put their trust in people they hardly know. This whole experience has done wonders for both myself and Megan and I am looking forward to reaping the benefits, of what we managed to achieve while abseiling together, in our future sessions together.

*name changed to protect-
ed young persons identity.

The Time Out Team recognised a personal interest of Megan in street dance, something that they could not directly deliver. So Virtual School helped them to find the right person to work with her. A creative mentor was commissioned to develop skills and passion for dance, and at the same time to help with some of the social and emotional aspects that are holding her back from personal success. Partnership working and creative collaboration between the Time Out Team, Outdoor Adventure and the Creative Mentor, involving lots of lateral thinking and social pedagogic risk taking. It gave Megan the chance to re-engage with learning, develop skills, new interests and build her self-esteem.

The Virtual School works alongside schools and settings to ensure they provide the best education for children and young people in care. Creative Mentoring is a Virtual School programme that supports individual children and young people who are unable or refusing to attend school by introducing creative activity that is tailored to their interests, delivered through emotionally supportive relationships and social pedagogy.

Megan discovered that I was frightened of heights; she felt it was important for me to face my fears



Independent Advocacy and Social Pedagogy



Independent advocates listen carefully to children and ensure that their views are at the top of professionals agendas

In February a session on social pedagogy was run with a group of both new and experienced independent advocates. The advocates work directly with children and young people to represent their views to decision makers or to support them to make a complaint. An independent advocate will listen carefully to children and young people and ensure that their views are at the top of professionals agendas so that the child or young person feels fully engaged with plans about their life. The role of the advocate is to get children and young people good answers to their questions and ensure they understand why decisions are made.

In the session a number of key ideas in social pedagogy were explored. Head, Heart, Hands chimed very closely with the sense of how advocates need to understand the young people as a whole person as they build a relationship with them. As part of their work they help

equip the young person with skills to learn about and negotiate their way through the complexities of the care and support systems.

The advocates also considered the idea of the three P's: Professional, Personal and Private. This is the idea in social pedagogy which asks practitioners to reflect on what they bring of themselves to a relationship with a young person. They recognised how understanding their professional self, our responsibilities and knowledge is important in their role. However, this is while ensuring they can develop a real human relationship with the young people they support. Sharing of the personal self needs to be bal-



anced with the private self, who remembers to hold back things that are not helpful to their relationship.

Advocates are not 'experts' in every field, this becomes like a common third with both the advocate and young person

learning together about the issue and the advocate empowering the young people to represent themselves in the future.



An example of a recent piece of work is that one of our advocates has supported a young person who was at risk of being permanently excluded to represent their views to the Governors about why they should be allowed to remain. The Governors agreed and then the young person, advocate and school worked together to develop a plan to support that young person to stay in school.

For more information about Independent Advocacy please contact the Participation Team:

children's.rights@derbyshire.gov.uk

01629 532 029

Referrals can be made on Frameworki (the local authorities secure recording system where staff and carers can sharing essential information about the children we support)



"Working together to support and inspire children, young people and their families to be the best they can be; safe, health, happy, learning and working."

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.

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These bulletins can be found at:

<http://bit.ly/29P1Aip>