

OF INTEREST

- With support from colleagues we are looking to explore social pedagogy at the next Personal Advisers', Careers Advisers' and Youth Workers' workforce development day on the 21st September.
- The next Social Pedagogy Development Network meeting will be hosted by the University of Central Lancashire in Preston on 2nd and 3rd December. The event will focus on ways of developing and taking social pedagogy. Information on this and all SPDN events can be found here: <http://socialpedagogy.co.uk/network.htm>

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Loundsley Green Youth Club

Loundsley Green Youth Club is an open access youth provision held on Fridays between 6pm and 8pm, facilitated by Youth Workers from Chesterfield's North Multi-Agency Team. Sessions cost £1 for young people to attend and the money is used to resource the provision.

The project and aims to provide young people aged between 11 and 19 from Loundsley Green and the surrounding areas a safe place to go and socialise with their peers, reducing the numbers of young people hanging around on the streets, bored with nothing to do, which can lead to anti-social behaviour.

The club is delivered by trained youth workers who offer young people a range of positive activities and provide them with information, advice and guidance on various youth issues such as the 'C card' scheme which provides confidential advice around

sexual health issues, and free contraception.



One of the activities delivered at the club was "The Beer Goggle Olympics."

The learning outcomes of the project are planned based on the needs presented by the young people who attend the group. The levels of success and effectiveness are evaluated at the end of each term which then informs the decisions for what will be delivered in future.

The club is currently regularly attended by a group of young people aged on average between 16 and 18 and has a fairly even split between male and female.

Many of these young people have part time jobs as well as being in full time education.

Some of the young people who have attended the provision are planning on going to university in the not too distant future. To help prepare themselves for living away from home the young people often prepare and share meals as a group.

They are encouraged to make decisions for themselves about the meal they are going to make and people's roles and responsibilities in preparing it. Youth workers help ensure that these decisions are made fairly and everyone has a chance to share their views.

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Steering and Strategy groups



Common Third Activity: fun, learning and making something tasty as well.

There are no meetings to report on in this edition as we are awaiting the end of summer leave before the next meetings. As ever if you are interested in being more involved in the development of social pedagogy do get in touch through the contact details on page four and I can put you in

touch with the steering group representatives.

Meanwhile here are some stills from a video shared by foster care colleagues of a young man, in a short term bridging placement with one of our Contract carers, working with his carer in a very social pedagogical way.



They are encouraged to make decisions for themselves about the meal they are going to make and peoples roles and responsibilities in preparing it.

The young people seemed to really enjoy this activity and have asked to do it again some time.



A large number of the group are interested in sports and the young people have permission to use the equipment which is kept in the centre. The interest in more physical activities provides a great opportunity for workers to create fun and engaging group activities which are also informative.

For example one of the activities delivered at the club was "The Beer Goggle Olympics". This activity was a group competition where individuals

took part in several different tasks.

The tasks were varied so as to mix up the types of skills needed to complete each one. These tasks included walking along the narrow lines of a badminton court, scoring

baskets with a basketball net, dribbling a football around some cones, applying lipstick to another person and typing a text on their phones all while wearing a pair of 'drunk specs' which are designed to mimic the effect of alcohol on a person's vision and balance. The young people's performance was recorded using a stopwatch, counting the number of baskets in a period of time, group votes on the skill of applying the makeup or the number of words spelled wrong in the text.

This game was to demonstrate how alcohol or other substances can affect an individual's ability to complete tasks. There was then a group discussion on why this could be dangerous. The young people seemed to really enjoy this activity

and have asked to do it again some time.

Voice of young people

"I just like it because it gets people together. I enjoy it a lot, its fun. It's good as it gets people off the streets, you know, you see people, some younger than me sat about drinking."

Lewis: 17.

"It's something to do; it gets you out of the house."

Jake: 16.

"It lets me see my friends; I don't really get to during school time as I'm not at school anymore"

Kieran: 17.

Get Around Sound (GAS)



The Music Leaders have, in previous years been working in ways that echo a Social Pedagogy approach

GAS is an ambitious 2 year, part-time music programme that is already yielding significant successes. The project is led by Fleet Arts working in partnership with Derbyshire County Council (DCC) and supported by Youth Music and Derbyshire Music Education Hub.

A highly skilled and experienced team of music leaders, with a wide range of music specialisms are working alongside young peer-group leaders (PGL's) to encourage and support young people from across Derbyshire to make, record and perform music during their Easter and Summer holidays. The standard of music delivery and the outcomes produced have been high enough to use to showcase as models of good practice to Derbyshire County Council members

The children are in foster-care, newly adopted or children referred by the Multi Agency Team (MAT) due to personal and challenging circumstances, with the recruitment and ongoing support undertaken by Derbyshire's CAYA team. The focus is outside of their homes & schools, mainly Lea Green and in the rather grand cabinet rooms and chambers at DCC in Matlock.

What is particularly innovative is that the PGL's are themselves very young adults, whose experience of music has been, at least in part, as participants on earlier Fleet Arts projects with this interest group. Each one is being mentored by one of the more experienced music leaders with the

intention that all will develop confidence and leadership skills. Some may even go on to have careers in music themselves.

Without necessarily naming it as such, perhaps until now, the Music Leaders have, in previous years been working in ways that echo a Social Pedagogy approach. So, as a part of GAS they are now more formally embracing Social Pedagogy, and working closely as a team, developing a useful framework that will help to continue to develop this vital work.

Through a highly reflective practice they are committed to extending a model, where music in its widest definition (including voice, instruments, and computerised), is being used as the central vehicle to gain skills, build confidence and self-esteem, and perhaps above all develop friendships and working relationships.

All the music leaders on the project have undergone bespoke Social Pedagogy training which began from a careful consideration of how their existing practice sits alongside key characteristics and concerns of Social Pedagogy. This opportunity also encouraged new potential music leaders, as well as CAYA team members, to come on board and get involved in the programme. GAS has become a meeting place, where care and education coalesce.

Where drinking tea together is as important as performing in front of a 100 people. Where shared interactions and activities consistently foreground well-being and inclusion. Where young people are placed at the centre and music and music-making acts as a catalyst.

It has been a gentle, slow process – which has demanded time and attention, however using Social Pedagogy as a way to both frame and articu-

late the work has been invaluable. So far GAS has worked with 44 participants, 35 of which have been young people Fleet Arts have not worked with before. The programme is changing and extending Fleet Arts practice, with the music-leaders formally mentoring one-to-one for the first-time. It is also the first time that the organisation has incorporated formal peer group learning within a project, which has necessitated a thorough engagement with their carers in the organising and delivery of each session. The music-leaders and PGL's have been learning together how to carefully set agreed, manageable yet still challenging targets, and the growing confidence and infectious enthusiasm is evident for all to see. One of the support workers from the excellent MAT team, who having experienced the work hands on and face to face for themselves, leant over as we watched a group-jam session, and reflected back to me "it's a little bit of magic isn't it?"

Thank to Sara Giddens for the article, Sara is a freelance creative consultant.

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Pictures courtesy of:

Kyalo Mwailu



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New university social pedagogy course places allocated

The University of Derby social pedagogy course, which was introduced to help social care teams interact more effectively

with children, young people and families, has had its contract extended for a further two years. Places for September 2015 are

now allocated and new dates for January 2016 will soon be available. If you are interested do get in touch.



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**"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.

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.

The article about Youth Work: Chris' reflections

Chris has been kind enough to use some of the time he has with one of his youth groups, to pull an article together for the social pedagogy gazette.

Chris volunteered to help with the article and suggested involving the young people attending one of the open access youth provisions he supports. While developing the article, which now headlines this edition, I also asked Chris' to reflect on the process.

Chris started as a volunteer youth worker aged around seventeen and took up a relief post at eighteen. He was contracted into a full role when nineteen. Six years and a Youth and Community Degree from University of Derby later he is now a Youth Support Worker with Chesterfield MAT.

Chris said, "With young people you can never tell how they will respond to the idea of doing a piece of work like the article but actually knowing this group it did not surprise me that they took little convincing. They were excited that someone was interested in knowing about what they were doing and where in many ways proud to be able to showcase the project"

"It is quite a large group, around 20 -25

young people who regularly attend, so capturing all the views and ideas was difficult. Also current staffing and the fact that it was near the end of term and many of the group were at end of term parties, added complexity."

Despite all of this the enthusiasm remained and the article emerged. "One challenge, I suppose, was keeping a balance in the article of the informal and the informative: it needed to reveal the great work of the young people."

"Lots of provision requires a targeted approach but chiming with social pedagogy the work of this group shows there is a hell of a lot of worth and achievement within a generic youth group."

"The whole group has evolved with the activity. It made them take some key collective decisions which as a group they have recently started to become more able to do: taking more control rather than looking for support. The article furthered this as part of what was emerging in them as a group. In a way it was also a reflective exercise for them. It encouraged them to look back at some of the activities

they had done and look at what they did well. They also identified changes they would make if they were to do the task again."

Chris's final comments were that it has given an opportunity to show a group of young people that people are interested in their opinions and feel that the work they are doing deserves to be shown.

That said, as a tool, the article did need a worker to support a lot of the process. Chris has started thinking about other ways to involve them in their own reflection about the group and services such as a video interview, comic strip story or other alternatives which would support young people to realise their voice.

Chris concluded, "Sharing stories like this is important for breaking the stereotypical views on young people and hopefully will encourage others to look at young people a little differently and other workers to showcase young people's work."

Thanks again to the young people and Chris for their contributions to this edition. chris.wortley@derbyshire.gov.uk