

Dates for the two
day ...

'Introduction to social pedagogy'

...course are avail-
able through this
coming year. For
more info email Jackie.mee@derbyshire.gov.uk
or
cathy.barrass@derbyshire.gov.uk

16th & 17th Jan 2020

12th & 13th March 2020

20th & 21st May 2020

9th & 0th July 2020

7th & 8th October 2020

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Listening to and hearing children

We often talk about participation, listening to the voices of the child and understanding the child's lived experience. This is all to help them, to be able to best protect, safeguard and support them.



Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) states, 'that children have a right to have their views listened to (not just heard) by those involved in decision making processes. This has

important implication for our responsibilities.

Reflect for a moment on your own practice, how do you ensure you listen to the children you work

with.? Would they feel listen to, would they feel as if you take their views' seriously and would they feel confident that you will act upon what they have told you.?



Amanda Hatton, who used to work as part of the children training team, has recently had a chapter published relating to work she undertook in conjunction with the Derbyshire safeguarding partnership. ..cont page2...

Listening to and hearing children



Music can provide a creative bridge between child and adult

The project was a county-wide initiative, involving over 200 children and young people. It included workshops, a 'staying safe' children's event and a conference with both multi-agency practitioners and young people from the schools.

Part of the process was using creative workshops. Artists worked with the young people through activities such as hip-hop, animation, drama, sculpture and creative art installation.

From this the children developed workshops for the adult conference. The adults were led by the young people and worked collaboratively with them to respond to issues about staying safe. This challenged the perceptions of adults but also the perceptions of the young people as the adults genuinely listened to them.

By taking the on the power of creativity, the children found they had the opportunity to express their views and have these

views listened to and taken into account by the adult. Amanda's work led to her developing a model of participation.

From a social pedagogy perspective the importance of human rights is a foundation stone. Key thinkers in social pedagogy have been leading voices

children's' passion and experience to the formal and professional expectation of the adult and professional perspective.

It highlights how creativity, acting, as a common third, can be a key part in how children are heard and how adults' understand of what they say.



calling for children's rights. "Children are not the people of tomorrow, but are people of today. They have a right to be taken seriously, and to be treated with respect. They should be allowed to grow into whoever they were meant to be. 'The unknown person' inside of them is our hope for the future." — Korczak Janusz (1878–1942).

We also see in Amanda's work the immensely beneficial effect of using creative activities to bridge

Thanks so much to Amanda for the kind use of her work. If you want to explore more the chapter on the project and model can be found.

Hatton.A.J (2014) Chapter 5: Shallow Democracy: In other People's shoes – Listening to the Voices of Children and Young People published in 'Participation, Citizenship and Intergenerational Relations in Children and Young People's Lives' (2014) Edited by Joanne Westwood, Cath Larkins, Dan Moxon, Yasmin Perry and Nigel Thomas, Palgrave Macmillan

Activities such as hip-hop, animation, drama, sculpture etc.



Time to celebrate and move forward

Thirtieth birthday of the Convention of the Right of the Child

The UN Convention on the Rights of the Child celebrates 30 years of influence on the signatory countries and how they respond to children, their rights and society's responsibilities to them.

Currently 196 countries are party to the treaty (some with stated reservations or interpretations). This includes every member of the United Nations (except the United States). It was signed on 20 November 1989 ironically in New York City.

It has 54 articles, for example article 28 recognize the right of the child to education; article 14 expects nation states to respect the right of the child to freedom of thought, conscience and reli-

gion and article 12 expect states to recognize the right for children to express their views freely in all matters affecting them.

University College London's, Institute of Education recently ran a celebration event. Asking children, school pupils, youth workers, young artists and policymakers to examine the rights

and look at what needs to improve on issues like food poverty, child exploitation and the impact of climate change on children.

You can read more about the event and the outcomes here:-

<https://www.ucl.ac.uk/ioe/news/2019/nov/children-address-what-more-needs-be-done-improve-childrens-rights>





'Working creatively together to inspire and empower children, young people and their families and communities to be the best they can be: safe, healthy, 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.

Simon Taylor

Senior Staff Development Officer (Social Pedagogy)

Tel: 01629 531 938 | Ext: 31938 | Mob: 07948 507145

Email: simon.taylor@derbyshire.gov.uk

Social pedagogy quote:

" The overarching aim of all social pedagogic practice is to provide well-being and happiness, not on a short-term needs-focused basis, but sustainably, through a rights-based approach"

~ThemPra

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.