

- A new guide for young people written by the Catch22 National Care Advisory Service explains about staying with foster carers after age 18 . <http://bit.ly/1yKQKE4>

- The SAVE ROSS film campaign is the first in a series of short films created by the Children's Rights team. The film is a parody of a charity appeal video and is intended to encourage young people in care to get involved and have more of a say about their rights. www.youtube.com/watch?v=UefjpMHWimk

IN THIS ISSUE:

Fostering 1
perspectives

Steering 2
groups

The wider 2
world

Fostering 3
and University learning

Skills for 3
Fostering

Stay in touch 4

Staying put ? 4

Social Pedagogy in carers and in support

Shannon's Story — an adventurous common third activity

Shannon joined her Contract Carers, Berni & Kelvyn Hughes in May 2014. It was clear from the outset that she had lost her confidence and self-worth. "We just wanted Shannon to recognise her capabilities, and just start having some fun in life. She had always been a bit sporty at school, but just did not seem to bother any-more", says Berni.

As Kelvyn was a keen Scuba Diver, a taster session seemed a good starting point! "She took some convincing. I just asked her to take a leap of faith - literally" says Kelvyn.

Shannon's new skills has inspired her to consider a career choice of Commercial Diving. The added bonus is that she has made some good friends in the diving community. "Working alongside Shannon is what has made the difference for her, she just needed that one-to-one nurturing" says Kelvyn.

Shannon has saved all her money and has 100% funded herself going on a diving trip to Egypt with her carer this

year, and is about to take her Advanced certificate!

"I never thought I would be able to get this far" says Shannon.



Shannon being congratulated by her instructors after qualifying as a Scuba Diver

Natasha's Story — big aspirations supported

Social Pedagogy not only has its foundations in the direct one to one care of a young person, but also has its role to play within the support services around those involved in the day to day care of Looked After Children.

Natasha has been cared for by Contract Care for over 2 years. She is a bright and hard working girl, who has now learned to balance that hard work with a very active social life! Her educational efforts have rewarded her with many awards.

Natasha asked her carers if they could look into her

attending a private grammar school, as she wanted the best possible start to her intended career in medicine.

This is where the support services played their part. The carers requested help from the Virtual School and they were immediately on board!

After accompanying the carers to an interview with the grammar school Bursar, Natasha has now been accepted at their Sixth Form, and awarded a 100% scholarship by the school.

Natasha says, "this would have been impossible for me had I not been in care. There has to be some advantages for me not being with my family, and I am so grateful that everyone has helped me realise my dream".



A team effort with the young person voice at the center

presentation
Steering
Residential developments
Fostering discussed group

Steering Groups
meet again

Lorraine has long
been an advocate
for fostering in
England



Steering groups

The Fostering Steering Group met again on the 7th January 2015 and discussed a number of developments.

One of these involved taking the lead on the content for the gazette giving it a fostering theme.

Thank so much to all those who have helped by contributing to the edition.

The Residential Steering group met on 5th December 2014 and considered a presentation from the Open Centre in Derby.

They talked about their organization, a lottery funded charity that aims to promote understanding and respect between different communities. With the hope of supporting

homes explore these issues. They also discussed the secured funding for a story teller to work with all the homes hopefully starting in March.

If you are interested 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.

The wider world: Fostering Network and Government Ambassador

The Fostering Network is a membership organisation that for more than 40 years has sought to lead the fostering agenda. They work with over 400 fostering services and 52,500 foster carers, influencing and shaping policy and practice at every level.

Running their own social pedagogy programme called Head, Heart and Hand they have a range of information about how social pedagogy is influencing fostering on their website. Have a look here: www.fostering.net/head-heart-hands

Government Fostering ambassador welcomed

The chef, author and care leaver Lorraine Pascale has taken on the role as the

Government's Fostering Ambassador in England.

She was born in east London, where her natural mother gave her up to the Salvation Army soon after birth. After spending 18 months in foster care, she was adopted by a couple in Oxfordshire. When they divorced Lorraine was physically and emotionally abused by her adoptive mother after which she was fostered again into two more placements.

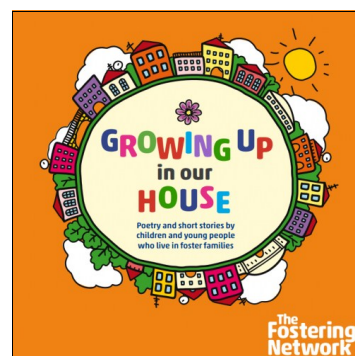
Vicki Swain, campaigns manager at The Fostering Network, said: "Lorraine has long been an advocate for fostering in England. Her efforts in promoting fostering and helping to recognise those at the front line of fostering have

always been respected and valued by the whole community."

Lorraine has supported The Fostering Network's annual Foster Care Fortnight for several years and was instrumental in raising awareness of the Care Inquiry into the care system in 2013.

The Fostering Network has also published a collection of poems and short stories written by children and young people who live in fostering families.

<http://bit.ly/1um1vWi>



University course captures reflection and affection



Michelle, a respite foster carer, has kindly shared this summary of her reflections from her university assignment which she completed as part of the Uni-fi programme funding the Introduction to Social Pedagogy course develop in partnership with the University of Derby.

I sometimes take my five year old foster child to the playground as part of our activity time together. She is petite and prefers to sit in the toddler swing which has supports to stop the child falling off. For several months, my physical interaction with her was minimal when dealing with the swing. I would pick her up and put her in the swing almost in one movement to minimise the time that I had close physical contact with her. When pushing the

swing I would always use the supports around the seat as a contact point.

Social pedagogical theory has changed my perspective and hands on approach to the swing situation. Now when putting her in the swing, I hug her close to me (actually this is better for my back anyway!). For a few seconds we are sharing close human contact and occasionally, when it feels right, we might hold this position for several seconds until I feel her legs searching for the position of the swing behind her - her indication that she's ready to get in. When I'm pushing the swing, I now often gently push her shoulders or outstretched legs, or catch her ankles momentarily. She seems to like this game and chooses to stay in the swing far longer than she used to.

When describing this interaction to the little girl's mother, I felt awkward and paranoid that she might think I was overstepping the boundary of physical contact with her child.

As a foster carer I feel the clear message is: care for the child/young person's basic needs, but don't cross the boundary of physical contact as it could be construed as abuse.

Assuming this mind-set is similar for other foster carers, then we have situation in the UK care system where the children/young people most in need of human physical contact are being denied it to the detriment of their emotional development.

This extract is taken from my Derby Uni assignment 'Small windows: An appraisal of Social Pedagogy in respite foster caring.'

Michelle Cadet-Rose
michelle.cadet.rose@gmail.com

The University course has been made available to 100 people and 15% were foster carers. An evaluation of the course is currently underway to assess future options.

“...children/young people most in need of human physical contact are being denied it to the detriment of their emotional development.”

Learning Outside the Classroom conference

The first Derbyshire Learning Outside the Classroom conference is on Tues April 22nd. You can discover the wealth of learning outside the classroom opportunities available throughout Derbyshire. The

cost is £60 per participant. It is suitable for all teachers, teaching assistants or group leaders working with young people of all ages and abilities. Providers, a market place, demon-

strations and a choice of workshops. Find out more here:

www.derbyshire.gov.uk/lotconference2015

Lea Green
 Learning and Development Centre

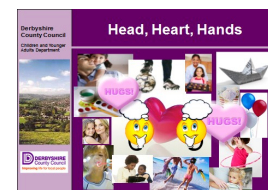
Skills for Fostering embraces social pedagogy

The Skills to Foster Course is a pre-requisite to becoming a foster carer. The course has always had lots of really good information and activities but the participants have sometimes felt that some of the content is quit hard going. We have listened to our foster carers, some of whom have had social pedagogy training, and who are really enthusiastic about it and have started to make some adap-

tations to develop the philosophy of social pedagogy throughout the course.

We have already made some changes to the course acknowledge the real difference foster carers can make by doing plenty of activities, spending good quality time and building positive relationships with children in their care.

The ethos is about enjoyment and having fun, as well as recognising the challenges fostering will bring; it also accepts that life is full of risks and children need to experience stimulating and exciting things whilst living in a secure, safe and nurturing environment. There is another meeting soon to look at the course further if you have any good ideas do contact kathryn.thompson@derbyshire.gov.uk to discuss.



We have listened to our foster carers



Derbyshire County Council

Simon Taylor, Senior Staff Development
Officer (Social Pedagogy)
e: simon.taylor@derbyshire.gov.uk,
t: 01629 532 598, m: 07812 666 553

**Working together to support and inspire
children, young people, and their families 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.

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.



Three quarters of foster carers are expected to use of “staying put” arrangements

Nearly three quarters of foster carers looking after young people aged over 16 expect them to stay for more than a year, with four out of ten expecting them to stay for more than three years according to The Fostering Network (TFN).

Optimism about young people in care staying on past 18 is matched by hopes for the impact this will have on other figures released in the report, which showed that 38% of care

leavers aged 19-21 were not in education, employment or training.

TFN said that they hoped more that more looked-after children staying with foster families after 18 would help improve these outcomes and there is evidence to show that a stable placement makes it more likely someone will be in education, employment or training.”

The figures represent emerging findings from TFN research set to be published later this year.

It is the first evaluation of the likely impact of the new approach.

<http://goo.gl/1rcPhm>

