

# Social Pedagogy Gazette

EDITION 12

JUNE 2016

- 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](mailto:Jackie.mee@derbyshire.gov.uk) or [cathy.barrass@derbyshire.gov.uk](mailto:cathy.barrass@derbyshire.gov.uk)
- Nationally the Social Pedagogy Development Network are exploring how a Professional Association of Social Pedagogy Practitioners can be supported. If you're interested drop me a line (contacts info on page 4) or visit: [www.thempira.org.uk](http://www.thempira.org.uk)

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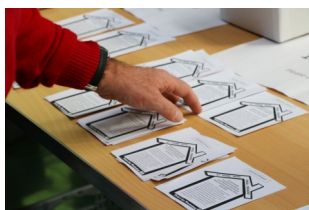
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## The social pedagogy event 'At Home with Social Pedagogy'

I am really pleased to report that the event. 'At Home With Social Pedagogy' was a real success. It highlighted the best of practice across Derbyshire and how social pedagogy is emerging from and informing practice across our services.



The day was opened by Mel Meggs, Service Director for Early Help and Safeguarding, representing the Senior Management



Team, she endorsed social pedagogy as a key strengths based approach and reinforced SMT's commitment to social pedagogy.

**When was it...**  
17th May 2016, 8:30-16:00



### Who attended...

It was a chance for all staff and Foster Carers across out services to learn more about social pedagogy at all levels of understanding.

### Our activities and workshops...

Residential services explored our place in young people lives and how nurturing real relationships has been key to their service.



**The sunny day allowed residential colleagues to use the great outdoor space available at Lea Green**

Foster Carers ran a really hands on workshop making playdough and looking at 'common third'



activities to help build relationships.

Creative consultants Tan Draig and Sara Giddens tasked all the delegates to build a huge frame 'home of social pedagogy' which



reached as high as Lea Green's hall roof. It housed white objects

covered in delegates handwritten individual reflections on where



they felt they were in the social pedagogy home.

Our Education Psychology services explored how we all work



together as teams to supporting our wellbeing and effectiveness at work through shared reflection.

The School's Nurture Team showed how they use approaches which immerse pupils in accepting and warm environments to help develop positive relationships that enhance school achievement.

Leanne Taylor, Senior Family Support Practitioner, explored how Non Violent Resistance provides a tool, within the



Stronger Families, Safer Children framework, that effectively reduces the violence and aggression of children within the family.

# Social Pedagogy Strategy for 2016-18 launched



**Social pedagogy: an underlying strengths based approach for all Children's Services.**

As announced at the social pedagogy event on the 17<sup>th</sup> May, I am pleased also to report that the Senior Management Team endorsed the next step social pedagogy strategy for 2016-18 on the 9<sup>th</sup> May. This will be available soon on the social pedagogy sections of the website and sets out our future road for social pedagogy in Derbyshire.

This strategy follows on from its predecessor, which covered 2014-16. It recognises Derbyshire's initial steps exploring social pedagogy and endorses the case for making social pedagogy an under-

lying strengths based approach for all Children's Services. It recognises Derbyshire's unique approach to developing social pedagogy practice which continues to be nationally recognised as the 'Derbyshire Way'. It emphasises a grassroots, practitioner led approach to realise DCC's ambition for social pedagogy to grow and touch the lives of all its children, families and staff.

The strategy firmly seats social pedagogy in the Stronger Families Safer Children (SFSC) operating model. Within Stronger Families Safer Children,

social pedagogy is valued as being implemented as a grassroots initiative having started in Residential Units and now is identified as an underpinning approach for the entire Children's Services workforce, including Looked after Children's Services, Multi Agency Teams (MAT's) etc.

These strengths based approaches naturally complement each other, with social pedagogy focusing on supporting our practitioners to better understand and reflect upon the capacity they have to make a difference to the lives children.

## The Social Pedagogy Event..continued

Our social pedagogy training group colleagues explored,



with delegates, the significant people who had influenced them when growing up to reveal how these people and their values can inform our practice today.

### Keynote speaker...

Robyn Kemp from the National Social Pedagogy Network explored what it means

to develop our social pedagogy practice together and how critical reflection can support practice.



**Keynote speaker Robyn Kemp also ran workshops on critical reflection**

### Other Guests...

As well as our own staff we had guests from Woodbridge School showing how they are working with the Virtual school to use attachment theories to build better relationships with children, families and communities to enhance wellbeing and attainment.

A huge thanks to all the workshop leads, the helpers on the



day and of course to all the delegates.

As the delegates left they re-



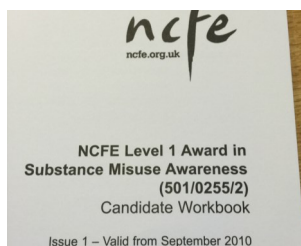
ceived small house shaped boxes containing individual gifts to help them reflect on the day's learning.

It was a fantastic reflection of our great practice and showed how creative and open we are



to working in the best ways possible to ensure the children and families we work with thrive.

## Substance misuse support: a thoughtful approach



**Working  
towards a  
Substance  
Misuse  
Awareness  
aware**

Derbyshire is, as far as we know, unique in affording a post dedicated to working with our Children in Care and their substance misuse. Stemming from the government's aspiration to support the young people most at risk, expressed in the National Delivery Plan for Young People and Substance Misuse, we in Derbyshire saw the great sense in making it the focus for a real life person to support our young people.

The real life person is Lisa Colville, who has done this part time role for 11 years and brings a very personal perspective to the role. This is informed by her background, which includes experience working in a social pedagogy environment at a care home for vulnerable refugees in Norway. There the focus was on living within a shared life space and using shared activities (from chopping wood and cooking, to visiting other European countries) to help form relationships and guide and support the young people.

In her substance misuse role she may receive referrals from social workers or residential homes but all the young people also need to agree to be involved. To encourage this Lisa takes a non-judgmental approach seeking to understand the young person and their own awareness of drugs, finding out

how they impact and influence them. The work is about helping the young person understand themselves, their friendship groups and the effect any substance might have on their lives, rather than dwelling on the legal or health aspects which may distance many young people.

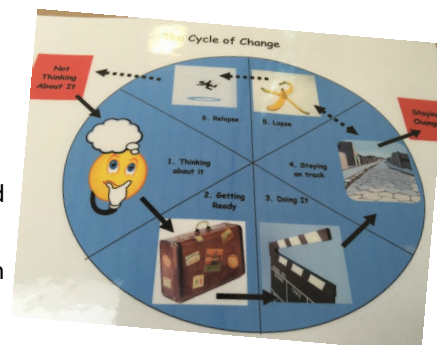
Lisa says, "Our children are dealing with difficult life situations, exploring such substances can be a way they find to cope or conversely they may just be at the age where we all experiment with this aspect of life. Support needs to therefore be inclusive of who the young person is."

Although experienced herself in talking to young people about drugs she recognised that many other practitioners do not find these conversations easy. To address this she delivers a programme for residential workers and foster carers which leads to a qualification in substance misuse awareness. This helps workers and carers to develop a rounded view and gain confidence to also support young people.



Lisa also works part time as a trainer with the children's training team based at Denby. This perspective led her to ponder if the young people might also benefit from such a qualification. Given their informal knowledge of substance

misuse. The course helps them see things more objectively and reflect on their own experience. She has now supported seven young people to take the level one qualification. Recently she contacted a young person who she has worked with for nearly five years,



who is now 19, to arrange delivery of the certificate. Lisa asked if she wanted it posting but the young person asked to see her and maybe get a coffee, further tribute to the strength of the relationship Lisa has formed with her through the engagement on these difficult issues. The young person said...

*'I've been involved with a drugs & alcohol worker since I was 14 on and off, I am now 19 and have found the service very helpful for myself! I found it very helpful to talk about why I abused drugs the way I did and Lisa was very kind and easy to talk to'.*  
Katherine (aged 19)

Sometime Lisa says she feels others see the role as being rather 'fluffy' as she is not demanding young people stop using. However, this overlooks Lisa's subtle but robust art of engagement, meeting young people on an equal footing and respecting them as individuals to best explore, together, real life change. Lisa's warm spirit is also revealed when she often leaves the office saying, "I'm going to spread some joy."



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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**"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."**

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.



## Next dates for the University of Derby's 'Introduction to social pedagogy' course

In addition to the launch of the new strategy I am pleased to announce the next set of dates for the University of Derby's 'Introduction to social pedagogy' course. This is a great professional development opportunity. Over 130 students have already gained the level 4 qualification and experienced the opportunity of being a enrolled student at the University with all the resources, experiences and learning this brings.



The course starts in September and does require attendance at the University campus and significant independent learning. Derbyshire colleagues who have already attended have an excellent pass rate

surpassing the Universities usual course outcomes and participant's feedback is extremely positive.

Former students have said:

"The course seems to demystify social pedagogy."

"Such a depth and breadth of resources: I could do a lot of personal learning."

"They've broken it down to the right level, right down to the shop floor."



"Part of the social pedagogy journey is challenging your thinking. It's not just the usual tick-box training that we're used to."

We are currently promoting the opportunity for September start with a deadline of the 1<sup>st</sup> July.

If you have not seen the email you can request an application form from:

Simon Taylor, Senior Staff Development Officer (Social Pedagogy)  
e: [simon.taylor@derbyshire.gov.uk](mailto:simon.taylor@derbyshire.gov.uk)  
m: 07812 666 553/

The number of places is limited and thus the process is cooperative so do please give me a call if you have any queries about the course or applying for a place.