

- The Social Pedagogy strategy is now in final draft to go to Senior Management Team, after its full CAYA consultation.
- A refresher day, as follow up to the two day introduction of social pedagogy course, is now available for bookings.
- The final few places on the University of Derby social pedagogy course will be advertised shortly. Watch those CAYA ALL emails.

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Creswell and Clowne Roadshows

Elaine Furness, Children's Centre worker in Creswell, has realised the huge potential for social pedagogy to help with the real struggle to engage with families. Based in communities which are understandably resistant to official interventions, Elaine wanted the great work of her team to reach more of those people often called 'Hard to Reach'.

Working with her manager and team, Elaine looked at ways of listening to the voice of the community. Using tools such as reflective listing, empathy and positive regard she was able to create dialogue which helped her explore and co-produce new approaches.

The roadshow idea stemmed from Elaine being given a bit of space and time to reflect. She was fortunate to also link with some external creative expertise, Creative Forum, who were already working on changing engagement though creative activities. This work was commissioned, following

national pilots, through the workforce development team.



Roadshow events bring services to the community and the community together

Within the development process Elaine saw how social pedagogic approaches might use shared, creative, outdoor activities to build relationships and the community roadshow was born.

Rather than children, parents and professionals all meeting in formal surrounding, often a barrier to engagement, Elaine worked to develop an event where all were equal, activities where fun and people were able to interact informally. Referencing social pedagogy's 'common third' these seemingly innocuous activities allow people to break the ice

and build relationships. Lots of services provided information from stalls on the day but also parents and children saw the professionals as real people and vice versa. The roadshows engaged with up to ten times more people than other similar activities and placed the children centre's work much nearer to the community giving people the confidence to seek support from these and other services.

One new mum who was also new to the community and struggling with English as a second language was referred to the Children Centre...continues page 2





Busy agendas, fantastic recourses

Steering groups

Both the Residential and Foster steering groups met individually at the Eco-center on the 19th September which also enabled them to share some time together.

The Fostering and Contract Care steering group continues to develop and is looking at how best to include foster carers in the next steps of the rollout social pedagogy, through initial interest in the development of training that could include foster carers in delivery.

The busy residential agenda included a fantastic recourse created through the hard work of many but especially Katie Mortar, a residential care worker at the Getaway, who has ensured this collection of social pedagogy resources meets the need of each care home to have a handy resource for easy reference.

The aspiration is that this will also form the backbone of similar resources on d-net, available to all CAYA staff. This resource is

in development but will hopefully appear over the autumn.

The steering groups ended in a storytelling walk. The creative input from a local storyteller turned a walk in the countryside into a mysterious and inventive stroll where all involved where able to explore how storytelling can be a great way to engage children and young people to think about big issues with this disarming approach.

"...the referral was starting on a basic of community spirit not fear."

...but the new mum and her family were already known to the team on an informal basis as they had dropped by the roadshow. This meant the referral was starting on a basis of community spirit not fear.

Elaine's has continued to develop these ideas by listening to what works.

She has now also developed a 'Sound and Movement' event to engage with local schools. Given that she has to keep on top of her on-going caseload Elaine has also found time to

attend the University of Derby Social Pedagogy course, run in partnership with DCC. She used the roadshow activity in her assignment and having developed it as a more formal case study is now helping deliver a number of training programmes to children centres and MAT teams this autumn.

In exploring new ways of working she had the full support of her manager and looked to base her new approaches in sound practice theory. She was particularly impressed by approaches advocated by theorists such as Carl Rogers, who proposed that the key to relationships

was positive regard, genuineness and empathy and from ideas in Paul Gilbert's book 'The Compassionate Mind' 2007, which stated that being respectful and supportive to parents will open their life-space and result in more positive relationships.

Her own enthusiasm for social pedagogy is showing how the great work of her team can be made available to all the community and that people can also come together with their children, as a community, to have fun and learn and grow together.

Creswell and Clowne Roadshows ...continued

Poster for the Sound and Movement event



Children's Rights Team



Creative opportunities through the arts

The Children's Rights Team have been busy over the Summer months with events that are all based on the principles of Social Pedagogy. The Big Book Bash in July saw 500 children and carers meeting up with authors such as Andy

Seed and Alan Gibbons and taking part in writing workshops. In August the 7th Burning Sounds music project was held at Lea Green. Over 3 days 25 young people worked alongside 8 musicians and songwriters to compose 15 original songs based on the theme of "Shine". There will be an opportunity to see these young people perform their

songs live at County Hall on the 31st October at 5.30pm. The Showcase is open to all and demonstrates how creating opportunities for participation through the Arts can lead to the creation of something really special. If you want to hear some tracks from previous years go to www.soundcloud.com/riffraffmagazine or watch our films here www.youtube.com/channel/UCZ4-2QM20VrZQNMsl06L0rQ

"The scheme should offer young people a more natural transition to adulthood and independence."

Will every young person in care get the chance to Stay Put?

A requirement for local authorities to support young people living with their foster carer until the age of 21 requires adequate funding to make it a success. The new Staying Put duty – the requirement for local authorities to support arrangements where young people continue to live with their foster carer up to the age of 21 – has been lauded

as the most significant reform for children in care for a generation.

The principles of Staying Put certainly deserve that plaudit. The scheme offers young people a more natural transition to adulthood and independence. It provides the kind of support that any reasonable parent would provide for their

children. When the state makes a conscious decision to intervene in the life of a child it has an obligation to do everything possible to help them into successful adulthood.

You can read more in this article: www.theguardian.com/social-care-network/2014/jul/16/young-people-care-staying-put

Preventing poor mental health in looked after children

What works in preventing poor mental health in looked after children?

Here is an interesting report that looks to inform thinking around designing interventions for children around mental health and wellbeing.

It looks at interventions for children's education, reinforcing

the importance of working with foster carers and the wider workforce. It is a quite accessible but deep look into the issues.

Social pedagogy gets a mention as a bit of an unknown quantity in the conclusion and it certainly chimes with person-centred and systemic approaches.

You can find the report via this link.

www.nspcc.org.uk/inform/research/findings/evaluation/rees-report-full_wdf103943.pdf



To inform thinking around interventions for children around mental health.



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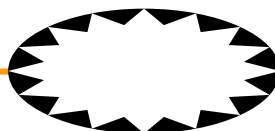
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Improving life for local people

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.



Is it right that someone passes through the system and is then forgotten?

In this article a residential care worker shares their views and experiences of being allowed to see children after they leave care.

Highlighting that, as perfectly natural as it is for some young people to want to see a member of staff again, for this residential child care worker their job description and contract did not allow for it to happen.

They also encountered many people who held the view that

this is not a natural part of the job.

www.communitycare.co.uk/2014/09/11/right-kid-simply-pass-system-forgotten/?cmpid=NLC|SCSC|SC019-2014-0911

Goldie the Alchemist

Also of interest, the musician Goldie grew up in various care settings. He explores this effect on his life and how he dealt with fame in the radio documentary from the BBC.

www.bbc.co.uk/programmes/b045z8wn