

- 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 or cathy.barrass@derbyshire.gov.uk
- Dates for the next social pedagogy University of Derby level four course starting in January are now available. If you are interested contact me on: smon.taylor@derbyshire.gov.uk

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Behavioral Support Service and Social Pedagogy

The Behaviour Support Service is a team of experienced teachers. We work with schools to ensure the inclusion and achievement of pupils with social, emotional and behavioural difficulties and to build expertise and capacity within schools in Derbyshire. As a team we are encouraged to reflect, train, and learn together in developing more inclusive learning communities. We use the social pedagogic principle of working alongside - in the same life space - as the vulnerable student. In our creative use of 'the common



third', we develop a relationship, trust and confidence with the individual that articulates their voice and un-met need. This enabling process informs person centred approaches such as Multi-Element Plans with the aims of removing barriers to learn-

ing, enhancing the individuals' well-being and ultimately reducing their risk of exclusion from school.



Claire and Richard from the Behavioral support team at Derby University with the other DCC students

When we heard about the Introduction to Social Pedagogy course run by Derby University and DCC we saw the opportunity to deepen our theoretical knowledge and to have the opportunity to explore how Social Pedagogy can continue to support and enhance the work of the Behaviour Support Service.

The University course was interesting, inspiring, thought provoking with a good mix of practical and theoretical perspectives and it was fun! The enthu-

siasm and approachability of the lead tutor along with other tutors bringing their expertise in areas such as power in relationships and creativity really helped to grab our attention and relate the theory to our day to day work. A particular memory from the course was when we were given time and space to use creativity to support our individual reflection. It really made us think about how we need to find and value times in our busy work schedules to make use of the art of reflection to enhance our practice.

Throughout the course, as well as learning so much that we could apply to our own work we were very aware of the need to find opportunities to share methodology and theory with colleagues in the Behaviour Support Service and out in schools.

We decided that to support the Behaviour Support Teachers use of Social Pedagogy we would lead an INSET day for them. Many colleagues on the team have been...

Social Pedagogy emerging across the Midlands



Second meeting of the Midlands Social Pedagogy Development Group hosted at Denby

Given the central location of Derbyshire we have been honoured to host the first two of the Midlands Managers Social Pedagogy Forum.

From old hand from Andy Thempra/ and Jacaranda and member from long standing programmes of development such as the Fostering Networks Head, Hearts Hand programme the group also consist of manager from other local authorities across the Midlands. These include Lin-

colnshire, Staffordshire, Coventry and Walsall local authorities.

The idea of the group is to compare approaches to training, workforce development, strategic development and looking at longer term goals including a midlands awareness raising event and shared training support.

Link through this network with the UK Social Pedagogy Development Network reaming and further

development on the Association of Social Pedagogy practitioners will also be linked through the network.

The group has established a online Yammer account to stay in touch between meeting but hopes to continue to meet in person as the group develops ideas for supporting the role out of social pedagogy.

The next meeting is on the 10th October, 10.30am-1.30pm.

Behavioral Support Service and Social Pedagogy

...working to social pedagogical principles for their whole careers (though not necessarily under the same title) so we had to balance what to share with them so as not to go over too much old news.

We started the day with an introduction to Social Pedagogy explaining its key principles and how we can utilise it in our work. We enjoyed an ice breaker based around the 3 P's (professional, personal and private aspects of our lives and how much we share them with our children and young

people), and it wouldn't be a Social Pedagogy training day without some element of creativity so we designed and made gardens showing how we use social pedagogy in our work. We made signposts to help people find their way, benches to offer relaxation, life rafts to help people out of trouble, listening trees, shelter and binoculars to look ahead.

Richard had designed an audit of how Behaviour Support Teachers use the principles of Social Pedagogy in our work and presented an overview of everyone's audit returns through a creative variety

of visual data representations. These qualitative results will enable us to monitor how our work supports Derbyshire Schools and their students and how our team practice develops and grows.

We are now excited to use our knowledge from university along with support from Simon Taylor to help shape a new reflective process within our team this year using the theory of Action Learning Sets.

If you have any questions contact Claire or Richard through the Behaviour Support Service on 01332 831316.

Icebreaker on the INSET day designing a social pedagogy garden.



Derbyshire Nurture Team



The staff modeled good behavior and praise behaviors which reflect the values of learning together

It is fascinating when the work people have been developing and delivering in Derbyshire for a long time resonates so well with social pedagogy.

I first heard about the Nurture Team when talking with a head of a primary school. The way the head spoke about the support the team provided revealed its impact on the children and families they had been struggling to include in the school's culture. The head also highlighted the legacy of the work, the training and the continuing support the team provides.

Derbyshire Nurture Team has been delivering a strategic program of nurture support into school across Derbyshire since 1999.

Nurture groups were the brainchild of educational psychologist Marjorie Boxall who sort to address the large numbers of young children who were entering primary school with severe emotional, behavioural and social difficulties.

The school will have identified the children as having difficulties settling into school and they may also have special needs. The Nurture Team then works to support children in their mainstream school for a temporary period. They work closely with young children mainly in reception, Year 1 and Year 2, involving the school to enable the pupils to return to their class full-time.

Based in a host school usually for two school terms they involve the child and the family, observing the child and looking at their strengths and building a personalised approach to support each child.

I was recently privileged to see a Nurture Group in action. The small group of children worked with two adults for five half-days a week. Time in these half days was structured and uses an informal but predictable environment where children can learn the skills needed to be successful in the larger classroom.

The staff modeled good behavior and praise behaviors which reflect the values of learning together and they spent time focusing on the relationships children are making.



The amount of support the children gave each other was impressive and this stems from a framework for the day which understands their need for structure and positive reinforcement. The patience and co-operation that the children showed around the shared snack and drink at the the end of a busy afternoon was remarkable. They had developed from individual activities to shared group endeavors through the day.

The approach is appreciated greatly by the schools. The team work with and train members of the school team to continue the work after the two terms. This ensures the school can continue to evolve the nurtur-

ing approach. The team also supports a network of the schools that are developing these approaches and this network is a thriving group of support for this approach.



The room felt entirely in tune with social pedagogy, creating a shared environment

The atmosphere in the room felt entirely in tune with social pedagogy, creating a shared environment with structures that encourage the creativity and engagement of all the children. The focus on each child as an individual considering their emotions and social developmental stage rather than just their age also enabled children to succeed amongst their peers, rather than fail to meet the expectation of their age linked development.

The work in highly engaging of parents in the process and is seen as a bridge between school and home.

It was a privilege to join in and experience the work of the Nurture Group. Thanks to the team and the school.

You can find out more about the team and their work here:

https://www.derbyshire.gov.uk/education/schools/attendance_behaviour_welfare/support/nurture_team/default.asp

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

**"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."**

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.

These bulletins can be found at:

<http://bit.ly/29P1Aip>

Government Review of Residential Care Notes Social Pedagogy

Published on the 4th July , Sir Martin Narey's independent review of children's residential care in England dedicates one of its eight chapters to a review of social pedagogy as a way of supporting change and developing best practice in residential care.

Derbyshire's approach gets a mention and this further support the focus of official attention on this way of working.

The Prime Minister and Secretary of State for Education asked Sir Martin Narey to review children's residential care in England. Sir Martin's report:

- looks at the role of residential care within the wider care system
- recommends how to improve the outcomes of children in residential care

There are 34 recommendation covering Ofsted's role, workforce development, management and leadership and link to fostering

services.

The report can be read here:

<https://www.gov.uk/government/publications/childrens-residential-care-in-services>

