

## Social Pedagogy Glossary

There are many terms which may be new to you when you first encounter social pedagogy and as the field is evolving new terms develops all the time. Here is an initial glossary which covers many of the frequently used works and phases. This is a growing list so please feel free to suggest new terms which need to be included or helpful suggestion about the definitions of current term to aide their clarity.

<b>Word or Term</b>	<b>Definition</b>
Activators (Social Pedagogy Activator)	Informed and passionate staff who act as ‘activators’ within the service to maintained momentum and commitment in the embedding of social pedagogy throughout CAYA. Usually it is those staff who have developed their social pedagogy knowledge and act as champions for social pedagogy in their services by demonstrating their commitment to social pedagogy in their practice, encourage its influence within their service and suggest how it could be incorporated into the operations of the service.
Bildung	Bildung (German for "education" and "formation") refers to the German tradition of self-cultivation (as related to the German for: creation, image, shape), wherein philosophy and education are linked in a manner that refers to a process of both personal and cultural maturation. This maturation is described as a harmonization of the individual’s mind and heart and in a unification of selfhood and identity within the broader society
Common Third	The Common Third is an activity where development and learning are undertaken as a share endeavour as part of building a relationship. It comprises any activity, be it cooking, tying shoelaces, fixing a bike, building a kite, playing sport or other outdoor activity. The exact activity really isn’t as important as long as it has the potential to be more than merely doing something. In embarking on the mindful activity the relationship between the pedagogue and the child strengthens whilst helping both to develop new skills and learning drawn from experiencing the activity together.
Derbyshire Model	Derbyshire County Council’s approach to social pedagogy is unique. It continues to be, led by grassroots workers, it is not solely focused on any one professional staff group but is owned by all CAYA staff and it is not deploying social pedagogues as part of its strategy but seeking to infuse social pedagogy though all CAYA staff and all services.
Diamond Model	The Diamond Model a symbolic representation of the links between key aspect of what make someone a whole person. These being well-being and happiness, holistic. As human beings we are all precious and have a rich variety of knowledge, skills and abilities. Not all diamonds are polished and sparkly, but all have the potential to be. Similarly, every person has the potential to shine out – and social pedagogy is about supporting them in this. learning, relationship, and empowerment
Ethics	Ethics is guidelines or rules that are set for a society or an organization rather than for an individual. Ethics can be defined as a set of rules formulated by a country or a company or some institutions. Ethics is mainly based on moral values. Ethics is not that it is set for any particular society, but it is mainly based on virtues, rights, and obligations. For example, the obligation to refrain from crimes, killings, and rape is an

	ethical aspect. Ethics has also been built on loyalty, honesty, and compassion. Values are very much personal while ethics is very much societal.
Haltung	A German word meaning ethos, attitude or stance. It is what connects all social pedagogies is the way of thinking, the philosophy and Haltung (attitude, stance). What characterizes social pedagogy in practice depends not on what is done but on how it is done and with what rationale. This means that social pedagogy is both a science and an art form. It's not just a skill to learn but needs to be brought to life through the social pedagogue's Haltung.
Head, Hand, Heart	A combination of preferences for thinking (head), doing (hands) and feeling (heart). 'Head, heart and hands' is easier to remember than 'cognitive, affective and behavioural' although it means the same thing.
Holistic learning	Holistic learning is more than what happens at school, it is a holistic process of realizing our own potential for learning and growth, which can take place in every situation that offers a learning opportunity. Holistic learning is a life-long process involving ones 'head, heart, and hands'. Social pedagogy is about creating learning opportunities, so that people get a sense of their own potential and how they have developed. As we are all unique, so is our potential for learning and our way of learning and development.
International Journal of Social Pedagogy	An online journal which provides a platform for dialogue between theory and practice. It therefore encourages both original contributions about theory and research in social pedagogy and articles that reflect social pedagogical perspectives in practice settings throughout the United Kingdom and globally for all who are involved in social pedagogy.
Lebensweltorientierung	A term coined by Herman Nohl (1879-1960). Nohl believed that people construct their own reality based on their experiences and perceptions of the world around them. Consequently, social pedagogy can only understand individual's lives and problems through their eyes and in their social context.
New Education Movement	Developing from the ideas of Pestalozzi across continental Europe the New Education Movement transferred his pedagogic concept into various settings, such as kindergarten (Fröbel), school (Montessori, Steiner, Hahn), residential care (Korczak), and informal work with children and young people (Montessori). The New Education Movement contributed to the development of continental social pedagogy and sees children as being equal human beings "Children do not become humans, they already are", Korczak) and as competent, active agents which also brought children's rights and their participation in society to the fore. The New Education Movement helped the spread of pedagogic concepts and ideas across many European countries and continues to demonstrate its ambition to use pedagogy for social change.
Reflective practice	Reflective practice is the capacity to reflect on action so as to engage in a process of continuous learning. It involves paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively and reflexively. This leads to developmental insight.
Social constructionism	Social constructionism, or the social construction of reality, is a theory of knowledge in sociology and communication theory that examines the development of jointly constructed understandings of the world. It

	assumes that understanding, significance, and meaning are developed not separately within the individual, but in coordination with other human beings. The elements most important to the theory are (a) the assumption that human beings rationalize their experience by creating a model of the social world and how it functions and, (b) that language is the most essential system through which humans construct reality.
Social Pedagogy Tree	A visual conceptualization developed by Thempra joining up the various key concepts that form aspects of social pedagogy.
Social Pedagogy	Social Pedagogy is a conceptual framework at the meeting point between care and education. It is concerned with the educational dimension of social issues and the social dimension of educational issues, and aims to create a fertile environment for children which is conducive to their well-being and learning, developing their own resources and connecting them to society. Social pedagogy is both a field of practice, and a field of enquiry that crosses disciplines such as social work, education, community development and psychology.
Social Pedagogy Development Network (SPDN)	In 2009, ThemPra with partners Thomas Coram Research Unit, the National Centre for Excellence in Residential Child Care, and Jacaranda Recruitment founded the Social Pedagogy Development Network (SPDN) as a way to connect different developments around social pedagogy in the UK. We wanted to provide a platform for dialogue and learning from each other, sharing experiences and creating further momentum. Very quickly the SPDN has become a grassroots movement for people and organisations that are interested in social pedagogy and want to nurture its development locally and nationally.
ThemPra	ThemPra are a social enterprise working to promote social pedagogy as a way of making a big difference to children's lives. Running projects, developing and delivering training and acting as consultants they run the Social Pedagogy Development Network and run network events to help develop practice across the UK and beyond.
Three P's	A Danish concept that distinguishes for social pedagogues the professional (one's knowledge, research and practice evidence), the personal (how one engages with the child in a way that shows them who we are, so that we can develop a better, more genuine relationship) and the private (one's personal boundaries that we do not want to (or feel unable to) share with a child and should therefore not be brought into the relationship) The 3 Ps are all constantly in play during practice, meaning that we need to constantly reflect on how our work impacts on the 3Ps.
Values	They are the basic beliefs that an individual thinks to be true. Every individual has a set of values through which he looks at all things and also at the world. It can be said that most of the people will never deviate from their values. The values can be said to be the guiding principles in one's life. Values are very much personal while ethics is very much societal. Values are very much personal while ethics is very much societal.