

# Social Pedagogy

## It ain't what you do it's the way that you do it!



Jane Lloyd [JLloyd1@uclan.ac.uk](mailto:JLloyd1@uclan.ac.uk)

Lowis Charfe [LCharfe@uclan.ac.uk](mailto:LCharfe@uclan.ac.uk)

Ali Gardner [agardner5@uclan.ac.uk](mailto:agardner5@uclan.ac.uk)

<https://youtu.be/e9LNE0cleDg>

**Jan Amos Comenius (1592 – 1670),  
born in the Czech Republic**

Need to learn 'at our own pace' and that education should include the use of all senses, he recognised the value of learning through doing.

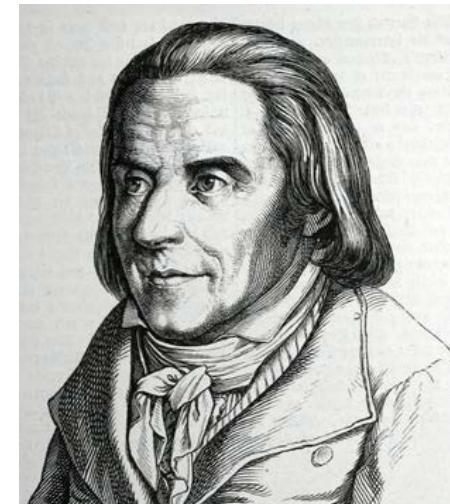
"Let us have one end in view, the welfare of humanity."



**Johann Heinrich Pestalozzi (1746 – 1827),  
born in Switzerland**

Believed that empowering and enabling every individual (social justice) was the only way to improve society. He promoted reflection and his aim was for a complete theory of education that included the Head, Heart and the Hands

"It is life itself that educates"



**Maria Montessori (1870 – 1952),  
Born in Italy**

*“Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment.”*

*“Never help a child with a task at which he feels he can succeed.”*



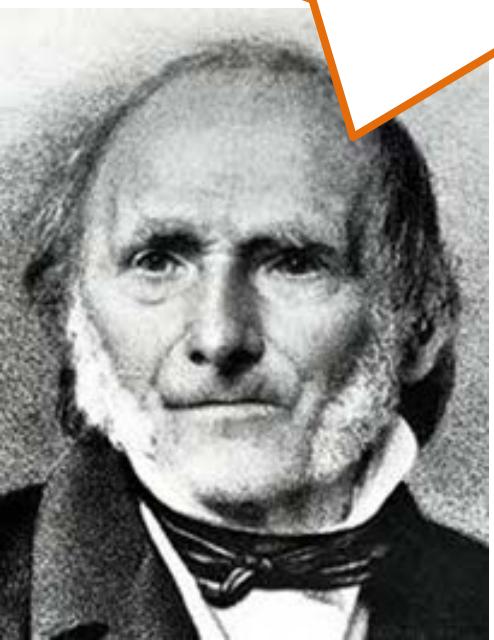
**Jean Jacques Rousseau (1712 – 1778), Born in Switzerland**

*‘Argued that the momentum for learning was provided by the growth of the person (nature) – and that what the educator needed to do was to facilitate opportunities for learning,’ (Doyle and Smith 1997)*



Friedrich Diesterweg (1790 – 1866),  
born in Germany

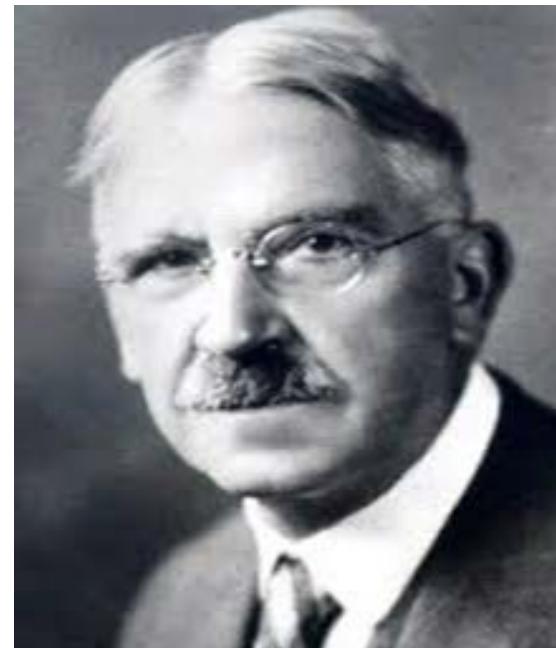
‘Education should be for everyone -people are able to develop respect and care for others, and to work for the good of the community. He described social pedagogy as ‘educational action by which one aims to help the poor in society’



John Dewey (1859 – 1952), born in America

“We do not learn from experience.....we learn from reflecting on experience.”

“Arriving at ones goal is a starting point for another.”



# THE DIAMOND MODEL



# Social Pedagogy

3 P's

Professional – explain/understand through legislation, policy, theory, research, evidence

Personal – using relationship as resource, authenticity/ self disclosure

Private – boundaries – not shared

3 P's

❖ Constantly all working together

❖ Interplay

❖ Impact

❖ Social Pedagogue knowing when and why – supervision

✓ Relationship based practice

✓ Person centred approaches

✓ Resilience

Common Third

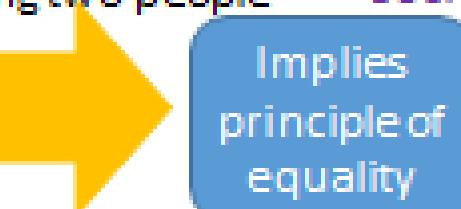
Activity to strengthen bond

Cooking, fishing, fixing a bike

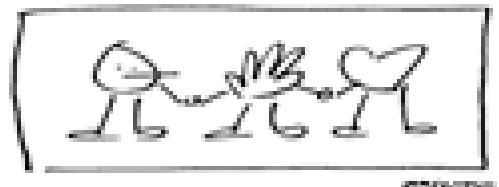
Commonly shared situation symbol of relationship

Something third that bring two people together

- To share an activity
- To share something
- To have in common



Notion of expert and passive recipient is challenged – learn and grow together.



Head – understanding reasons for engagement

Heart – empathy, value, respect

Hand – practical, creative, learning is physical

Saltogenesis

Factors support well-being rather than deficits

Asset based

Social model thinking

Comfort zone – no risks but safe haven to return and reflect

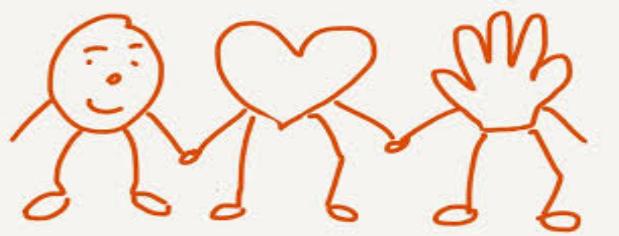


Learning Zone

Whenever you don't quite know what you are doing, know that you are growing. (Viscott, 2003)

- Learning zone – just outside of security
- Temporary loss of security – Turner (1987) – Liminal Spaces
- Live out curiosity
- New discourse
- Map making – Lester (1999)

Panic zone – all energy used managing/controlling anxiety



# 'Head, Heart and Hands'

- Social pedagogical practice is holistic and creates a balance between:
- The **head** - theory and concepts, reflection
- The **heart** - using one's personality, positive attitude, building personal relationships, whilst keeping some things private
- and **hands** practical - using methods and creative activities to build relationships

**All elements equally important/complement each other**

# The 3 P's

**Professional** - ensures that the relationship with a service user is professional. Uses knowledge of the law, policies, research, uses practice evidence and theory connected to practice.

**Personal** - engaging with service users in a way that shows them who we are, including our flaws so that we can develop a better, more genuine relationship with them.

**Private** - personal boundaries of what we do not want to (or feel unable to) share with a service user and should therefore not be brought into the relationship. It is fine to choose not to share experiences that have shaped who we are, especially if we haven't fully processed them or feel that sharing them would not be helpful.

## The common third

Ordinary tasks or events  
that provide opportunities  
for development, build  
relationships and efficacy  
(Stephens ,2013)

## Connecting as equals





# Learning Zone Model (Senninger)



## Comfort Zone

Familiar, safe haven, allows reflection.

## Learning Zone

Be curious, push boundaries, make discoveries.

## Panic Zone

Learning is blocked by panic, anxiety, feels traumatic.

# 3<sup>rd</sup> Year and Final Social Work Placements

16 students on a variety of work placements  
in lots of different settings.

- Adult offenders
- Family Intervention
- Street sex workers
- Advocacy



They all used Social Pedagogy theory in their practice  
And this is what they said:



# BA Social Pedagogy, advocacy and participation

- Application being accepted for September 2016
- Part time course
- Contact us for an informal chat
- Find out more about the course here

[http://www.uclan.ac.uk/courses/ba\\_hons\\_social\\_pedagogy\\_advocacy\\_participation.php](http://www.uclan.ac.uk/courses/ba_hons_social_pedagogy_advocacy_participation.php)

- Here's a taster of what it is all about

<https://www.youtube.com/watch?v=ryzD45z34mQ>

- PG and UG certificate in Social Pedagogy running in April and May

