

CELCIS is the Centre for Excellence for Looked After Children in Scotland. CELCIS is committed to improving the outcomes and opportunities for looked after children through a collaborative and facilitative approach that is focused on having the maximum positive impact on their lives.

CELCIS has been at the forefront of the development of social pedagogy in Scotland and our interest in and commitment to the introduction of social pedagogy informed practice across Scotland is founded on the belief that it has the potential to deliver tangible benefits to the lives and lived experiences of all looked after children. The core values and humanistic principles which underpin social pedagogy – relational based, therapeutic, authentic and genuine – align well with our hopes and aspirations for all looked after children in Scotland.

Working in partnership with Thempra we aim to incrementally develop the level of social pedagogy training and consultation available to all child care services in Scotland. This will be achieved by working with whole organisations as well as individual practitioners, our belief being that systemic organisational change is required to improve the way in which children and young people are responded to. At times current practice can be overly prescriptive, risk-averse and resistant to the actual needs of the children and young people. Social pedagogy will place children and young people at the centre of services in a way that doesn't always exist at present. The focus on not what pedagogues do but how they do it, and the emphasis placed on the need for authenticity and genuineness offer an alternative perspective that can attempt to reclaim territory arguably lost as professional interactions have become increasingly framed within regulation and risk averse procedures. In this sense social pedagogy will help practitioners, legitimising more creative and

relational ways of being with and interacting with children and young people.

We recognise that the adoption of social pedagogy informed practice will not always mean the introduction of 'new' practice. Social pedagogy in mainland Europe exists in a very culturally specific fashion and we would expect what evolves in Scotland to be no different. In many instances it will involve confirming and endorsing excellent practice that has already exists. It may also bring the added benefit of placing that practice within a more clearly defined theoretical framework, lending it greater legitimacy.

In 2012 we published an evaluation report on a social pedagogy training course that was delivered by Thempra to an inter-agency group of staff in Orkney Islands over a three month period in 2011. This was the first instance in Scotland of inter-agency social pedagogy training being delivered. The report was jointly funded by Orkney Islands Council and the Scottish Institute for Residential Child Care, now incorporated within CELCIS.

The purpose of the evaluation was to provide systematic evidence of the impact the social pedagogy training had on participants' day-to-day practice and inter-agency or inter-professional working and to suggest areas for future development. Adopting this approach allowed people to be more vulnerable and open to discussing things that had gone well and not so well.

Increased inter-agency and inter-professional working is one of the very tangible benefits that social pedagogy has to offer to the child care sector in Scotland.

More information can be found at [www.celcis.org](http://www.celcis.org)

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