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The impact of social pedagogy and interviews with children and young people in foster care

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PUBLISHER

BASPCAN

VERSION

AM (Accepted Manuscript)

PUBLISHER STATEMENT

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REPOSITORY RECORD

Trivedi, Helen. 2019. "The Impact of Social Pedagogy and Interviews with Children and Young People in Foster Care". figshare. <https://hdl.handle.net/2134/18313>.

The impact of social pedagogy and interviews with children and young people in foster care

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Programme aims

- To demonstrate the impact of introducing a social pedagogic approach to foster carers and the lives of the children they foster
- To develop professional, confident foster carers who can improve the lives of children in their care
- To provide a platform for transforming the role of foster carers
- To implement cultural and systemic change to support this approach
- To develop social pedagogic foster care

Evaluating social pedagogy

- Social pedagogy is an ‘approach’ not a method
 - A way of thinking or a value base
 - Not a manualised programme with key features
- Difficult to define
 - ‘We’re doing it already’
 - Differentiating it from good quality fostering ‘as usual’
- Constructed through the context
 - ‘meaning making’
 - Individual’s relationship with the context is of primary importance

Overview of the evaluation

- Complimentary and overlapping modules
- Baseline and two follow up data collection points
- **Module 1: Impact on children and young people**
 - Face to face interviews children and young people
 - Analysis of management information systems data and additional case file information

Overview of the evaluation

- **Module 2: Impact on foster carers and on practice**
 - On-line survey and telephone interviews with foster carers
 - Chaired group discussions with practitioners
 - Face-to-face interviews with social pedagogues
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Overview of the evaluation

- **Module 3: Implementation process, outcomes and changes in the system**
 - Interviews with programme managers
 - On-line survey with practitioners
 - Case studies (includes face-to-face and telephone interviews)

Foster carers' reflections on social pedagogy as an approach

- An approach or a method?
 - Two discourses
 - The learning journey; will these conceptualisations change over time?
- 'Doing it already'
 - Both positive and negative
- Validating tacit knowledge
 - Confidence
 - Re-affirming of the role of foster carers
 - Does this validation have any impact in the longer term?

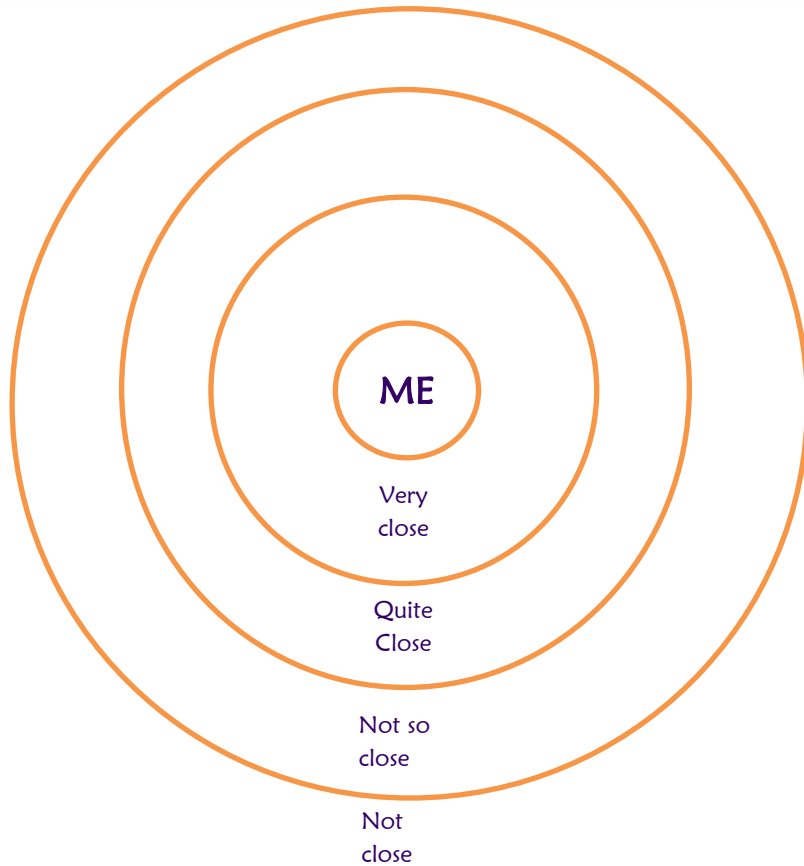
Foster carers' reflections on social pedagogy within a context

- Assimilating social pedagogy into existing practices and language
- Social pedagogy as a way to change the wider system
- How 'ready' is the wider system for social pedagogy
 - The importance of the role and support of supervising social workers
 - The importance of a (perceived) commitment from the system

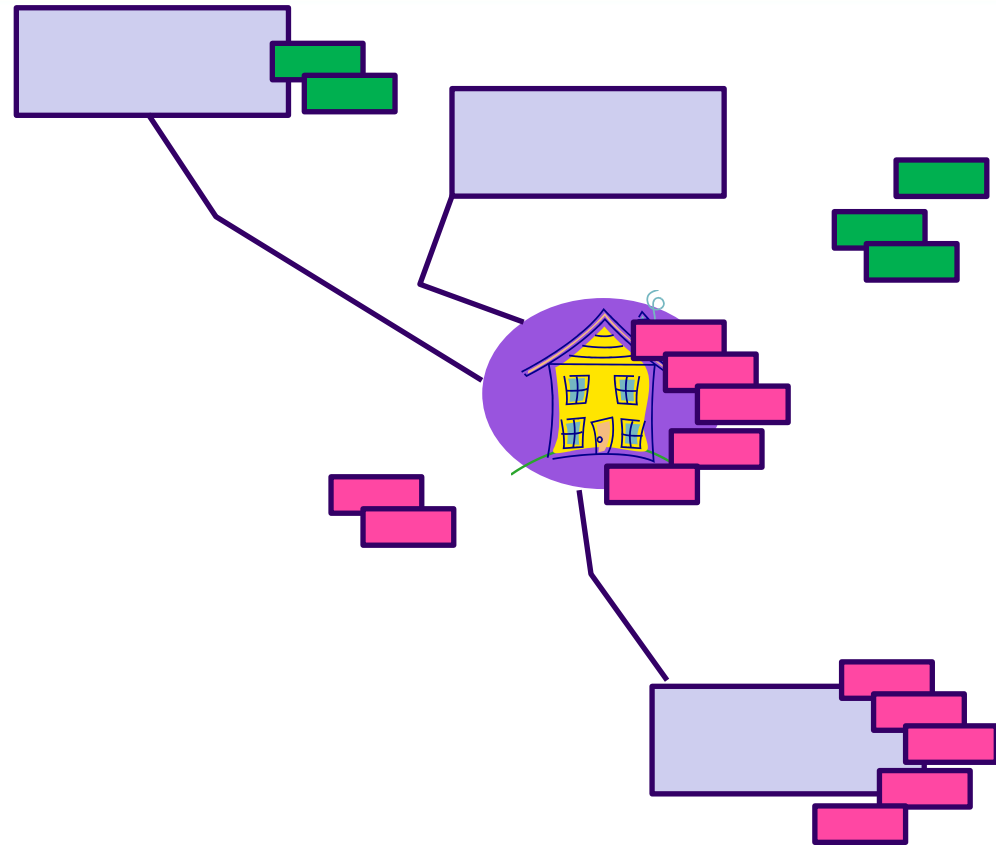
Interviews with children and young people

- Child led informal interviews
- Adaptable
- From support circles to the ‘lifemap’
 - ‘Lifemap’ rich data created and interpreted by the participating young person

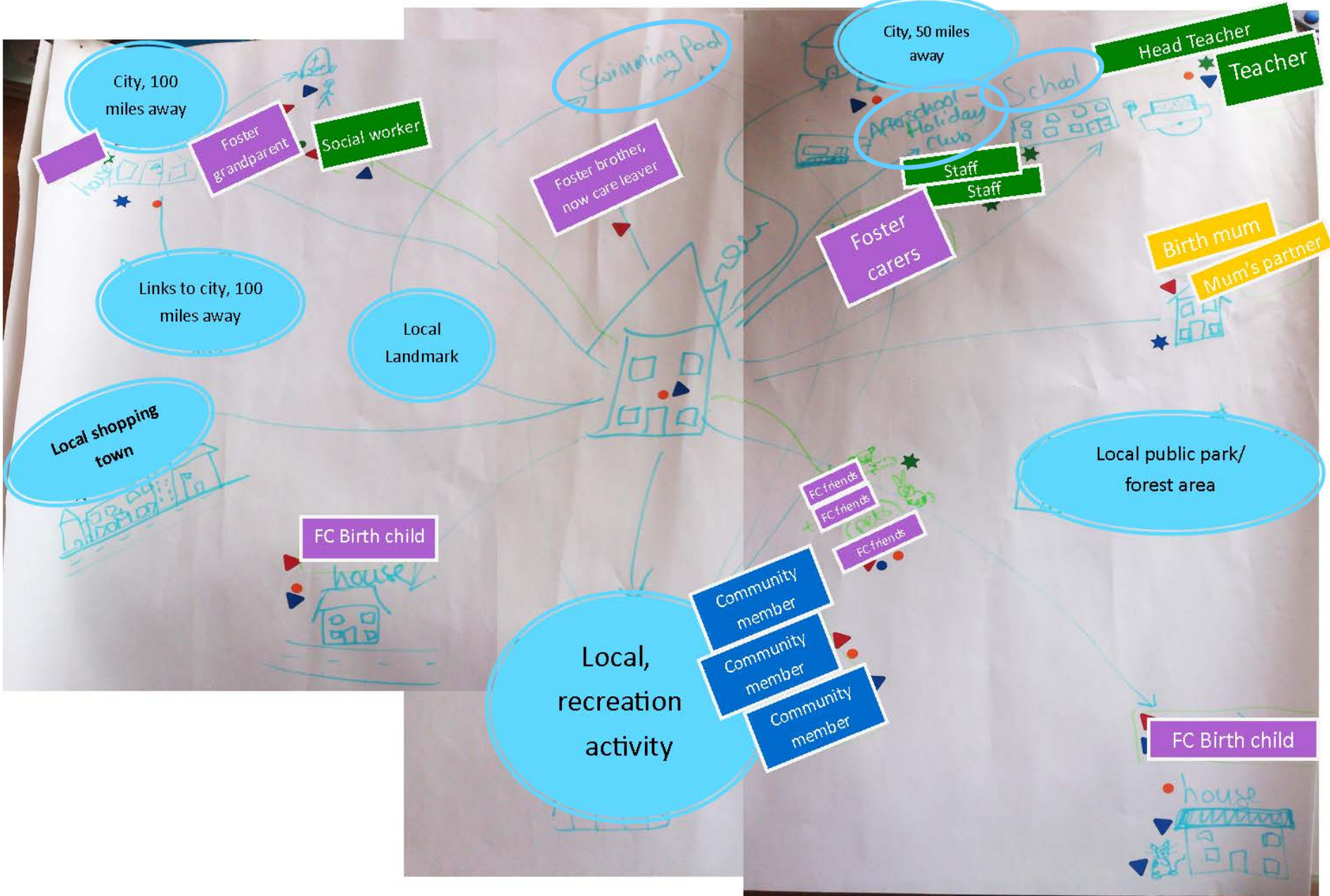
Support circle



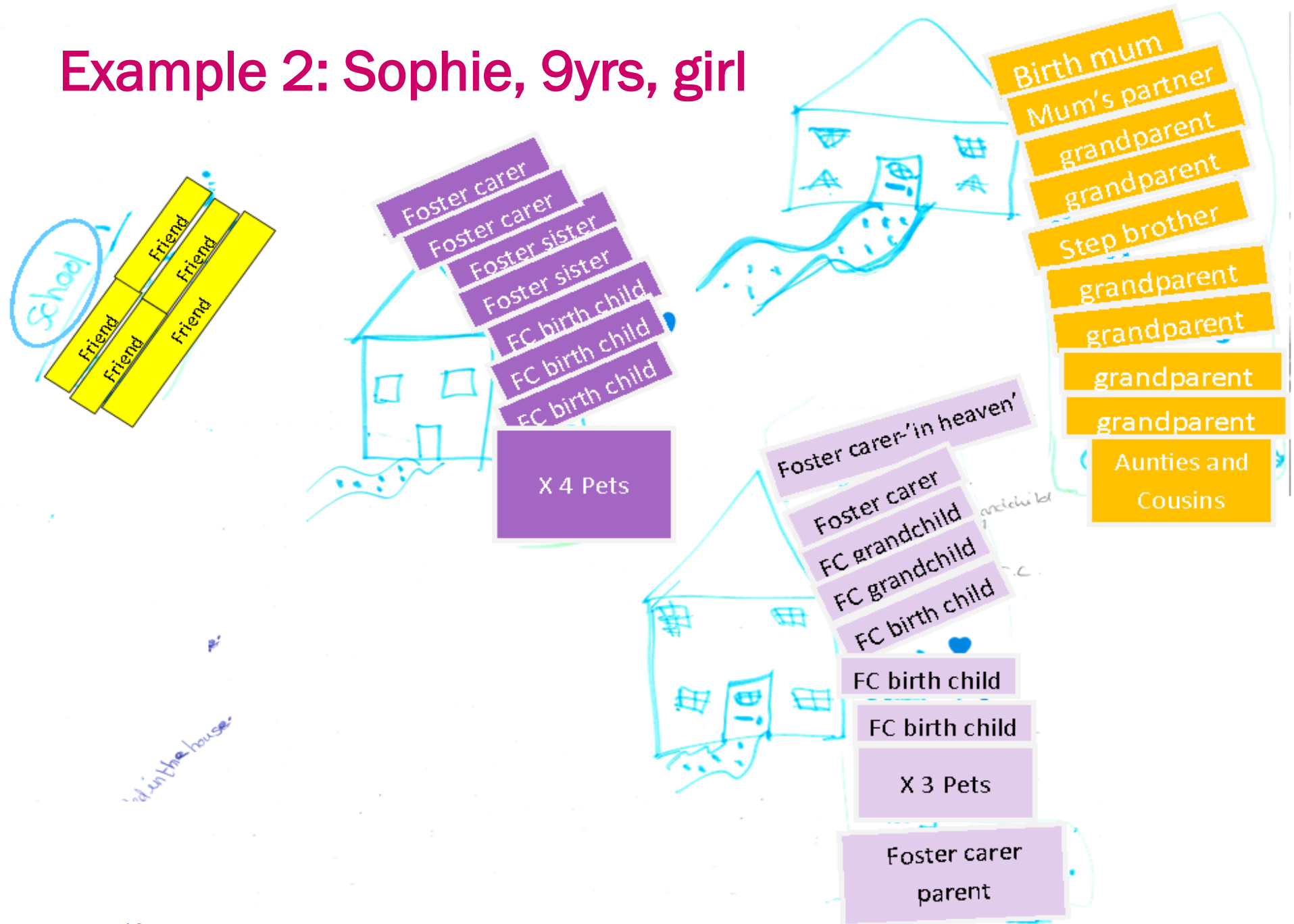
Lifemap

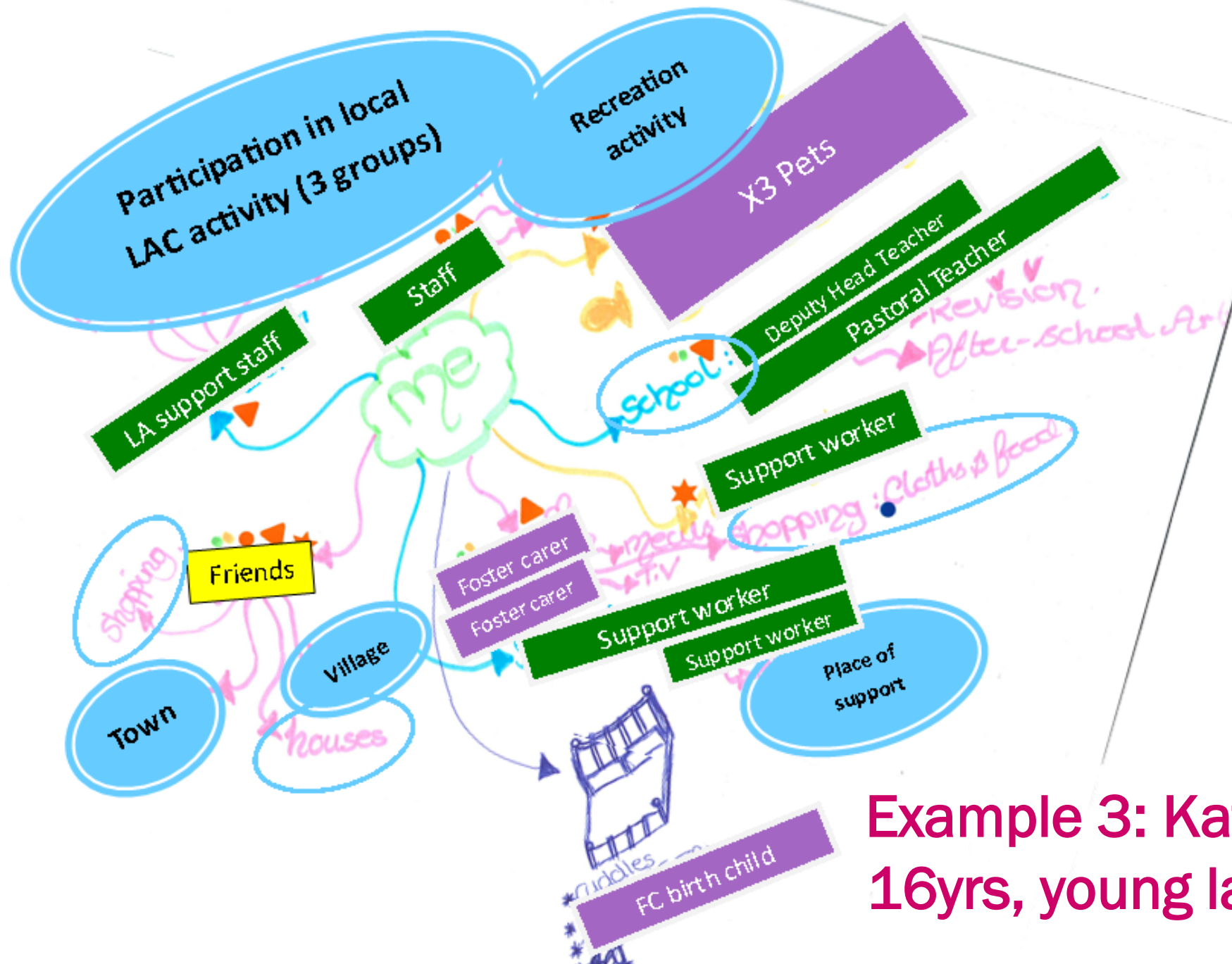


Example 1: James, 6yrs, boy



Example 2: Sophie, 9yrs, girl





Example 3: Katie,
16yrs, young lady

Summary findings

- Role of the foster carer
 - Children and young people's lifemaps
 - Re-affirming the foster carer role
- Complexity
 - Children and young people's 'lifeworld'
 - Complexity of social pedagogy assimilation for foster carers
- Professional network
 - Role of professionals for children and young people
 - Relationship between foster carers and the system

Next steps

- Follow up with foster carers and children and young people
 - How the understanding of social pedagogy is developed and its impact on practice
- The cost calculator for children's services
 - Uses routinely collected data to calculate the costs of different care pathways over time
 - Brings together cost data and outcomes data
 - Six years of child level data will be analysed (2 years prior to programme, 4 years of programme duration)
- Comparative analysis of costs and outcomes

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