A report on

‘The pedagogue’: An evening of discussion
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The evening seminar on which this report is based was organised by Children in Scotland and Camphill Scotland, with the support of the Carnegie UK Trust and the Scottish Government. It was held on Monday, 26 March, 2012 at the University of Edinburgh.
We know that people in Scotland are living longer and that people rightly want and expect a high quality of life for as long as possible.

In response, we are changing the way that we plan, organise and deliver social care and health services. Ensuring we have a workforce that is able to support people, particularly older people, to live healthy, active and independent lives in their own homes and communities for as long as possible, is a key focus.

This evening of discussion focused on the potential for pedagogy to help shape a future workforce. The underpinning principles of pedagogy, with its professional focus on the whole person, on taking time to build relationships and on taking a practical approach to self-development and empowerment, fit with Scotland’s wider aspirations for its increasingly elderly population.

There are already a number of projects in Scotland that demonstrate the benefits of pedagogy for working with vulnerable children and young people, for example those living in residential care. Countries like Denmark, where pedagogues are qualified to work in a range of different settings with people across the life-course, show how pedagogy might provide benefits beyond adult social care and health. Our commitment to empowering children and families and to the seamless delivery of services under Getting it Right for Every Child, for example, mean the children’s sector workforce faces similar demands to the adult social care and health workforce.

There is merit in exploring whether a single profession with flexibility to work across the life-course and across different services, is an opportunity to create a more streamlined, responsive workforce and support the universal provision of high quality services.

A crucial next step will be to open up this debate to a much wider group of practitioners and policy makers. The term ‘pedagogy’ is still problematic. It has traditionally been used in Anglophone countries to describe the science of education. However, in most other European countries it has a much broader meaning that many in this wider group are still unaware of. Pedagogy encompasses a person’s educational needs but also their social, emotional and physical wellbeing.

Pilot programmes that show pedagogues working in different settings across different age groups, and the development of international partnerships between education providers in Scotland and those in European countries already training pedagogues, are practical steps that may be taken.
What is pedagogy?

In Anglophone countries the term ‘pedagogy’ has been used by the education world to describe the science of education. In most other European countries however, the term has a much broader meaning, encompassing a person’s educational needs but also their social, emotional and physical wellbeing.

The aim of a pedagogue’s work is to enable the children, young people and adults they work with to contribute to society in an active, responsible and constructive way.

The focus on the whole person means that practicing pedagogues require a very broad understanding of the individual and their relationship to others and their community. They also need a wide range of skills to support their role in caring, nurturing and learning. In Denmark, for example, trainee pedagogues study:

- Educational theory (including psychology, anthropology, sociology, philosophy and health sciences)
- Danish language, culture and communication
- The individual and society
- Health, body and movement; expression, music and drama; or crafts, nature and technology
- Practice-based training
- Practice and theory in: children and young people; people with physical and learning disabilities; or people with social and behavioural difficulties. Inter-professionalism.

The flexibility of the pedagogue enables them to work across different settings and with different age groups. The ‘essence of the pedagogue’ fits with Scotland’s commitment to delivering holistic services, treating children, young people and adults as active participants, treating parents, carers and the community as partners and having an appropriately skilled and valued workforce that is representative of the population it serves.
An evening seminar at the University of Edinburgh in March 2012 brought together key stakeholders (see appendix 1) to discuss the potential benefits of a pedagogy model across the life course for Scotland’s adult social care and health sectors.

A life-course pedagogy model has been used in Denmark for many years, where pedagogues, who focus on the ‘whole person’ – their intellectual, social, emotional, physical, moral and aesthetic development – are qualified to work with people of all ages.

There has already been significant discussion exploring pedagogy in relation to the children’s sector workforce, which has identified a number of potential benefits. However, the recent integration of social care and health, and the emphasis on lifelong learning, has prompted reflection on whether pedagogy could provide benefits beyond the children’s sector to reflect people’s use of services across the life-course. The aspirations of the social care and health workforce – to be more coherent, better qualified, better integrated and able to respond appropriately to the demands of a constantly changing demographic – are similar to those of the children’s sector workforce. Discussion during the evening seminar confirmed that many of the potential benefits of a pedagogy model for the children’s sector, could also apply to the adult social care and health sectors. The potential benefits include:

- A stronger professional identity, particularly for the traditionally undervalued areas of the workforce such as health care workers, social work assistants and many others.

- A single pedagogy qualification across the life course could help create a more coherent professional framework and more flexible workforce that is better equipped to meet the demands of a constantly changing demographic, collaborate across services, serve the very individual needs of different communities and open up new career development opportunities.

- Skills, knowledge and values that revolve around working in a truly person-centred way, treating children and adults as active participants and taking a very ‘practical’ approach to their involvement, using the arts for example as a tool for participation.

- Improved continuity in services across the life course – in particular in the transition from child to adult services, which is often considered problematic, and in improving the way that society cares for an increasingly elderly population.

In discussion about how to move forward participants were open to exploring possibilities for international collaboration and additional pedagogy pilot programmes in Scotland, which test further the potential benefits of pedagogues working across different age groups.

The evening seminar was chaired by Jean MacLellan, Deputy Director of Adult Care and Support at the Scottish Government. It was organised by Children in Scotland and Camphill Scotland, with the support of the Carnegie UK Trust and the Scottish Government.

Participant discussion was organised around three questions (see appendix 2). It followed presentations by Professor Peter Møller Pedersen, of VIA University College in Denmark, one of the university colleges responsible for the 4,000 pedagogues who graduate in Denmark each year, and by Kate Skinner, Chair of Camphill Scotland, which supports children, young people and adults with a variety of additional support needs using an approach based on the principles of pedagogy.

Professor Peter Møller Pedersen and Bronwen Cohen, Chief Executive of Children in Scotland also visited Stevenson College and met with the Scottish Funding Council to discuss ways in which Scotland’s universities and colleges might collaborate in delivering the pedagogue qualification in Denmark and Scotland.

1 The term most frequently used in Anglophone countries is ‘social pedagogue’. However this document will use the term ‘pedagogue’ which is the term most commonly used in other European countries.

2 Dr Bronwen Cohen stepped down as Chief Executive of Children in Scotland in July 2012.
There is interest within the Scottish Government in how a pedagogue qualification could benefit both the children’s sector and the adult social care and health sectors in Scotland. Co-funder of this event, the Carnegie UK Trust, is an independent foundation which seeks to improve the lives and wellbeing of people throughout the UK and the Republic of Ireland through influencing public policy and demonstrating innovative practice.

The pedagogy model is already used effectively in a number of European countries. In Denmark, pedagogues are, in general, qualified to work with people of all ages across the life course.

A pedagogue takes, first and foremost, a holistic approach and is concerned with the whole person, whether child, young person or adult – their intellectual, social, emotional, physical, moral and aesthetic development. They also take an inclusive approach and often work closely with people who have a range of additional support needs (Children in Scotland, 2010).

Denmark’s pedagogues form the main staffing group in kindergartens, out-of-school care, residential care, crisis intervention and preventative curative work with families. They also work in health roles, youth services, sport and leisure facilities, services for elderly people, services for children and adults with disabilities and even libraries. The training itself is very broad. In Denmark, the three-and-a-half year university course covers:

Educational theory / Danish language, culture and communication / The individual and society / Health, body and movement; expression, music and drama; or crafts, nature and technology / Practice-based training / Practice and theory in: children and young people; people with physical and learning disabilities; or people with social and behavioural difficulties / Inter-professionalism.

The potential benefits of a pedagogy model for the children’s sector workforce in Scotland have been under discussion for a number of years, and are now being discussed in the context of recent developments in the adult social care and health sectors. In addition, there are many pilot projects throughout the UK, some of them independently evaluated, where pedagogy has been introduced to children’s services. Given that the aspirations of all these workforces are similar – to be more coherent, better qualified, better integrated and able to respond appropriately to demand – many of the potential benefits of pedagogy for the children’s sector workforce, also apply to the adult social care and health sectors’ workforce:

**A strong professional identity**

A strong professional identity is important for those working in crucial para-professional roles such as those working with adults who have physical and learning disabilities, or supporting those affected by drug and alcohol misuse or older people needing social care.

**Appropriate skills**

The skills that define a pedagogue – focusing on the whole person and treating people as active participants in services, as well as the need to be reflective practitioners – are as important in the adult social care and health sectors as in the children’s sector.

**The flexibility of the pedagogue**

A single pedagogue qualification means people are qualified to work in a variety of different settings with a range of age groups, yet share a common knowledge and value base centred on the whole person.

The flexibility of a pedagogue could not only help fill the gaps in a workforce but help improve transitions for service users across the life course.

The rising elderly population will increase demands on the adult social care and health sectors, and a flexible professional could help meet this demand at a time when resources are stretched.

There are already some organisations in the UK which use pedagogy to work across the life course:

Camphill is an example of an organisation that works across the life course. As well as working with children, it supports vulnerable adults (see ‘Camphill’, page 8)

Quarriers provide care at home, specialised care home support and respite/short breaks for adults with a disability and their families. It also offers support and short breaks for young adult carers. In 2010 it worked with the Scottish Institute for Residential Childcare to take part in a study focusing on what we can learn from the European Pedagogue model.
Can the principles and values associated with pedagogy, in particular its emphasis on the whole person and working with families and communities, help in terms of the workforce development that is required by an expanding adult care sector?

Participants were very supportive of ‘the essence of a pedagogue’ - an holistic approach focusing on the whole person: their intellectual, social, emotional, physical, moral and aesthetic development. Pedagogues also take an inclusive approach working with people who have a range of additional support needs. Whether a service user is a child, young person or adult, delegates all agreed they benefit from these underlying values and principles.

Discussion of how the principles and values associated with pedagogy fit with Scotland’s adult social care and health services centred on the following:

The pedagogue’s focus on relationships:

The development of strong relationships, between the service user and pedagogue and between the service user and their family and community underpins every aspect of a Danish pedagogue’s professional training. Strong relationships enhance the learning, development and care of the people with whom they work. The strong relationships that pedagogues have with people also places them in a very strong position in terms of identifying problems early on, resulting in more timely referrals to specialist support services.

Pedagogues recognise that building relationships takes time, and that time is a tool in itself. In Camphill, where pedagogy is woven into everything, co-workers live alongside residents, which affords them the ‘time’ they need. Life-sharing underpins all that they do.

‘Time’ was something that participants reported social workers in particular felt short of: “Social workers want more time to talk to people, but their case loads are extremely demanding”. Similar issues were raised in relation to nursing and workers in the adult social care sector, particularly in residential care services for the elderly (though professional training was also a factor for the latter).

In light of some high profile concerns regarding the treatment of elderly people in hospitals and care homes, some participants felt that a more intensive focus on the importance of relationships, empathy and dignity in professional training and Continuing Professional Development (CPD) may be beneficial. Others however, felt that a more fundamental shift in societal values, principles and attitudes towards the elderly in particular was required first: “Many older people do not even get their basic human rights met. We need to ask, where have we lost these basic values and principles? A rights-based approach should inform everything we do, at every level.”

The pedagogue’s emphasis on practical and aesthetic skills:

As Peter Møller Pedersen emphasised, pedagogy is first and foremost something you ‘do’, not just a set of ideas and theories. ‘Tools of expression’ are an important part of a pedagogue’s training. The Danish pedagogy degree includes: Health, body and movement, which focuses on the role of physical activities and sport in people’s

Camphill

In the UK 43 Camphill communities support about 1450 children, young people and adults with learning disabilities, mental health problems and other special needs. Those with special needs live, learn and work alongside co-workers, employees and volunteers, the larger proportion of whom are resident and share life in the communities. The communities run a wide number of social enterprises including farms, market gardens, craft workshops, organic food stores, book shops, retail craft outlets, craft visitor centre, cafes, restaurants, plant nurseries and bakeries etc which provide training and meaningful work. The 12 Scottish communities support around 425 children, young people and adults with special needs, Two of these are schools, one caters specifically for elderly people and the remainder are all adult working communities. The Camphill approach is based on social pedagogical principles and the first undergraduate degree in social pedagogy in the UK was developed in a partnership between Camphill and the University of Aberdeen. Camphill Scotland is a membership organisation of the 12 Scottish communities.
development; Expression, music and drama, which focuses on the importance of creative expression for overall wellbeing; and Crafts, nature and technology, a diverse module in which students explore among other things how to promote outdoor learning experiences and use crafts and new technology in learning. This combined with pedagogy’s focus on relationships helps create environments where people ‘do’ and ‘create’ together. It can be seen in practice at Camphill, where day-to-day activities involve residents and staff doing things like cooking, crafts and sporting activities together. ‘At Camphill there is the notion of ‘home’, which has been lost in some services – doing with, not doing for. Elderly people in care find it very difficult having things done for them all the time’, said Kate Skinner, Camphill.

Out-of-school care pedagogues in Denmark

Pedagogues need practical skills that enable them to engage people in creative and cultural activities designed to enhance their overall development and wellbeing. At out-of-school care centres in Aarhus, Denmark, qualified pedagogues facilitate the following learning experiences:

- Making bread over an open fire
- Caring for animals
- Wood, art and craft work
- Dressing up
- Building dens and shelters
- Group discussion
- Ball games

*An extract from Working it out: help shape the future of Scotland’s children’s sector workforce; Exploring the benefits of Danish pedagogy; Children in Scotland, 2010, www.childreninscotland.org.uk/workforce

Empowering service users:

The notion of ‘doing with’, not ‘doing for’ instigated a strong response from participants who believe that services, particularly those for older people, would be better if they focused more on doing things with people rather than for them. “We are talking about people [the older population] who have built their life structure. The fabric is in place and we need to help them maintain it. We need to increase participation in people’s own lives.” Doing things with people rather than for them encourages “a hands-on approach to building relationships, but that takes time”, which many professionals today are short of.

Supporting transitions:

A key theoretical benefit to having pedagogues who are able to work across the life-course is in its potential to improve service users’ experience of transitions, particularly from child to adult services. The potential for pedagogues to ease transitions between key life stages has already been seen within children’s services in Denmark, where pedagogues manage the transition from nursery to kindergarten class and then into school. The term they use is ‘pedagogical continuity’, which “expresses the seamless continuity of children’s institutional lives” (Children in Europe, 2012). Pedagogues run the kindergarten classes which form a bridge between nursery and school. At Camphill, children who attend the school have the opportunity to progress into adult Camphill communities, which are also run according to the same pedagogic values, which eases the transition.

What benefits could a single qualification across the life course, providing a workforce qualified to work with adults as well as children and young people, bring the adult social care and health sectors?

A more coherent professional framework:

The skills practiced by pedagogues in Denmark are in many cases already practised across Scotland, but not within any one role.

One participant pointed to the “myriad of different qualifications” currently available which qualify people to work in a range of job roles in the adult social care and health sectors. There was some agreement that the workforce could benefit from a common knowledge and value base, improving collaboration across services, whilst recognising the need for specialisation.
There is potential for a single professional qualification to provide a more coherent professional framework and a consistent level of professionalism that is not yet present in all areas across the adult social care and health workforce.

However, participants were concerned that the aspiration to have highly skilled, reflective professionals working in all job roles across the adult social care and health sector is unrealistic in light of current economic pressures. “Who is going to pay for this? Through commissions and contracts we are being driven to pay people the minimum wage for some adult care roles. Will they work towards gaining a degree and accept that?”

Denmark faces similar challenges in its care services for older people. Peter Møller Pederson said qualified pedagogues “are not the first choice when staffing residential homes for older people”. The majority of Danish pedagogy graduates work with children and young people. However, Kate Skinner, Chair, Camphill Scotland, pointed out that pedagogue assistants work in many services and that a staged approach to the introduction of a new qualification and profession could begin at further education level with opportunities for professional development.

A more flexible professional:

Peter Møller Pederson described how pedagogues work in a variety of different settings including schools, nurseries, children’s residential care, out-of-school care, but also in some adult health and social care services such as residential care for adults with learning and physical disabilities, support services for homeless people, residential homes for the elderly and adult probation services. The majority of Danish pedagogues do work with children and tend to specialise in a particular area. However, they do all share the same initial training and qualification, and the fact that they are qualified to work with people of all ages means they can transfer between different settings should they choose to or should it be necessary. Delegates acknowledged that a more flexible professional could hold potential benefits for the adult social care and health sectors. Areas where benefits might be seen include:

- The creation of a workforce able to meet the demands of an increasingly aging population
- Strengthening collaboration across a wide range of different services
- Strengthening intergenerational ties within communities

- Meeting the multifunctional requirements of rural and remote areas
- Opening up career development opportunities across the adult social care, health and children’s sectors at a time when resources are limited.

For a qualified pedagogue, who they work with is less important than how they work with them: focusing on the whole person and being able to facilitate and create experiences which develop each component of a person by having a helicopter view of the individual’s life. As Peter Møller Pederson pointed out: “Pedagogues do everyday life. If someone has a specific problem, we call for a specialist”. Participants were keen to reinforce the importance of specialist experience and expertise, which must not be lost. However it was also acknowledged that this discussion is ultimately about “how we live as a society and value members of our society”.

Are there any steps we could take and by whom to take this forward in Scotland?

The potential benefits of pedagogy fit with the aspirations of the adult social care and health sector workforce to be more coherent, better qualified, better integrated and able to respond appropriately to demand.

Developing partnerships in Scotland:

The formation of close partnerships between colleges, universities and employers in Scotland would open up possibilities for considering broader, more flexible workforce roles, and for developing and delivering a pedagogue qualification in the context of key Scottish policies such as Getting it Right for Every Child and The Same As You?

Participants noted that all previous pilot programmes in Scotland have been conducted with specific groups. For example, although the Orkney Islands pilot pedagogy training programme (Vrouwenvelder, Milligan and Merrell, 2012) took a multi-agency approach involving 18 staff from across education, social work, social care, and community learning and development, the focus was on looked-after children and young people. Participants expressed interest in particular in future pilot projects that focus on working
Developing a pedagogue qualification in collaboration with other countries:

Peter Møller Pederson expressed a keen interest in exploring further opportunities for collaboration between Scotland and Denmark in terms of practice placements, joint research and development, and student exchange. International collaboration could be “mutually beneficial” on many levels given Denmark’s historical experience of pedagogy and the fact that both countries, like many others, are experiencing similar economic and demographic challenges.

Some participants expressed uncertainty about whether the term “pedagogue” would be accepted, or is appropriate for Scotland. However, it was agreed that it is the content of the qualification and the principles of the profession that are paramount at this stage. Some also expressed the view that Scotland’s existing SQA Framework already provides a robust infrastructure for developing the social care and health sector workforce, of which Scotland should be proud, and warned against “reinventing the wheel”. However, there was also a willingness to “always learn from the good practice of others”.

with people across the life course.
Conclusion

There was no doubt among participants that the ‘essence of the pedagogue’ fits well with the person-centred services that the adult health and social care sectors want and need to deliver. Participants acknowledged that the pedagogue’s professional focus on the whole person, on taking time to build relationships, and on using practical and aesthetic skills as a tool for self-development and empowerment, are essential values and principles for all services working with vulnerable adults.

It was also acknowledged that the aspirations of the social care and health workforce – to be more coherent, better qualified, better integrated and able to respond appropriately to the demands of a constantly changing demographic – could be aided by a body of values, skills and knowledge that are shared across the sector, whilst recognising the need for specialisation. This was seen to have potential, in particular, for improving transitions between different services right across the life course. The transition between child and adult services, for example, can be very difficult.

The introduction of a single professional qualification would, theoretically, provide a more coherent professional framework and a more consistent level of professionalism that is not yet present in all areas across the adult social care and health workforce. However, participants did raise concerns that the aspiration to have highly skilled professionals working in all job roles across the adult social care and health sector is unrealistic in light of current economic pressures. Qualified professionals rightly expect their expertise and status to be reflected in their pay. However, as some participants asserted, as a society we “should take a rights-based approach in everything we do”. An increasingly elderly population is creating demand that the existing workforce is struggling to meet but we have an obligation to provide the elderly with high quality care.

Participants were also urged to consider how a more flexible professional who is qualified to work across different settings and with different age groups, would open up opportunities across the adult social care, health, education and children’s sectors, helping the workforce to be more efficient in meeting need.

Projects across the UK are already demonstrating the relevance of pedagogy for children’s services. Participants were keen to see similar pilot projects that show pedagogues working across the different age groups, which will require partnership working between employers and education providers.

Participants noted the principle that qualifications follow the creation of job roles, rather than vice versa. This too would require strong partnerships between local authority, NHS and voluntary sector employers, who set out how a pedagogue role across the life course fits within their workforce planning, and colleges and universities who then develop a qualification to fit workforce requirements. It may be that courses already in existence, such as ‘personal life skills’ and some vocational courses that are currently rather detached, fit with the principles and values of pedagogy and could be integrated into a pedagogy qualification. Any qualification that is developed would need to take into account the existing workforce and the breadth of prior learning and experience. CPD provides employers, colleges and universities with opportunities to embed pedagogy in a systematic way into the workforce.

International partnerships between education providers in Scotland and those in European countries already training pedagogues would enable a much richer learning experience in terms of sharing best practice and providing opportunities for student placements. This is an area where the Scottish Funding Council could be instrumental in encouraging closer collaboration in delivering a pedagogue qualification, in Scotland and other European countries.

There are opportunities for Trusts and Foundations in Scotland and across the UK to be instrumental in encouraging the collaboration and partnerships described above. However, it is the Scottish Government and agencies such as the Scottish Social Services Council who are in a position to provide the leadership that is required at national level to drive forward consideration of how a single pedagogue qualification and profession might address the requirements for workforce development that the adult social care and health sectors are now presented with. It must be considered on a basis which links with the professional development of those working with children, young people and adults across the life course.
The motivation for exploring pedagogy as a potential model for developing the children's sector workforce, and more recently the adult social care and health sector workforce in Scotland, has always remained constant. We want to ensure that Scotland delivers high quality, holistic services where the children, young people, families and adults who use them are firmly at the centre.

However, the policy landscape and the workforce itself are continuously evolving. Developments since March 2012 will undoubtedly influence future discussions and debate.

A key focus has been prevention to reduce social, health and educational problems that may result in costly interventions later on, and positive promotion of child wellbeing. This is reflected in both the Children and Young People Bill (e.g. in its commitment to extend Early Education and Care entitlement for 3 and 4-year-olds) and in Scotland’s new Parenting Strategy, which includes support for parents from the outset (including preconception preventative activity). This will bring new challenges to a workforce already experiencing change and presents an opportunity for renewed focus on how the principles of pedagogy, with its focus on development of the whole child/person, on building relationships, and on reflective practice, might help support these challenges.

The fact that Aberdeen University and Robert Gordon University’s BAs in Social Pedagogy continue to be accepted as qualifications for registration with the Scottish Social Services Council (SSSC) acknowledges that there is a place for the principles of pedagogy within Scotland’s aspirations for a world class workforce. The Centre for Excellence for Looked After Children in Scotland (CELCIS) is also continuing to deliver subsidised pedagogy training (in partnership with Thempra) for residential care workers and supports the delivery of the RGU Social Pedagogy degree to the wider looked after children workforce. And Children in Scotland will offer, from 2013, an introductory pedagogy training course for the early years workforce.

There is no doubt that the principles of pedagogy will continue to feature in future discussion around workforce development. However, it is important to recognise that pedagogy is one of a number of elements that will help Scotland achieve its vision for high quality, holistic services. What should bind every element is a single, united vision. Policies such as Getting it Right for Every Child (GIRFEC) and now the new Common Core of Skills, Knowledge & Understanding and Values for the children’s workforce (published in June 2012), reinforce Scotland’s commitment to this vision.

There are other areas, not yet fully explored, where the principles of pedagogy may fit and make a contribution. For example, how could pedagogy’s strengths-based approach, concerned with community capacity building, contribute to the Community Empowerment and Renewal Bill? And how could the pedagogue’s focus on working with ‘people’ to promote community wellbeing, happiness, and development of people’s resourcefulness help with the agenda to integrate adult health and social care?

Our focus, moving forward, must be on how to develop the children’s sector workforce in a way that brings together all strands of the Scottish Government’s key policies.

Afterword
References


### Delegate List

| Name               | Position                                              | Organisation                                      |
|--------------------|                                                      |                                                 |
| Kate Cherry        | Her Majesty’s Assistant Chief Inspector              | Education Scotland                                |
| Bronwen Cohen      | Chief Executive                                       | Children in Scotland                              |
| Geraldine Doherty  | Registrar and Deputy Chief Executive                 | Scottish Social Services Council (SSSC)          |
| Anna Fowlie        | Chief Executive                                       | Scottish Social Services Council (SSSC)          |
| Annie Gunner Logan | Director                                              | Coalition of Care and Support Providers Scotland |
| Norma Hart         | Senior Lecturer, School of Education                 | University of Aberdeen                            |
| Lesley Joyce       | Head of People & Services, Qualifications Development Directorate | Scottish Qualifications Authority                |
| John Kemp          | Director of Strategic Development                    | Scottish Funding Council                          |
| Sybil Lang         | Health Education Development Officer                 | Scotland’s Colleges                                |
| Sara Lurie         | Director                                              | The Fostering Network for Scotland                |
| Colin Mackenzie    | Chief Executive                                       | Aberdeenshire Council                             |
| Jean MacLellan     | Head of Adult Care and Support Division               | Scottish Government Health Directorate            |
| Rachel McFadden    | Senior Lecturer, Health Early Education and Social Care | Stevenson College                                |
| Joan Parr          | Portfolio Manager, Education, Learning and Young People | Creative Scotland                                |
| Robert Parry       | Associate Director                                    | NHS Education Scotland                            |
| Nicola Pay         | Communications Officer                                | Children in Scotland                              |
| Peter Møller Pedersen | Director of Studies, Faculty of Education and Social Studies | VIA University College, Denmark                   |
| David Purdie       | Senior Policy Manager                                 | Scottish Government Early Years & Social Services Workforce Division |
| Peter Scott        | Chief Executive                                       | ENABLE Scotland                                   |
| Henry Simmons      | Chief Executive                                       | Alzheimer Scotland Action on Dementia             |
| Kate Skinner       | Chair                                                  | Camphill Scotland                                 |
| Jennifer Wallace   | Policy Manager                                        | Carnegie United Kingdom Trust                     |
Appendix 2

The pedagogue: an evening of discussion

Monday 26 March, 2012

Aim

To explore the relevance of a pedagogy model for services in working with people of all ages and its potential for contributing towards the development of a framework for ongoing workforce development and a common core of skills across the life course. Discussions will be in the context of recent developments in the adult social care and health sectors.

Questions

1. What can we learn from the Danish pedagogue model and the Camphill experience? Consider both in relation to:

   a. A single qualification that extends across the life course, providing a workforce qualified to work with adults as well as children and young people.

   b. The flexibility afforded by the variety of job roles a qualification like this would prepare people for.

2. Can the principles and values associated with pedagogy, in particular its emphasis on the whole person and working with families and communities, help in terms of the workforce development that is required by an expanding adult care sector?

3. Are there any steps we could take and by whom to take this forward in Scotland? For example:

   a. What is the potential for developing a pedagogue qualification in collaboration with other countries?

   b. What is the potential for taking forward pilot projects in Scotland?