

Social pedagogical practice from The House of Josephine Schneider

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The examination

- The workshop is based on an examination of how the social pedagogical work in The House of Josephine Schneider develops through methodical reflections, evaluation and documentation.
- In a borderland between pedagogical development and research.
- The Danish National Knowledge Centre for Inclusion and Exclusion.

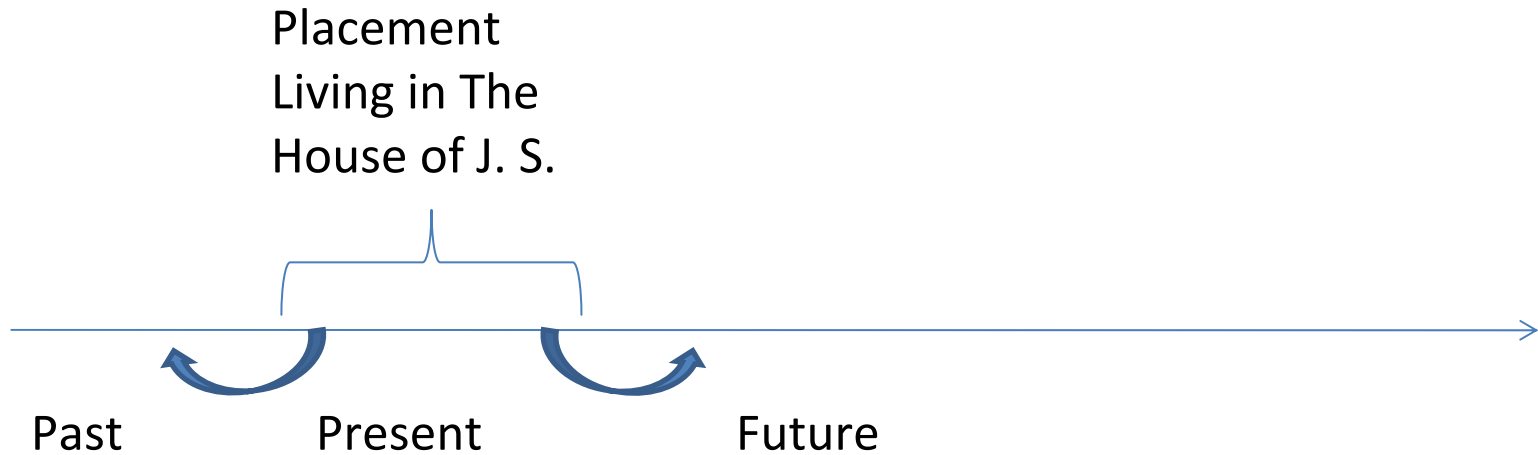
The House of Josephine Schneider

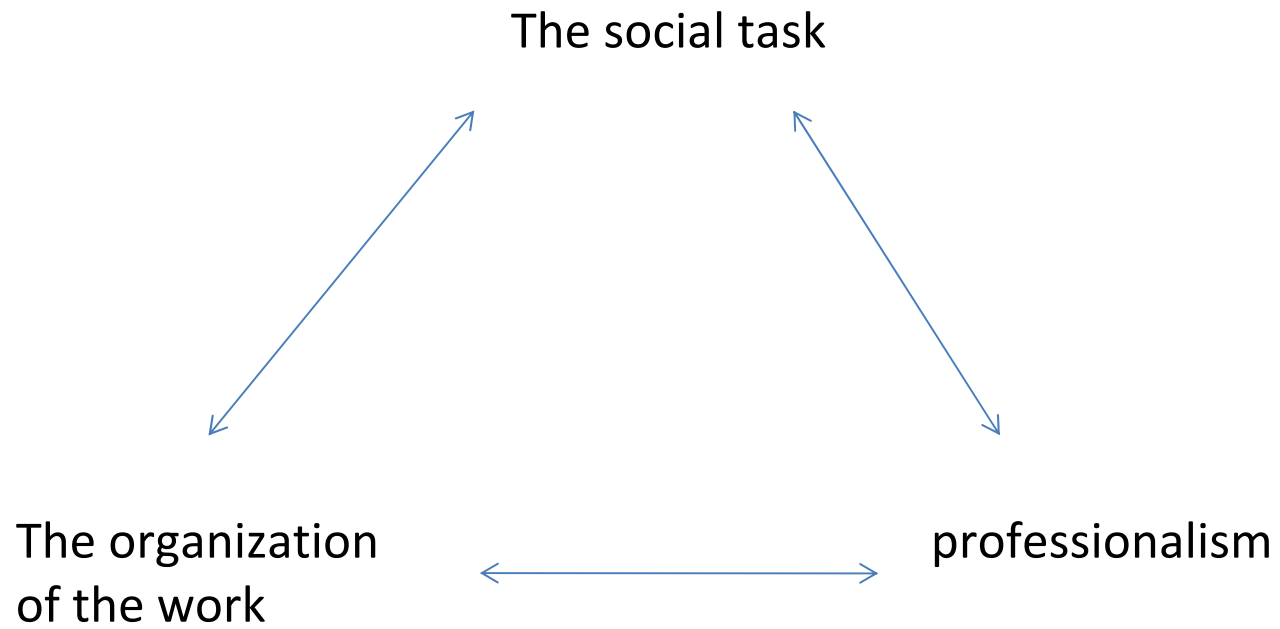
- is a big old house, much like the other houses in the neighbourhood
- is a local children's home, situated in Frederiksberg
- compared with Danish conditions, it is small, with space for 12 school children in different ages
- can be the home for the children for a longer period of time
- The staff consists of 9 – 10 social educators, the Principal, and staff for cleaning and food preparation

Between a rationality of values and a rationality of purpose

- The House of Josephine Schneider is the children's home and the social educators' work place.
- Rationality of values: activities with no purpose outside the activity – the activity is meaningful in it self.
- Rationality of purpose: activities with a purpose outside the activity

From a lifetime perspective





Contact pedagogue

- Creating continuity through the placement

Axel Honneth's understanding of recognition.

- Private recognition in an intimate sphere.
- Judicial recognition in an institutional sphere.
- Social recognition in a sense of solidarity in a social sphere.

The every day life

- A good morning makes the whole day easier
- Afternoon
 - making plans
 - enjoying the tea
 - making homework
- Evenings like family life

Traditions

- Breaks up the ordinary day and creates continuity
- To experience that plans are realized
- To be able to trust in the future
- Working towards a goal
- Carnival – picnic/outing in the woods (contains culture and water) – outings in a cabin – Christmas

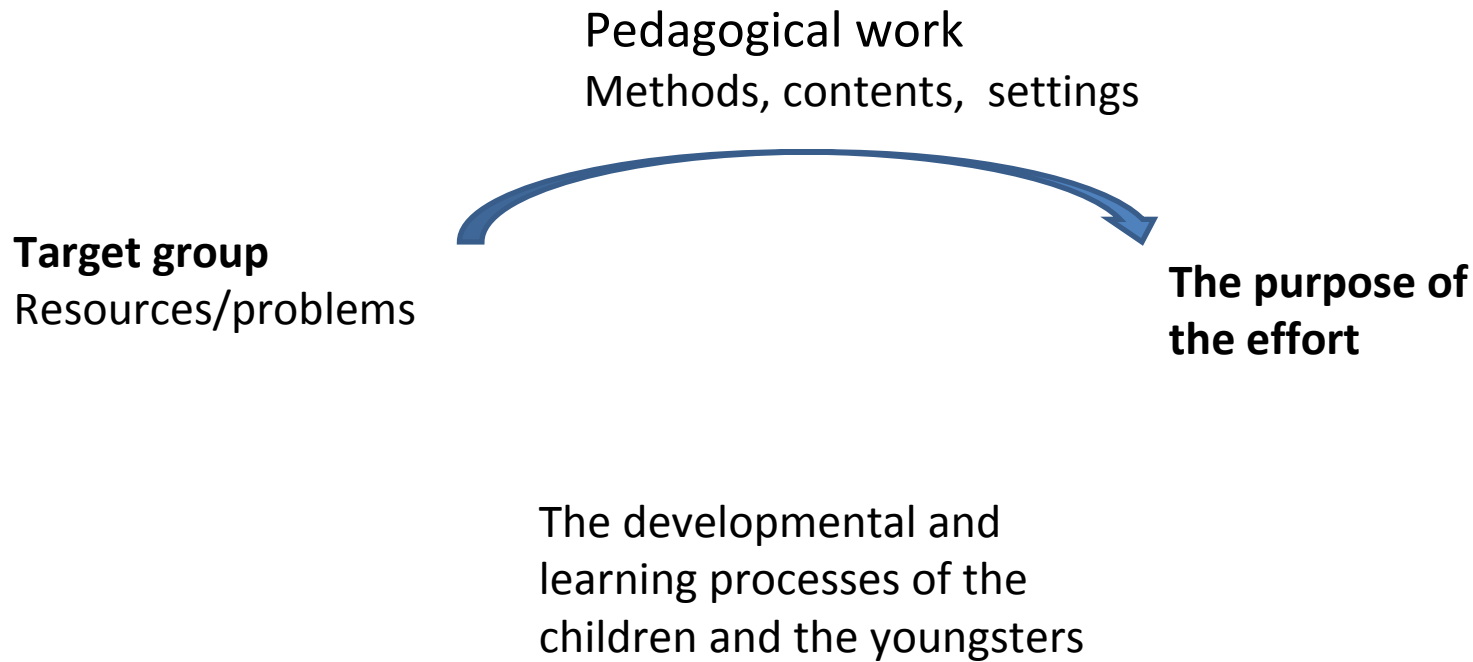
Inclusion and exclusion

- Within the children and the youngsters families
- Within the community and within the communities in The House of Josephine Schneiders
- Within the community and within the communities in the children's school
- Within the community of leisure time activities
- The processes of inclusion and exclusion contain valuable learning processes

Power

- *“Per exercises his power over Poul by making him do something he would not normally do.*
- *“Per exercises his power over Poul by not giving him the skills to make him less dependent on Per or others.”*
- *“Poul is subject to the power of a way of life, because he takes the routines and lines of action of this power of a way of life for granted.” (Jensen 1995, p. 41)*
- *“Without power – no change. Without empathy no spaciousness.” (Nielsen, Pringel og Uggerhøj p. 7)*

A fundamental condition of pedagogical work



(Bryderup 2005 s. 284)

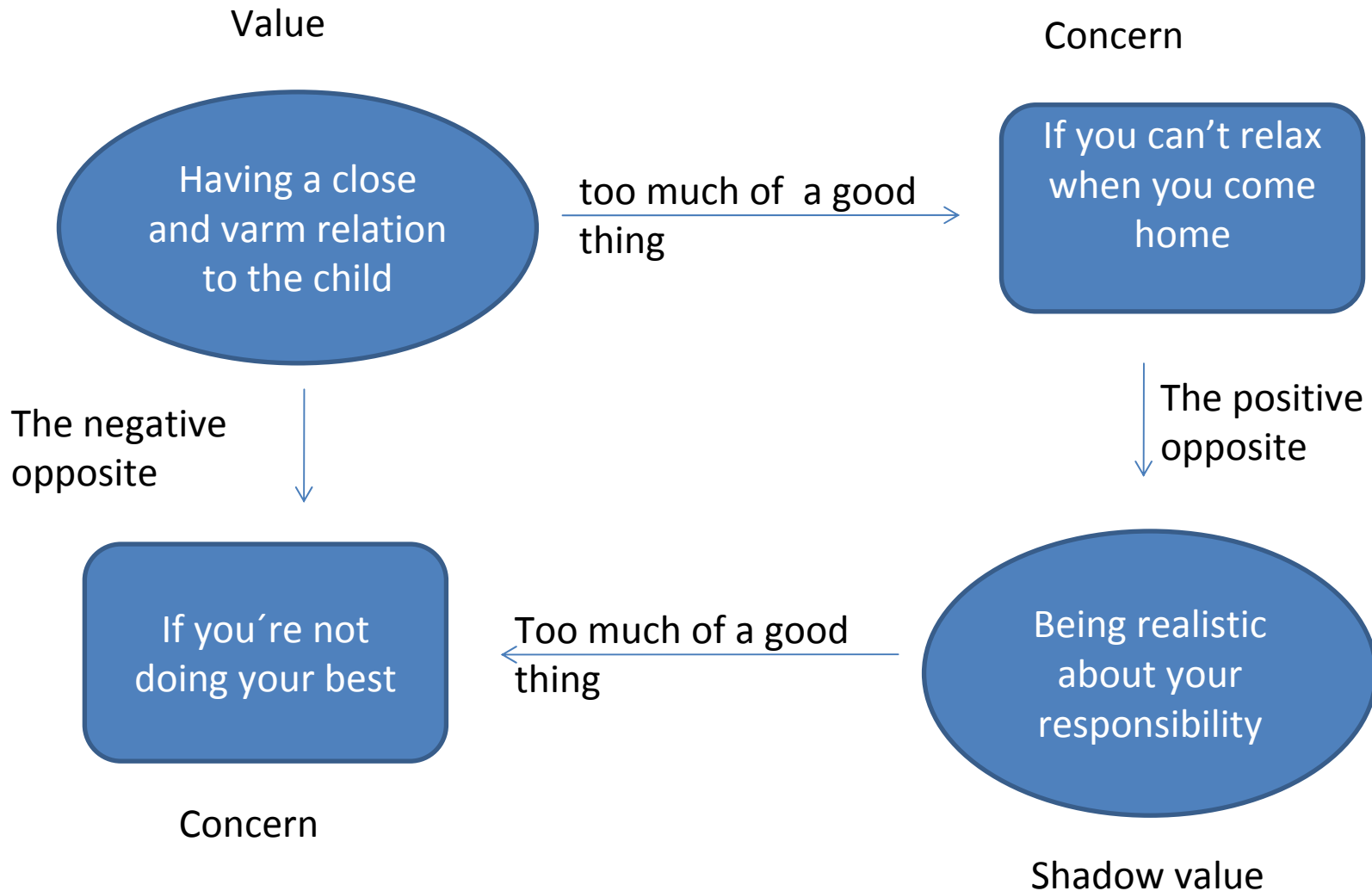
Dilemmas arising

- The social educators is talking about finding a balance between:

Professionalism – Personality – Privacy

Clarification of a dilemma

inspired off Pedersen (2008) and Ofmann (2002)



Collaborators

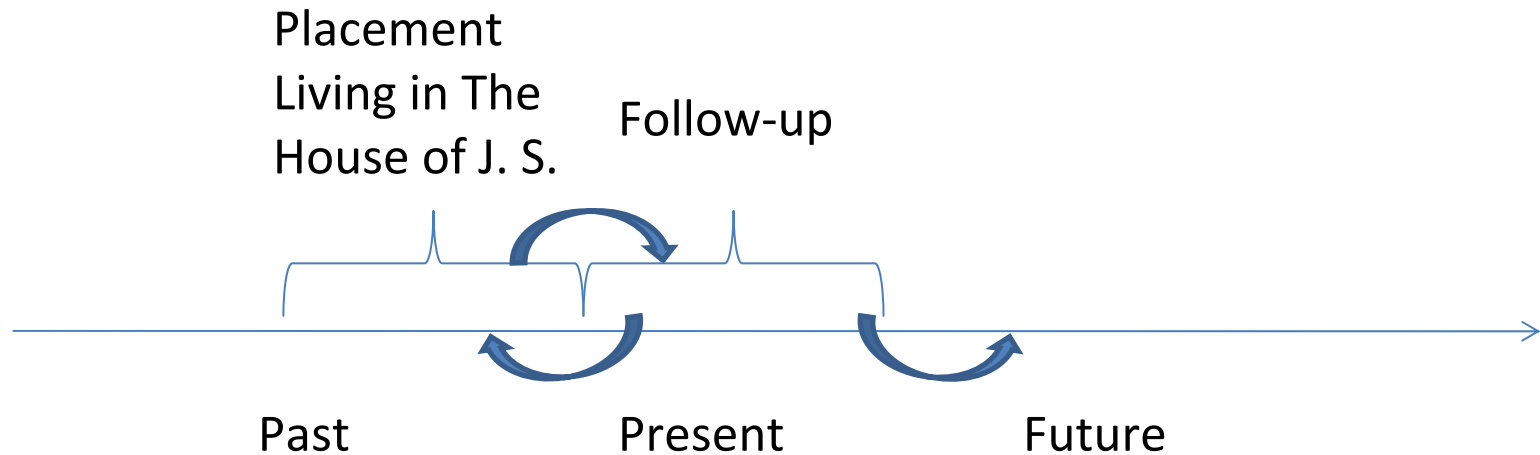
The development of the communication between the institution and its closest surroundings.

- the families of the children,
- friends,
- teachers and social educators
- the administration who inspect the work.

Follow-up

- Helping to get established
- Meeting once a month
- Helping to get started in life
- Talking about old times
- Remembering birthdays

Follow-up in a lifetime perspective



Making continuity through the relation to
The House of Josephine Schneider