

Social Pedagogy and Education

Social Pedagogy in a Norwegian comprehensive secondary school context - A case study

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A particular case

Anna

The Norwegian comprehensive secondary school of today

A more consistent implementation of the comprehensive (primary and) secondary school in Norway has led to an increased diversity among pupils in the class. The difference between the cleverest and the weakest, and between the most and the least motivated, is great at the start, and may increase the grades (Ogden, T 1990)

Education in a school context;

Two main tasks:

a, to facilitate the pupil's learning of subjects



b, to facilitate pupil's social learning

Social pedagogy; Two main discourses

1. Pedagogical approach emphasising the social aspect of education and training (Nordland 1986, Madsen 1993,1996)
In contrast to an individual-oriented approach.

2. Help to a pupil with personal, social or emotional problems that does influence his or her learning and education, and the pupil's social relationships at school
(KUD:98, Udir. 2008).

The discursive field of social pedagogy

Discourses on social pedagogy are moving along a scale where the social aspect of each a child's upbringing and socialization is focused on one end of the scale, and children with personal, social problems and in a particular or necessary need of social pedagogical help on the other (Nordland 1986, Madsen 1993, 2006) .

Preventive approach: to hinder problems to develop further

Pupils' rights; (2)

according to the official school law and its regulations

A; The right of a good physical and psychosocial environment that promotes health, wellbeing and learning (KD: 98 § 9a-1)

B; The right to necessary social pedagogical counseling (KUD: 98 § 22-1, 22-2.)

C; Any pupil who has the right to education (§ 3-1) and who is not in education nor in work, shall be contacted by the “follow up service”; (Up to 21 years (K.D:98 § 3-6))

When is it necessary (B,)?

With reference to ” **necessary** social pedagogical counseling “
(KUD: 98 § 22-1, 22-2, Udir. 2008).

When is it necessary?

Who shall decide when or what is necessary?

What is the aim of social pedagogy?

A; A systematic efforts to promote the pupils' health, environment and safety (KD. 98)

B; To help the pupil with personal, social or emotional problems that do influence his learning and education, and the pupil's social relationships at school (KUD:98).

Social pedagogy in praxis? (A)

If someone who is employed at the school, her in its negation: gets knowledge or suspicion that a pupil is exposed to offensive words or actions as bullying, discrimination, violence or racism, the concerned instant examine the matter and notify the school administration and, if necessary and possible, even intervene directly (KD: 98)

Social pedagogy in praxis? (B)

To inform, guide and assist pupil (KUD: 98 § 22-1).

To clarify what is the problem and the extent of it (Ibid. § 22-2).

To assess or find out what the school can contribute

Collaborating with students' parents and alternatively, with aid agencies outside the school.

Counseling can be individual or in groups. The child's need and wishes will determine how.

By whom shall social pedagogical work in school be exercised?

A: Who is employed at the school (KD 98)

B: Staff with relevant expertise (KUD: 98 § 22 - 4)

The school owner is responsible for the child's right to be fulfilled (Ibid.)

Why social pedagogy in an educational school context – overall aims (KUD: 98 § 22-1)?

The pupil to find his place in school

Prevent dropouts, to leave before education is completed

Equalize social inequality

Integrating ethnic minorities

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