

**MEDIA RELEASE**  
**Embargoed 30 April 2008**



**ADVANCE NOTICE:**  
**NEW PUBLICATION FROM CHILDREN IN SCOTLAND**

**Working it out: developing the children's sector workforce**

**Universal training for everyone who works with children – including doctors, nurses, teachers, social workers and early years workers – is an ambitious proposal put forward in a new report from Children in Scotland.**

The proposal, explored in ***Working it out: developing the children's sector workforce***, would see all professionals whose work involves contact with children, young people and their families, receive a common grounding in pedagogical theory and practice. This would be achieved through the introduction of a 'Scottish Pedagogue' model.

The Scottish Pedagogue model focuses on developing a very broad understanding of children and their relationships to others and their community. It concentrates on the skills and qualities required in the care, nurture and learning of children in a way which transcends traditional professional boundaries. Knowledge of how to meet the needs of the 'whole' child – their mind, body and spirit – is as relevant to a social worker and GP as it is to a teacher.

This very broad understanding would not detract from the importance of professional expertise, but it would introduce a shared set of values, language and understanding across the entire children's sector workforce.

Children in Scotland believes this is vital if the workforce is to work in a unified way – a key aim of the Scottish Government.

Despite different professionals working together on a daily basis more than ever before, the workforce as a whole remains fragmented. The compartmentalisation of initial education and continuing professional development is a significant contributing factor.

**Working it out** proposes the introduction of a full Scottish pedagogue qualification, which would introduce an entirely new profession to the children's sector workforce.

A Scottish pedagogue would work alongside existing professionals in a wide range of services for children and families. Fully qualified Scottish pedagogues and assistant pedagogues would provide the main staffing group in settings such as school-age childcare, residential childcare, early years services, play and youth services, family daycare, foster care, family support services, and in the classroom, where pedagogues would work as classroom assistants and additional support needs assistants.

These are services where staff are traditionally “undervalued”, said Bronwen Cohen, contributor and chief executive of Children in Scotland. “The provision could be significantly improved by having a consistently well-qualified workforce,” she added. “These are the services seen as having a major contribution in delivering government aspirations for often very disadvantaged children.”

The new publication includes contributions from a range of experts and practitioners, including Linda de Caestecker, NHS Greater Glasgow and Clyde, Graham Donaldson, senior chief inspector, HMIE, and Jennifer Williams, director of the Centre for Creative Communities.

Case study

**Pedagogues in Denmark: working with people aged 0-100 years of age**

## A Scottish pedagogue qualification

Danish pedagogues are qualified to work with people from 0-100 years of age in settings across education, social services and health. This single pedagogue profession was introduced in 1992.

Nearly two thirds of Denmark's pedagogues work with children under ten years of age. They are in kindergartens, age integrated centres for children from birth to five, primary classrooms for six-year-olds, and delivering school-based leisure facilities. They also work in youth services, residential institutions for children and young people, residential and day care services and services for children, young people and adults who have additional support needs. They can be employed as consultants, educators, family day carers and family counsellors.

Danish pedagogues study for a three-and-a-half year post-18 qualification, are members of a trade union and normally have access to a full range of occupational benefits. It is now the most popular course in higher education with status on a par with qualifications for teachers, social workers and nurses. In general students are more mature, with an average age of 27. It attracts a relatively high percentage of male students (16-18 per cent), as well as students from minority ethnic backgrounds (around 5 per cent). Students study pedagogy and psychology (30 per cent of the total); social studies and health (20 per cent); communication, organisation and management (10 per cent) and the arts and creative subjects (40 per cent). REFERENCES OMITTED

### Notes:

- A copy of the contents page for *Working it out: developing the children's sector workforce*, is attached.
- Some contributors are available for interview on request. Please contact Nicola Pay on 0131 222 2448 or Chris Small on 0131 222 2419.
- **Children in Scotland** is the national agency for voluntary, statutory and professional organisation and individuals working with children and their families in Scotland. It exists to identify and promote the interests of children and their families and to ensure that relevant policies, services and provision are of the best possible quality and able to meet the demands of a diverse society. For further information visit: [www.childreninScotland.org.uk](http://www.childreninScotland.org.uk)