



*Doing with People*  
as a **Powerful Tool of the Profession:**  
**Introduction to the Social Pedagogical**  
**Common Third**  
as an **Essential Component of**  
**Professionalism.**



# WORKSHOP PRESENTERS

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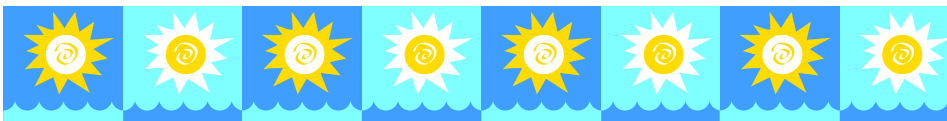
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## No way. The hundred is there.

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By Loris Malaguzzi

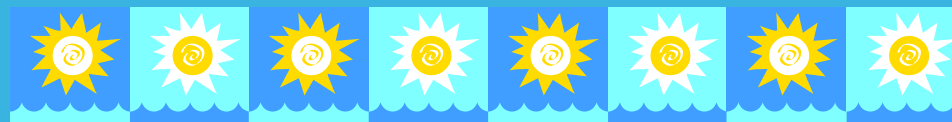
The child  
is made of one hundred.  
The child has  
a hundred languages  
a hundred hands  
a hundred thoughts  
a hundred ways of thinking  
of playing, of speaking.  
A hundred always a hundred  
ways of listening  
of marveling of loving  
a hundred joys  
for singing and understanding  
a hundred worlds  
to discover  
a hundred worlds  
to invent  
a hundred worlds  
to dream.  
The child has  
a hundred languages  
(and a hundred hundred hundred more)  
but they steal the ninety-nine.

*The Reggio Emilia Approach*

The school and the culture  
separate the head from the  
body.  
They tell the child:  
to think without hands  
to do without head  
to listen and not to speak  
to understand without joy  
to love and to marvel  
only at Easter and Christmas.  
They tell the child:  
to discover the world already  
there  
and of the hundred  
they steal the ninety-nine.  
They tell the child:  
that work and play  
reality and fantasy  
science and imagination  
sky and earth  
reason and dream  
are things  
that do not belong together.  
And thus they tell the child  
that the hundred is not there.  
The child says:  
No way. The hundred *is* there.

Loris Malaguzzi

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## Course Requirements

Liberal Arts Base  
Sociology Courses  
Intro to Human Services  
Human Services Theory  
and Practice 1, 2, 3  
Field Education 1, 2, 3  
Arts and Recreation  
Cognates

# CONCENTRATION IN HUMAN SERVICES AT SUNY NEW PALTZ

History and Context

The Second Cohort - 1993



Arts and Recreation



The May 2015 Graduating Cohort

# WHAT IS SOCIAL PEDAGOGY -

and integrating social pedagogy into a human services program

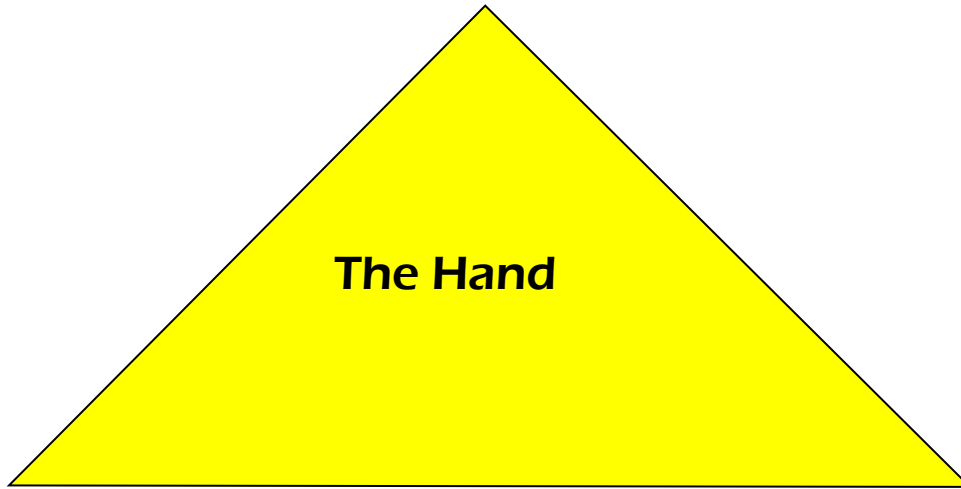
*A Human Services Profession  
and Holistic Practice Framework in the Life  
Space of individuals with a  
Head, Heart, and Hands  
approach*

HEAD  
HEART  
HANDS



# The Common Third

The Common Third



The Hand

The Individual,  
Family, Group, and  
Community

The Human Service  
Generalist



It is a **Consciously Guided Interaction**

**SHARING, EXCHANGING, AND LEARNING!**

# Questions and Discussions

**Sharing**

**Wrap Up**



# VISION

## References

- Cameron, C. (2004, August). Social pedagogy and care: Danish and German practice in young people's residential care. *Journal of Social Work, 4*(2), 133-151.
- Christiansen, M. (Forthcoming October 2015). Deliberate pedagogy: Introducing social pedagogy and the Common Third within the Concentration in Human Services. In L. Pyles & G. Adam (eds.), *Holistic engagement: Transformative social work education in the 21st century* (pp. TBA). New York, NY: Oxford Press.
- Storø, J. (2013). *Practical social pedagogy. Theories, values and tools for working with children and young people*. Bristol, UK: The Policy Press





**REMAINING SLIDES ARE EXTRA  
PRESENTATION RESOURCES**



# Tools of the TRADE

- The Bilingual Social Pedagogue – pros and cons?
- Bi-contextual
- Conversation
  - About fairness.... Points & Levels? Equal treatment and fair treatment are incompatible
  - “Treating people equally is really unfair”
- Process Orientation and Decision Taking Orientation
- Working individually and in groups
- Activities = Common Thirds (wheelhouse conversation – shoulder-to-shoulder)
- Conflict, negotiation and boundaries
- A Rest from developmental and change-oriented work
- The Kjell Syndrome – “acting non-pedagogical”
- Holding the fort – keep the structure, “normal” routines going
- The Little Talk Method – “less is more”



“Treating people equally is really unfair”

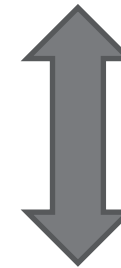
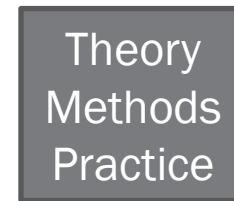
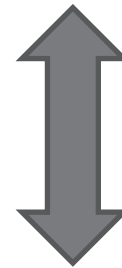
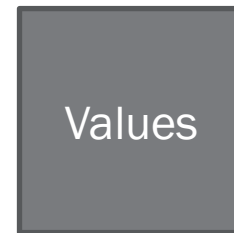
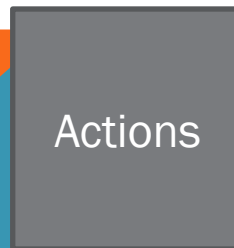
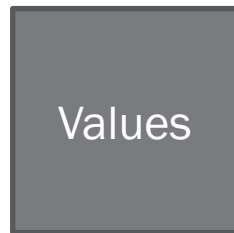
# Theory

Without Education



# Practice

With Education = Professional



# “PERSPECTIVATION”: QUESTIONS TO ASK

What is the thinking behind this?

What is important to you when you suggest this?

How have you arrived at what you are saying and doing?

Which values and theory/theories are you applying when you say or do that?

And now.... what to do.....or not do...

Figure 3.2: Three alternative actions measured in terms of the level of consciousness

Decide not to do anything	Not decide whether to do anything about it	Decide to do something about it
High level of consciousness	Low level of consciousness	High level of consciousness

# VISION: INTERNATIONAL SOCIAL WELFARE

## USA:

Life space profession - Emerging....

Social Work – “Unfaithful Angles”

## Europe:

Social pedagogy in

Denmark, Germany,

Italy, Spain.....



## South Africa:

Social development

in child and youth

care and in social

work

