



## Special Issue *'Everyday Expertise in Social Pedagogy'*

### CALL FOR PAPERS

The *International Journal of Social Pedagogy (IJSP)* is a peer-reviewed, open access journal publishing articles on social pedagogy in the broadest sense, which includes all aspects of social, philosophical, pedagogical and educational parameters. Relevant areas of practice explored in the journal from a social pedagogical perspective include: education, adult education, life-long learning, social work, social care, personal and social well-being and growth, social-pedagogical problems (for example neglect, intimidation, bullying, prejudices, social marginalisation, school exclusion, etc.), teaching support in schools, family support, youth work, youth and criminal justice, learning disability and physical disability services, support for older people, community education, children's participation, children's and human rights.

Reactions to increasing global complexity seek to manage ambiguity and uncertainty through narrowing the range of possible pedagogical responses. This is evident in attempts to codify professional knowledge in competency or standards frameworks and to systematise practice through 'evidence-based' manuals. At the same time, scholarship on learning and teaching identifies the key quality of the contemporary professional as a capacity to cope with epistemological uncertainty and complexity, which, together, result in an existential experience of 'strangeness' (Barnett, 2004).

Attempts to simplify, codify and prescribe professional knowledge and, through this, professional practice, pose real problems for social pedagogical work. Social pedagogical knowledge is not abstract, overly scientific but is situated, contingent, fluid and, crucially, it incorporates the experiential knowledge that derives from the lives of those with whom social pedagogues work. In social pedagogy, professionals might be thought of as 'experts in the everyday' (Cameron, 2014). Our work is a self-in-action endeavour, which, by its nature, demands ontological and reflexive examination of how we 'are' with one another.

This journal special issue seeks to draw out what might be involved in such everyday expertise and how social pedagogy equips professionals to meaningfully respond in complex and uncertain situations. We are looking for papers that begin to draw out social pedagogy's knowledge base and how this might be defined and contrasted with 'evidence-based' or manualized approaches to practice. The focus of papers might address (but is not limited to), questions of:

- What is practice, and how might we navigate it?
- What is evidence, and how does it influence social pedagogical practice?
- What kind of values might underpin social pedagogical practice?



- How do we encounter the other in social pedagogical practice?
- What might be social pedagogy's guiding principles?
- What are the characteristics of effective social pedagogical work?
- What are the tensions between the 'real world' of everyday practice and wider political and social systems?
- What constitutes everyday expertise?
- How do we cope with and celebrate strangeness in social pedagogical practice?
- How can we hang onto a social pedagogical identity in an increasingly regulated world?
- How might we optimise messiness and ambiguity?
- How do we embrace uncertainty and complexity in social pedagogical practice?

Abstracts (up to 300 words) should be submitted by Friday 23<sup>rd</sup> of August, 2019. We will invite successful authors (within 21 days) to submit a full draft for editorial review by 6<sup>th</sup> of January, 2020. Publication is anticipated to happen at the annual SPPA conference in the autumn of 2020.

The special issue will be guest edited by members of an international research network on social pedagogy and social work. If you have any queries please contact Sebastian Monteux, Abertay University/NHS Tayside ([s.monteux@abertay.ac.uk](mailto:s.monteux@abertay.ac.uk)) or Mark Smith, Dundee University ([m.z.v.smith@dundee.ac.uk](mailto:m.z.v.smith@dundee.ac.uk))