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PAPER: Field of the Conference: Educational policies and alternative forms of evaluation

Title: Social Pedagogy as a meaningful perspective for education and social learning in classroom

Abstract

Social pedagogy has a long tradition in the education system in many European countries but is less known in Greece. This study introduces the Social Pedagogy field to readers by giving a literature review of Social Pedagogy theory and practice. It explains the principles, philosophies, and common practices of Social Pedagogy, and demonstrates how they are reflected in more familiar educational practices. It studies the ways in which the principles, philosophies, and practices of Social Pedagogy can offer a completed framework for teachers (at all levels of education) as they implement the positive personal awareness and responsibility, and social skills and competencies in the classroom. The results of the literature review show that especially the Diamond Model (with the four aspects of: a) well-being and happiness, b) empowerment, c) relationships, d) holistic learning) in Social Pedagogy, can provide a meaningful framework for understanding both positive and negative types of human behavior and can enable educators-teachers to help children and young people recognize and unfold their potential as well as to realize how they can use their potential in positive ways.

Keywords: Social Pedagogy, theory, practice, education, children, young people, social skills.