Conference papers

Directorate of Academic Affairs

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Relational Justice and Relational Pedagogy in Social Care Education

Niall Hanlon
Technological University Dublin, niall.hanlon@tudublin.ie

Outline

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Social Justice Centred Practice

- Definition '**Principles of social justice and human rights** are central to the practice of Social Care Workers'. (CORU, 2022, May 4th).
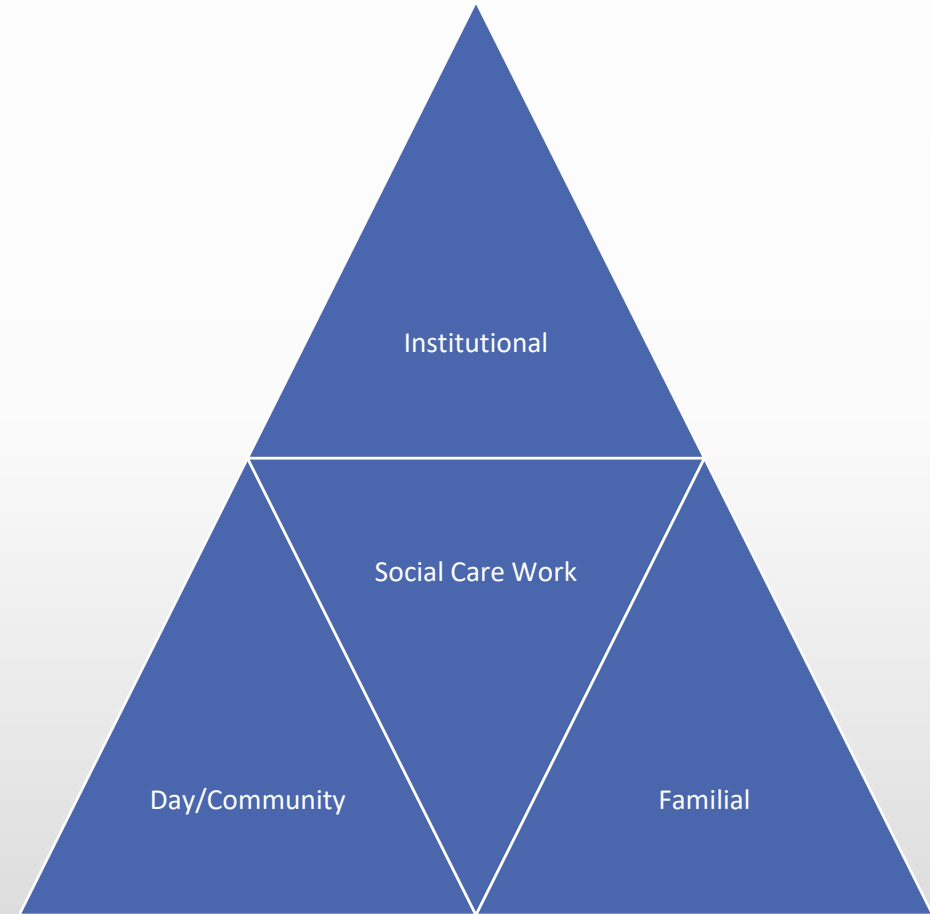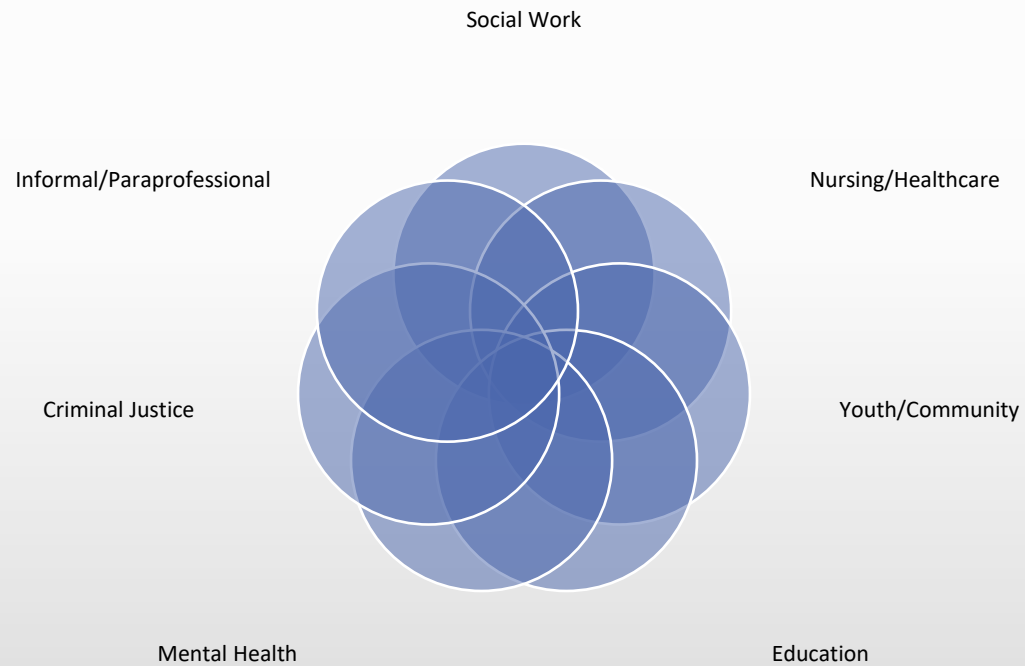
- Expected to be **'proficient' in social justice** (Social Care Workers Registration Board, 2017).

- Must 'Understand and be able to **apply principles of social justice**…**challenge negative discrimination** and **unjust policies and practices**…[demonstrate understanding of] **cultural competence**…work towards **social inclusion** (St 5.2)….'Understand and apply a **human rights based approach (HRBA)**…[promote] service user's **participation**…apply **principles of non-discrimination**…**empower service users to realise their rights**…[adhere] **to human rights obligations** (St. 5.2).

- Expected to 'Always…**respect for the rights and dignity of all individuals**. (p. 23)..And must not (23.2 A and B, p. 24) **'Discriminate**…[OR]…**Condone discrimination** by others… [AND] they should…**Uphold human rights…'** (27.2)…**Promote social justice…respecting diversity, different cultures and values** …[advocate]…for the **fair distribution of resources** (27.3). (Social Care Workers Registration Board, 2019)

Challenges for Social Care Education [SCE]

- **Complexity of social justice** – complex, multifaceted, social and political phenomena

- **Principles of social justice** – poorly developed and applied to caring professions

- **Care theory**– care and social justice relationship is poorly appreciated in SCE/W

- **Social justice objectives** - from minimalist to substantive (basic and formal equality of opportunity and non-discrimination)

- **Threshold level qualification** – limited and competing space within the three-year degree programme across competing multidisciplinary subjects

- **SCW role** – complex, evolving and diverse

- **Social care theory** – poorly developed and applied (e.g. derivative of social work) but expanding/evolving

- **Developing Caring Professionals –** that can *Care About* (identity, disposition, subjectivity, values) and *Care For* (physical, mental, emotional labour, i.e. knowledge and skills)

Diverse Role of Social Care Work [SCW]

Social Work

Informal/Paraprofessional

Nursing/Healthcare

Criminal Justice

Youth/Community

Mental Health

Education

Institutional

Social Care Work

Day/Community

Familial

Public, Voluntary, Profit

Four Sources of Social Injustice
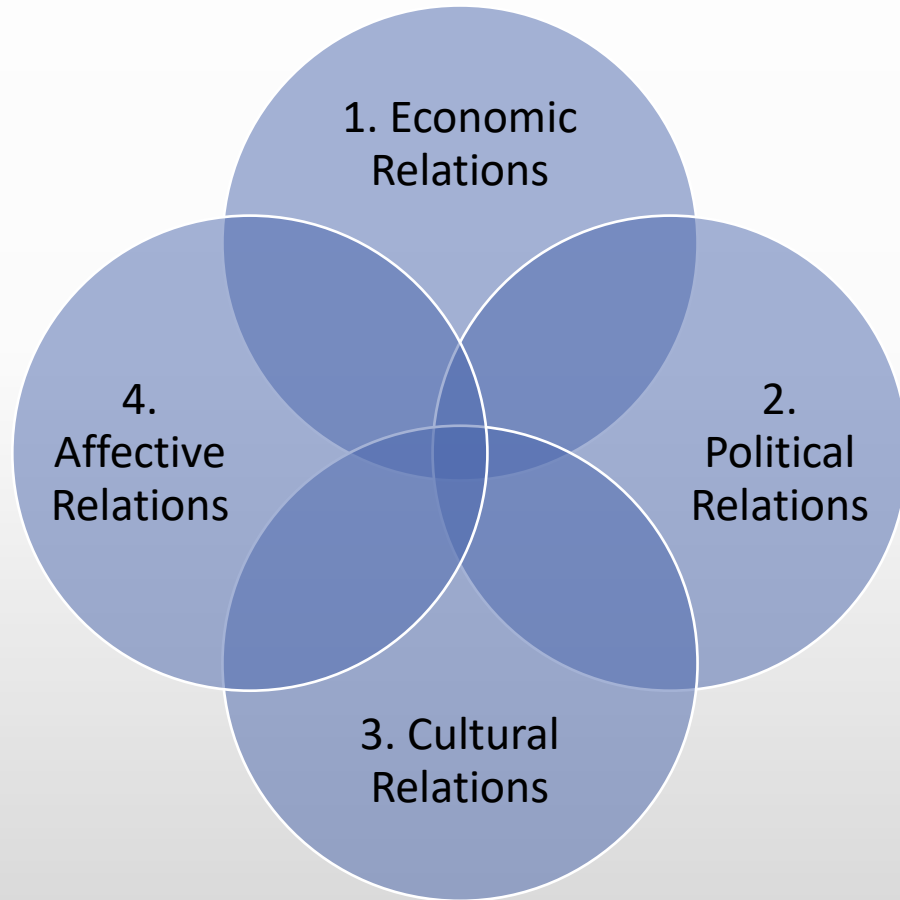
1. Economic Relations (*Resources and* **Redistributive Justice**)
2. Political Relations (Power and **Representation Justice**)
3. Cultural Relations (Status and **Recognition Justice**)
4. Affective Relations (Care and **Relational Justice**)

- Broad (multidimensional) account of social justice that challenges systemic oppression and promotes **equality of condition.**

- <u>Adapted from</u> (Baker, J., Lynch, K., Cantillon, S., & Walsh, J., 2016; Lynch, K., Baker, J., Walsh, J., & Lyons, M. (Eds.)., 2009).

Care and Relational Justice

- **Care and affective relations** – central to needs of survival and flourishing and meaning

- **Ethic of care** – 'care thinking' should be central to decision-making processes and objectives

- **Care Work** – Primary love relations (sustained by **love labour**); Secondary care relations (sustained by **care work**); Tertiary solidarity relations (sustained by **solidarity work**)

- **Inter(dependency)** - rather than the myth of autonomy, individualism, and independence

- **Ethic of Justice** – care needs justice and justice needs care

- **Affective Inequalities** – inequalities related to the doing and the receiving of care, and the distribution of its benefits and burdens

"…relational justice is deeply embedded with re/distributive justice, recognition-led justice and representational justice arising from the intersectionality of group-based identities, and continuity of structural injustices institutionally through time" (Lynch, 2022, p. 10).

Relational Pedagogy in SCW

- **Relational Justice -** core principle, value, at the heart of practice as it interfaces with other injustices

- **Challenging relational injustices**:

1. How life conditions, experiences and social care needs of service users are to a significant extent the product of (relational) injustice.

2. How the social care system and other aspects of welfare interactions can create or compound injustice and indeed mitigate it.

- **Relationality** – more than psychotherapeutic, person-centred or case work relationship

- Principle of relational justice must be guided by an *ethic of care* in practice using concepts and skills of *relational pedagogy*.

'Relational pedagogy can be defined as the critically reflective and emotionally skilled practices and institutional processes involved in effectively caring for people and empowering them to meet their needs in ways that are underpinned by principles of social justice and guided by a political ethic of care'. (Hanlon, 2022, p. 11)

Four Practices of Relational Pedagogy

1. **Caring Practices** – a *ethically caring* practitioner
2. **Critical Practices** – a *critically reflective* practitioner
3. **Emancipatory Practices** - a *socially just* practitioner
4. **Creative Practices** – a *creative* practitioner
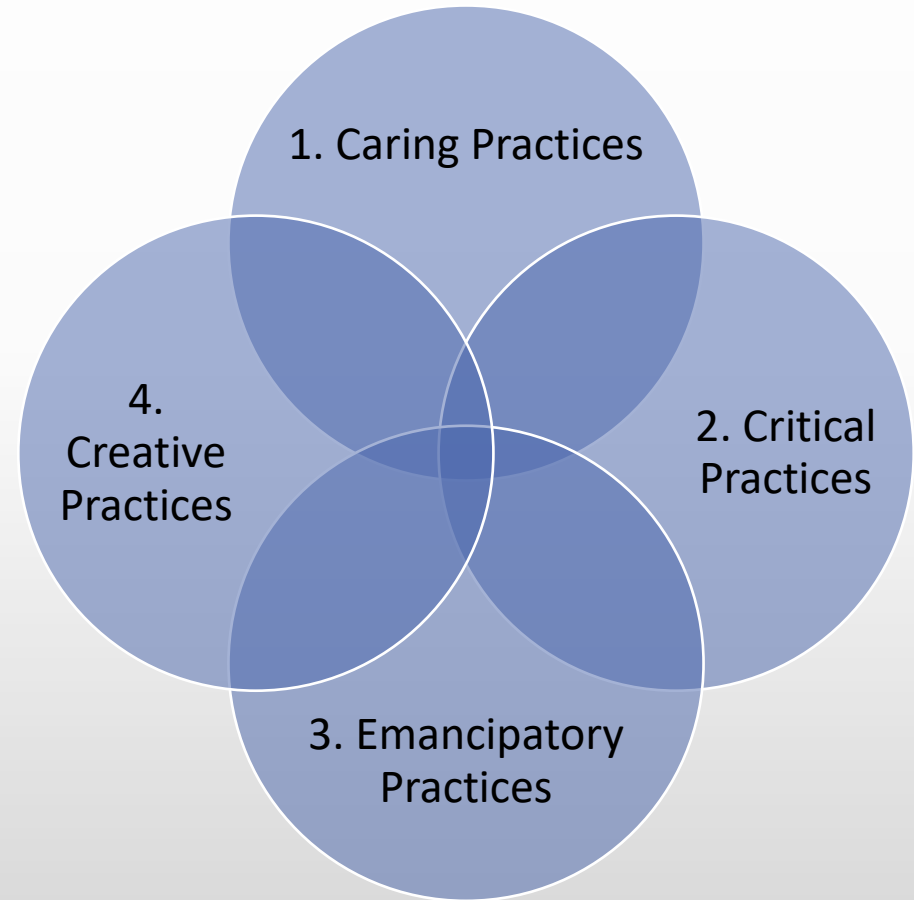
1. Caring Practices - *ethically caring* practitioner

"Caring for people and things involves everything we do to maintain, continue, and repair our "world" so that we can live in it as well as possible. That world includes our bodies, ourselves, and our environment, all of which we seek to interweave in a complex, life-sustaining web." (Fisher & Tronto, 1990, p. 40)

Caring About (Attentiveness)

Taking Care Of (Responsibility)

Caregiving (Competence)

Care Receiving (Responsiveness)

Caring With (Justice)

Adapted from (Tronto, 1993, 2013).

2. Critical Practices - *critically reflective* practitioner

1. **Critical Concepts** – power, privilege, ideology, intersectionality, oppression etc.
2. **Critical Theories** – care theory, critical disability studies, feminist theories, critical race theories, post-structural theory, human rights theory etc.
3. **Critical Reflexivity** – more than psychological and intersubjective reflection; also about identity, social location, domain assumptions, and critically reflective methodologies etc.
4. **Practice approaches** – advocacy theory, human rights, anti-discriminatory practice, anti-oppressive practice, emancipatory practice, feminist practice, social model of disability, anti-racist practice, critical interculturalism, human rights practice etc.

❖ We need to engage with critically and develop practices within the specific contexts of social care.

3. Emancipatory Practices - *socially just* practitioner

1. **Redistributive Justice (Resources)** – allocation and access to a broad range of resources (for individuals and groups) to meet service user needs.

2. **Representation Justice (Power relations)** - empowering service users (individually and collectively) and through institutional changes that foster agency.

3. **Recognition Justice (Status relations)** – challenging status inequalities through educational, policy and programme activities.

4. **Relational Justice (Care relations)** – nurturing affective relations within primary, secondary and tertiary relations.

❖ We need to engage with critically and develop practices within the specific contexts of social care.

Nurturing Affective Relations

Professional Care Work

- **Role** - Nurture emotional relations, nurturing capital, and affective equality

- **Secondary Care Relations** –
  - Quality of integrated, holistic care
  - Practical, physical, cognitive/mental, emotional labour
  - Professional -inc. person-centred/ relationship-based practice

- **Primary Care Relations** - Protection from harm and strengthening appropriate primary love relations - <u>complex</u>

- **Tertiary Care Relations** – Community work/development, social inclusion, social networks, solidarity, social capital

Circles of Caring & SCW

Primary Love Relations (Love Labour)

Secondary Care Relations (Inc. Professional Social Care Work)

Tertiary Care Relations (Solidarity Work)
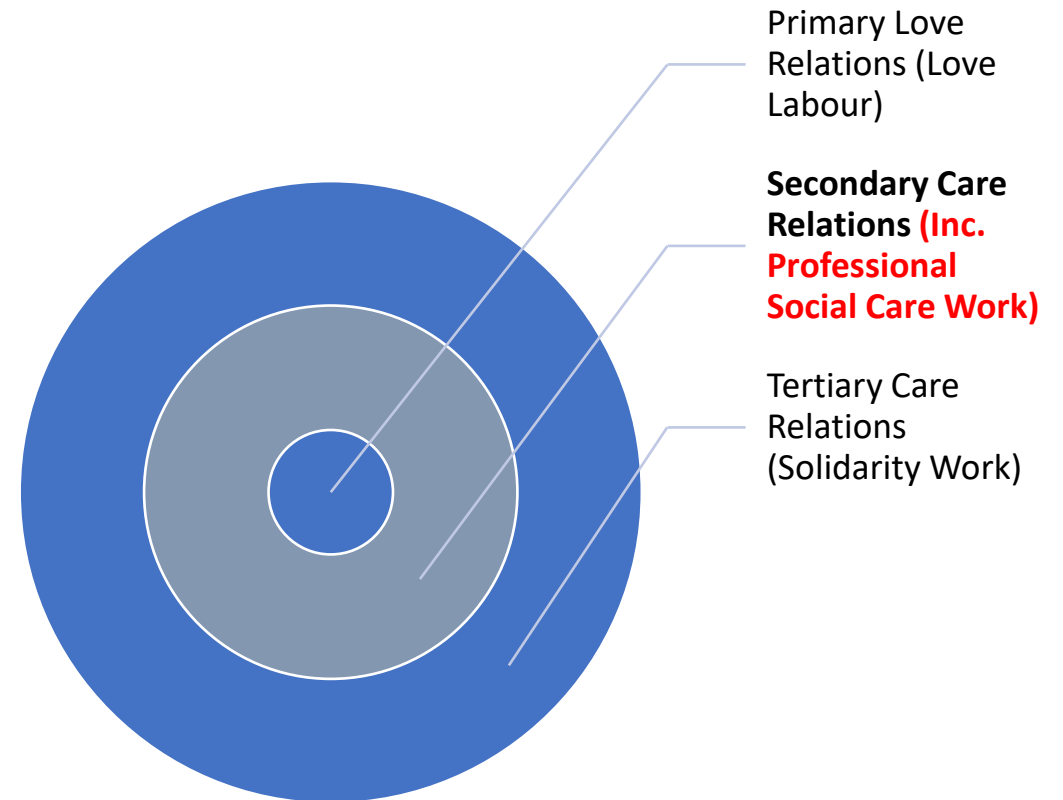
Objectives for Emancipatory Practice

A) Micro Level Minimalist

- Focus on individuals and basic equality; basic care needs, preserving respect, dignity and basic human rights, person-centred and non-discriminatory practice.

B) Micro Level Maximalist

- Focus on individuals and radical equality; flourishing, therapy, client participation, empowerment and advocacy, social inclusion, and challenging institutionalization, dependency, and paternalism in services.

C) Macro Level Minimalist

- Focus on institutions and basic equality; institutional policy and provision, organizational governance, and supervision and training for workers to ensure basic/minimal equality.

D) Macro Level Maximalist

- Focus on institutions and radical equality; achieving wider social change in policy and practice for the social care group through political campaigning or at the level of law, policy, and other social structures.

Individual Change

Basic — **Radical**

A. Micro-level minimalist	B. Micro-level maximalist
C. Macro-level minimalist	D. Macro-level maximalist

Institutional Change
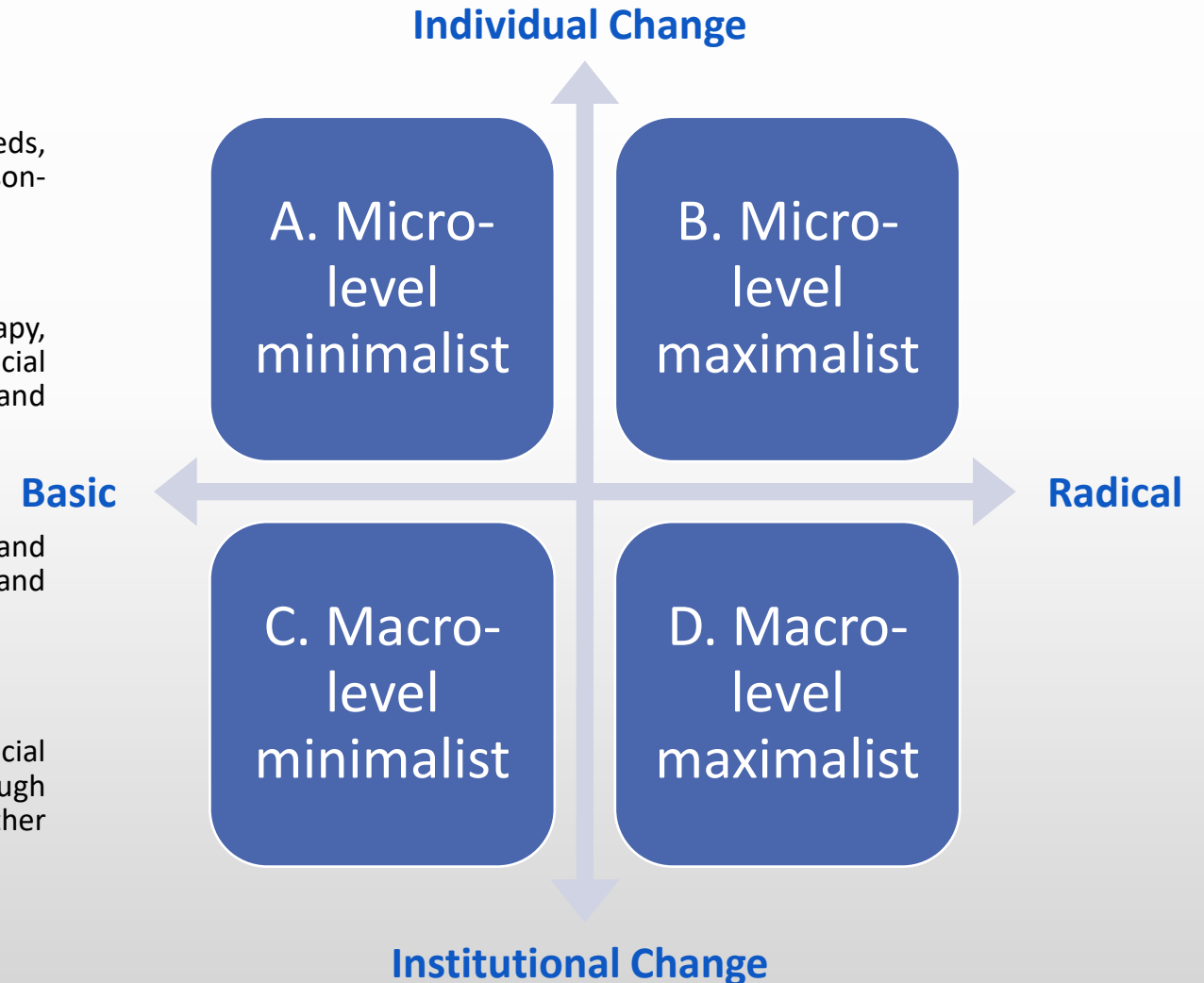
4. Creative Practices - *creative* practitioner

1. **Creative Thinking** - Imagination, inventiveness, innovation and dynamism in meeting caring and relational justice objectives

2. **Creative Skills** – Incorporate artistic and expressive techniques like music, drama, art, and writing

3. **Creative Resources** – Promote self-expression, improve communication, facilitate healing, personal growth and flourishing, and allow clients to explore and articulate their experiences, emotions, and aspirations, particularly in situations where traditional verbal communication may be limited or challenging.

4. **Creative Environment** – Extend beyond mere activities or occupational therapy to encompass broader social and environmental conditions, residential and community resources.

5. **Creative Methodologies** - Encompass diverse activities, models, and approaches to aid recovery, and enhance well-being, foster resilience, empowerment, and social inclusion

❖ We need to engage with critically and develop practices within the specific contexts of social care.
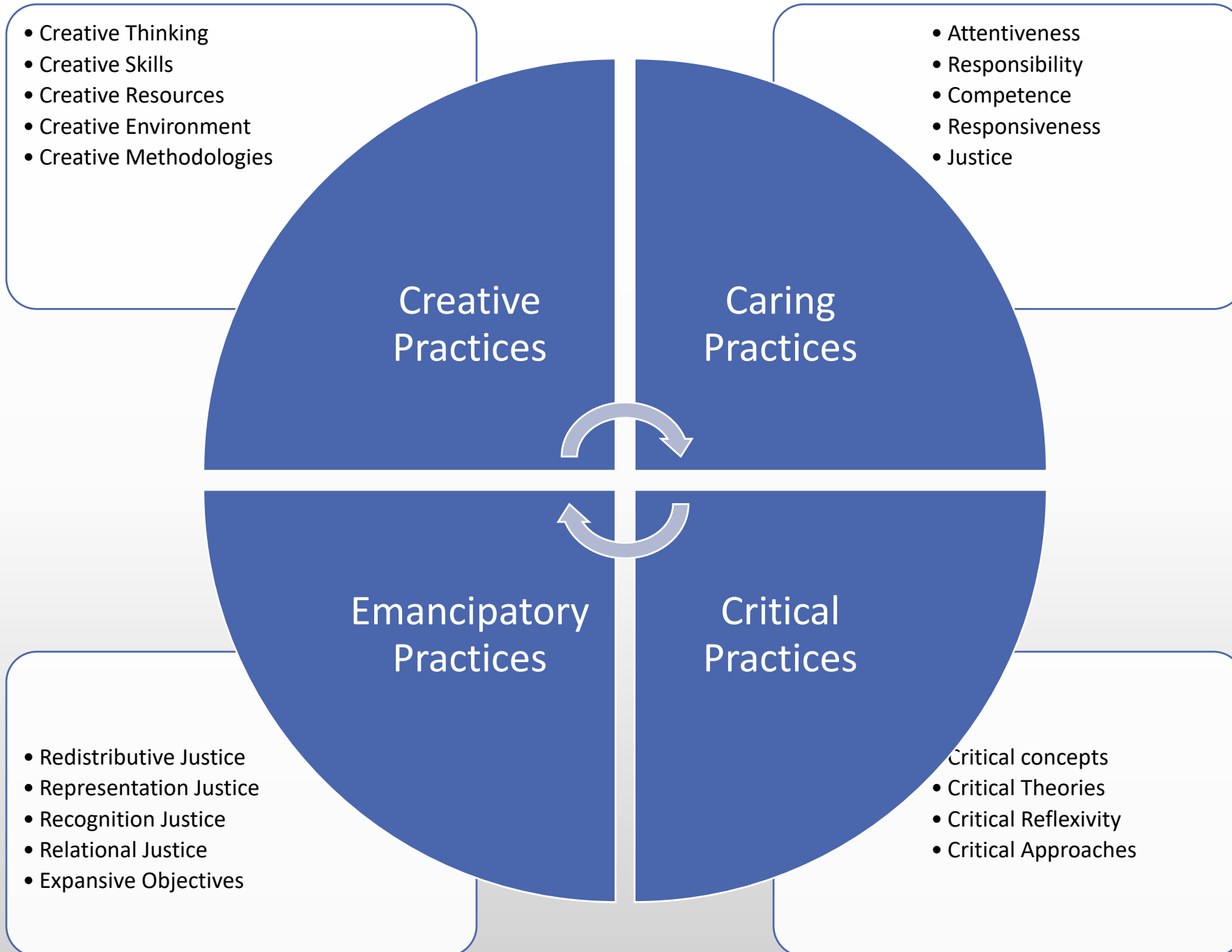
Towards Relational Pedagogy

Caring Practices: Integrate a critical ethics of care and social justice perspectives into educational programmes and pedagogical practices

Critical Practices: Include critical theories of power and reflexive methodologies within program/module ethos and structure.
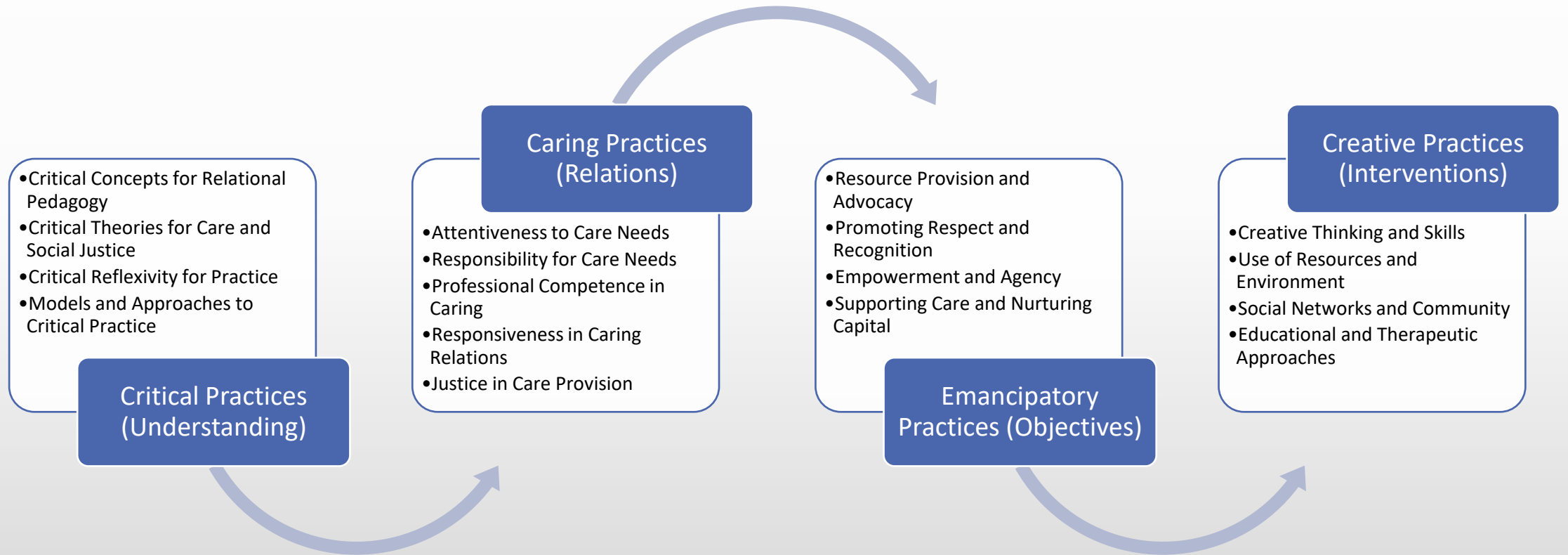
Emancipatory Practices: Integrate emancipatory objectives into programs/modules and practice placements across micro/macro and minimalist/ maximalist objectives.

Creative Practices: Expand creative practices beyond individual and occupational objectives to consider environmental and social justice objectives.

The Process of Relational Pedagogy

Critical Practices (Understanding)
- Critical Concepts for Relational Pedagogy
- Critical Theories for Care and Social Justice
- Critical Reflexivity for Practice
- Models and Approaches to Critical Practice

Caring Practices (Relations)
- Attentiveness to Care Needs
- Responsibility for Care Needs
- Professional Competence in Caring
- Responsiveness in Caring Relations
- Justice in Care Provision

Emancipatory Practices (Objectives)
- Resource Provision and Advocacy
- Promoting Respect and Recognition
- Empowerment and Agency
- Supporting Care and Nurturing Capital

Creative Practices (Interventions)
- Creative Thinking and Skills
- Use of Resources and Environment
- Social Networks and Community
- Educational and Therapeutic Approaches

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