



SPPA

Social Pedagogy
Professional Association

Annual Conference 2019

Creativity and Social Pedagogy: towards transformative practice

Friday 4 October
2019
Friends Meeting
House
Manchester M2 5NS



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Social Pedagogy
Professional Association



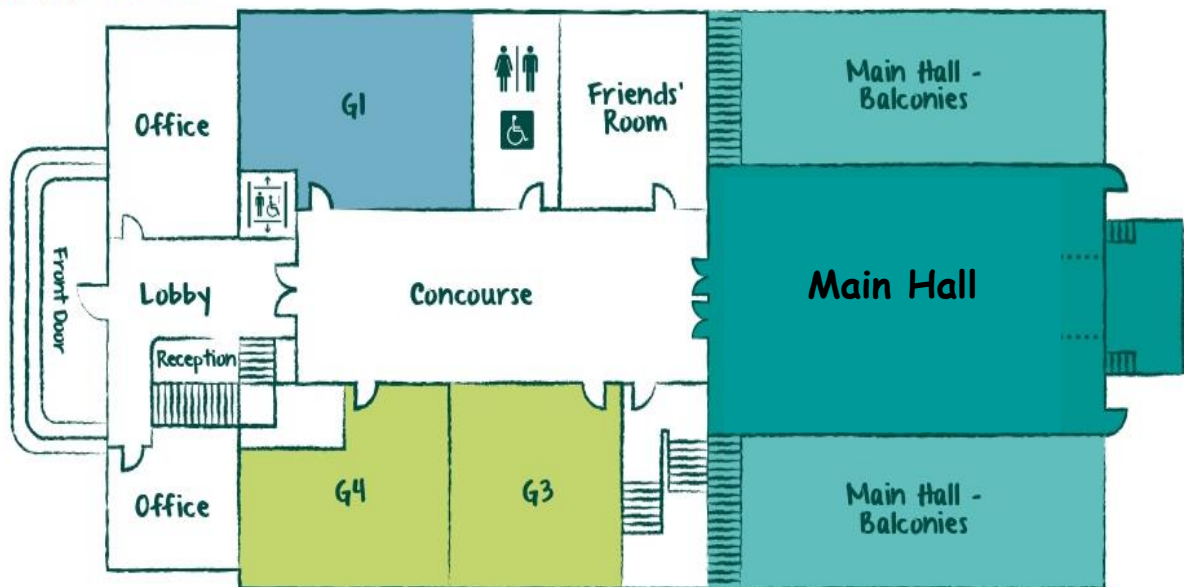
@SPPA_UK

Programme

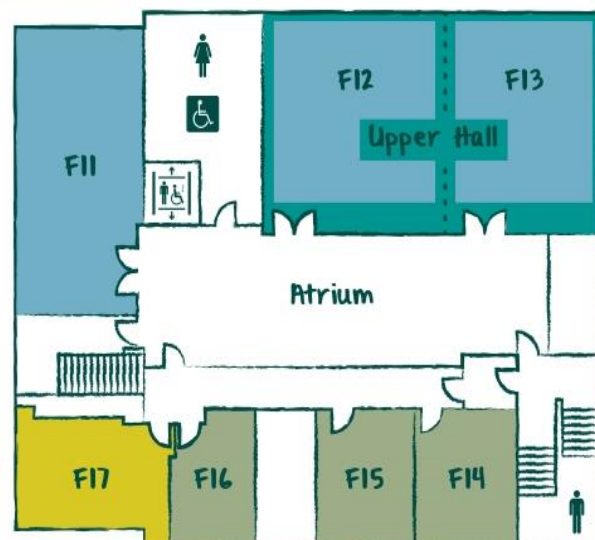
Time	Activity
9.00-9.30	Registration
9.30-9.45	Morning yoga with Melissa – Main Hall
9.45-10.00	Welcome from the Chair Helen Chambers, SPPA Patron Bianka Lang and SPPA Ambassador Tia Abrahams
10.00-10.45	Keynote 1. Chris Stevens - Restorative justice
10.45-11.00	Tea/coffee break ☕
11.05-12.35	Morning parallel sessions
	<div>Room G1</div> <div>Room G3</div> <div>Room G4</div>
	<div>1. Utilising the common third in social work education - Elizabeth McCreadie</div> <div>2. A social pedagogy perspective on life review with older people - Rob hunter</div> <div>3. Creative mentoring: A Derbyshire county council service for children in care - Claire Parker</div>
	<div>Room F11</div> <div>Main Hall</div>
	<div>4. “Let’s do what works”, a creative approach to re-engaging the “hard to reach” in education - Cyndy Humphreys & Kay Redknap</div> <div>5. Evaluating social pedagogy: A reflexive study of youth and community education based around young people from a Welsh African Caribbean background - Faith Walker</div>
12.35-13.35	Lunch and networking 🍴
13.40-15.10	Afternoon parallel sessions
	<div>Room G1</div> <div>Room G3</div> <div>Room G4</div>
	<div>6. How to nurture small meaningful moments of creativity - Gabriel Eichsteller & Alex Priver</div> <div>7. Creative alternatives to “needy children” - Cecile Remy</div> <div>8. Mary Poppins’s bag: Discovering, doing, showing / Creativity & relationships - Mélissa Desvignes & Thure Johansen</div>
	<div>Room F11</div> <div>Main hall</div>
	<div>9. The ‘Star Model’ of practical social pedagogy in children’s services - Nicole Chavaudra</div> <div>10. Creating a learning space: Using experiential learning and creativity in the teaching and learning of social pedagogy - Lowis Charfe and Ali Gardner</div>
15.10-15.25	Tea/coffee break ☕
15.25-16.10	Keynote 2. Kate McCoy - Washing up project
16.10-16.30	Closing remarks and announcements Including a recap of SPPA AGM, introduction to new SPPA trustees for the coming year, announcements from SIGs.
16.30	Close

Floor plans

Ground Floor



First floor



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Welcome

Helen Chambers, Conference Chair



Helen has an MSc in Health Promotion and worked in a variety of roles developing and managing national programmes to promote the health and well-being of looked after children. Latterly Helen's work has focused on arts and culture in the lives of children and young people, especially those in care. Whilst working for National Children's Bureau, Helen linked extensively with the Institute of Education to investigate how arts and creative practice can enrich the lives of children and carers within social pedagogic practice.

Bianka Lang, SPPA Patron



Bianka is the Team Manager in an Assessment and Intervention Team at Essex County Council. She graduated as a Pedagogue in Germany in 1999, and she also holds an English BA (hons) in Specialist Social Work, Children and their Families. She has worked at Essex County Council from 2003 to the present day and has been using social pedagogy to inform her practice.

Tia Abrahams, SPPA Ambassador



Tia has been supported by St Christopher's Fellowship, a charity creating bright futures and providing support for children and young people. Tia took part in SPPA's campaign on social pedagogy and wellbeing last year and will continue supporting us with her enthusiastic personality.

Keynote Speakers

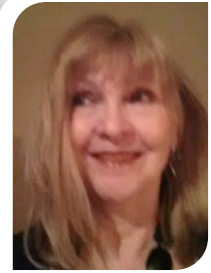
Chris Stevens has recently left Surrey County Council having spent the last 15 years leading on the development of its restorative practice and services to children and families. Chris first joined Surrey as Divisional Manager-county services with Surrey Youth Justice Service, with lead responsibility for restorative justice, community reparation, referral orders, victims, mentoring and volunteers. Chris then became the Restorative Practice lead as part of the Senior Management Team of the youth Support.



Kate McCoy is a participatory performance maker, trainer and facilitator who uses theatre to connect people and create playful safe spaces for exploration. She is the founder and artistic director of small performance adventures, a company creating employment and development opportunities with and for people in recovery. Her latest show "The Washing Up" created with artists and participants in addiction recovery uses theatre, storytelling and songs to explore our common experiences through this every day act.

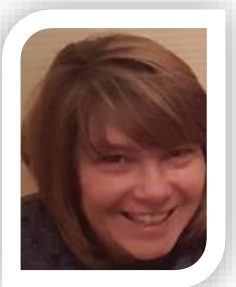
Workshop Facilitators

Elizabeth McCreadie is the Professional Lead for Social Work at the University of West London, where she established the current Social Work degree. She has over 30 years as a qualified practitioner. Prior to moving to an academic post, she has worked in a wide variety of social work roles. Her career commenced as a Probation Officer in London, and subsequently, she has worked in adult services, with older people, drugs and alcohol services, learning disabilities and managing a service for children with disability in a local authority.



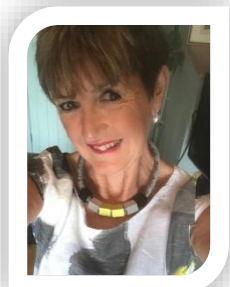
Rob Hunter is a former local authority Community Education adviser and trainer/consultant who has worked with the concept of social pedagogy in youth work, work with looked after children, and community music settings. Now retired, he is Chair of Leicester Ageing Together, a 16-organisation partnership addressing loneliness and social isolation among the 50+ age group in 5 wards of the city over 4 years funded by the Big Lottery. He has long been interested in the potential contribution of Social Pedagogy principles and practice to work with older people in a variety of settings.

Claire Parker has worked as a Creative Mentor for DCC for 5 years. Claire is a Health Care Professional Council (HCPC) registered Art Psychotherapist, and has worked in a Manchester Primary school for 'Place2Be' (a national children's mental health charity), and for East Cheshire Hospice. Claire runs workshops for schools in the High Peak, Derbyshire and has been Hadfield Nursery school's resident artist for over 10 yrs.



Cyndy Humphreys has over 30 years of experience teaching across all key stages. She has worked in a number of settings including mainstream and special schools. Latterly as Deputy Head of TMBSS Cyndy has worked closely with Senior managers in mainstream secondary schools. Her focus has been on devising programmes of early intervention models to enable troubled children to remain in schools. Her particular skills lie in negotiating and networking with colleagues in other agencies including Virtual heads in some London boroughs.

Kay Redknap has been managing in schools for 20 years. She has a focus on school improvement and has led to major structural changes in individual schools and most recently across a whole service. Her background is in secondary History and English teaching in Inner London. Since 1999 she has focused on Special Educational Needs [SEN] provisions, in particular social, emotional and mental health needs. She currently tutors adults in courses on SEN.



Workshop Facilitators

Faith Walker is a co-founder of Women Stepping Out, which promotes education and self-confidence within the Welsh African Caribbean community and managed it between 1994 -2014. She has worked to help empower children, young people, families and communities in her many roles including community activist, life coach, mentor and community development consultant. She has 27 years' experience working with communities and is a qualified youth and community practitioner with a BA (Hon) in Community Education and Master's in Education.



Alex Priver qualified as a social pedagogue and social worker in Germany. Her areas of expertise include children in residential care and social pedagogy family support (SPFH). She has experience working in child protection, child placement teams, leaving and aftercare, and family group conferencing services. Alex joined ThemPra in 2009 and has since led and co-facilitated different social pedagogy courses and implementation programmes with various local authorities, voluntary and charitable organisations throughout the UK.

Gabriel Eichsteller is the co-founder of ThemPra Social Pedagogy, a social (pedagogical) enterprise supporting the development of social pedagogy in the UK through short courses, capacity-building programmes and strategic development. He studied social pedagogy, social work and sociology of childhood in Germany, Denmark, and the UK. His practice experience is mainly in play work, youth work, children's participation and advocacy, as well as online learning, organisational development and group facilitation.



Cecile Remy is a PhD student at the UCL Institute of Education. Her research explores how the 'image of the child' influences the work of professionals using social pedagogy. Prior to this, she worked in residential care and as teacher for children with special needs in Aberdeen. She then moved to Kent, where she set up a small independent special unit, teaching primary aged children who found it difficult to integrate within the mainstream school.

Thure Johansen qualified as a Pedagogue in Denmark specialising in music within social education. He has lived and worked in the UK since 2007 and is particularly keen on promoting the use of creativity and arts in working practices. He is also the founder of a development agency called Treehouse Associates. Thure has previously practiced within foster panels and as a manager in a UK family support charity.



Workshop Facilitators



Mélissa Desvignes graduated as a Social Pedagogue and specialised in Experiential Education and Cultural Pedagogy in Germany. She has worked in a variety of roles and has gathered experiences as a social pedagogue managing a nursery, being a supervising social worker in a local authority as well as in other roles. Mélissa is passionate about the Early years and the importance of the milestones children experience. She also likes to focus on leadership and what it means to be a leader in any kind of role or jobs. She is currently a free-lance social pedagogue working with Treehouse Associates and lives in Lyon, France.

Lowis Charfe is a Senior Lecturer at the University of Central Lancashire and joint Course Lead for the MA in Social Pedagogy Leadership. She has run various training sessions around social pedagogy for several Local Authority teams and third sector organisations. She is also the lead for the UK partner team in the Erasmus funded Massive Open On-Line Course (MOOC) project, Social Pedagogy in Europe. Led by ThemPra, the project has developed a short on-line course looking at the role of social pedagogy across Europe.



Ali Gardner is a Senior Lecturer at the University of Central Lancashire (UCLan), where she teaches on a number of programmes including social work and social pedagogy. Ali qualified as a social worker in 1993 and has worked predominantly with adults with a learning disability. Over this time she has developed educational resources and published books relating to personalisation, choice and control. Ali has been a Director of an Advocacy Project working with children and adults for over 10 years.

Nicole Chavaudra has recently completed a PhD in social pedagogy at the University of Derby, which explored the influence of social pedagogy on the practice and values of the children's services workforce in a local authority. Nicole has almost 20 years' experience working across NHS and local government, including as a service director in children's services.

She has been published in the International Journal of Social Pedagogy and wrote a chapter titled 'Where care and education meet?' That explored social pedagogy of the Children Act (2004).



To know more about the speakers, please visit our website to access their full biographies:

<https://sppa-uk.org/upcomingevents>

Workshop Descriptions



Morning Sessions

1. Utilising the common third in social work education

Facilitator: Dr Elizabeth McCreadie

Thinking creatively and 'outside of the box' is essential and highly pertinent to social work practice. Social workers must develop a value base that is committed to challenging inequalities, discrimination and oppression and strive to work with and support vulnerable and disadvantaged individuals. Social pedagogy is also committed to these humanistic values and principles and seeks to address social problems and inequalities. Social work has a lot to learn from social pedagogy.

The workshop will explore the potentially beneficial relationship between the disciplines of social pedagogy and social work; present the value of the common third approach in social work education, illustrated by a background slide show of photographs of one of the common third activities; provide an interactive session to explore and establish key themes in social work practice.

2. A social pedagogy perspective on life review with older people

Facilitator: Rob Hunter

This session of the Work with Older Person's SIG will focus on strengthening the sense of self, identity and Life Review. We will start with experiential work on UCLAN's *One page profile* and go on to examine *Your story counts* and *Taking stock*, some of Leicester Ageing Together's individual and group projects at different stages of life after 50. This approach aims to help individual older people to reclaim the rich child, the sense of who they are and what is important to them as a means to continue flourishing, strengthening agency and act as a buffer against loneliness, social isolation and despair.

The workshop will save space for participants who may be only tentatively exploring the relationship of social pedagogy to work with older people to contribute thoughts and questions to general discussion.

3. Creative mentoring: A Derbyshire county council service for children in care

Facilitator: Claire Parker

Creative Mentoring is an innovative service developed through Derbyshire County Council's Virtual School. It is offered to children and young people living in care in Derbyshire. The service supports creative learning, wellbeing, and reengagement into education, employment and training. The Creative Mentor role is informed by a social pedagogical approach within a diverse team of professionals working around the child. The support begins with the child-mentor relationship, developing trust and collaboration, where interests and ideas are experienced, shared and developed. Sometimes the work extends an already established interest or may help to find a new way to engage and participate.

The workshop will facilitate finding out about creative mentoring. Participants can try new or familiar art and craft mediums. We will think about the processes used to motivate and inspire through creative mentoring. In sharing our practice, we hope to contribute to the community of learning around the subject of creativity and social pedagogy.

Morning Sessions



4. “Let’s do what works”, a creative approach to re-engaging the “hard to reach” in education

Facilitators: Cyndy Humphreys & Kay Redknap

The focus will be on strategies that have had success in achieving outcomes academically whilst accommodating the particular circumstances and experiences of the young person. We aim to build confidence in practitioners to do something different when everything conventionally available has failed to retain the child or young person in an educational setting. Success in this circumstance hinges on allowing the child or young person to lead, working alongside them and encouraging them to “teach” us as adults. This enables them to be seen positively and receive feedback on something they do well. The fundamental premise is in the spirit of social pedagogy, recognising the potential in the young person and modelling those high expectations across the team working with them.

The workshop will share practical experience in education and case studies where there has been evidence of transformative practice which has supported the young person’s access to learning. This will be an interactive session where participants will be invited to contribute.

5. Evaluating social pedagogy: A reflexive study of youth and community education based around young people from a Welsh African Caribbean background

Facilitator: Faith Walker

‘Black Butterfly’ was an arts-based community education initiative involving young people and their parents from a Welsh African Caribbean ancestry. Using a social pedagogy approach the project aimed to provide young people with a balanced view about their heritage, exploring the positive aspects and contribution people from Africa and the African diaspora have made to civilisation, thus redressing negative portrayals of their culture. Parents learnt by participating in the young people’s learning.

The workshop will have a conversation about the research. The creativity is in the art of having a conversation, sharing a space with like-minded professionals who are passionate about working alongside individuals within communities. The books the children and young people read will be shown, as well as how they learned through role modelling, about famous Africans with the diaspora, leaders, scientists, entertainers, entrepreneurs, inventors and doctors. The workshop will conclude with the children’s evaluations of the project and a short video of the children graduation.

Afternoon Sessions

6. How to nurture small meaningful moments of creativity

Facilitators: Gabriel Eichsteller & Alex Priver

Being creative can be an exhilarating and liberating feeling but expectations to be creative can seem overwhelming for practitioners who do not consider themselves creative. In a social pedagogical spirit, we think of everyone as creative.

This workshop will discuss how social pedagogy can enable practitioners to rethink their own negative assumptions. If you think you are not particularly creative or want to support colleagues who struggle to recognise their inner creativity, join us. We will aim to provide a safe interactive space for participants to discover their own creative potential and to explore the small ways in which we can nurture creativity in our everyday practice to create meaningful moments for children, young people and adults alike.

7. Creative alternatives to “needy children”

Facilitator: Cecile Remy

Creativity is not always artistic in nature, it can also be found in new solutions to everyday problems. In this workshop, we will use creativity in this manner to think about the system within which we work. The architecture of the care system is based around the notion of “meeting needs”. This is embedded in law, policies and practices; it assumes a typology of needs and that adults are meant to “meet” those needs. This in turn puts children and young people in a passive position of consumers. Being critical on the assumptions attached to “needs”, I question: how could this problem be tackled? What would a care system look like without relying heavily on needy children and providing?

The workshop will harness our collective thinking to dream up something different. We will be creative in the methods used when devising this new system; we will challenge each other to go to uncharted territories beyond “needs” and to understand where the contradictions and tension lie, so that we plant the seeds in our practice of what could be a different relationship with children and young people.

8. Mary Poppins’s bag - discovering, doing, showing / Creativity & relationships - the role of creativity, including arts and self-challenge, when working to build strong and authentic relationships with people

Facilitators: Mélissa Desvignes and Thure Johansen, Treehouse Associates

The aim of this workshop is to explore the meaning of creativity in social pedagogic practice through the serendipitous elements of using an open-ended frame of practice and intention.

The workshop will introduce the ‘Pandora’s Box’ aspect of the Common Third as a principle and a mindset that allies well with artists’ practice and ethos. In small groups, participants will get hands on quickly: we will use hands, hearts and heads to create something and to talk and listen to each other. We will give examples of the work of professional artists and their unique value and relational impact in the lives of vulnerable people. Taking inspiration from this, we will reflect on ‘wow-moments’ and the role of serendipity in Common Third activities.

9. The ‘Star Model’ of practical social pedagogy in children’s services

Facilitator: Nicole Chavaudra

Combining evidence from social pedagogy literature and from a case study that explored the potential challenges and benefits of social pedagogy, including its ‘fit’ within the children’s services workforce, a new understanding of the defining characteristics of practical social pedagogy emerged. I will debate characteristics such as shared learning and experience; creativity in practice; risk sensibility; positive relationships; and reflection, undertaken in the context of the conscious use of theory to achieve the fulfilment of a child’s potential.

The workshop will inform participants about the outcome of the research including my ‘Star Model’, which suggests that ‘creativity’ be a pervasive concept within practical social pedagogy, expanding beyond activities with children into a new approach and perspective on work with young people, that challenges traditional paradigms and policies. I will provide an opportunity to explore how the model could support creative practice environments for work with children.

10. Creating a learning space: Using experiential learning and creativity in the teaching and learning of social pedagogy

Facilitators: Lowis Charfe and Ali Gardner

The student cohort and staff from The University of Central Lancashire have reflected and discussed their own learning journey and how this shaped the development of creativity within their practice. This learning experience will be the focus of the workshop. Four themes arose around the importance of creativity and experiential learning: i) the connection between creativity, experiential learning and relationships, ii) how creativity supports learning, iii) the correlation of space, psychological safety and creative learning and iv) how creativity and experiential learning enhances practice.

The workshop will invite participants to take part in a creative experiential learning activity. There will be reflective discussions about the activity and the links to elements of social pedagogical theory and practice. We will focus on the four key themes identified in our article and share our reflections and learning; we will offer tips and information on how to use social pedagogical practice, creativity and experiential learning in a learning environment.

Thank you so much for attending this conference.

We hope to see you next year!

Sincerely,

The SPPA team



 **#SPPAconf2019**

Notes

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