

		SPPA Conference 2021 Social Distance & Togetherness: The role of Social Pedagogy in Navigating Difficult Journeys		
9:00-9:15 9:15-9:30			9:00 Register & Login +  9:15 Desk Pilates – (Main room)	
9:30-9:45			Welcome – (Main room)	
9:45-9:55			Interactive activity (part 1) - Social distance & togetherness (Main room)	
10:00-10:30 10:35-10:50			Keynote – (Main room) Lotte Harbo & Charlotte Vange Lostad (recorded session) + QA	
10:50-11:05			Coffee break (coffee room)	
11:05-11:30			Lightning talk + Q&A (Main room) June O’Sullivan & Mandy Cuttler (LEYF)	
11:30-12:15	WORKSHOP 1 Can Zoom build togetherness? Rob Hunter & Bharti Mistry Go to room 1 Technical support: Maggie Bagley	WORKSHOP 2 Coming to save the day - the hero complex in professional relationships Lowis Charfe & Cecile Remy Go to room 2 Technical support: Simon Johr	WORKSHOP 3 Social borders & pedagogy of togetherness for early childhood during & after covid Anna Aluffi Pentini & Fabio Olivieri , Go to room 3 Technical support: Hannah Severn	
12:15-12:30			Lightning talk + Q&A (Main room) Share your journey with the International Journal of Social Pedagogy Gabriel Eichsteller	
12:30-1:20			Lunch (coffee room)	
1:20-1:30			SPPA Patron - Professor Claire Cameron (Main room)	
1:30-1:35		Short energizing activity (Main room)		
1:35-2:00			Vlog + Q&A (Main room) Yvalia Febrer, Marte Bergan, Kelly Gittens & Kingston students	
2.00-2.45	WORKSHOP 4 Terminal Uniqueness – Colours & carrots: Bringing people together digitally... Kate McCoy , Nou Ra & Ronan Bodley Go to room 4 Technical support: Robyn Kemp	WORKSHOP 5 Social pedagogy and psychological safety with virtual teams Cath Barton Go to room 5 Technical support: Simon Johr	WORKSHOP 6 Navigating Complexity with Human Learning Systems Lowis Charfe & Gabriel Eichsteller Go to room 6 Technical support: Hannah Severn	
2.50-3.20			Social Distance & Togetherness activity (Main room) Jamboard	
3.20-3:30			Close - (Main room)	

1. Can Zooming build togetherness?

[Rob Hunter](#) & [Bharti Mistry](#), *Leicester Ageing Together (UK)*

This session will explore how ‘togetherness by Zoom’ has created valued stimulus and connection in the older adults UK Asian community in Leicester during the city’s lockdown. When the first lockdown came, Bharti was faced with the implications for two particular community groups she had catalysed: a 70-strong wellbeing group and a smaller Happiness and Wellbeing workshop. She hardly knew Zoom and didn’t consider herself technologically-minded but managed to get both of these groups on board for weekly virtual meetings. Much had to be done to build people’s confidence – simply to log on, then for a few to help others to log on, and then to work out what worked in ‘building learning communities’ online in which the most marginal and newcomers felt welcome, connected and active participants.

In this workshop, Bharti will describe her efforts to build this togetherness on a scale which, across four weeks in February 2021, saw 4400 attendances at 120 hours of interactive health and wellbeing activities in 17 weekly groups or one-off events!

2. Coming to Save The Day: The Hero Complex in Professional Relationships

[Lowis Charfe](#) & [Cecile Remy](#), *UCLAN / Coram (UK)*

The legal and statutory frameworks within which we work shape the relationships we have in very particular ways. The power dynamics contained within these, have a danger of systematically putting us in the ‘victim-saviour’ position that are hard to escape.

Covid has shaken our usual ways of working and using relational practice and much thought has been devoted to understanding this. The aim of this workshop is to assist participants to go beyond describing those challenges and changes, to critically analyse the structural and social aspects of relationships between social worker and child/young person/adult, teacher and student, provider and commissioner. Lowis and Cecile hope to challenge participants to think of different and new ways that they can escape and resist these powerful structures.

3. Social borders and pedagogy of togetherness for early childhood and their families during and after Covid

[Anna Aluffi Pentini](#) & [Fabio Olivieri](#), *University of Roma Tre (Italy)*

The new BA in Early Childhood Education of University of Roma Tre is reflecting on the competencies of professionals starting their job in the COVID era. The theoretical framework of placement during the training should be a starting point to analyse commonalities and specificity at regional level.

During this workshop the facilitators will invite participants to briefly present ideas or good practices (in training or involving other participants using different media (speech, pictures, short film etc.) to explore distance and togetherness in early childhood spaces and institutions and to achieve a new understanding of professional competencies in “be there” for the children and for their families.

4. Terminal Uniqueness – colours and carrots. Bringing people together digitally (and occasionally live) to create in a pandemic

[Kate McCoy](#), Nou Ra & Ronan Bodley, *Small performance adventures*

Small performance adventures creates workshops, performances and events with people who have been affected by life, currently working with people in recovery. Their inclusive approach includes the use of social pedagogical principles and they have worked closely with Robyn Kemp on their last pre pandemic project 'The Washing Up' a performance with songs created by fifteen artists in recovery that toured nationally and explored the politics and practice of this everyday act.

Terminal Uniqueness is a term borrowed from US recovery circles and is sometimes called personal exceptionalism. In March 2020 Kate, Nou and Ronan were about to explore this term creatively in person and find out how they might improve their mental health collectively as a challenge to individualism.

During this workshop the facilitators will chart their journey of taking this work online and creating an international Facebook community of over 800 people who all completed simple video and photograph-based tasks in 2020 to build a connected community. The workshop will be experiential and will also take a glance at the project's development of artistic commissions for people in recovery in response to the group.

5. Social Pedagogy and psychological safety with virtual teams

[Cath Barton](#), *Community Circles (UK)*

The aim of this workshop is to share learning and practical tools and examples that can support meaningful belonging and flourishing connections when face to face connections are not possible. The Covid 19 pandemic has rapidly shifted the way we live and work together, creating a liminal space of uncertainty and challenge but also of opportunity and possibilities to explore new ways of working and connecting. In times of crisis, the liminal space that is created can support the emergence of ideas and creativity and new opportunities for different ways of working.

Social Pedagogy has supported Cath with a variety of tools and ways of working that have helped her to create a space of psychological safety, meaningful belonging and new ways of developing connections when virtual ways of working have become the norm.

This workshop will provide a welcoming space for participants. Cath will introduce psychological safety, talk about her current experience and invite delegates to reflect and discuss: How do we know when we have psychological safety? What do we see, hear and feel?

6. Navigating Complexity with Human Learning Systems

[Gabriel Eichsteller](#) & Lowis Charfe, *Thempra / ULCAN*

With its focus on rehumanising public service and meaningful responses to the complexities of human life, Human Learning Systems offers a radical alternative to New Public Management. In this workshop we will

explore how HLS can benefit social pedagogical practice and support professionals in creating the systems conditions that create meaningful outcomes. The new e-book 'Human Learning Systems: Public Service for the

Real World' details how a focus on relationships and being human, on emergent learning, and on creating healthier systems is transforming public services both at local and national level.

The speakers will provide a brief overview of the HLS paradigm and examples from social care organisations that show how HLS can support us in navigating difficult journeys. To ensure that the workshop is interactive, they will also involve participants in sharing practice situations that reveal similar understandings as well as examine some of the systemic challenges they face in their day-to-day practice. How can HLS help break these down? Join them explore!



[Choose the workshops you would like to attend here.](#)

VLOGS & LIGHTNING TALKS

Social Pedagogy in ECE: The LEYF approach

[June O'Sullivan](#) & [Mandy Cuttler](#), *London Early Years Foundation*

In this lightning talk June and Mandy will talk about the London Early Years Foundation (LEYF) social pedagogy approach as a suitable option for the delivery of high quality ECEC for settings from poor and disadvantaged families and communities.

Currently, social pedagogy in the UK mostly relates to ways of working with foster children and in social work and hasn't been fully explored as a suitable option for ECEC in the UK. The adoption of social pedagogy affords recognition that early childhood education is a combination of social, pedagogical and political practices and the boundaries between these disciplines must be crossed to provide useful services to children and adults (Stephen, Ellis and Martlew 2009).

Social pedagogy is concerned with well-being, learning and growth and aims to connect each person to society. It is underpinned by the idea that each person has inherent potential, is valuable, resourceful and can make a meaningful contribution to their wider community. However, it needs to navigate the complex and difficult political road of Early Years and challenge the deficit attitude to the rights of children from poor and disadvantaged backgrounds to have access to a positive and relevant pedagogy.

Share your journey with the International Journal of Social Pedagogy

[Gabriel Eichsteller](#), *Thempra, IJSP*

The [International Journal of Social Pedagogy](#) offers an important forum to support the social pedagogy community and highlighting the role that social pedagogy can play in navigating difficult journeys. Through theoretical papers, research contributions and practice articles, open-access publications in IJSP benefit the ongoing development of social pedagogy in the UK and beyond.

In this session, Gabriel aims to briefly outline the journal's aim and objectives and how they support authors from a variety of backgrounds to contribute to the journal. Gabriel will also invite SPPA delegates to consider submitting their own manuscripts. There will be time for Q&A during this session.

Students' perspectives on social pedagogy

[Yvalia Febrer](#), [Marte Bergan](#), [Kelly Gittens](#) & Kingston students, Kingston University

In this vlog, a group of students who have just completed the BA (Hons) Working with Children & Young People: Social Pedagogy programme at Kingston University engage in a reflective conversation with one of the senior lectures on the programme. The discussion explores what social pedagogy means to the participants, highlighting some of the approaches that resonated with them as well as exploring the transformative impact social pedagogy has had in their professional and personal lives. Inevitably, it is almost impossible to escape any reflective discussion without taking into account the current pandemic. So, with this in mind there is a brief segment of the Vlog that explores the role of social pedagogy as we transition into the new normal.

After the video Yvalia and Kelly will open up a Q&A session.

Read more about SPPA at www.sppa-uk.org



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