

Food for our Thoughts: The Role of Social Pedagogy in Sustainable Wellbeing



Broadcast from London
(in-person attendance optional)

20th OCTOBER 2022

www.sppa-uk.org



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Social Pedagogy Professional Association

October 2022



SPPA ANNUAL CONFERENCE

Food for our Thoughts: The Role of Social Pedagogy in Sustainable Wellbeing

About this year's topic: social pedagogy, wellbeing & mental health

This year's conference will explore how social pedagogy can work holistically to sustain mental health, well-being, networks, and localities in the broadest sense. We seek to look at what wellbeing and mental health mean openly and critically for different people in diverse contexts. From there, we will ask ourselves: How can we expand our views on what it is to be well and healthy and go beyond the individual medical model?

Beyond the medical and behaviourist models...

It's the place, the smells and sounds, the people and habits we hold that are at the core of our sense of belonging and existence. When this experience is positive, we tend to care and want to sustain the environment that nourishes us. From this comfortable position, it seems easier to imagine the future and us in it, we might even feel motivated to find ways to support causes and people in our networks.

Yet, when we or someone is unwell or struggles emotionally, a different picture emerges. We start feeling that something is not right, and we want to find solutions. In our desire to remove pain and suffering, we might try to intervene and control, and we could end up losing sight of the bigger picture: **that human beings are more than an individual mind and a body that needs to be fixed.**

Join us to explore, discuss, learn and co-create together!

We welcome you in shaping this conference with us!

Best wishes,

The SPPA team



Share & comment:

#sppaconf2022

#thisocialpedagogy

Get in touch:

info@sppa-uk.org



Welcome!

Hi and welcome to the Social Pedagogy Professional Association annual conference. This year we will have a **hybrid** conference for the first time and in this digital booklet you will find important information about this event. **We really hope you enjoy the conference!**

Choose your workshops

We will have 3 parallel sessions in total (see the [agenda](#) and [abstracts](#) below). Please click the button and fill in the form to **choose the sessions you would like to attend**. To avoid overbooking attendance is limited to 20-25 people per session so we recommend you book in advance.

[Choose your workshops](#)

Conference registration in person

We will be in **Room KHKH0025 (Main Room)** located in the [Kenry house building \(Kingston Hill Campus\)](#). You will see some SPPA conference signs around.

Doors will open from 9:00 so feel free to come and have a coffee while you wait for the conference to start at 9:15

Asking questions in person

There will be time to ask questions. One of the members of our staff will pass you a microphone so all of us can hear you loud and clear.

Online registration

If you're joining online, please **register in advance and login with enough time**. You can login to the conference from 9:00 AM and make yourself familiar with zoom.

[Click to register](#)

After registering, you will receive a confirmation email with information about joining the meeting.

Zoom rooms & breakout rooms

- The main Zoom session is the equivalent to the Main room, we will all start there.
- To join a workshop, click breakout rooms and join the workshop you chose. The rooms will be open all the time so rather than us sending you to a room you can freely take yourself to the session you registered to and come back to the main session as needed. [Click here for more info](#).
- If you're joining a breakout room during a workshop the facilitator will tell you which breakout room to go, just look for the number of the breakout room and click join.

Asking questions online

You will have the chance to ask questions to the speakers via chat or by 'raising your hand'. Your questions will be collated by members of our staff.

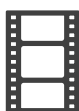
PLEASE NOTE:



Please be aware that all the sessions will be video recorded. If you do not wish to be recorded turn your camera off or if you're attending in person, please [contact us](#) or speak to one of our staff members.



Our whole conference will be broadcasted. This means there will be video equipment in each of the rooms and people joining online will be able to see, hear, participate and interact with those attending in person.



The conference recording will be available after the conference. The recording will be available free to conference attendees and members. Those who didn't attend the conference will be able to access the recording for a fee.

Acknowledgements

We would like to thank and recognise all the hard work that the [SPPA trustees](#) and the conference committee has done to make this conference happen, a huge thank you to Yvalia Febrer, Kelly Gittens, Cecile Remy, Robyn Kemp and Adriana Burciaga for their time and dedication. Another very sincere thank you to the keynote speakers and the speakers for sharing their knowledge and passion with us.

We are in debt with the International Journal of Social Pedagogy for their generous contribution toward lunch and cake! Thank you! We are also deeply grateful to Professor Claire Cameron, SPPA Patron for her support during all these years.

Another thank you goes to the Kingston University students for their help during the conference, and of course, we are deeply grateful to all our members and supporters for being part of SPPA and the social pedagogy community.

Menu



Agenda



Workshops



**Lightning
talks**












**Meet the
speakers**



**FAQs & tech.
support**

Agenda - SPPA conference 2022

9:00	<div><div>SPPA Social Pedagogy Professional Association</div></div> <div>Main room (KHKH0025, Kenry House Building) Register & login</div>		
9:15	<div>Welcome Robyn Kemp (SPPA Chair), Yvalia Febrer (SPPA Trustee) & a message from a Social Pedagogy youth ambassador</div>		
9:35	<div>Keynote 1: Dr Rachel Rosen</div>		
10:20	<div> 20 min coffee break</div>		
10:40 (45 min)	<div>- PARALLEL SESSIONS -</div>		
	<div><div>Room 1 <u>Workshop 1:</u> Rethinking volunteering - The Two Hour Club Cath Barton</div><div></div></div>	<div><div>Room 2 <u>Lightning talks + Q&A:</u></div><div><div>1. The power of social awareness, Danielle Dza Ifakemi Osajivbe-Williams</div><div>2. An informal educator’s approach to support children and families on the edge of the care system, Roger Hiley</div><div>3. Reframing the Narrative - moving away from a deficit model of care, Maddy Allen & Hannah Severn</div></div></div>	
11:25	<div>5 min break to change rooms</div>		
11:30 (90 min)	<div>- PARALLEL SESSIONS -</div>		
	<div><div>Room 1 <u>Workshop 2:</u> Rituals, Kate McCoy, Nou Ra, Ronan Bodley,</div></div>	<div><div>Room 2 <u>Workshop 3:</u> A Creative Exploration of Well-Being, Lowis Charfe</div></div>	
13:00	<div> Lunch & Networking</div>		
13:40 (30 min)	<div><div>Main room <u>Online Lightning talks + Q&A:</u></div><div><div>1. Perception of the world and human relations in the digital age, Debora Di Jorio</div><div>2. Video Interaction Guidance (VIG) in the outdoors, Nathaniel David Spring</div></div><div></div></div>		
14:10	<div>Keynote 2: Shumela Ahmed</div>		
14:55	<div>5 min break to change rooms</div>		
15:00 (90 min)	<div>- PARALLEL SESSIONS -</div>		
	<div><div>Room 1 <u>Workshop 4:</u> How to weave sustainability through a social pedagogy June O’Sullivan & Mandy Cuttler</div></div>	<div><div>Room 2 <u>Workshop 5:</u> Sensory learning practices in community herbalism as methods of embodying knowledge Rasheega Ahmad</div></div>	
16:30	<div>5 min break to change rooms</div>		
16:35	<div><div></div></div>	<div><div>Main room <u>IJSP 10-year celebration</u> Professor Claire Cameron, SPPA patron</div></div>	<div><div></div></div>
17:05	<div>Close</div>		



Workshops



1. Rethinking Volunteering

[Cath Barton](#) - *Community Circles*

What would you love to do for two hours a month that would support your wellbeing? We want to rethink volunteering as a way of investing in your own wellbeing by giving a couple of hours of your time each month to share a hobby or skill. Our Two Hour Club is supporting people to do something they love alongside other people with the same interest.

2. Rituals

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

In 2022 we bring our Rituals! This project was born out of a pandemic desire to cope with sudden change, grief and confusion. The workshop looks at the importance of rituals in our lives and invites participants to become involved in creating new secular rituals to help us through difficult times. They may be acts of connection, cleansing, coping, celebration, commiseration, calling for... or something else. The workshop will conclude with creating a brief ritual to close the conference that can be simply performed with all conference attendees.

3. A Creative Exploration of Well-Being

[Lowis Charfe](#) - *UCLAN*

Using creative and experiential methods I plan to assist participants to reflect and explore on what the term 'well-being' means to them. What factors help nurture their sense of well-being and how the concept is individually determined yet is impacted by societal factors. The workshop will help participants critically examine how our understanding of well-being can be used in our direct work and how to navigate law and policy to make 'well-being' meaningful to people. Exploring how we move beyond it being a 'concept' or legal requirement, to something that is alive in our practice.

4. How to weave sustainability through a social pedagogy

[June O'Sullivan](#) & [Mandy Cuttler](#) - *Leyf*

Building sustainable wellbeing can be filtered through many organisational and pedagogical lens. Here at LEYF we are aligning our sustainability wellbeing through our Green LEYF approach. This is where we weave the three legs of sustainability: economic, social and environmental together into an organisational strategy aligning it to the UN 17 SDG goals.

This approach underpins our belief that we must prepare children to become global citizens. Many staff were anxious that our youngest children were facing the long-term consequences of the sustainability

crisis. Staff were also aware that this is also "the time when the foundations of thinking, being, knowing and acting are becoming 'hard wired' and relationships with others and with the environment are becoming established" (Davis, 2008, p.20)

To mobilise new ways of weaving sustainability into the pedagogy, we developed a Continuing Professional Development Level 4 Diploma in Sustainability in the Early Years. Designed to support colleagues transform their learning about sustainability and initiate change by building a Community of Practice including colleagues, managers, parents and suppliers. Teachers understood the importance of relationships but needed to figure out how to learn to become sustainability informed to impact personal behaviour, practice, and organisational functions. Ultimately, they wanted sustainability not just a buzzword.

Our presentation tells, the steps we have achieved so far but how we need to continue to build a Community of Learning that is collaborative and self-sustaining.

5. Sensory learning practices in community herbalism as methods of embodying knowledge

[Rasheeqa Ahmad](#) - Hedge Herbs

I propose to offer an interactive workshop inviting participants to join in with a process of meeting a plant through the senses, as a way to show how learning can be accessed in multiple modes and to support different learning styles. This process is based on an approach termed the Goethean method, whose aim is to develop insights into the workings of nature through deep observation, subjective and intuitive engagement of our senses and collective sharing of impressions. During the session we will connect with a specific plant of the season, using a number of different approaches, to build an embodied and objective collection of knowledge and information. The idea is to show how we can apply diverse learning methods to generate a useful and effective process that can be adapted to different settings. We will also get to know the plant as a new friend!

The workshop will combine an introduction to the process and to my work, background and vision, with a participatory sharing of knowledge and experience of the subject within the group, followed by the plant connection activity. This will involve observing, smelling, tasting, moving and drawing, to arrive at a final sharing of impressions gathered by the group. I will share an info sheet describing the process, for participants to take away as a resource for future activity if it is something they find useful as a learning tool.

Lightning talks & case studies

1. The power in social awareness

[Danielle Dza Ifakemi Osajivbe-Williams](#)

The power in social awareness is about spotlighting the need for social context reflexivity as part of our approach to wellness as a practical resolve to our current world. In a time with globalisation and global warming, it is imperative to have a grasp on how certain cultural, historical and social contexts shape our individual lives and contribute to how we show up to educate, inform and even heal others.

This work introduces the concepts of western hierarchal knowledge, institutional abuse and proposes ways that western forms of healing can integrate other forms of knowledge around healing in equitable ways, with awareness of threats and opportunities.

2. An informal educator's approach to support children and families on the edge of the care system

[Roger Hiley](#), *Oxfordshire County Council*

An introduction to the work of the Riverside Centre for Outdoor Learning, part of Oxfordshire County Council's Children's Social Care (CSC). We are informal educators, with specialisms in both the outdoors and use of therapeutic models. This creates a pedagogical approach to working with children, young people and families (CYP&F) in a social care setting, similar to the European Pedagogues of countries like Denmark or Germany.

Our underpinning approach is relational; assisting those who we work with to build or repair relationships. We want those who we work with, to feel motivated to change something in their life for the better, instead of us telling them how to change. We provide spaces for CYP&F to talk to us and between themselves; by using woodland, river and climbing wall environments. This approach has been particularly useful for parents who have struggled with the more traditional support models offered by CSC, especially fathers. The use of the outdoor environment appears to have direct benefits for young people experiencing periods of poor mental health and low mood. In our work we are supported by a Clinical Team (comprising of psychologist) who provide case supervisions, reflective spaces and support with formulating interventions.

3. Reframing the Narrative - moving away from a deficit model of care

[Maddy Allen](#) & [Hannah Severn](#) - *Lighthouse Pedagogy Trust*

Lighthouse Pedagogy Trust opened our first home in Sutton in 2022. Based on many years of research, we aim to reimagine how residential care can look in the UK. How we choose to speak to

and about our young people is critical to the success of the home. In a world weighed down by bureaucracy, the lives of the children in the care system are heavily documented.

The documents we choose to create and how we write about our children will be with them for the rest of their lives. Lighthouse Pedagogy Trust is on a journey to consciously shift the narrative about the children in our care.

From our meetings as a team to statutory reviews, care plans and daily write-ups, we seek to move away from deficit-based language to speak enthusiastically and compassionately about our children.

This talk will present tools researched, developed and used in our children's home. We will talk not only about the holistic models of care for our children, but also how this positive language prevents compassion fatigue in our team, and how language is intrinsically tied into our wellbeing.

4. Perception of the world and human relations in the digital age -

[Debora Di Jorio](#) – *Centro Psicopedagogico Formazione Studi e Ricerche OIDA, Italy*

[Elisabetta Incollingo](#), *Interpreter*

Knowing how younger generations access different types of knowledge is one of the main goals of professionals involved in education and in the study of human development. Nowadays we all interact with two parallel realities, one that is physical and tangible, and another that is virtual and mainly visual. This results in an evolution of learning channels that interact with the information underlying our adaptations and our knowledge. The physical and virtual realities have different features that affect our learning and interaction modalities in a different way. In the physical reality, our adaptation to the environment is facilitated by the attentive function, which is a filter we developed through evolution that enables us to carefully select several environmental data. This promotes self-regulation through an activation/inhibition system that modulates our behavior by means of praxia and manipulative activities.

Orderly sequences of motor actions are supplemented by tactile, visual and proprioceptive activities enabling us to interact with the environment and the objects. All of this leads to the adaptation that improves our knowledge and our quality of life. In physical interactions, motor skills are regularly practised, together with perception channels that engage with the environment.

With time, this experience generates and consolidates learning, benefiting the nervous system's metabolism, brain oxygenation and memory. It also promotes self-esteem, which is strictly connected with the pursuit of goals in the physical world, where communication and sharing are perceived as a completely corporeal experience.



5. Video Interaction Guidance (VIG) in the outdoors -

[Nathaniel David Spring](#), *Oxfordshire County Council*

My presentation will introduce the process of Video Interaction Guidance (VIG) and describe how I have combined this therapeutic, evidence-based intervention with outdoor activities to support vulnerable young people and their families to build stronger relationships through attuned communication. I will show an example of video clips from a VIG session and film of myself and a parent microanalysing the video clips, which exemplify principles of attuned communication, especially parent reception of child initiatives. By analysing examples of positive interaction, the aim is to activate the parent to discover their own naturally successful parenting style and understand the reason why, and how, it works. The parent can then apply what they've learnt in every-day life. I will finish the presentation by briefly highlighting some of the strengths and challenges of using the approach outside.

- Association for Video Interaction Guidance UK: <https://www.videointeractionguidance.net/>
- Short YouTube summary of VIG: https://www.youtube.com/watch?v=YRVaL_ZlxHs

Meet the speakers



Dr Rachel Rosen

University College London

Rachel Rosen is an Associate Professor of Childhood in the Social Research Institute at UCL. Her research focuses on marginalised children and families, especially those with precarious immigration status; the intersection of welfare and border policies which shape their lives; and their practices of sustenance, care, and solidarity.

She is co-author of *Negotiating Adult–Child Relationships in Early Childhood Research*, and co-editor of *Crisis for whom? Critical global perspectives on childhood, care, and migration* (in press), *Reimagining Childhood Studies*, *Feminism and the Politics of Childhood: Friends or Foes?* and *Childhood, Parenting Culture, and Adult Child Relations in Global Perspectives*.



Shumela Ahmed

Resilience Learning Partnership

As Co-Founder and Managing Director of a growing social enterprise, Resilience Learning Partnership, Shumela Ahmed is a teacher and educator by trade and an activist at heart. As a real-life example of the transformation education can bring to someone's life, she has dedicated her academic and professional career to helping others realise this too.

As an adult returner to education and as someone who left school at aged fourteen, she knows first-hand the power that education holds in providing the tools for those from disadvantaged backgrounds to succeed in life. As the leader of a lived experienced led

organisation its Shumela's ambition to see lived experience as the dominating force within public policy design across the UK.

She feels passionately that the key to achieving this ambition lies within the learning and development of staff and adopting a new approach that has lived experience expertise at the heart of it. She is also a passionate advocate of the remuneration of those with lived experience involved in public policy design and the recognition that this expertise brings a dynamic to learning and development work not currently utilised in the sector.

As a co-author of the National Trauma Training Plan, Shumela continues to target Resilience Learning Partnership's core activities towards enhancing the learning and development of staff across local authority, 3rd and private sector organisations. As well as being a co-author of the National Trauma Training Plan Shumela advises Scottish Government in the continued development of the National Trauma Training Programme and the implementation of Trauma Informed Practice across Scotland.



Cath Barton

Community Circles

Cath works with Community Circles, a national charity creating opportunities for people to come together to have better and more connected lives, through circles of support and connecting people through shared interests. She holds MA in Social Pedagogy Leadership from the University of Central

Lancashire and (UCLAN). She has also recently written an article that was published in the International Journal of Social Pedagogy where she talks about social pedagogy and psychological safety with virtual teams



Debora Di Jorio

Centro Psicopedagogico Formazione Studi e Ricerche OIDA, Naples, Italy

Pedagogue, an expert in evolutionary neurobiological learning processes and the educational relationship, for 20 years I have been carrying out training, consultancy and planning for individuals, families, and public and private bodies. I am mainly interested in the study of neuroscience as a possible reference for educational practice. Among other professional experiences, I

was a volunteer collaborator at the Santobono Pausilipon National Relief Hospital of Naples in the Department of Neuroscience and Rehabilitation from 2011 to 2017. Since 2006 I have been the scientific director of the OIDA Psycho-pedagogical Training Studies and Research Center in Naples, Italy, a training institution accredited by the Ministry of Education. I write for national and foreign magazines on topics relating to education and learning processes.

Danielle Dza Ifakemi Osajivbe-Williams



Danielle is an integrative counsellor, psychotherapist, and anti-racism and wellness consultant who plants seeds for liberation via past/present/future wellness technologies. She is concerned with the sensual, the spiritual and the ancestral, as the lens from which to make sense of experience.

Danielle intends to bridge the gap between western psychology and traditional West African and ancestral healing practices as a decolonial, regenerative and practical resolution of the timeline we currently find

ourselves in. With values concerning healing justice, she supports environmental work and those with marginalised experiences through academia, arts, spirituality, consultancy, and therapy.

Based between London and Lagos, she works internationally and has consulted across the UK, Europe, and West Africa. Their background is in youth and community work, and they have over 10 years of experience working with charitable organisations and activist spaces.

Hannah Severn

Lighthouse Pedagogy Trust



Hannah has a Level 5 Diploma in Social Pedagogy as well as a degree in Developmental Psychology. She currently manages a Children's Home for the charity Lighthouse Pedagogy Trust. Hannah is very passionate about bringing theories based on pedagogical values to life and seeing both the children and staff she interacts with reap the benefits. She has always worked alongside

children; initially alongside those diagnosed with ASD and now channelling her energies into learning about children in care. Throughout all that she does runs the underlying belief that the most important skill you can harness is the ability to make meaningful and genuine relationships. She has a particular passion for conflict resolution utilising restorative skills to both, prevent a breakdown in relationships, but also in promoting the skills needed to maintain and repair them when things inevitably do not go according to plan.

Outside of her professional role, she has welcomed Charlie, our pedagogy puppy into her world who features in her [blog](#).

June O'Sullivan MBE

London Early Years Foundation (LEYF)



Is Chief Executive of the [London Early Years Foundation \(LEYF\)](#), the UK's largest childcare social enterprise, which provides a social pedagogy to 4,500 children across 39 nurseries in London. June is an inspiring, outspoken speaker, author, podcaster and regular media commentator on all things *Early Years*, *Social Business* and *Child Poverty*, June is a tireless

'disruptor', seeking new ways to influence policy and make society a better place for all children and their families.



Kate McCoy

Small Performance Adventures

Kate 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. Their show "The Washing Up" created with artists and participants in addiction recovery used theatre, storytelling and songs to

explore our common experiences through this every day act.



Lowis Charfe

UCLAN

Lowis 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. Headed by ThemPra, the project has developed a short on-line course looking at the role of social pedagogy across Europe.

Previously she worked as a qualified social worker in a Leaving Care Team, supporting young care leavers to live independently. Her first role was as a Youth Offending Team Officer for the Manchester YOT service. Because of her previous social work experience, she understands the link between social pedagogy and social work and feels excited about the developments within the UK to embed social pedagogy into direct practice.



Maddy Allen

Lighthouse Pedagogy Trust

With a background in youth work and community development, Maddy has worked for a number of years with young people in the youth offending system and with children who were at risk of child sexual exploitation, delivering high-quality contemporary dance projects as an alternative education provision. Over the last 5 years, Maddy worked as Field Manager

for the leading humanitarian organisation in Northern France, supporting refugees and asylum seekers in Calais and Dunkirk, with a focus on advocacy efforts supporting unaccompanied children. Maddy's role as a carer in Lighthouse Pedagogy Trust's first children's home has built on skills developed in rapidly changing environments. She believes strongly in using creative and imaginative play as a tool for transformative justice. Her work to date has shown that system change begins with person-centred, holistic care and the determination of committed organisations and individuals.



Mandy Cuttler

London Early Years Foundation (LEYF)

Mandy has worked in early years education for 15 years in a variety of roles including in outdoor education settings, Montessori schools and community nurseries. She holds a Master's degree in Early Years Education and a Post Graduate Certificate in Higher Education.

Mandy joined the [London Early Years Foundation \(LEYF\)](#) seven years ago and has worked as a Nursery Teacher, Deputy Manager and Nursery Manager. In her current role as Head of Pedagogy, Learning and Development, Mandy leads on the high-quality delivery of the unique LEYF Pedagogy across the group of London based nurseries. Mandy is passionate about the importance of high quality CPD as a driver of outstanding early years education and provides LEYF teachers with a

variety of training workshops, in addition to leading on the delivery of the pioneering LEYF Foundation Degree.



Nou Ra

Small Performance Adventures

Nou wrote the original music and songs for [small performance adventures](#)'s The Washing Up, touring England in 2019, and was Musical Director and a performer in the show. She has continued to be involved in spa's Terminal Uniqueness project during the pandemic as a commissioned artist. An experienced composer, Nou has written songs for Spike Lee and opened for

Kate Tempest. She was a founder member of Black Lily, which was created to give a platform to women's artistic voices. She has worked with Brighton's People's Theatre and Nabokov for Brighton Festival in 2018. She wrote 'The elephant in the room' a play about recovery which premiered in national recovery month, 2016 and was reprised in 2017 as part of Brighton Fringe (**** Fringe Guru) Nou Ra is a playwright, songwriter, singer, actor, performer and director.



Nathaniel David Spring

Oxfordshire County Council

I'm an Outdoor Learning Specialist in Children's Social Care at Oxfordshire County Council where I have worked since 2011. I'm an Advanced Video Interaction Guidance (VIG) Practitioner and specialise in using VIG outside. I work in a team of informal educators, with specialisms in both outdoor activities and the use of therapeutic models within a pedagogical approach to support children, young people and families in a social care setting.



Rasheeqa Ahmad

Hedge Herbs

I am a medical herbalist in London practising in clinical and community settings. I focus on peer learning and knowledge sharing to strengthen healthcare and wellbeing practices in mutual reciprocal exchange with each other and our ecosystems. I support people with herbal treatment and facilitate projects where we are all collectively involved in participating in circles of resource sharing around knowledge, cultivation, preparation and use of plant medicine, as a way to develop healthier living systems.



Roger Hiley

Oxfordshire County Council

Roger managed the Riverside Centre for Outdoor Learning, part of Oxfordshire County Council's Children's Social Care (CSC) and has led the move from a youth work model to an embedded Children's Social Care therapeutic model. He completed a MA in Outdoor Education last year and he is hoping to start a Doctor of Professional Practice in Health and Social Care early next year.



Ronan Bodley

Small Performance Adventures

Ronan is a published poet, performer, musician, singer/songwriter and actor. With [Small performance adventures](#) he was a writer and performer for The Washing Up, touring England in 2019. He continues to be involved as an artist and facilitator and during the pandemic took a leading role in the Terminal Uniqueness Project creating artistic videos, mentoring and collaborating with other artists. He runs poetry/song open mic nights for those in recovery. Has worked with Nabokov theatre company's Army of Storytellers for the Brighton festival and at Brighton Dome as a performance poet.



Professor Claire Cameron

University College London

Claire Cameron is the UK's first Professor of Social Pedagogy, and is based at Thomas Coram Research Unit, UCL Social Research Institute, University College London. Claire began her career in residential care and, after qualifying as a social worker in 1987, in social work until 1992. Since then, she has been a researcher specialising in studies of the children's workforce, early childhood care and education, looked after children and young people, care leavers, and families in areas of social deprivation. She is particularly interested in the intersection of care and education and in the education of children in care and care leavers.



Much of her work is cross-national and has a long-standing interest in social pedagogy. She has been involved in studies of the potential for, and impact of, social pedagogy in the UK since 2000, and ran the Care Matters government funded pilot programme exploring social pedagogy in residential care (2008-2011). She developed and led the first UK MA Social Pedagogy and supervises PhD students in the field of social pedagogy. She co-edited (with Peter Moss) Social Pedagogy and Working with Children and Young People: Where Care and Education Meet (2011, JKP), one of the first English language volumes introducing social pedagogy. She was project manager of the Scaling up Social Pedagogy project behind SPPA (2016-2019) and is co-editor of the International Journal of Social Pedagogy.

THANK YOU!



Our organisational members:





Technical information & FAQ

1. Where do I find the zoom link to join the conference?

You need to register via zoom here's the link:

https://us02web.zoom.us/meeting/register/tZMpcO6tpzggEtF8rSDVmBnfpvWA_fbew0A7

2. I'm going to be late, can I still join?

You can still join the conference. Just please have a look at the agenda to see in which room we are.

3. Will there be a recording available afterwards?

A recording will be available for free for SPPA members and those who purchased tickets for the conference and other people will be able to access the recording for a fee. The activities taking place in small breakout rooms won't be recorded.

4. I don't remember which workshop I registered for.

You should've received an email from google forms with the options you chose. If you can't find the email please tell a member of stta and we'll help you check; feel free to contact them via Zoom chat too.

5. Can I get a certificate of attendance?

Please email us at conference@sppa-uk.org with your full name.

6. How do I change my name on zoom (rename)?

On the Zoom screen press the right button on the mouse and choose Rename, then just type your name.

7. I don't want to join any breakout rooms.

That's fine, you can stay in the main room or come back later.

8. Can I join different workshops?

Yes, but only **one** parallel session at the time (the one you registered). Please do not switch rooms to avoid disruption.

9. I accidentally logged out, can I rejoin?

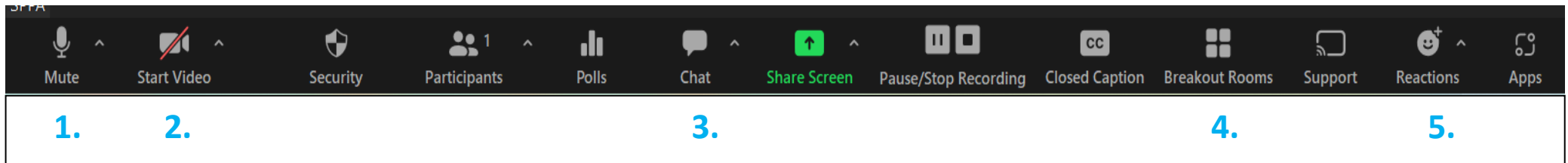
Of course, re-join the meeting using the link and password you received via email and wait for the host to let you in. If you were in a breakout room you can still join by clicking the breakoutrooms button and then Join the room you want.

10. I want to get in touch with the speakers.

Please email us at conference@sppa-uk.org and we will pass your contact details to them

11. Basic zoom controls

Look for the control bar at the bottom of the Zoom screen:



1. to mute or unmute click the microphone icon
2. to turn your video on and off click the video icon
3. click to open chat and write a message

4. **To join a workshop** click the breakout rooms icon, you'll see a list of all the workshops and breakout rooms; look for the workshop or lightning talk you choose and click join

To join a breakout room during a workshop click the Breakout room icon on the control bar, look for the number of the breakout room you were assigned to and click join

To leave the breakout room and go back to your workshop room, click the Breakout room icon again, look for your workshop and click join

To return to the Main session (Main room) click the button on the right that says

Leave Room

then click

Leave Breakout Room

5. to raise your hand or show emoticons click the Reactions button

