



UNIVERSITY of  
WORCESTER

# SPRiG Newsletter

## The Social Pedagogy Research Group

### How and why we started the group

We started last year with around a dozen lecturers, primarily from the Department for Children and Families. We made clear there would be no hierarchy- we would all be learning together. We also made it clear that the group was values-based and was about positive social impact.

We held our first international Social Pedagogy event at the Hive in June 2023.

Now we have 53 members on our mailing list, including lecturers from the Institute of Education and the School of Allied Health and Society, associate lecturers, admin staff, ex-staff, MA and PhD students, NHS professionals, members of the public and many more from within and outside of the university.

This is the first issue of our newsletter; we hope you will find it interesting and informative.

### *Social Pedagogy Development Network International hybrid event 2024*

This event took place on Tuesday 12th November at The Hive in Worcester. The inspiring event focused on the transformative power of storytelling. We explored why stories matter, how they can build agency and hope, and how to create meaningful relationships in which those we support feel truly heard and genuinely understood. The interactive session brought rich examples and insights, sparking dialogue, sharing experiences, and celebrating the joy of great practice.

The hybrid event took place simultaneously in 9 locations across Europe, all connected via Zoom. It was co-ordinated by ThemPra Social Pedagogy CIC in partnership with the Social Pedagogy Professional Association (UK) and the Global Alliance for Social Pedagogy. Find out more on pages 2-3.



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ThemPra Social Pedagogy  
Community Interest Company



## SPDN hybrid event - Transformative Tales: Enhancing Relationships through Storytelling

Tue Nov 12 10:00 AM - 12:30 PM



On 12th November 2024, we co-hosted the 'Transformative Tales' hybrid event at The Hive, Worcester. We joined groups in London, Athens, Banksa-Bystrica, Preston and Matlock via Zoom for a day of exploration of storytelling to enhance relationships in practice.

The Worcester event was well attended, with University colleagues from Education, Allied Health and Medicine, post graduate students, associates and members of the public.



Our introductory storytelling activity involved sharing descriptions of our favourite objects.





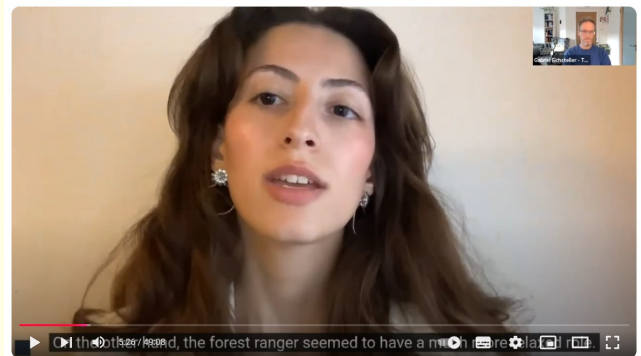
We listened to stories from three locations:

**The Gardener and the Forrester: a story from Greece—**

Georgia Koutroude, Alexandra Alexandridou, Vicky Vlahaki, Marianthi Karvounidou & Penny Patouchea, University of Athens.

**Storytelling for systems change—**Rosie McIntosh, Director for Global Storytelling at the Centre for Public Impact

**Be the narrator of your own story—**Jasneth Richards, London metropolitan University.



And we took part in a 'storytelling in action' activity, the **Human Search Engine**

The following FREE online events connected to social pedagogy and relationship-centred practice over the coming weeks! Here are the key dates:

18/11/24: A Glossary of Relational Phrases

19/11/24: Co-Production in Action: Unlocking the Potential of Human Learning Systems

22/11/24: Relational Practice - Supporting Interdependence

23/11/24: Using Human Learning Systems in Co-Production Practice

25/11/24: Human Learning Systems insights

26/11/24: A Theory of Change for SPPA

02/12/24: Learning Out Loud

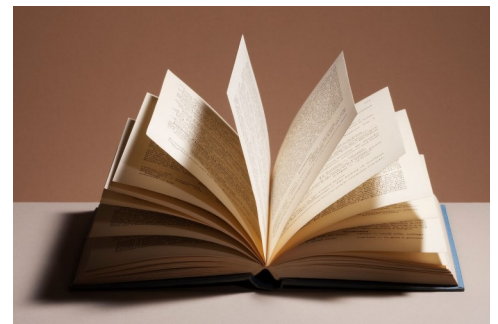
03/12/24: Relational Practice - Being Authentic



## Social Pedagogy in Education book

This book, written by members of the Social Pedagogy RG, provides an accessible, informative and practical resource which can be used constructively and purposefully by practitioners to place the human-centred values of social pedagogy at the heart of education. The book is due to be published in 2025, here is a snapshot of what will be included in the book:

1. Introduction: The case for social pedagogy in education in the UK (Niki Stobbs)
2. Empowerment in identification: What are the drivers and barriers to identifying as a social pedagogue? (Jacqui Hine/ Amanda Sheehy)
3. Creating a nurturing environment in early years education with a focus upon relationships, awe and wonder (Emma Davis/ Johanna Cliffe)
4. Adopting Social Pedagogical values to supporting children with SEND (Sue Baylis)
5. Recognising the importance of movement in children's development and wellbeing (Dave Woodward/Suzanne Allies)
6. Using Principles of Social Pedagogy to make Music Education Accessible to all (Kim Harris/Kaytie Holdstock)
7. Taking a Social Pedagogical Approach to working with Marginalised Families and Communities (Stacey Hodgkins)
8. Developing self and building relationships through creativity (Nicola Watson/Rosemarie Hill)
9. Social pedagogy and emotional wellbeing - (re)placing the heart at the centre of pedagogy (Suzanne Allies/Angela Hodgkins)
10. What does social pedagogy have to offer college based higher education? (Olivia Storey/ Geoffrey Elliott)
11. Building relationships within online learning (Samantha Sutton-Tsang)
12. A Social Pedagogical Approach to Tackling Bias in Higher Education (Raquel Labella Jara)
13. Leadership: not a role but a way of being (Emma Laurence/Shawn McInerney)
14. Is there a place for the heart in academic research? (Carla Solvason)
15. Conclusion: Where next? (Stuart Gallagher)



*“The book, written by experienced educators leading practice in the field, will provide an accessible, informative and practical resource which can be used constructively and purposefully by practitioners to place the human-centred values of social pedagogy at the heart of education.”*

# Good news

## Training Social Workers

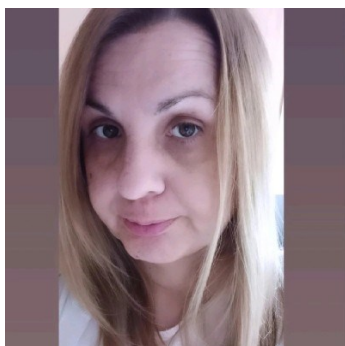
SPRiG member Stacey Hodgkins has been approached by West Midland social work partnership training school and Wolverhampton Council.

They have asked her to train social workers in awareness when working with Gypsy, Roma and Traveller communities. They have also asked Stacey to teach a section on using a social pedagogical approach with this community and other communities.

The offer arose from the chapter Stacey has written

for the Social Pedagogy in Education book and her involvement in the social pedagogy group.

Brilliant news Stacey!



## Training Sessions for Schools

Amanda Sheehy is now offering training for primary schools. Amanda's training sessions are underpinned by her PhD research and aim to promote gender equality. Please forward these details to your primary teaching contacts.

You can read more about Amanda's research on page 6.

**Promoting Gender Equality in Primary Schools**

**CPD for your staff**

**Training tailored to your school**

- Why gender equality is a relevant issue*
- The power of teacher reflection*
- Tips for bringing about change*
- Embedding equality in the curriculum*

Dr. Amanda Sheehy, university researcher and practising primary school teacher, is offering equality training for your school staff. Training will provide an opportunity to learn about the most recent research in promoting gender equality in primary schools as well as practical advice for bringing about change in your setting.

Two sessions are recommended: the first session introduces the reflective process and raises awareness of issues; the second session initiates a more rigorous process of scrutiny of practice and equips you to develop an action plan. In person, hour-long workshops are recommended.

Please email [amandasheehy@hotmail.com](mailto:amandasheehy@hotmail.com) with enquiries or to book a workshop.

## PhD Graduation

Congratulations to @UWDCF's Dr Angela Hodgkins on graduating with a University of Worcester PhD!

Completing a Doctor of Philosophy in Education with her study on "An exploration of early childhood practitioners' perceptions of empathic interactions with children and families."

When asked about how she's feeling after achieving her PhD, Angela replied, "I am thrilled to have graduated with my PhD — it finally feels real! Over the past four years, I've been fortunate to receive incredible support from my supervisors and the University of Worcester. The entire journey has been both rewarding and transformative, and I've genuinely enjoyed the process of learning and discovery.

While I'm excited to have my weekends back, I'm currently writing a book based on my research. I wholeheartedly recommend pursuing a PhD at Worcester—it has truly been a life-changing experience."





## Reflections on research

### Reflections on Gender

**Dr Amanda Sheehy**

As a primary school teacher of many years, I have long been aware of the ways in which children seem to segregate themselves by gender and make choices which seem to be constrained by gender stereotypes. I wanted to know more about how to encourage my own pupils to feel free to defy these stereotypes and how to support other educators to promote gender equality in their settings.



My doctoral research focussed on the use of reflection as a tool to promote gender equality. I was aware that gender inequality continues to affect people of all genders, the roots of which begin in childhood. Early exposure to stereotypes can be seen to have a lasting impact resulting, for example, in attainment gaps, disparities in boys' and girls' career aspirations, a gender pay gap and uneven distribution of household work and care roles between genders.

In primary schools, educators may unknowingly – or unthinkingly – use language or demonstrate behaviour which may perpetuate gender stereotypes. Teachers' contemporary understandings of masculinities and femininities appear to reflect some of the deeply entrenched societal (mis)understandings of how gender must be performed. Since teachers have the ability to shape the views, opinions, and more specifically, the gender construction, of their pupils, my research sought to understand how teachers' attitudes to gender may evolve and how their awareness to the impacts of their behaviour on pupils' attitudes could be heightened.

Adopting a social constructionist understanding of gender construction, the study was rooted in the belief that individuals' experiences combined with the social norms of the day result in an expectation that gender should be performed in a certain way. Interviews were conducted with 14 teachers from 5 primary schools to gather qualitative data. These were semi-structured life history interviews; the teachers reflected on how their own experiences may affect their attitudes towards gender and the implicit messages given through their pedagogy. They considered their lived experience, analysed the roots of their attitudes and examined the effects of their practice on pupils' experiences in order to challenge deeply entrenched gender stereotypes.

The findings showed that teachers' attitudes and behaviour can change following reflection. It is evident that educators want to treat children fairly and want to promote equality. Nevertheless, we may inadvertently be passing on gender stereotypical messages. However, through reflection we are able to alter our language and behaviour and new habits can be formed. Bringing awareness to the

influence of prior life experiences on an individual's thinking can lead us to make a conscious effort to overcome previous assumptions.

Since conducting this research, I have felt more informed in my own practice, making significant gains in my own setting, working with colleagues and other schools to promote gender equality and feeling hugely inspired and excited by the young people I work with who are eager to build a fairer world.

## Reflections on research

### Using Early Years Principles in HE

Emma Laurence

Throughout my research into educational leadership development, I found a series of “deja vu” moments which I captured within a conference presentation for the Early Childhood Degree Studies Network in 2022. Despite having studied a range of courses before beginning the PhD in Educational leadership, it was the understandings from the Early Childhood degree which I found myself returning to in order to make sense of the leadership literature. For example, adaptive leadership theory (Heifetz et al., 2009) identifies what they call a productive zone of disequilibrium: an uncomfortable ‘space’ between sufficient provocation and a limit of tolerance, where engagement, challenge and the relative stress that accompanies these is high but not so high as to become intolerable, create a lack of safety or for the challenge to seem insurmountable. The role of the leader according to them (ibid) is to apply an appropriate level of heat in terms of the challenge and not allow it to become too much.

These concepts are familiar to those within the fields of education and the early years; acquainted with Piaget’s theory of cognitive development (Piaget, 1952) which identifies cognitive disequilibrium as a pre-requisite for learning, or Vygotsky’s concept of the zone of proximal development (Vygotsky, 1978). Both of these are seminal concepts within educational theory and practice.

Throughout a leadership session with Level 5 students on the FDA Early Years (0-8 years), we discussed these parallels. We extended this metaphor further, exploring the potential links between attachment theory and the need for trust and reciprocity within leadership interactions. We arrived at an informal conclusion that our understanding of child development prepares us to support humans of any age holistically and that often we overlook the role of nurture within our adult interactions.

This provided a significant catalyst for reflection. What happens to the general capacity of the organisation if the principles of the EYFS – that is positive relationships, enabling environments and a recognition of the uniqueness of each individual are applied to everyone therein? What happens when psychological and emotional safety, and a feeling of security and trust are afforded to professionals in the workplace. Within the EY profession we care deeply about the holistic needs for children in a way that we often overlook ourselves, and it is not childish to exist as a holistic being nor is it childish that our well-being impacts upon our development.

Following this, a small-scale qualitative study was conducted to explore student perspectives regarding the appropriateness of the principles of the EYFS within Higher Education. The study found that participating students made explicit reference to the need for positive relationships, enabling environments (particularly the emotional and psychological environment) and a recognition of each student as an individual. Whilst these concepts are not explicitly referenced in University policy, the students considered these to be areas of strength in practice. Having analysed the data, participants make it clear that,

*“no matter how old we are when learning there are always things we follow when teaching children that we should continue to follow when teaching adults for example, building positive relationships, being aware of our emotional intelligence and needing to feel safe and valued”.*

It’s crucial then that concepts such as nurture, care and psychological safety are considered central concepts within the HE sector. This study also highlights that Early Childhood Students are uniquely positioned to nurture human potential and to cultivate resilience both professionally and personally within themselves and those around them.



Heifetz, R., Grashow, A. and Linsky, M. (2009), *The Practice of Adaptive Leadership*, Harvard Business School Publishing, Boston.

Piaget, J. (1952) *The origins of intelligence in children*. New York, International University Press  
Vygotsky, L. (1978) *Mind in Society the Development of Higher Psychological Processes*. Cambridge, Harvard University Press

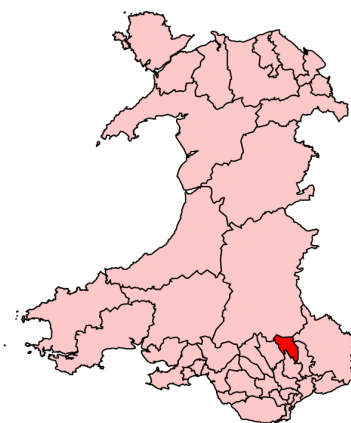
# Research in and with the community

## Blaenau Gwent Disability Services

In 2022, a group of researchers from the University of Worcester carried out a project to evaluate the reconfigured Disability Service in Blaenau Gwent.

A longitudinal evaluation has now begun, which will thoroughly assess the impact of changes made as a result of the project's recommendations. The evaluation, due to be completed in June 2027, will explore the life experiences of service users across key transitional points.

Carla Solvason / Alison Prowle / Stuart Gallagher



## Health and Wellbeing Project: schools' partnership

A partnership has been developed between the University of Worcester and a local multi-academy trust, Black Pear Trust, whose CEO is proactive in wanting to improve health and wellbeing among school staff.

This initiative has already produced significant research, published in two academic journal articles (Solvason et al., 2023; Hodgkins, Malomo & Solvason, 2024).

In 2023, we piloted wellbeing workshops at a primary school, which received positive feedback. Building on this success, we conducted a series of sessions for school leaders to foster a positive cultural shift within the Trust.

Looking ahead, the next phase of our research will explore the benefits of Acceptance and Commitment Therapy in improving the health and wellbeing of school staff.

Acceptance and Commitment Therapy (ACT) helps people improve their psychological flexibility by learning to accept and manage their thoughts, feelings, and sensations.





# Research in and with the community

## Evaluating the curiosity approach in a Sharjah International School

Research was carried out by Samantha Sutton-Tsang and Dr Carla Solvason to examine the implementation of The Curiosity Approach® in an international school in Sharjah, United Arab Emirates. As the first school in the UAE to be accredited with this approach, the research adopted a case study methodology to explore the journey from planning to daily implementation, focusing on staff involvement and the benefits in an early years setting.

The Curiosity Approach® is a contemporary, child-led, play-based pedagogical method that encourages children's natural curiosity and critical thinking through exploration and engagement. It integrates principles from educational pioneers like Reggio Emilia, Maria Montessori, and Rudolf Steiner, emphasising natural play and sustainable resources while aligning with the Early Years Foundation Stage (EYFS) values.

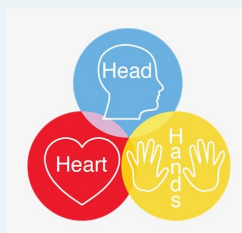
The project aimed to understand the practical application of The Curiosity Approach®, evaluate its impact on children's learning and development, and explore the staff's journey towards accreditation using an interpretivist paradigm. We focussed on qualitative data from staff interviews, video walk throughs of the setting and various documentation analysis to form a comprehensive picture of the approach in practice.

Our first publication from this research is for an upcoming book edited by Nicola Watson, Elena Lengthorn, Carla Solvason and Geoffrey Elliott. In our chapter, we explore what The Curiosity Approach®, can offer us when considering the values of sustainability within Early Childhood Education and Care and Education.



### New Project—evaluation of Steiner Waldorf schools

(Solvason, Sutton-Tsang & Hodgkins)



Work has recently begun to carry out a summary-level review of progress made by Steiner Waldorf schools over the last five years, through scrutiny of Ofsted and Independent Schools Inspectorate reports).

The report will be used to provide a picture of distance travelled and as a development tool based on strengths and areas of growth.

# Research in and with the community

## Tackling Disadvantage through the Worcestershire Evidence Exploration Partnership

**Dr. Mandy Duncan**

Last year, in a collaborative effort to address the attainment gap for Worcestershire's disadvantaged learners, Worcestershire Children First entered into an Evidence Exploration Partnership (EEP) with the Education Endowment Foundation and the Research Schools Network. This regional partnership was designed to help education leaders and schools engage with the latest research to improve outcomes for children from disadvantaged backgrounds. A key aim of the Education Endowment Foundation (EEF) is to review and present research evidence in an accessible way to ensure that it becomes actionable and can have impact within schools and drive meaningful change. The EEP model supports a structured collaboration between schools, researchers, and stakeholders to co-create solutions to identified challenges supported by evidence from research. To this end, a series of workshops were held throughout the academic year, bringing together key stakeholders from Worcestershire MATs, schools and education services including the Special Educational Needs and Disabilities (SEND) directorate, the Virtual School, the Vulnerable Learner Engagement team, and the University of Worcester. The aim was to review learner outcomes data, identify key priorities, diagnose system-level challenges, and explore potential solutions in order to strategically address the educational challenges faced by disadvantaged learners.



### Developing a Theory of Change

Each workshop was designed to build skills and knowledge to support the goals of the partnership. The first workshop focused on understanding the EEP's purpose, developing a shared language around 'research' and 'evidence,' and identifying areas where systemic improvements could have the greatest impact. It quickly became clear that Worcestershire faces some unique challenges, including rural schools where the impact of mixed-age classes and infrastructure limitations is significant. In addition, the complexity of the three-tier school system in some areas creates additional transition points for learners. Due to these varying contexts across Worcestershire schools, fragmentation had occurred within the system resulting in an incomplete understanding of why disadvantaged pupils underperform in Worcestershire. It was felt that a more collective sense of agency and culture around disadvantage and a more strategic collaboration among schools and education partners was needed. Developing and communicating a collective vision for improving outcomes for disadvantaged learners was identified as a key strategy to drive transformative change.

The second workshop focused on analysing learner outcomes data in order to explore plausible explanations for the data. Low attendance rates, delays in early language development, and rural isolation emerged as key factors limiting educational opportunities and attainment. A particular challenge for the group was reaching agreement on which priority to focus on given the range of emerging issues whilst ensuring that the chosen focus was amenable to change. A consensus was reached to focus on literacy as the data showed that pupils who were eligible for free school meals start school with lower levels of vocabulary and oral language. This affects their ability to read, write and be successful in their education across all key stages and curriculum areas with outcomes for disadvantaged pupils in Worcestershire significantly below both regional and national averages.

## Research in and with the community

The third and fourth workshops moved into the solution identification phase with the aim of identifying a theory of change. It was important that the solution identified would address the root cause of the problem, rather than the symptoms, and if successfully addressed, would improve pupil attainment. It was decided that the focus would be on literacy leadership as a driver for change. Participants explored a range of evidence and research to identify what specific practices in schools and at system level might be necessary to address the focus and scoped out the support that might be needed to enable desired behaviour changes. It was recognised that school leaders and teachers are best placed to understand the needs of their particular learners and the context of disadvantage within their local communities. However, participants identified that a key area for change at school-level was to ensure that all pupils are supported by teachers who are consistent and have the agency, knowledge and skills to implement a range of evidence-informed strategies. In addition, a whole school approach to literacy and ensuring that all staff unite around a shared vision was considered to be key alongside the need for leaders to adopt a rigorous approach to identifying learners' needs and be equipped to monitor and support ongoing interventions. It was also identified that schools, system leaders and other education partners needed to work collaboratively to ensure that no child in Worcestershire is left behind. To support the sharing of best practices in improving literacy outcomes for disadvantaged pupils, system leaders need to be equipped with the knowledge and skills needed to implement, monitor, and sustain evidence-informed practices through effective professional development for teachers.

### Putting the Evidence into Action

The theory of change has since been refined and developed to guide intervention plans and evaluation of the partnership's impact. This has led to a further co-funded two-year Evidence into Action partnership with EEF to evaluate progress towards the priorities identified during the EEP. The partnership is now seeking to recruit 60 schools to a 'Transforming Literacy Leadership for Disadvantaged Children' programme. This will be delivered over the next two years and will be offered as professional development pathways for headteachers and literacy leaders in schools. Both pathways will equip schools to create and implement a vision for literacy across the curriculum and headteachers can sign up to the 2-year programme [here](#).

There will also be a launch conference on **5<sup>th</sup> December 2024** at the University of Worcester which will showcase the EEP's progress and celebrate the dedication of the local leaders who have played a role in shaping the programme. By addressing systemic challenges with a collaborative, evidence-driven approach, the hope is that the partnership's methods might result in creation of a replicable model for evidence-driven school improvement that might serve as a model for other regions facing similar challenges.



**New book published this year! By SPRIG member Simon Taylor**

## Creativity in the Early Years

This book draws on my many years' experience working in the arts, education and cultural sectors and offers an accessible and comprehensive new introduction to the subject and practice of creativity in early years education. I felt it important to adopt a rights-based and inclusive approach to creativity, providing students with a holistic, internationally-minded overview of creativity and its place both inside and outside the classroom. The book includes sections which focus on defining creativity and its benefits, different modes of creativity, creativity in a policy and social context, creative pedagogy in practice and creative leadership.

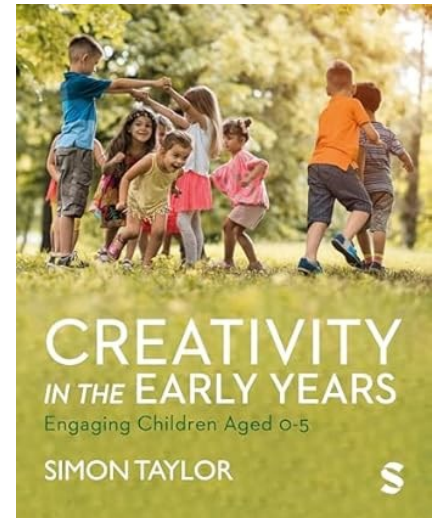
My esteemed colleagues Janet Harvell and Nicola Watson contributed chapters and have provided valuable insights into their international experience and understanding of social pedagogy in relation to early years practice.

Within the book each chapter offers questions for critical reflection, contemporary case studies, and suggestions for further reading. My sincere hope is that it will provide an inspirational and practical, research-based resource for all those involved in this sector whatever your role, whether you are a student, artist-educator, academic, parent, practitioner, support staff or nursery manager. Collectively, we can become real advocates for

**Taylor, S. (2024) *Creativity in the Early Years: Engaging children aged 0-5.*, London: Sage.**

<https://uk.sagepub.com/en-gb/eur/creativity-in-the-early-years/book275152#description>

25% off UK orders with discount code: **UKEDUC25**



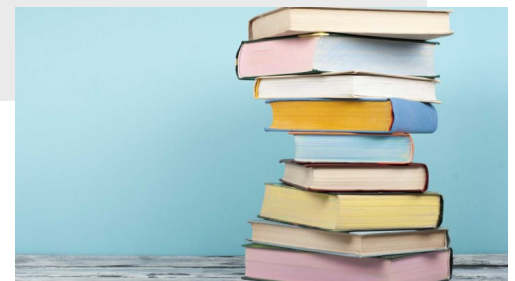
### More books in production for 2025....

Hodgkins, A. (2025) *Nurturing Compassionate Connections: A Guide to Practitioner Empathy in the Early Years*, London: Speechmark, Routledge.

Prowle, A., Hodgkins, A. and Thomas, R. (2025) *Beyond Poverty's Reach: Transforming children's lives through collective impact*, London: Speechmark, Routledge.

Prowle, A. and Stobbs, N. (2025) *Therapeutic Approaches When Working with Children and Families*, London: Routledge.

Watson, N, Lengthorn, E., Solvason, C. and Elliott, G. (2025) *Sustainability in Education*, London: Routledge.



## Our latest publications

Cashmore, Y., Castle, E., Mahyub, B., Moustafa, A. (2024) Nurturing Futures – The Importance of Careers Education. *Teaching Business and Economics*, 28 (1). pp. 8-11.

Frearson, A. & Duncan, M. (2024) An Interpretive Phenomenological Analysis of Teachers' Lived Experiences of Working with Traumatized Children in the Classroom. *Journal of Child and Adolescent Trauma*.

Gallagher, S. & Stobbs, N. (2023) 'Creating hope in dystopia: Utopia as Method as social pedagogy in early childhood studies', *International Journal of Social Pedagogy*, 12: 1 DOI: <https://doi.org/10.14324/111.444.ijsp.2023.v12.x.005>

Hill, R. (2024) 'Enquiry-based teaching of History with young children: Mediating immersion, resources, and perspectives', *TEAN journal* Issue 15(1), pp. 149-161.

Hodgkins, S. (2024) Mental health services must improve, available at: <https://www.travellerstimes.org.uk/news/2024/03/mental-health-services-must-improve-gypsies-and-travellers-says-new-report>

Hodgkins, A., Malomo, M. and Solvason, C. (2024) Teaching Assistants, Respected enough to teach, but not enough to be paid accordingly. *International Journal of Changes in Education*. <https://doi.org/10.47852/bonviewIJCE42024033>

Lyndon, S., Solvason, C., & Webb, R. (2024). 'It's a struggle' – the role of the school Health and Well-being Lead in supporting families in poverty. *Journal of Poverty and Social Justice* (published online ahead of print 2024). Retrieved Apr 20, 2024, from <https://doi.org/10.1332/17598273Y2024D000000014>

Solvason, C., Allies, S., Hodgkins, A., Weston, R. & Malomo, M. (2023) 'Occasionally there are moments of light': the challenges of primary school teaching in England, and the factors that motivate teachers to stay in the profession, *Education* 3-13.

### A human approach to restructuring the education system: why schools in England need social pedagogy

Last year four of our Social Pedagogy Research Group wrote the above article, and it has proved a very popular read. According to the UCL publications site alone it has been downloaded by people in 16 different countries in the year since it was published. Likewise, Research Gate sees it recommended by a range of international scholars, from professors in Egypt to doctoral students in Greece. In it we highlighted the many failings of our current, English education system, and explained how approaches that were underpinned by the values of social pedagogy could be taken to tackle them. Why has this appealed so widely? Because the values that we refer to are relational, based upon understanding, respect and care. These values are not context dependent, they apply to all.

Because of the content of this article we have been asked to chat with education policy advisors in Wales about Social Pedagogy. How wonderful that so many are starting to see that if we continue in the same way we will continue to get the same results, and that radical change is urgently needed.

**Stobbs, N., Solvason, C., Gallagher, S. and Baylis, S. (2023). A human approach to restructuring the education system: why schools in England need social pedagogy. *International Journal of Social Pedagogy*, 12(1):8**

## Social Pedagogy

## Research Group

## University of Worcester



SPDN networking event 2023

## SPRiG meeting dates 2024-2025:

*All meeting are held 4.15-6.15pm at the University of Worcester (St John's campus)*

Thursday 17th Oct	(room EEG168)
Wednesday 20th Nov	(room BY1148)
Monday 6th Jan	(room BY1148)
Tuesday 11th Feb	(room BY1148)
Wednesday 12th Mar	(room BY1148)
Thursday 10th April	(room BY1148)
Monday 12th May	(room BY1148)
Tuesday 17th June	(room BY1148)

## Structure of meetings:

**4.15-4.45**—sharing/ presenting work, followed by discussion on links to SP themes.

**4.45-5.05**—input on research by CS/AH (e.g. project proposals, funding bids, tackling ethics)

**5.05-5.45**—'hands on' time for discussion, group working on projects/ bids, individual writing reflections for newsletter or SPDN blog

**5.45-6.15**—protected time for writing/ discussion

## Social Pedagogy

## Research Group

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