

**PALYCW Annual Conference 2022**

**Pracademia: Creativity, Community and Collaboration**  
 **29th June – 1st July, 5th Floor, St Andrew’s Building, Glasgow University & Online**

**Keynote, Seminar and Optional Sessions Abstracts and Biographies**

**Conference Keynotes**

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| **Overall Un-Keynote:** Wednesday 2.15-3.15 pm – Common room |
| When is a keynote not a keynote, TBD |
| In the keeping with the conference themes of creativity, community, and collaboration we have decided not to have a traditional keynote. Instead, there will be something creative, with an intention to bring us together as a community of practice, and foster collaboration, but also to disrupt the tradition of having a ‘name’ given to an opening address. There will be drumming and collaboration on a creative piece. |

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| **Creativity Keynote:** Thursday 9.30-10.15 am - Common room |
| "Creativity is a wild mind and a disciplined eye" (Dorothy Parker), *Pauline Grace, Newman University Birmingham* |
| "Creativity involves breaking out of expected patterns in order to look at things in a different way. Edward De Bono  Education of youth and community workers, now more than ever requires ways of combating the neoliberal agendas and finding the common creative ground. I have been teaching youth and community work at HEI level for the last 15 years and in that time, I have seen the dramatic increase of bureaucracy and erosion of pedagogic freedom and creativity in the education environment. The present-day picture of teaching youth and community work at undergraduate level involves teaching to an agreed module description, with attached learning outcomes, contained in module data sets, and assignment briefs. More than this, it also necessitates the whole module teaching plan to be formulated months in advance of actually meeting any students. Where is there any space for the dialogical? It is within this restrictive and performative environment that I seek to find spaces of resistance. My style of teaching is regarded as avant-garde, interesting, inspiring, bold, progressive, unconventional, maverick and not up to quality mark standards depending on who you speak to! I unapologetically come from a Creative Critical Pedagogic stance, one which draws upon the work of Freire, Giroux, Hooks, Illich, Bourdieu, Noddings etc. It is a practice where I hope to co-create meaning and understanding. I use a variety of creative tools and techniques within and outside of the classroom. I will share just three examples of these within my session: Snoopy 60 second write up, Found objects and Storytelling. |

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| **Community Keynote:** Thursday 1.45 -2.30 pm - Common room |
| ***Title:*** Pracademia: Creating praxis of practice in academia by navigating communities of practice and creativity in Youth and Community Work - *Yasmin Washbrook and Gillian Wilde, Glyndwr University.* |
| ***Abstract:*** Online pedagogy became the primary method of learning and teaching for higher education institutions (HEIs) throughout 2020 and 2022, due to the development of the Covid-19 (CV-19) pandemic. Practice and academic teams delivering Youth and Community Work, higher education and informal education were primarily forced to abandon face to face practices in favour of online provision. Youth and Community Work is grounded in community cohesion and community development through innovative and creative approaches to working with young people, students, and community members. As a result of the pandemic the Youth and Community Work sector found itself within a challenging but pioneering position; to navigate praxis of practice in academia by establishing and maintaining communities of practice and creativity in Youth and Community Work online. Methods of delivery varied from organisation to organisation and were confined to specific approaches for learning, as online only, blended or hy-flex. This paper discusses team reflections that explore some of the challenges, opportunities, and possibilities for hy-flex pracademia, adopted across all levels of a professional Youth and Community Work degree programme in North Wales; with a focus upon creativity within learning and teaching, assessment, pastoral support, alongside, the establishing of new partnerships to develop and maintain communities of practice. |

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| **Collaboration Keynote:** Friday 9.30-10.15 am - Common room |
| ***Title:*** How can Youth Work enhance the subjective well-being of young people? Dr Darrel Williams, Prifysgol Cymru Y Drindod Dewi Sant / University of Wales Trinity St David |
| ***Abstract:*** Advanced economies are ever more concerned with the well-being of their populations (Dolan, Layard and Metcalfe, 2010; Fischer, 2009a; Harvey, 2013). The research critically explored whether Youth Work can have an impact on the subjective well-being (SWB) of young people (Organisation for Economic Cooperation and Development, OECD, 2013). To achieve this, phenomenology was used to research young people’s experiences of Youth and Community work across Wales in urban, rural, and former industrial areas. The study in-depth interviews with young people. Four key themes were identified as being integral to the relationship between Youth Work and subjective well-being of young people. These key themes are firstly, the significance of consistency while growing up; secondly, the significance of key people; thirdly, the importance of place; fourthly, the significance of diverse experiences in Youth Work.  The study identified 18 sub-themes which detail distinct elements of Youth Work and its contribution to the enhancement of subjective well-being. Results show the Youth and Community work enhances SWB by acting on the life satisfaction, life meaning and happiness of young people. To explore these themes a model has been developed which utilises the interrelationship of ecological systems theory (Watling Neal and Neal, 2013) and Youth Work. This analysis recognises that social change is, for some young people, making a satisfactory transition to adulthood increasingly difficult and that Youth Work has a role which can ease this transition through enhancing SWB. Overall, it is concluded that Youth Work, based on a distinct set of characteristics, provides participants with opportunities to enhance their subjective well-being by offering young people Favourable Adolescent and Childhood Experiences. |

**Keynote Biographies*:***

***Pauline Grace*** is MA Programme Leader at Newman University Birmingham. Her current research interests include autoethnograpic methodologies, challenging the neo-liberal in everyday life, gender and identity studies, feminist perspectives in research, research methodology within youth work practice; how to build on reflective practice, European and international youth work and research. She is a member of the national steering group of In Defence of Youth Work and founding member and Vice President of Professional Open Youth Work in Europe (POYWE) and Chief Editor of the International Journal of Open Youth Work. She is also Director of International Partnerships with Youth Work Europe, managing international training courses, youth exchanges, youth worker and young people mobility, study visits and strategic partnerships.

***Yasmin Washbrook*** is a lecturer in Youth and Community Work at Wrexham Glyndŵr University.She was awarded first class honours in Youth and Community Work, gaining JNC professional status, from Newman University. She graduated at Masters level in the same field and more recently achieved a post graduate certificate in Learning and Teaching in Higher Education, at Glyndŵr University. Yasmin has 14 years’ experience of Youth and Community Work, having the opportunity to work with young people in a variety of settings across England, Wales, and Malta. Some of these have included grassroots youth clubs, statutory youth services, Duke of Edinburgh awards, children’s homes, housing, and youth homeless provision including national youth engagement and digital youth work. Her research interests include Project partnership with Advance HE and HEFCW for racial equality across HEIs, the ‘Mixed-Race’ phenomenon, offering a counter narrative to current discourses and Youth Homelessness, implications, and impact.

***Gillian Wilde*** is currently studying a Professional Doctorate in Education at Cardiff University and will focus her research on widening participation. Gillian has over 20 years’ experience in youth and community work, and workforce development and is an Associate Lecturer at Cardiff Metropolitan University. Gillian completed a Masters in Lifelong Learning at Swansea University in 2010, researching how institutions implement policy into practice. She is an endorsed trainer for European youth projects, and has participated in projects in Estonia, Croatia, Belgium, Ireland and the EU Youth Parliament in Brussels. Her research interests include Policy and Practice, Post 16 Transition, NEETS Intervention, Early Years Transition, Widening Access to HE, Professional routes for Youth and Community practitioners.

***Dr Daryl Williams*** is a Senior Lecturer for the School of Social Justice and Inclusion at Trinity St David. He works on the undergraduate and postgraduate professionally qualifying Youth and Community Work programmes. He is also Fieldwork Coordinator for the programmes. Previously he had responsibility for strategic oversight of the maintained youth service within a local authority including responsibility for strategic planning, resource, and performance management - a team of 45 full time and 120 part time staff, and a budget of £1.2M pa. Also, liaison with WG and providing strategic leadership for the maintained youth sector across Wales through chairmanship of the Principal Youth Officers Group. His research interests include the well-being of young people, the effects of new forms of media and the changing face of Youth Work in the public sector.

**Seminar and paper abstracts**

**Creativity:** Thursday 10.15 - 11.30

***Seminar one.***

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| **Session A** | |
| **Title** | “Radio is a blank canvas for youth work. It can be a very malleable thing and goes hand in hand with what that young person likes”. A Case Study of Bolt FM (Glasgow) and young people’s common culture. |
| **Presenter:** | Mark Chambers (Bolt FM) and Dr Frances Howard (Nottingham Trent University) |
| ***Abstract:*** | Youth radio projects draw on digital arts practices, as a way of firmly rooting young people’s experiences (Wilkinson, 2015). Through being open access, dialogic and participatory, youth radio programs represent an ‘asset-based’ endeavour, which builds on young people’s cultural funds of knowledge (Green, 2013; Huesca, 2008). In this presentation, Mark Chambers, Bolt FM Co-ordinator, will introduce the work of Scotland’s longest running youth radio station. Based in Northeast Glasgow, Bolt FM offers young people the opportunity to develop skills in radio and to train with professional standard equipment. Young people create podcasts, radio dramas, documentaries, and sound art, alongside an annual two-week take-over of the live radio station.  In addition to reflecting upon the informal education approach of this project, within this presentation, Frances Howard theorises this mode of youth arts practice by drawing upon Paul Willis’ ‘common culture’ (1990). The artistic medium of radio, in particular, encompasses both digital and DIY arts practice, which are vital elements of youth arts programs today. In combination with youth work pedagogy, the microphone can enable young people to tell stories about their own lives and the conditions that surround them. Common culture, therefore, is an opportunity for young people to offer alternative narratives and more authentic modes of cultural production. |

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| **Session B** | |
| **Title** | Creative and collaborative research to explore young people’s experiences of racial content online |
| **Presenters** | Naomi Thompson and David Woodger, Goldsmiths, University of London |
| **Abstract** | In a project funded by Meta, we have been researching young black people’s experiences of racial content on social media. In this session, we will share with you some of the creative methods we have been using with young people to explore sensitive issues such as racial abuse and violence online and its impact on their offline lives – by having a go together at some of the activities we have used in our workshops and focus groups. Following this, we will share some emerging findings from the project before facilitating a conversation with participants about what the implications of our findings are for youth workers and for our roles as youth work educators. We will ask the group to consider whether as educators we have the digital literacy to explore with our students how youth work might respond to the ways in which racism and other oppressions operate for young people today. |

**Seminar Two:**

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| **Session C** | |
| **Title** | Navigating academia or transforming academia? Challenges, opportunities, and ethical dilemmas. |
| **Presenter** | Cristina Asenjo Palma, University of Wolverhampton/University of Edinburgh |
| **Abstract:** | Under the current context, youth and community work academics are placed at a crossroads. Should we focus on navigating neoliberal higher education, or should we try to transform it? This presentation aims to identify some of the challenges, opportunities, and ethical dilemmas that each of these paths bring. To do so, the presentation will draw upon my PhD research. My PhD compares the advantages and disadvantages that collective mobilization aimed at helping communities navigate the system vs transform the system bring to third sector organisations and the communities they work with.  I believe there are significant parallels between practice and academia in community and youth work, especially under a shared socio-political context that encourages competition and prioritizes outcomes over processes. The advantages and disadvantages that each of these paths bring to community development practice can help us reflect upon the opportunities and challenges that academics might face when attempting to either navigate or transform higher education. Learning from the experiences of collective action in community development, moreover, can help us address some of the ethical dilemmas that youth and community work academics currently face. |

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| **Session D** | |
| **Title** | “The Big Bang Theory” – Supporting Placement Supervisors in an expanding universe. |
| **Presenters** | Maggie Paterson/Dr Marion Allison, CLD Standards Council Scotland |
| **Abstract:** | Responding to the support needs identified by members and practitioners, CLDSC has been developing a training resource to support Practice Placement Supervisors of CLD students in both Further and Higher Education settings. The processes used to develop this resource and some of the challenges and debates encountered resonate with our conference theme, particularly that of addressing contested issues at the ‘intersection between practice, communities and the academy’.  Our presentation will illustrate   * Where we have had to be *creative* in bringing coherence to the sometimes diverse priorities of placement student, placement supervisor, placement host and academic body * Our *collaboration* with a wide *community of practice* in developing the content of the programme * The programme content and format   The discussion element of the session will give participants an opportunity to:   * Ask questions about the programme content and format * Share ideas about how the programme could be enhanced * Contribute to the debate around expectations for placement supervisors to be professionally qualified in and the role of ‘placement standards’ * Consider where existing research can inform this discussion and where further research is needed. |

***Seminar three:* Community:** Thursday 2.30-3.45

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| **Session E** | |
| **Title** | What matters? Developing community resources for pedagogy and practice |
| **Presenter** | Dr John Lockhart, University of Central Lancashire |
| **Abstract** | Drawing upon the experience of a pilot study and ongoing research, this paper discusses a process of community engagement using participant-generated content to form the basis of problem-posing community conversations. The paper focuses first on the methods and techniques for identifying themes, framed around the question ‘What matters…?’, and then representing these themes in short video clips. These become problem-posing tools for dialogue, similar to the way in which images are used as codifications by Freire (2021). Second, it examines the process of community conversations (Kotzé et al., 2013), centred upon the video clips, with an emphasis on the elements of *provocation* and *collaboration* discussed by Cooperrider & Srivastva (1987). Finally, the paper raises the question of how we can use the experience of community conversations in our curriculum development, teaching and learning. |

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| **Session F** | |
| **Title** | ‘Informal education pedagogies’ teaching and learning in the ‘academy’ enabling a duality of roles (pr-academic) and the transcendence of learning to society via students? |
| **Presenter** | Ian Jones, Nottingham Trent University |
| **Abstract** | To explore and suggest that the use of ‘informal education pedagogies’ within teaching and learning in the ‘academy’ can both support the learning process within the ‘classroom’ but also transcend to society via students. Drawing from an experiential learning perspective method; the value of and potential to re-affirm that degree courses which embed a ‘practice the practice’ approach in their teaching methodology support the embedding of core values of the said discipline. Putting forward the notion that the ethically value-based principles and practice of informal education pedagogy are relevant for the current and post COVID-19 pandemic environment. Consideration will be made with informal education pedagogy and its challenges, opportunities, and future possibilities. |

***Seminar Four***

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| **Session G** | |
| **Title** | Activate: An Introduction to Community Development |
| **Presenters** | Anne McGreechin and Janette Devlin, University of Glasgow |
| **Abstract** | This workshop will explore aspects of the Activate programme, a community based introductory course to Community Development provided by the University of Glasgow. Activate applies a popular education methodology as a means of exploring and critically reflecting on contemporary issues that are congruent to the students’ own experience in a way that values their views and perception of the world. Our starting position is fundamental to Activate’s success as we firmly believe that everyone has something to contribute and therefore no one comes to the programme as an empty vessel. This ensures that learning has relevance and meaning to those who participate. Those involved in Activate have decided to actively bring about positive social change in their communities. This creates a sector of learners who are highly self-motivated in everyday life but are not necessarily academically astute. This combination of active courage and intellectual uncertainty creates the requirement for a dynamic pedagogy that is continuously negotiated between learners, tutors, University, and community-based partners. This partnership approach is one of the key elements that contributes to the success of Activate. |

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| **Session H** | |
| **Title** | Pracademic youth work education and systemic impediments in neoliberal universities: resistance, mitigation, and change |
| **Presenter** | Trudi Cooper, Edith Cowan University, Australia |
| **Abstract** | Macro decisions about government funding models, intersect with university course validation/accreditation, and the neoliberal university practices to affect the responsiveness, viability, and survival of small specialist professional such as youth work; and the capacity of youth work courses to educate students in ways that are congruent with youth work values. This presentation begins with some examples of how different systems interact either beneficially or unhelpfully and opens discussion to examine what must be resisted, what can be mitigated and what can be changed. |

**Collaboration:** Friday 10.15-11.30

***Seminar five***

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| **Session I** | |
| **Title** | The Role of the External Examiner in the Neoliberal University |
| **Presenter** | Dr Jon Ord, University of St Mark and St John |
| **Abstract** | Universities have changed irrevocably in the 20 years that I have been involved in them. I recently described them to a colleague - who was undertaking a review of our culture – as bureaucratic and managerial behemoths. The marketisation of HE has also changed it for the worst, with its increased consumerisation and competition. This workshop will explore what the implications of this shift in culture has had for the role of the external examiner. |

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| **Session J** | |
| **Title** | Professional Maturity in Youth Work |
| **Presenters** | Simon Williams, University of Derby |
| **Abstract** | Youth Work and Community Development often stands out differently in professional circles, represented in dress, attitude and approach to working with young people. This research sought to examine what the field considers important for professional practice in the youth work and community development field and how the concept affects practice – if at all. We collected data from over fifty practitioners to examine the concepts of professionalism and how this is developed. The results show a confusing use of language and expectations of professional practitioners, with the concept being linked to: time spent in practice, the type of practice undertaken, the length of service, qualifications, and much more. The data also highlighted the nature of ‘professional transference’ highlighting the impact of mentors and supervisors in the develop of practice, but also (perhaps unintentionally) creating limits in approaching practice critically. From the data we have defined the concept and developed a model of ‘professional maturity’, that represents the journey of ‘professional maturity’. This could aid practitioners and supervisors to help manage expectations of new and long-term staff. |

***Seminar six:***

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| **Session K** | |
| **Title** | Vulnerable discomfort: A workshop on tensions and challenges |
| **Presenter** | Dr Fin Cullen, St Mary’s university Twickenham |
| **Abstract** | *Listening, staying silent, speaking out: all are ethical acts (Gill, 2018)*  This workshop explores ethical acts framed by pedagogies of discomfort (Boler, 1999) and vulnerability (Brantmeier, 2013). The starting point here is the need to explore the affective domain in post pandemic teaching. Here, I want to open a dialogue to open up how emotion can be drawn as an education resource to explore lived realities and create and (re)open new seams of dialogue. Central here is the scope of how and where the affective domain shapes praxis and what it means to become a ‘professional’. This is especially striking as within the neoliberal institution academics are held to account in terms of teaching evaluations, TEF, REF, performance reviews and appraisals. Success is vaulted and failure hidden and individualised. All of which are discomforting and individualise aspects of vulnerability yet leaves little space to discuss the powerful learning from misfires, mistakes, confusion, and fraught engagements we cannot develop meaningful change. Participants will be invited to share their experiences of dwelling in discomfort, using anger productively and demonstrate vulnerability in practice. How is this negotiated and explored within the neoliberal academy and narrow conceptions of student ‘experience’? How do you create safe yet challenging spaces to explore difficult and complex emotional terrain in preparing and supporting students into practice? What might this mean for new kinds of teaching from online to hyflex? What opportunities and challenges does this offer for assessment? What are the ethics and limits of your affective teaching spaces and how are boundaries negotiated? |

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| **Session L** | |
| **Title** | Youth work careers: the stories of long-term youth workers |
| **Presenters** | John Sutcliffe and Trudi Cooper, Edith Cowan University, Australia |
| **Abstract** | In this presentation, we will discuss the lived experiences of long-term career youth workers from research conducted in Western Australia throughout 2020. The existing literature pertaining to youth work as a career is sparse, limited in scope, and outdated with the literature that does exist representing a negative image of youth work as a career. Research conducted in Western Australia explored the experiences of 10 youth workers with careers spanning over 20 years. The research used a phenomenological research design to capture the shared essence of the youth work career, with significant characteristics being found. Participants described careers characteristic of continuous employment; sustainability through supportive connections; longevity through leadership roles; and a diverse fusion of opportunities, variety and flexibility in roles undertaken. This presentation will discuss these findings and propose a provisional model of youth work as a long-term career according to the lived experiences of the research participants. |

**Seminar Biographies**

**Dr Marion Alison** is director of the Community Standards Council. She has over 20 years' experience in the sector as a Youth Work Manager, Associate Assessor for HMI and also lectured on the BA/BA(HONS) Community Education Course at the University of the West of Scotland. Her doctoral research focuses on young people, entrepreneurship, and social networks.

**Mark Chambers** is the radio coordinator of Bolt FM. Bolt FM are based in the East End of Glasgow and make radio for young people by young people, serving their community for 20 years now and making all sorts of difference to young people’s lives.

**Dr Trudi Cooper** is an Associate Professor at Edith Cowan University Australia, an Australian Learning and Teaching Fellow, Director of the Social Program Innovation, Research and Evaluation (SPIRE) group and Coordinator of the Youth Work degree program at Edith Cowan University. Her research focuses on improvement of youth work theorisation and linkages to youth work policy, youth work practice, and youth work education.

**Dr Fin Cullen** is the joint Programme Director for the BA Education Studies and the MA Education, Culture & Society. Fin Cullen is a qualified Youth and Community worker and worked for over a decade across the UK. She has written widely on issues relating to youth and community work, youth policy and professional identities

**Janette Devlin** is a SQA Verifier at Community Links Scotland and a tutor in Community Development at the University of Glasgow.

**Dr Frances Howard** is course Leader for BA (hons) Youth Studies at Nottingham Trent University. Frances’ research interests include youth arts programmes, music-making, health and well-being, youth work and informal education, community engagement/development, youth participation/voice and activism.

**Ian Jones** is course Leader for the Masters in Youth Work Leadership and Practice (PSRB validated)/Masters in Leadership and Practice with Young People Degree at Nottingham Trent University. Drawing from 30 years practice experience of working with children, young people, and families in the statutory and third sectors. His doctorate title is "A phenomenological mixed-methods exploratory study of the ‘Children's Workforce’ consideration of social pedagogy’.

**John Lockhart** is director of the Freire Institute, University of Central Lancashire. It is an organisation for transformative learning utilising the insights and methods of Paulo Freire, among others. It operates widely in the UK and abroad.

**Anne McGreechin** is a youth and community worker and tutor in Community Development at the University of Glasgow.

**Jon Ord** is an associate professor at Plymouth MARJON University. He worked for 20 years as a youth work practitioner in a variety of settings and brings that knowledge and commitment to youth work to his teaching and research, joining Marjon in 2003. He is particularly interested in the relationship between theory and practice of youth work, the impact of policy on practice and the management of youth and community work. He also has a keen interest in outdoor education.

**Cristina Asenjo Palma** is programme leader for youth and community work at the University of Wolverhampton. She has sixteen years of work experience as a youth work and community practitioner. She is also an ESRC funded PhD student in Social Policy at The University of Edinburgh.

**Maggie Paterson** is still passionate about community learning and development in her retirement, volunteering with CLD Standards Council and Partick community.

**John Sutcliffe** is a lecturer in youth work at Edith Cowan University, Australia. He has written several articles including ‘The youth work career: Exploring long-term careers of professional youth workers in Western Australia’ and ‘Digital Technologies and Youth Work: Opportunities and Challenges for Models and Theory’.

**Dr Naomi Thompson** is a senior lecturer in youth and community work at Goldsmith College, University of London. She is a sociologist of youth, faith and inclusion with particular research interests in faith-based youth work and the inclusiveness of such provision. I have wider research interests in young people, youth work, communities and issues of inclusion and exclusion.

**David Woodger** is Programme Convenor for the BA Community Studies at Goldsmith College, University of London. David has been active in community development and working with young people for 30 years and continues to work in the field. He has written and published on race and adoption, institutional racism, and group work.

**Simon Williams** is the Programme Leader for the BA (Hons) Youth Work and Community Development Degree at the University of Derby. He has over 20 years of experience of Youth Work and community development, including faith-based working with young people in the local community through drama, arts and games and working with New Arrivals. His research interests are Social Inequalities, Migration and Concepts of Intelligence.

**Optional sessions** (This may be outside of the conference theme, but nevertheless relevant to members).

***Wednesday 5-6pm***

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| **Midlands Regional Group** *Ian Jones and Frances Howard, Nottingham Trent University* | |
| Rm518, [online link](https://uofglasgow.zoom.us/j/97544006531?pwd=b0RXR3NpU0swSGI3NG9Zd0xjWG5NQT09) | Meeting of the group  The groups terms of reference are:  1. To bring together representatives from all Universities across the Midlands Region teaching, developing, and promoting Community Youth Work and Informal Education, including undergraduate and post graduate JNC qualifying community youth and work programmes.  2. Work collaboratively and seek to identify partnership projects - research, conferences, work force development, policy, and practice - that utilise the skills and experience of group members.  3. Positively influence the training and development of the professional identity of Community Youth Workers and Informal Educators in a wide range of professional spaces.  4. Encourage the growth of Community Youth Work and Informal Education in a range of settings with small groups or individuals. |

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| **International Engagement Group** Lyn Boyd, Emeritus member | |
| Rm 519  [online link](https://newman-ac-uk.zoom.us/j/94429011446?pwd=Q1hvKzB1bGxTSjV2VDJlbjJhREFaUT09) | An opportunity to talk about the work and potential work of the International Engagement Group and the wider international work of PALYCW. Also, a discussion about opportunities possibly coming out of the new Turin arrangement. |

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| **Workshop on apprenticeship guidelines,** Christine Smith, University of Hull and Sheila Curran, Open University, and PALYCW ETS Reps | |
| Common Room [online link](https://us06web.zoom.us/j/85946918753?pwd=RjF0YnpDMmNzbFE5a3Y4QUhNUjg0dz09) |  |

**Thursday 4-5 pm**

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| **Prospects for the Co-operative University** Dr John Lockhart, UCLAN. | |
| Rm 519 [online link](https://newman-ac-uk.zoom.us/j/96910522021?pwd=RjhaRVl4ZTN2UWVIcjdsbmVSTjFCUT09) | Reviewing where we are with the initiative for a Co-operative University. |

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| **Preparing students for working in communities post covid** Sue Gill, The Endorsement and Quality Standards Board for Community Development Learning, | |
| Common room [online link](https://us06web.zoom.us/j/87964536380?pwd=R0lQL0NvYUNyT0RZbVVkZnBJY1B0dz09) |  |

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| **Creative Arts and Youth Work,** Dr. Edward Beggan University of Glasgow | |
| Rm 518 [Online Link](https://uofglasgow.zoom.us/j/91473143732?pwd=a0tQVUMzb1J4eFpMQkFZb1ZUaGROdz09) | Creative Arts and Youth Work are often combined as a means of engaging young people. However, there is a lack of research about how these two methods are used to promote learning in an informal educational environment. This paper shows how synthesising creative arts and youth work offered a powerful educational tool in two projects in the west of Scotland area. Discussion draws on research findings from a multiple case study. Both case settings were located in areas that experienced high levels of multiple deprivation. Data were collected using reflective recordings, participant observation and in-depth interviews to ascertain perspectives from young people and youth workers. Although both sites used creative arts to engage young people the projects were different in how they facilitated learning.  ‘The Road’ used promenade theatre to engage young people who, as performing and social actors, share stories and experiences of hanging around on the streets.  ‘Quicksand’ differed in being less specific or directive in its focus, rather, it had several on-going programmes, which were accessible to a greater age range, had more of an open-door policy, and offered more choices and a wider variety of activities. The paper concludes that, on a micro level, there were four aspects of a distinctive practice, defined as Creative Arts Youth Work (CAYW). The aspects of security, autonomy, voice, and environment combined to facilitate an authentic and participatory means for young people’s self-expression and offered a deeper understanding of a connecting and connected learning process. |

**Thursday 5-6 pm**

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| *The process of gaining professional recognition – listening to the experience of HEIs.* Alia Pike - NYA | |
| Rm 518 [Online Link](https://uofglasgow.zoom.us/j/91473143732?pwd=a0tQVUMzb1J4eFpMQkFZb1ZUaGROdz09) | *The process of gaining professional recognition – listening to the experience of HEIs.*  Feedback is essential in Youth Work and sits firmly in the professional validation requirements but when do HEIs get to feedback to the NYA about the validation process? Spend an hour sharing your experiences with Alia, the new Education and Training Standards Officer at the National Youth Agency. As part of Alia’s new role, she’s keen to hear from programme leads and teaching staff about their recent experiences of the validation process and ideas you have for shaping it going forward. |

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| **Emeritus member group** *Mike Seal, PALYCW* | |
| Common room [online link](https://us06web.zoom.us/j/87964536380?pwd=R0lQL0NvYUNyT0RZbVVkZnBJY1B0dz09) | An opportunity for Retired/Emeritus members to come together to discuss their needs, thoughts and possibilities for further contributions to the Association. |

**Friday 11.30-12.30 pm**

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| **Student Network** Shaheena Rasool, Institute of Youth Work | |
| Rm 518 [online link](https://uofglasgow.zoom.us/j/98715323520?pwd=QTFQYWdxVkN1WU9MNnIxRXg2ZjNXZz09) | Institute for Youth Work is a member-based organisation for youth workers in all their capacity and diversity, as part of this we are keen to build and grow a student network. An opportunity to support future youth workers, facilitate conversations with students and a chance for networking, the session is to share our plans for the network and to listen to your feedback, thoughts, and ideas for a student network. |

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| **The YMCA George Williams College – Past, Present and Future.** Emeritus Professor Kaz Stuart, Director of Strategy and Learning, YMCA George Williams College and The Centre for Youth Impact. | |
| Common room [online link](https://us06web.zoom.us/j/87964536380?pwd=R0lQL0NvYUNyT0RZbVVkZnBJY1B0dz09) | This session offers the opportunity to understand and explore the 50-year legacy of the YMCA George Williams College, its current merger with The Centre for Youth Impact and its future strategic development. The session will be a combination of short inputs and group discussion offering TAG members the opportunity to input into the future of the college. Key questions we invite you to explore with are:     * · What are the best aspects of the YMCA George Williams College that could be preserved as its legacy? * · What space or need is there in the sector for the YMCA George Williams College? * · What does the merger with the Centre for Youth Impact mean in practical terms? * · What could the YMCA George Williams College be and do in its next 50 years? |

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| **Values and Professional Development: Collaboration across Programmes for Shared Understandings in a Scottish University,** Dr Martin Purcell, University of Dundee. | |
| Rm 519 [online link](https://newman-ac-uk.zoom.us/j/94253900500?pwd=YWZoeWJhVTZ0cncrRDhxVThmWUNGZz09) | Community Education is a values-based form of practice, carried out in collaboration with the most marginalised, disadvantaged, and oppressed groups in society (Ledwith, 2020: 59-60). In Scotland, professional status as a Community Education practitioner is attained through participation in values-based degree programmes validated by the Community Learning & Development Standards Council (CLD Standards Council Scotland, 2021). This paper reports on the findings of a study exploring the role of values in professional qualifying courses taught within a School of Education and Social Work at a Scottish University. These courses include Community Education, Social Work, Initial Teacher Education and Educational Psychology, all of which subscribe to their own set of professional values accredited by their respective professional bodies. The study aimed to enhance understanding of the way in which these courses draw on values-based pedagogy to incorporate professional values laid out in formal Standards by external professional bodies (Carr, 2011; Lovat, 2011; Scharf et al., 2019). The paper explores some of the common themes and differences in emphasis within the professional codes, and details some of the ways these are experienced (both by students and staff) and accommodated in the pedagogical approaches of staff collaborating in the delivery of these courses. |

**Optional Session Biographies**

**Dr Edward Beggan** is a full-time lecturer at University of Glasgow who, as a professional youth work practitioner for over ten years, has engaged in multiple experiences within community environments. Edward completed his PhD from University of West of Scotland in 2019, which explored young people’s perspectives of learning through Creative Arts Youth Work. Edward is currently researching the relationships between formal, informal and youth work education aligning his interest with creative arts and how young people learn within different educational contexts.

**Lyn Boyd** is an independent researcher, PhD candidate and former lecturer at the University of Huddersfield. She has been involved in international work for decades, including undertaking research development work for PALYCW in the area.

**Sheila Curran** was first elected as a Director in June 2015 and acts in the capacity of Secretary of PALYCW. She also represents the Association on the English Education Training Standards committee. Sheila is Senior Lecturer and Faculty Lead for Postgraduate Education at the Open University.

**Dr Sue Gill** is a Freelance qualifications and standards specialist and Board Member for the Endorsement and Quality Standards Board for Community Development Learning (England).

**Alia Pike** is the Education & Training Standards Officer at NYA. She previously taught at Nazarene Theological College.

**Dr Martin Purcell** has over thirty years' experience as a Community Education practitioner, having worked in various community development and youth work roles throughout the UK (including ten years in Wales, four in Scotland and over twenty in England). Martin's practice has been underpinned by a commitment to social justice and to facilitating transformation in the lives of marginalised and excluded groups through informal educative processes. Martins research interests are community education in its broadest interpretation, including community development, youth work, anti-poverty work and the promotion of social and environmental justice.

**Shaheena Rasool** is the development manager at the Institute of Youth Work, looking to grow and expand the organisation to become bigger and better for the members. She has a background in Strategy planning, execution, and project delivery.

**Professor Mike Seal** is the National Officer of the Professional Association of Lecturers in Youth and Community Work, a visiting professor at Newman University Birmingham and Leeds Beckett University and a freelance educational consultant. Mike was previously Professor of Education and Social Mobility at the University of Suffolk, programme leader in youth and community work at Newman University and taught at the YMCA George Williams College. He is a National Teaching Fellow, a Principal Fellow of the Higher Education Academy, and a Fellow of the Royal Society of the Arts. His research interests are Critical and Queer pedagogy, youth conflict and violence and community development.

**Christine Smith** is passionate about the transformative potential of community and education in creating the conditions to produce greater social justice and in combating new formations of inequality. She is an experienced practitioner and has undertaken a variety of lead roles across the voluntary, community and statutory sector since the 1980s. Christine focuses on the role of higher education in the professional formation of youth and community educators as part of her research. She is an active contributor across a number of networks including TAG Professional Association for Lecturers in Youth and Community Work, of which she is the Chair, and the Education Training and Standards Committee.

**Professor Kaz Stuart** joined the Centre for Youth Impact in January 2022 as the Director of Strategy and Learning with a clear focus on the development of the YMCA George Williams College post-merger. Kaz is also an emeritus professor of social inequalities at the University of Cumbria where she was previously principal lecturer in youth and community work before directing the Centre for Research in Health and Society. Kaz’s professional background includes education, social care, outdoor education, and youth work.

**Other Bibliographies**

**Dr Sinéad Gormally** is the incoming chair of PALYCW for next year. She is a Senior Lecturer in Community Development and Research and Teaching Lead for People, Place and Social Change at the University of Glasgow. She is on the Board of Directors for PALYCW and on the Executive Committee of The Community, Learning and Development Board for Scotland. Sinéad is a qualified community and youth work practitioner and has experience of working with a range of communities. Her current research falls into two categories. The first focuses on social justice and equality, analysing how youth and community practitioners can create positive social change. The second area focusses on the impact of violence and conflict on individuals and communities.

**Dr Tracie Trimmer-Platman** is a director of PALYCW. She is a Senior Lecturer in Youth and Community work at the university of East London. Apart from a short period of deviance, in theatre and travel, she has been a youth and community work practitioner, trainer, advocate and counsellor for many years. Her research interests are in young people's mental health, creativity, crime and gang activity and safeguarding.