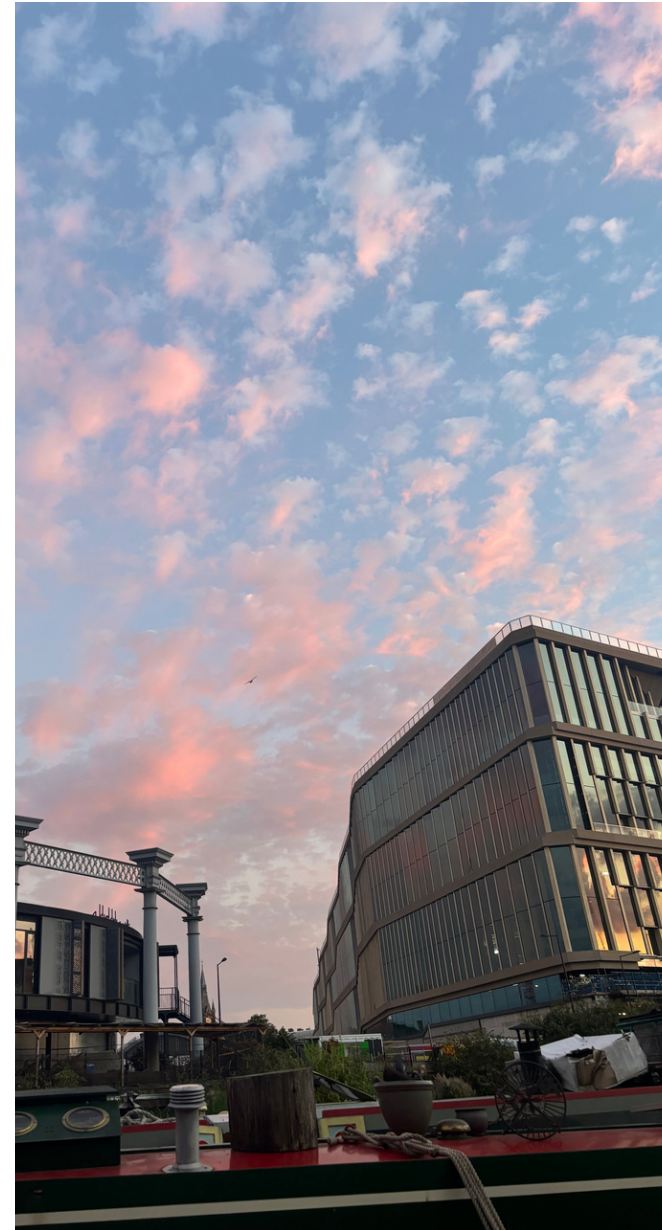




HOLDING SPACE

HANNAH OGAHARA
CHARLOTTE YOUNG
CSM CLIMATE ADVOCATES 2025/26

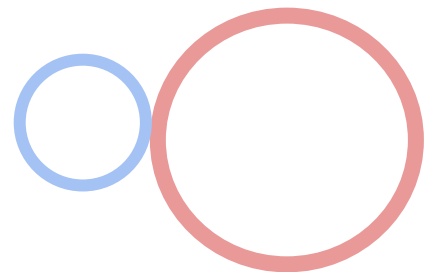
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- What we learnt and the challenges
- What we achieved

NEW IN STORE

INTRODUCTION

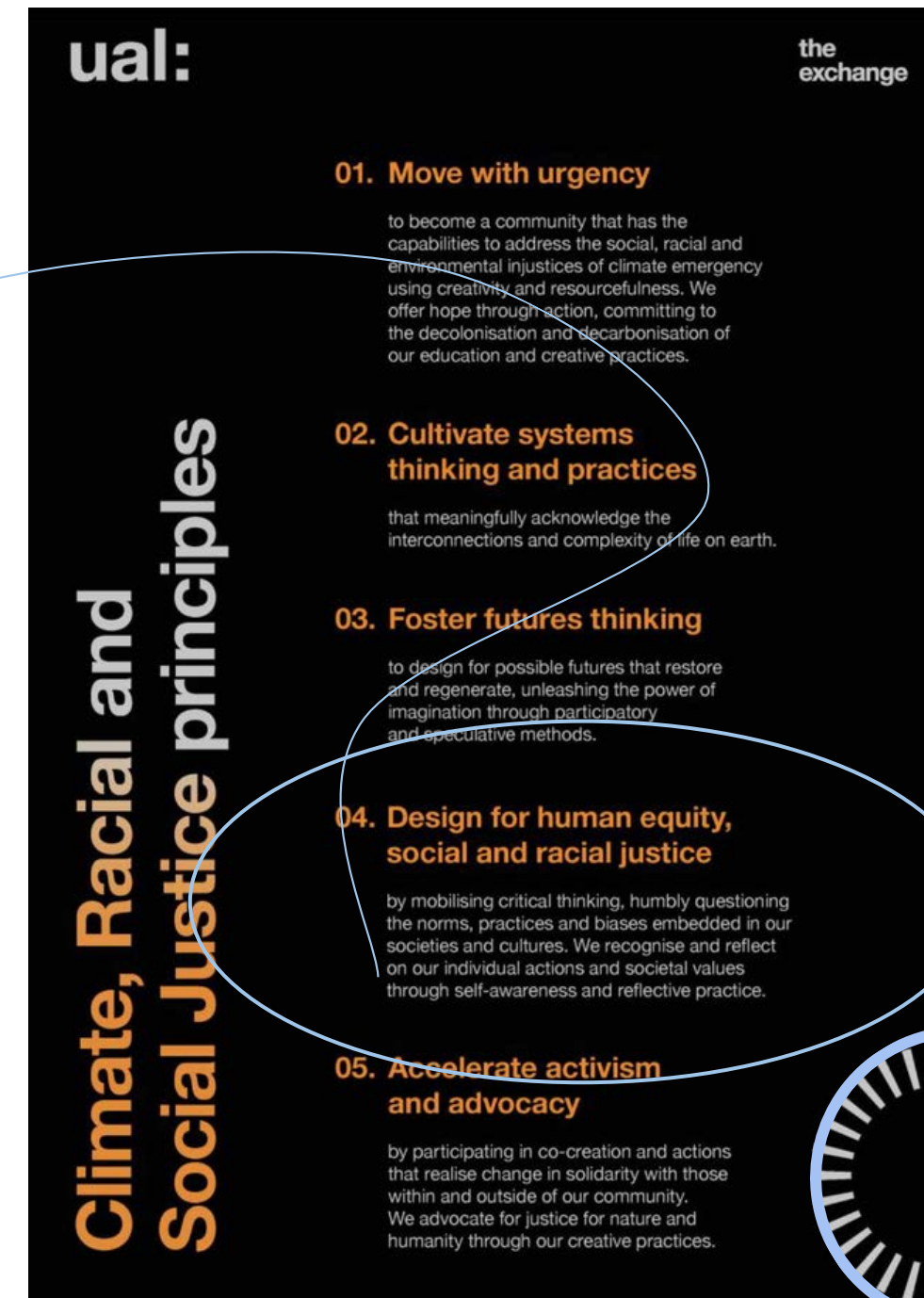


Hannah Ogahara and Charlotte Young, members of the Central Saint Martins Climate Advocate Programme, have developed a four-week pilot “Holding Space”, to explore how the UAL’s Climate, Racial, and Social Justice Principles can be more intentionally embedded in teaching practice. As CSM Climate Advocates, their work focuses on supporting meaningful, positive cultural change across the institution.

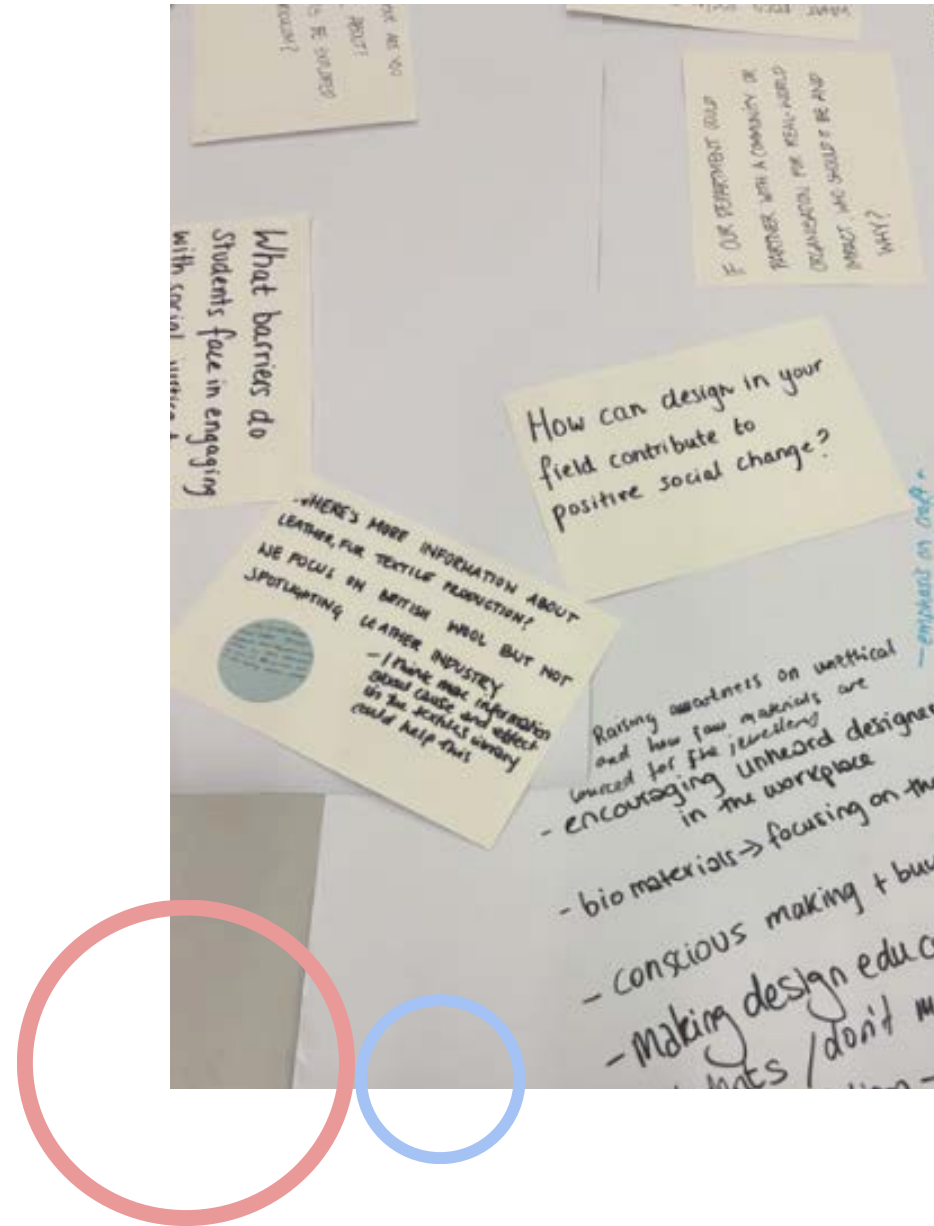
Holding Space is a programme that offers 20 min weekly reflective check-ins for teaching staff: a voluntary, short, supportive space to pause, designed to support wellbeing, reflection, and more inclusive teaching practice.

UAL PRINCIPLES

During the JTM departmental meeting in January 2025, teaching staff were invited to reflect on and discuss the integration of the Climate, Social, and Racial Justice Principles within their courses. As the discussion unfolded, staff shared that they recognised that Principle 4 – Design for human equity, social, and racial justice – was the least embedded in current teaching practices.



CASE STUDY



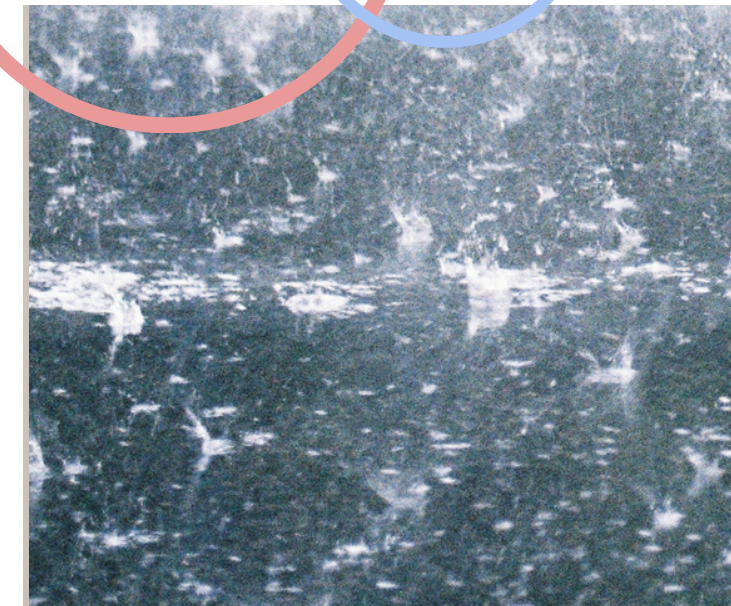
This was highlighted in a 2025, a case study conducted by Hannah Ogahara, examining how Principle 4: Design for Human Equity, Social and Racial Justice (UAL's CRSJ Principles) was embedded within JTM. This highlighted key student experiences and reflections:

- There are barriers to engagement (time, uncertainty, fear of “saying the wrong thing”)
- A need for more authentic, lived-experience-based learning
- The importance of representation, trust, and belonging

[Link to Case Study](#)

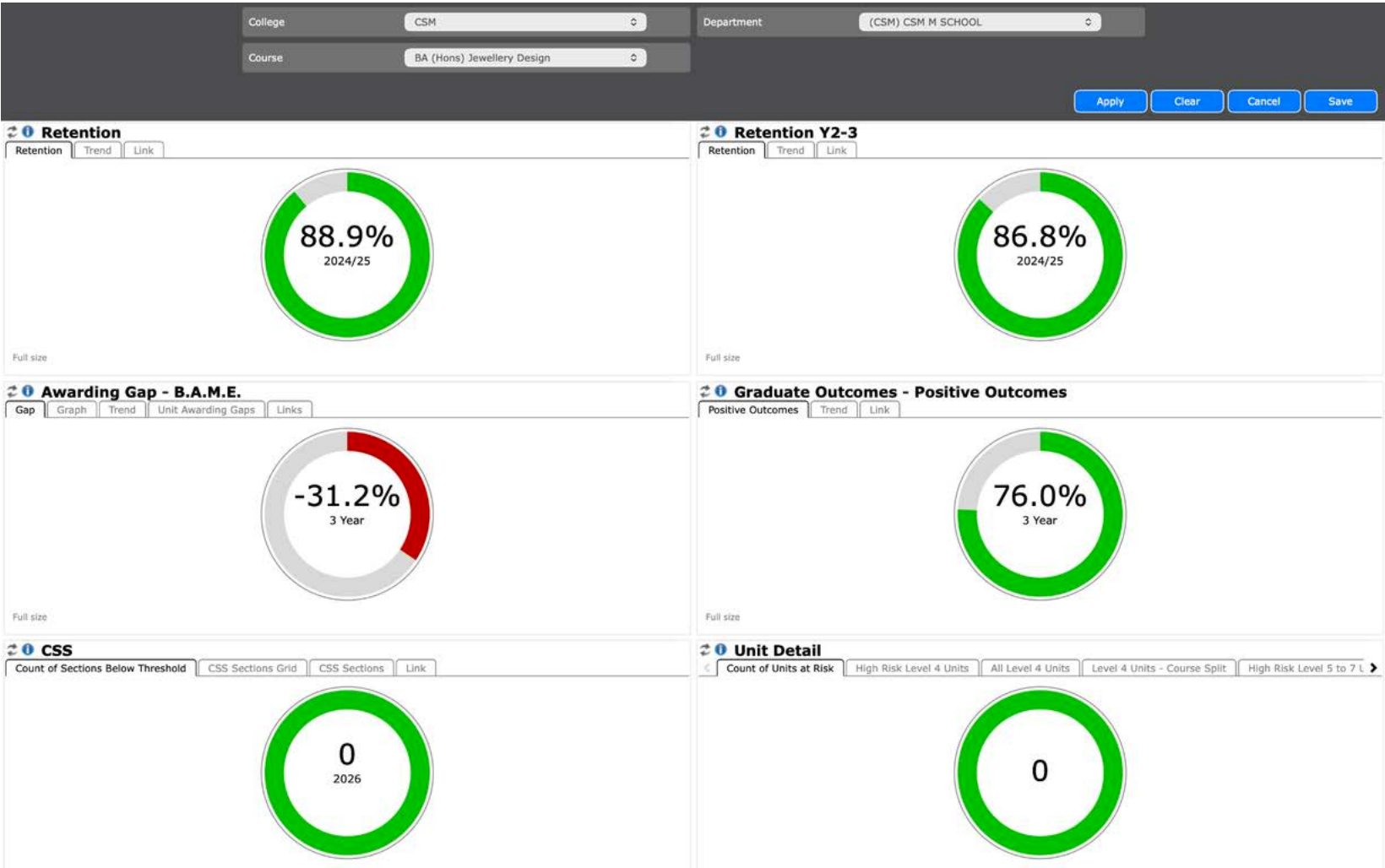
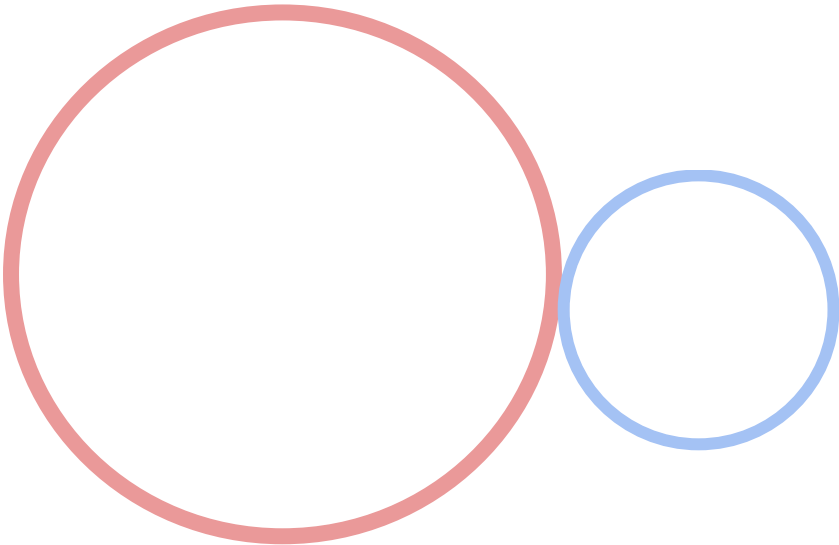
JTM AWARDING GAPS

- Awarding gaps persist in BA Jewellery and BA Textiles
- Research highlights belonging, trust, and representation as key factors in student engagement and success



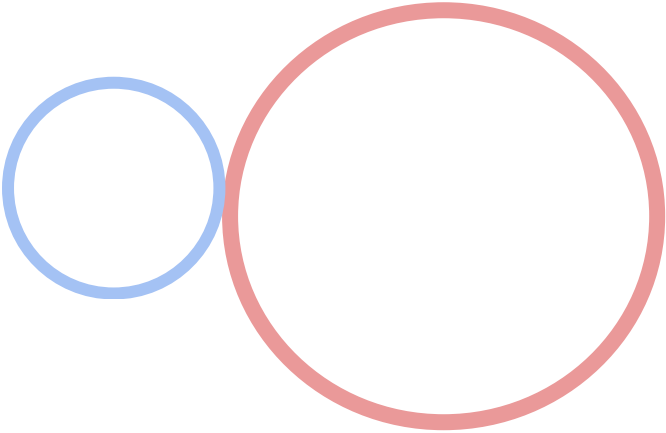
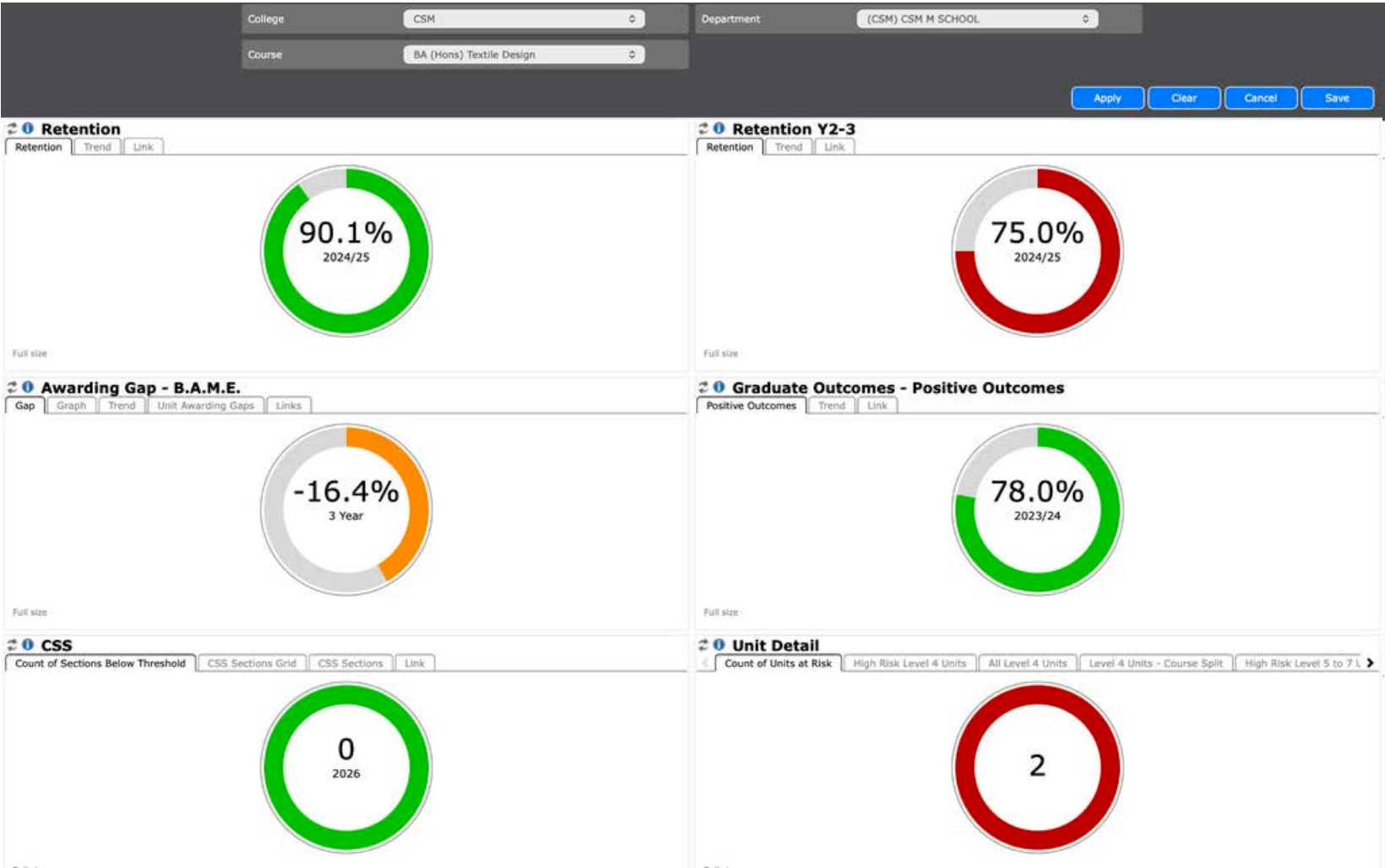
AWARDING GAP

BA Jewellery



AWARDING GAP

BA Textiles



WHY DID WE CHOOSE THIS APPROACH?



Hannah's case study, P4: Design for Human Equity, Social and Racial Justice in JTM, alongside awarding gap data from BA Jewellery and BA Textiles, highlighted several recurring themes:

- Structural and emotional barriers to engagement
- Lack of representation, trust, and belonging
- Staff uncertainty around facilitating conversations relating to identity, lived experience, and social/racial justice

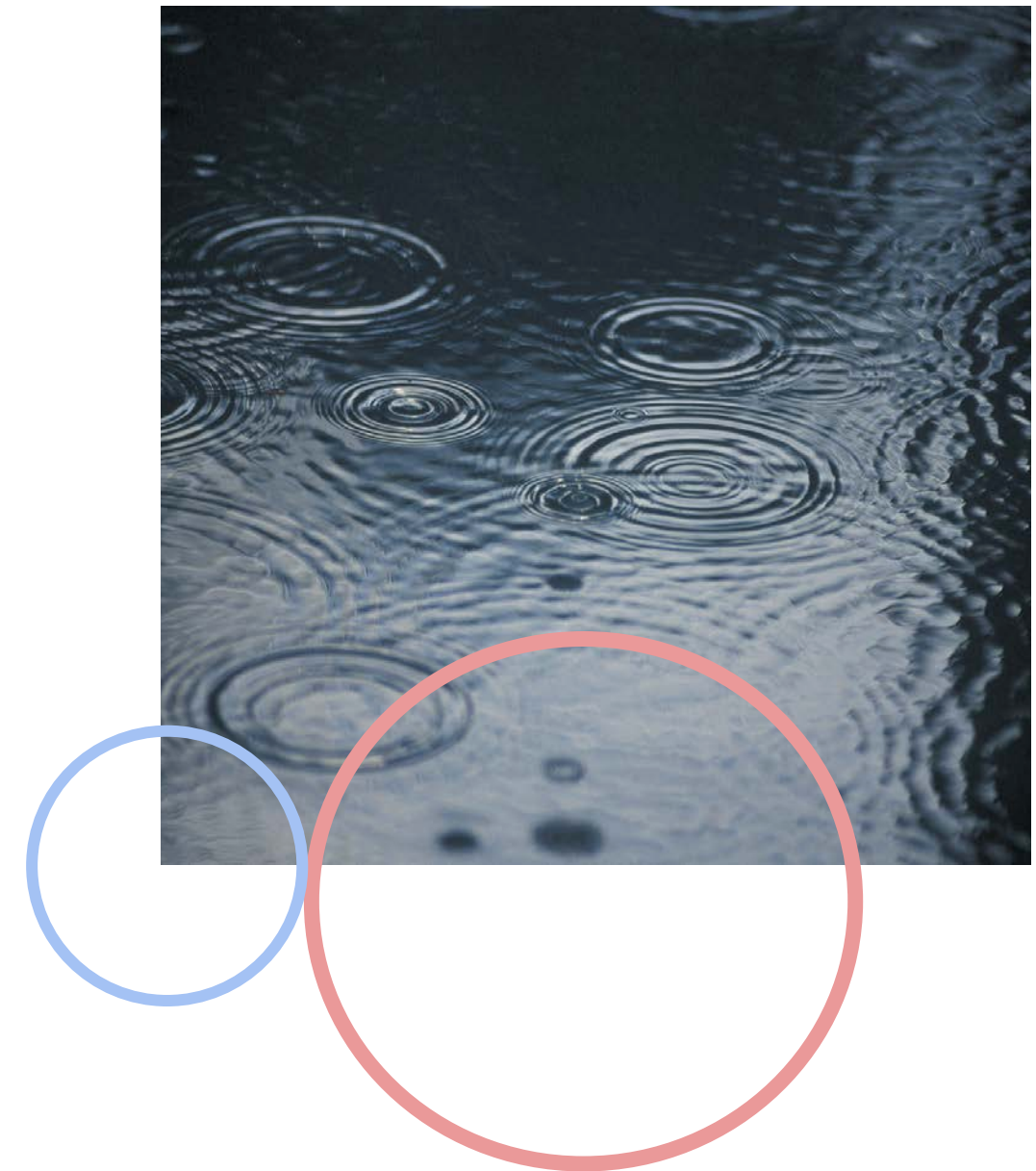
Rather than developing a content-heavy intervention, we focused on creating a structure that could support reflection, trust-building, and dialogue.

HOW DID WE DEVELOP THE WORKSHOPS?

Inspired by the Danish Reflective Circle methodology, we designed a semi-self-facilitated workshop model that reduces the pressure on individual facilitators while creating space for meaningful reflection.

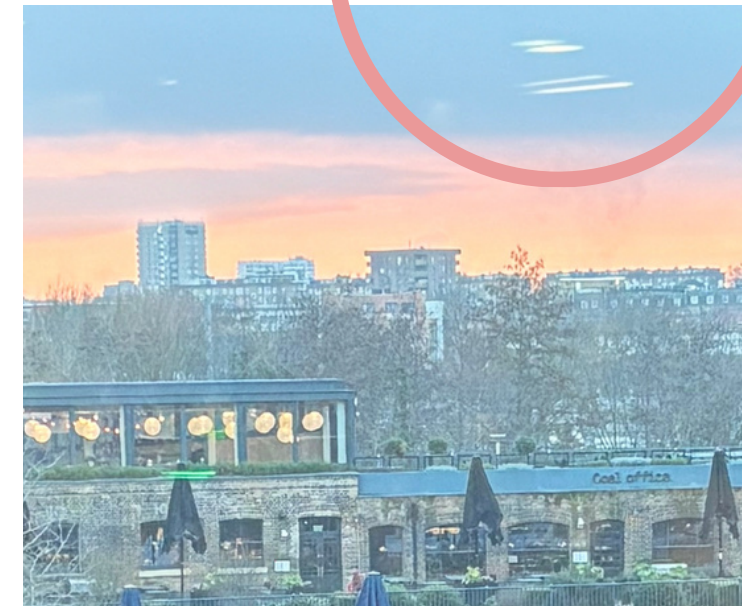
The development process included:

- Initial concept development with Monika Gravagno and Carol Morrison
- Pilot workshop with Climate Advocates
- Pilot workshop with CSM Education Developers
- Four-week trial with JTM staff (Cultural Studies and Textiles)
- Iterative refinement of workshop structure, prompts, and facilitator notes based on feedback and observation



KEY LEARNING

Providing a simple, repeatable structure helped participants engage with themes of identity, positionality, belonging, and relational power without requiring facilitators to be experts in leading these conversations.



DEVELOPMENT

CHARLOTTE YOUNG
HANNAH OGAHARA

We began by analysing Hannah's case study and looking at the awarding gap reports from JTM to see what we could propose as a programme/toolkit to support with embedding P4

CLIMATE ADVOCATE

Our first development was a singular session which we ran with the rest of the CA programme and refined our programme based on feedback

EDUCATIONAL DEVELOPERS

Our second development was a four part programme which we ran session 2&3 combined with CSM's Educational developers and refined based on feedback to a final draft

MONIKA GRAVAGNO
CAROLE MORRISON
AMITA NIJHAWAN

We drafted and presented a selection of ideas which Monika and Carol supported us to refine a draft programme

ANNE MARR

We proposed the session to Anne who leads the JTM team. They then sent an invite on our behalf to their teaching staff

ALICE WELLBELOVED
CHRISTIN YU

We finally ran the finalised four part session successfully with two staff members from JTM

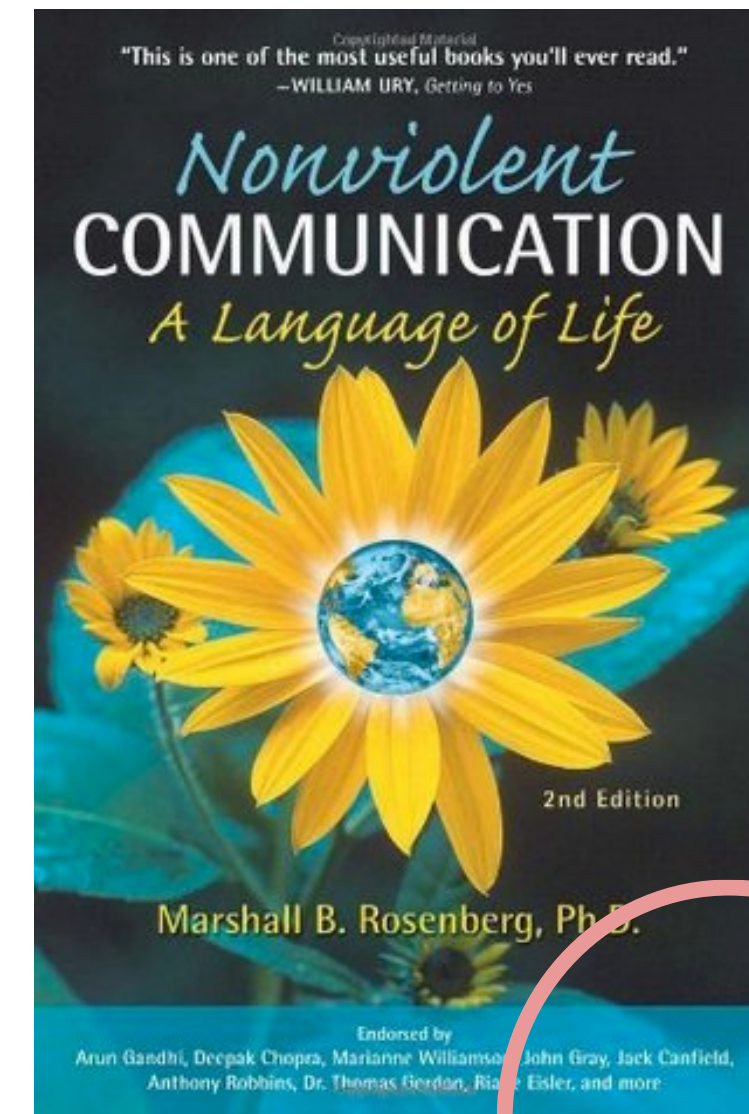
PREPARING TO FACILITATE

In preparation for facilitating these sessions, we explored the principles of Nonviolent Communication (NVC) developed by Marshall Rosenberg.

We also drew on Cultivating Compassion: Nonviolent Communication in Teaching and Learning Practices, a UAL resource developed to support compassionate communication, active listening, and relationship-building within teaching and learning environments.

These resources informed our approach to creating reflective, non-judgemental spaces where participants could share experiences, listen to one another, and engage with difference respectfully.

[Link to overview](#)

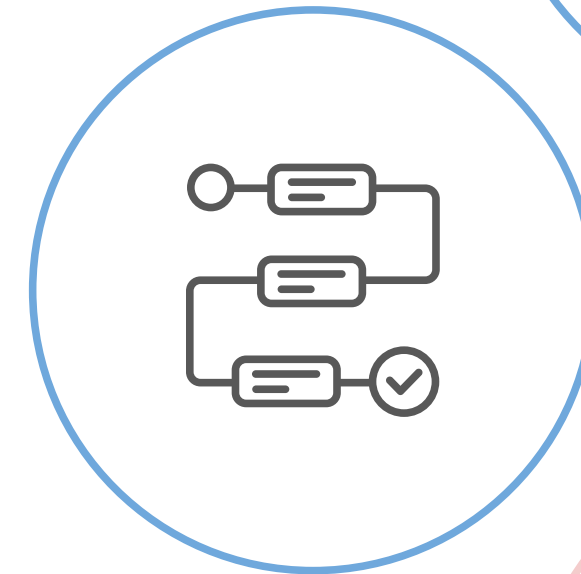


FINAL PRODUCT

We have created a pack that contains everything someone would need to facilitate the programme themselves.

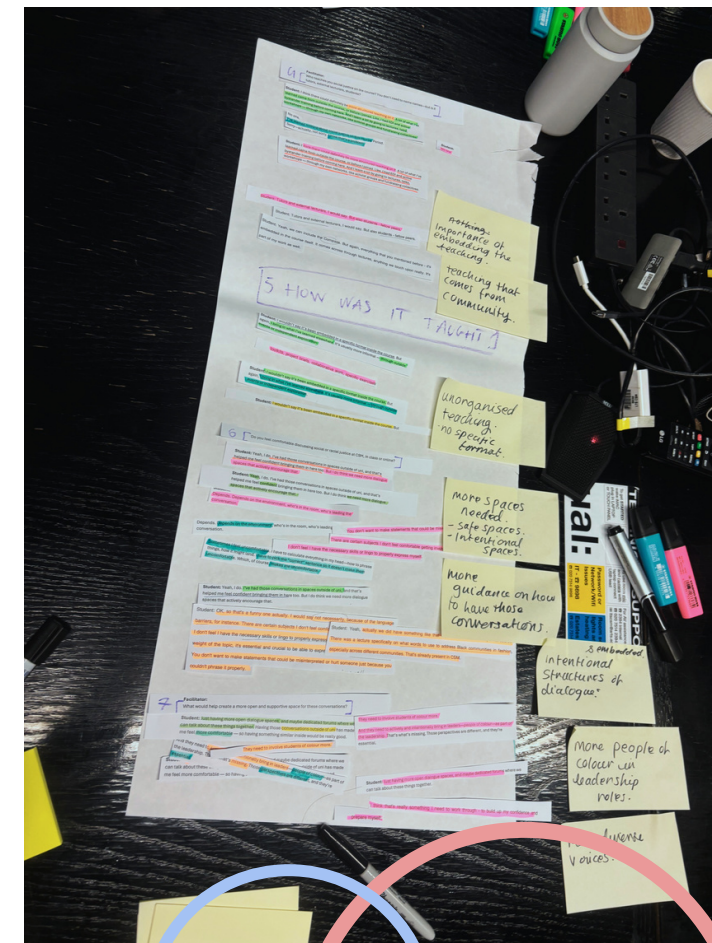
This contains:

- An overview of the programme
- A four session structure of workshops with questions
- A combined two session structure of workshops with questions
- Field notes for evaluation completed by facilitator

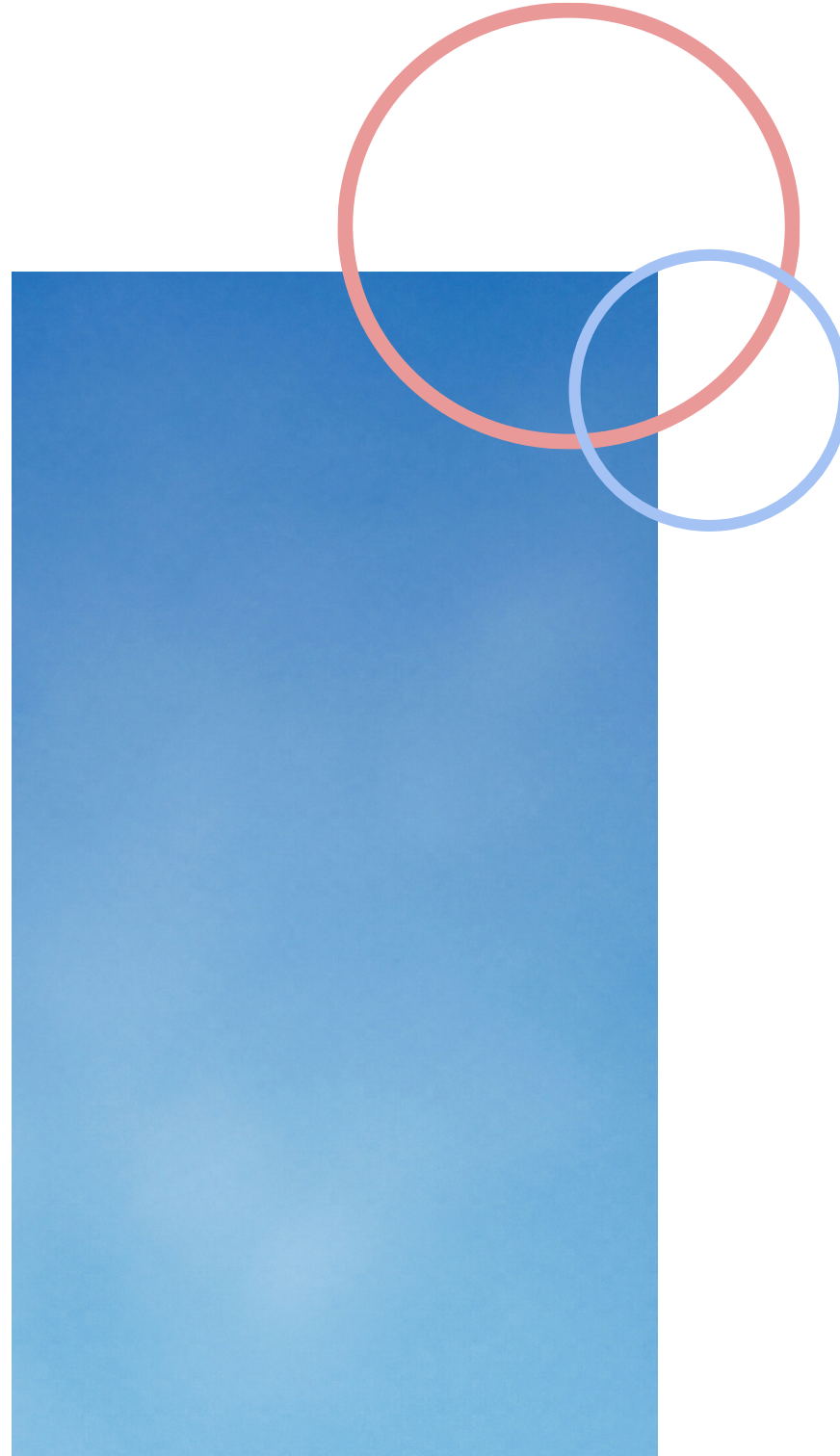


WHAT WERE THE CHALLENGES?

- This is a difficult subject to navigate, and to know how to best support staff and students with this requires a lot of sensitivity
- To find a way to support that didn't require a lot of extra work from staff, where there isn't much extra capacity

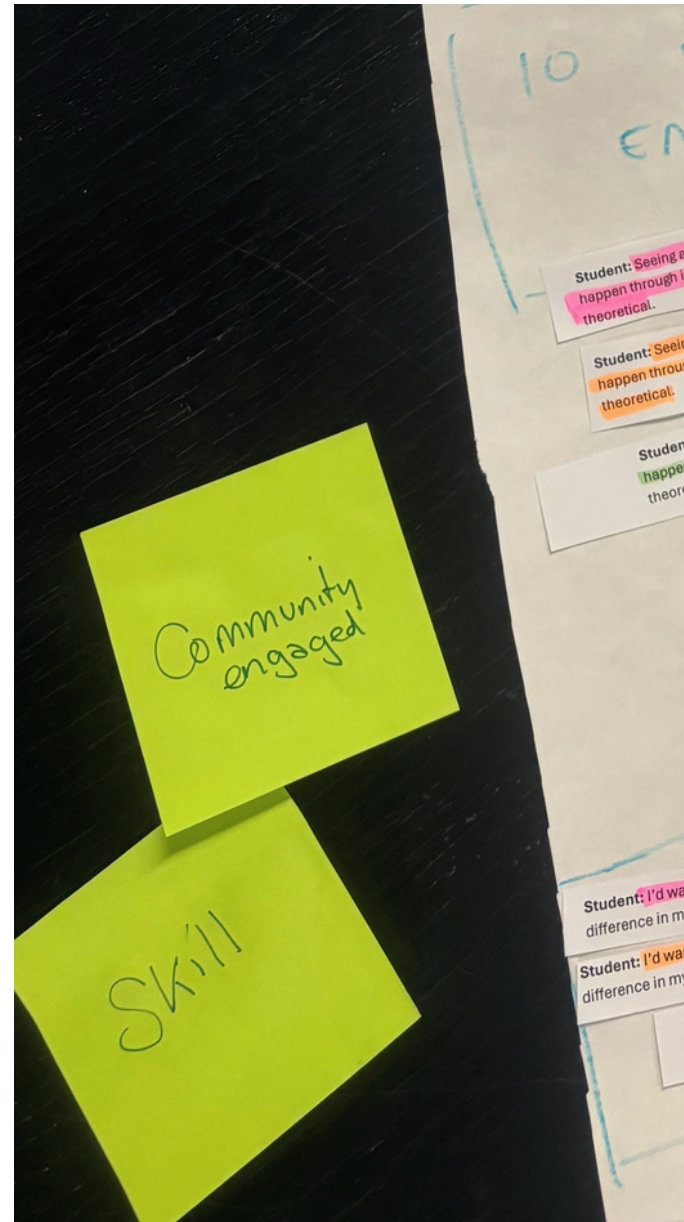
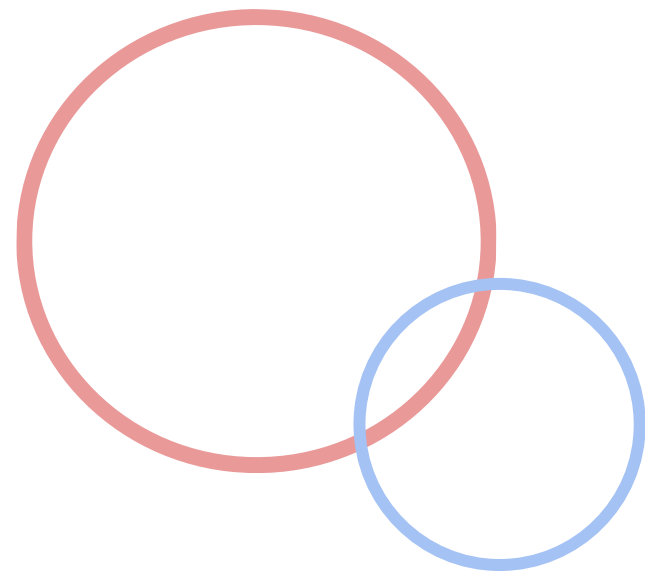


WHAT DID WE LEARN?



- How staff really want to participate in programmes like this
- How much they care and want to support their students in the best way possible
- How some staff go above and beyond, and feel that there is an expectation to offer pastoral care, even when they've not been trained to support students in this way

WHAT WE ACHEIVED



- We have successfully ran the programme with two JTM staff members over 4 sessions
- We have developed a pack to distribute further with the intention for this session to be facilitated by academic staff on their own
- We will be presenting the work we have developed at UAL's Creative Education Conference 2026