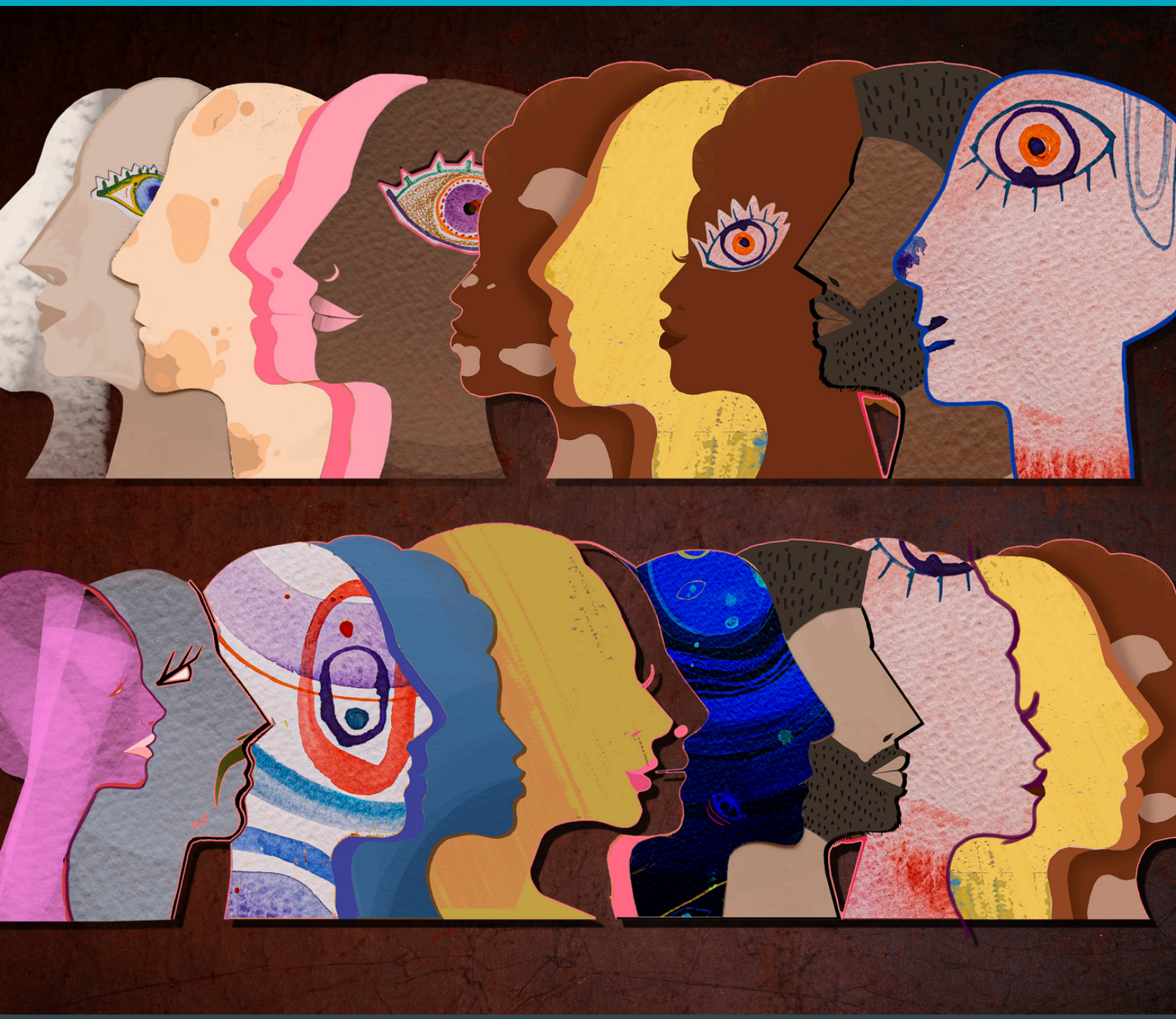
Thinking with Paulo Freire: What Humanises Our Work?

Webinar Feedback and Early Impact Summary



careKNOWLEDGE Live

Table of Contents

Webinar Overview 03

Key Indicators of Learning 04

Relevance Across Practice Settings 05

A Key Theme: Power, Dialogue and Humanising Relationships 06

A Key Theme: Creating Space for Critical Reflection 07

What Participants Valued 08

Participants' Intentions to Share and Discuss the Learning 09

Why Engage with the On Demand recording? 10

Why This Learning Matters for Organisations Now 11

Using the Learning in your Organisation 12

About CareKnowledge 13

© 2026, Pavilion Publishing and Media, Ltd. All rights reserved. No part of this publication may be reproduced, stored or transmitted in any form or by any means without the prior written permission of CareKnowledge.

Webinar Overview

> "the learning feels transformative, both in terms of application to practice and personal consciousness."
>
> - Webinar Participant

This webinar invited practitioners to think with the ideas of Paulo Freire and consider what it means to humanise our work.

Through philosophical conversation and dialogue, participants explored relationships between power, language, professional authority, participation and the ways in which people experience care and support.

The discussion encouraged participants to question assumptions and habits that shape professional practice, including how systems and procedures can influence relationships with the people practitioners support.

This summary draws on immediate feedback from 91 participants and the anonymised live chat. It presents the headline responses before exploring several themes that emerged particularly clearly: the relevance of Freire's ideas across practice settings, the relationship between power and humanising practice, the value of creating space for philosophical reflection, and participants' intentions to continue engaging with the learning.

The verbatim quotations included throughout this summary have been selected to illustrate these themes. The final pages consider how the On Demand recording could support individual, team and organisational learning.

The feedback provides strong evidence of participants' immediate learning and reflection, alongside some early indications of how they might use the ideas in their work.

Key Indicators of Learning

The following figures are based on responses to the post-webinar feedback survey*.

We asked: *How would you rate the webinar overall?*
Response: Average **4.74 out of 5,** and **96.7%** rated the webinar **4 or 5 out of 5**

We asked: *In your opinion, did the session provide a meaningful learning experience?*
Response: 100% said yes

We asked: *Did you find the facilitators engaging?*
Response: 100% said yes

What we asked: *Did the session prompt you to reflect on the qualities that contribute to humanising relationships?*
Response: 98.9% said yes

We asked: *Did the session prompt you to think about how Freire's ideas can strengthen care and social work practice?*
Response: 98.9% said yes

We asked: *Did the webinar prompt you to reflect on your own practice, or practice you're responsible for?*
Response: 97.8% said yes

We asked: *Do you intend to add your attendance at this webinar to your CPD log?*
Response: 78% said yes. **11%** were unsure.

These responses provide strong evidence that participants experienced the webinar as meaningful and reflective. The particularly high levels of reflection suggest that participants were able to connect the philosophical discussion with questions about relationships, professional responsibility and their own practice.

While these responses do not yet demonstrate changes in practice, they indicate that the session created opportunities for critical reflection that can inform professional judgement.

*Data taken from 91 feedback survey responses. Percentages are based on valid responses to each question.

Relevance across Practice Settings

> It was great to explore philosophical thinking and how this may impact and shape my values as a person and professional.

Freire's ideas about dialogue, power, participation and humanisation have relevance across care, safeguarding, education and support services. The written feedback and live discussion suggest that participants were able to connect these ideas across different professional roles and settings.

> I work in the Family Safeguarding Adult team as a Domestic Abuse worker, and a student social worker. And see all of the time dehumanisation in the work i do and felt it would be helpful to get another perspective.

The feedback suggests that participants valued the opportunity to examine ideas that are relevant beyond a single professional discipline or practice setting.

Questions about how professionals exercise authority, communicate with people, recognise different forms of knowledge and create opportunities for participation arise across services.

This breadth matters because humanising practice is not simply a question of individual professional values. It is also influenced by organisational structures, expectations, language and relationships between services and the people they support.

The recording therefore offers opportunities for multi-agency learning as well as profession-specific CPD.

A Key Theme: Power, Dialogue and Humanising Relationships

One of the clearest themes in the live discussion was the relationship between professional power and humanising practice.

Participants considered how professional expertise and authority can be exercised in ways that recognise the knowledge, dignity and agency of people receiving care and support.

The discussion also explored how language, systems and professional habits can unintentionally create distance between practitioners and the people they work with.

"It is an idea or model of "power with" rather a model of "power over."

"Sometimes the most humanising thing a professional can do is to acknowledge they don't have all the answers but are willing to work alongside families to find them. Power imbalance is reduced not only through policy or process, but through relational honesty and shared ownership of decisions."

"In Family Group Decision Making theory it aims to make information and discussion accessible and helps shift participation from compliance to genuine ownership."

These contributions suggest that participants were thinking carefully about the relationship between professional responsibility, power and participation.

Importantly, the discussion did not simply reject professional authority. Participants recognised that authority is sometimes necessary, particularly in safeguarding, while questioning how it can be exercised with integrity and respect.

The feedback indicates meaningful reflection on the ethical and relational dimensions of practice.

A Key Theme: Creating Space for Critical Reflection

A second important theme was the value of philosophical learning itself.

Participants welcomed the opportunity to step away from immediate procedural or technical questions and examine the assumptions, values and ideas that influence professional practice.

Several responses explicitly identified the reflective nature of the session as something they valued.

"That it was more of a step-back/thinking session"

"The philosophical nature of it and the space for nuanced discussion"

"It felt like a real opportunity to learn new information and listen to academic ideas and discussion, this kind of opportunity offers us the chance to reposition our thinking from a broad perspective rather than single pre-configured ideas"

The live discussion also acknowledged the difficulties of sustaining this kind of thinking within pressured professional environments.

"Curiosity can diminish when systems reward quick decisions more than thoughtful exploration"

"Critical thinking about the social world is harder to sustain when systems prioritise speed over reflection. As a reactive profession, the challenge is ensuring urgency does not crowd out curiosity and critical reflection"

These responses suggest that participants recognised the value of making time to question established ways of thinking.

Participants described the value of reconsidering how they understand their work. The feedback provides evidence that philosophical learning can create meaningful opportunities for professional reflection.

What Participants Valued

Participants valued the combination of philosophical depth, knowledgeable facilitators and an accessible conversational format.

Many responses highlighted the opportunity to engage with ideas that are not always explored in conventional professional development.

"The philosophical nature of it and the space for nuanced discussion"

"I found the discussions very absorbing and I want to read more about Freire"

"It felt like a real opportunity to learn new information and listen to academic ideas and discussion, this kind of opportunity offers us the chance to reposition our thinking from a broad perspective rather than single pre-configured ideas"

The feedback also included constructive suggestions about the balance between philosophical background and application to practice.

Overall, the philosophical nature of the webinar was a significant part of its appeal. Participants valued being invited to think critically about their work, rather than simply being presented with new information or techniques.

Participants' Intentions to Share and Discuss the Learning

The feedback provides evidence of participants' intentions to continue engaging with the ideas introduced during the webinar.

Several respondents expressed interest in further reading, additional philosophical learning and exploring connections between Freire's thinking and existing approaches to practice.

"I found the discussions very absorbing and I want to read more about Freire"

"I think it links to trauma-informed care and I would love future learning on this topic"

The live discussion also included examples of participants making connections with work they were already undertaking.

"I am currently putting together a working document in terms of a Family Group Decision Making communication guide in terms of how we communicate with families. I am able to relate to Paulo's theory. FGDM can be seen as a move away from professional "banking model" towards relational learning and shared responsibility,"

These responses suggest that some participants were already considering how Freire's ideas related to their professional responsibilities.

The strongest evidence of intention concerns continued reflection, further learning and connections with existing practice. There is less explicit evidence of specific plans to share the learning through supervision or team meetings than in some other CareKnowledge webinars.

Nevertheless, the recording could provide a valuable starting point for collective reflection, particularly where teams want to examine the relationship between professional authority, dialogue and humanising practice.

Why Engage with the On Demand Recording?

This webinar offers valuable learning for professionals across care, safeguarding, education and support services.

Participants' feedback suggests that the recording may be particularly useful for professionals who want to:

- Explore Paulo Freire's ideas about humanisation, dialogue, power and participation.
- Reflect on how professional authority is exercised in relationships with people receiving care and support.
- Consider how language, systems and professional habits can influence the experience of people using services.
- Question assumptions about expertise, knowledge and the professional role.
- Create space for critical reflection on the values and relationships that shape practice.
- Support CPD, supervision, management discussions or team learning.

Engaging with the On Demand recording provides an opportunity to consider not only what practitioners do, but how they understand their work and their relationships with the people they support.

The recording can be used for individual CPD or as the stimulus for supervision, a practice meeting or a facilitated team-learning session. CareKnowledge's accompanying resources can help teams move from watching the recording to discussing what the ideas mean for their own work.

The webinar's philosophical approach makes it particularly suitable for learning spaces where practitioners can explore different perspectives, question assumptions and consider how their professional judgement develops.

Why this learning matters for organisations now

> "What I am taking away from today is that professional practice quietly contributes to shaping what becomes acceptable in our systems and society."

This learning has relevance for organisations seeking to strengthen relational practice, professional judgement and meaningful participation in care and safeguarding services.

Freire's ideas invite organisations to consider how their structures, expectations and professional cultures influence relationships between practitioners and the people they support.

Professional judgement and authority
Practitioners are routinely required to exercise authority, assess risk and make decisions that can have profound consequences for the people they serve. The webinar provides a starting point for considering how necessary professional authority can be exercised while remaining attentive to dignity, dialogue and participation.

Relationships and working with families
Across children's and adults' services, practitioners are expected to work collaboratively with individuals and families while balancing statutory responsibilities and organisational requirements. Freire's thinking offers opportunities to examine what meaningful participation looks like.

Critical reflection and workforce development
The discussion also raises questions about the conditions practitioners need to think critically about their work.

Supervision, peer discussion and organisational learning spaces can provide opportunities to examine assumptions, challenge established practice and consider the ethical dimensions of professional judgement. The webinar offers a useful resource for those conversations, particularly where organisations want to strengthen reflective practice rather than focus solely on procedural knowledge or technical skills.

Policy context checked October 2026. References apply to England; the wider practice questions may also be relevant in other jurisdictions.

Using the Learning in your Organisation

The conversation about Paulo Freire gave practitioners space to reflect on the relationships between power, dialogue, participation and professional responsibility.

The strongest early learning signals were:

1. Reflection on the qualities that contribute to humanising relationships.
2. Consideration of how Freire's ideas can inform care and social work practice.
3. Greater awareness of the relationship between professional power, language and participation.
4. Recognition of the value of philosophical reflection and the organisational conditions needed to sustain it.

Questions for teams

- How do we understand what it means to humanise our work?
- Where might our professional processes unintentionally create distance between practitioners and the people they support?
- How do we exercise necessary authority while remaining open to dialogue and different perspectives?
- What assumptions about expertise and knowledge influence our relationships with individuals and families?
- How do we create opportunities for people to participate meaningfully in decisions affecting their lives?
- What space do supervision and team discussions provide for questioning established ways of thinking?

The replay of **Thinking with Paulo Freire: What Humanises Our Work?** is available On Demand for CareKnowledge members here.

Not yet a member? Visit CareKnowledge at www.careknowledge.com or drop as an email at info@careknowledge.com to find out how a subscription could benefit your organisation.

About CareKnowledge

CareKnowledge strengthens reflective and ethically confident practice across care, safeguarding and support systems.

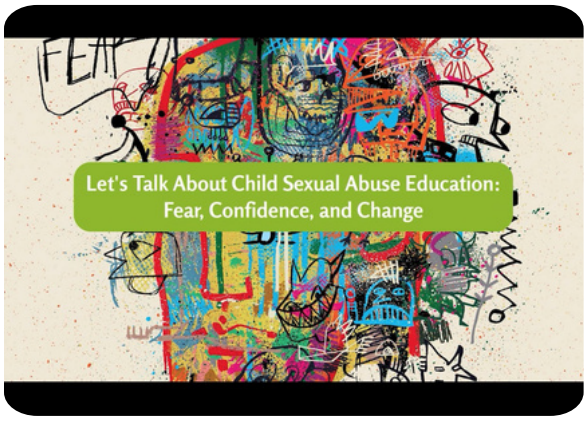
We create learning spaces and resources that help practitioners engage seriously with evidence, ideas and lived experience, and consider what these mean for their relationships, decisions and practice.

Also available now On Demand

CareKnowledge On Demand brings together recordings from CareKnowledge Live webinars with resources designed to support individual reflection, supervision and facilitated team learning. Depending on the subject, these may include reading lists, reflective questions, seminar materials and guidance for running an in-house seminar or peer reflection circle.

A growing collection of On Demand replays of previous CareKnowledge Live webinars are available exclusively to members.









Ready to find out how CareKnowledge can support learning in your organisation?
Visit www.careknowledge.com or email us at info@careknowledge.com.