

From 2003 to 2018 I worked at the University of Exeter as a Lecturer in Socially Engaged Theatre Practice. I taught at both Undergraduate and Postgraduate level and carried the management position of Director of Education in Drama for 3 years until 2018. I am currently an Honorary Senior Research Fellow in Drama.

Prior to 2020 I was a workshop facilitator, trainer, teacher and consultant for people working within education and health settings, university students, young people facing the challenges of the care system, elderly people in supported living and adults in recovery from drug and alcohol abuse. I began my working life in 1988 as a drama facilitator and workshop leader for Leap Confronting Conflict, London. <https://www.leapconfrontingconflict.org.uk/> With my colleague Nic Fine I created the first training model for Youth and Conflict for the organisation. Nic and I spent time with innovative programmes in the USA in the 1990s, including CityKidsNY, Youth at Risk, the Alternatives to Violence programme in prisons and Young Mediators in Schools in Pennsylvania, exploring creative approaches to conflict and violence. This research culminated in the publication of *Playing with Fire : training for the creative use of conflict*, 1995, New Society. Re-published in 2011 as *Training for Those Working with Youth People in Conflict*, 2nd edition. Jessica Kingsley.

In 2000, as a Research Fellow in The Peninsula Medical School, I co-founded RAP: a sex and relationships programme for young people who have had a disrupted education. This programme was researched and developed with peer educators; young people who had themselves experienced disrupted education. The peer educators were in command of their own stories and used their understanding of disaffection to create relevance and meaning for their peers. The energy and focus of the young educators was often chaotic but for their learners it was compelling and relatable; a lesson for the researchers in how powerful intention communicates more than any amount of clarity.

During 2011, as part of a Connected Communities AHRC grant, I worked with a group of care leavers to explore what 'belonging' and 'community' could mean to those who have been ejected from their community. The personal stories of the group were held within an artistic frame, enabling a quality of sharing and reframing of experience that had a powerful and positive impact on the group members. The possibility for change that emerges where personal narrative and fictional story intersect was strikingly clear.

Between 2013 and 2017 I was part of an annual training event with four other artist-facilitators developing and running Training the Trainer workshops for Altana-Kluterstiftung, Germany. The training process was a vibrant exploration of the practice of collaboration within education work and was a wonderful experience of cross-disciplinary arts practice. The challenges and discoveries of this collaborative process cemented her commitment to developing her practice as an interactive storyteller.

I devised an interactive, story-based approach <https://www.patchworkstories.net/> to gathering local wisdom and sharing it within the community, coining the term '*storytravelling*' to describe the blend of storytelling, personal narrative, facilitation and performance at the heart of Patchwork Stories.

Fiona's path through youth work, education, facilitation and research has led to the creation of An Inside Story, <https://www.an-inside-story.co.uk/> an interactive story-based process enabling people to find words and images that stimulate greater understanding of the factors which affect our lives. This unique approach is a synthesis of skills, knowledge and passion grown through 30 years of facilitation, training, teaching and collaboration with extraordinarily wonderful colleagues, artists and young people.