

CLD Standards Council Conference 2018 Workshop Choices

Please select a 1st and 2nd workshop choice from each of the colour coded sessions. (Note, some workshops will be delivered more than once).

Places are generally limited to 15 per workshop, so unfortunately, we cannot guarantee you will be allocated your first choice.

Session 1 - 11am – 12pm			
Number	Name	Description	Facilitators
1.1	Erasmus+ <i>(also available 1-2pm)</i>	<p>Time to give up on international exchange and European funding cos of Brexit?</p> <p>No way! Let's make the most of Erasmus+ and campaign to keep it after Brexit.</p> <p>Come along to explore the transformative opportunities available to you through Erasmus+, both for you as a practitioner and for the people you work with. See how this fits in to the Scottish context and priorities for learners such as Curriculum for Excellence and the Youth Work Outcomes.</p> <p>Hear about the types of projects you could organise and get some top tips in applying.</p> <p>Funded projects include youth exchanges, exchanges/job shadowing for youth workers and adult educators and bringing volunteers from across Europe to support your work. It can also facilitate young people engaging with decision makers and strategic partnerships including cross sectoral to share practice and innovate together.</p>	Liz Green (YouthLink Scotland)

1.2	<p>How did I get here?</p> <p><i>(also available 2.15-3.15pm)</i></p>	<p>This interactive workshop will encourage participants to reflect upon their personal and professional values and consider these in relation to their current practice. Relevant theory and examples of professional challenges and opportunities will be highlighted and used for discussion and to generate ideas that, potentially, can be taken back to the workplace.</p>	<p>Pete Glen (University of Dundee)</p>
1.3	<p>Has community development in Scotland lost its way?</p> <p><i>(also available 1-2pm)</i></p>	<p>This workshop will share information, ideas, views and suggestions from CD practitioners, based on our engagement with almost 400 practitioners.</p> <p>Aimed at CD practitioners, students and community activists, we will utilise a participative approach, which begins with a short presentation on SCDN analysis of community development in Scotland. The main thrust of the workshop will be on sharing experience and learning of CD in different contexts, with an analysis of the extent to which critical spaces are available within which communities are supported to analyse root causes of social injustice and inequality and to analyse and tackle power imbalance.</p> <p>We will suggest that CD in Scotland has been sliced and diced into bit parts, colonised by agency agendas and sanitised to such an extent that “CD Lite” is now the predominant practice, with core values and principles, whilst practiced by the individual, being cast aside by successive policy and managerial changes.</p> <p>The Scottish Government has developed a stronger focus on social justice and addressing inequalities and current policy and statutory drivers, including the Community Empowerment (Scotland) Act 2015 and Strengthening Local Democracy, potentially provide a critical role for community development practitioners. And yet, grass roots CD practitioners indicate practice environments where there is little space to work with communities to challenge power imbalance, social injustice,</p>	<p>Chris Woodness Fiona Ballantyne (Scottish Community Development Network)</p>

		<p>inequality and structural disadvantage. We will raise the following questions:</p> <ul style="list-style-type: none"> • To what extent, within current contexts, can communities work collectively to achieve sustainable, positive change? • To what extent can CD help communities to challenge the predominant neoliberal agenda without reclaiming our values of social justice, equality, human rights and empowerment • Where are the critical CD spaces that defend and advance citizenship rights? 	
1.4	<p>City Phonics <i>(also available 2.15-3.15pm)</i></p>	<p>City Phonics is a brand new City and Guilds Accredited Programme created and developed in City of Glasgow College Glasgow. The main aim of this course is to teach adults how to read and write using synthetic phonics. COGC has had very encouraging outcomes from our two City Phonics courses and is keen to share this new adult learning opportunity with CLD colleagues. The workshop will focus on course content, course delivery, assessment procedures and delegates will also have the opportunity to access unique student and staff course support resources.</p>	<p>Diane Gardner (City of Glasgow College)</p>
1.5	<p>IM learning - Emerging Reality technologies <i>(also available 1-2pm)</i></p>	<p>Virtual Reality has the potential to become the next major computing platform; The 4th Digital Interface! In this 60 mins practical workshop you will learn how full immersive VR is reshaping how we do learning, business; buying a home, interacting with our doctor or watching a live event. The presentation covers all emerging tech Virtual, Augmented and Mixed Realities (VAMR)</p> <p>Participants will develop their own 360/VR content using a range of IT desk equipment as well as the use of personal Virtual Headsets (HMD's). Participants will gain experience of creating their own 360 environment using a range of different software/equipment newly offered to educational establishments. The group will be involved in developing</p>	<p>Marc Forrester (Fife College)</p>

		and producing their own Virtual Walkthrough to be shared with all.	
1.6	Reflections on Research	<p>At this interactive workshop delegates will be encouraged to question and reflect on their attitudes and experience of research in a community-based setting.</p> <p>Delegates will be provided with information on a current universal youth work study taking place in Scotland, as part of an international research programme.</p> <p>Delegates will have an opportunity to take part in a hands on activity as participant researchers and learn about youth-led research through the Scotswummin and Youngwummin projects.</p>	Susan Hunter Amy Goulding (YouthLink Scotland)
1.7	<p>National Numeracy – Bringing Numbers to Life</p> <p><i>(also available 1-2pm AND 2.15-3.15pm)</i></p>	<p>This workshop will introduce National Numeracy and our new campaign, supported by Education Scotland, National Numeracy Day 2018.</p> <p>We will provide insight in how to engage people with the campaign and improve their numeracy and offer support for getting involved in the day. Our unique attitudinal approach to improving number skills – using value, belief and effort as the key to improved maths confidence. This will help participants understand the barriers learners face and help them support people on their journey to improved numeracy, with particular emphasis on the value and importance of numeracy in everyday life.</p> <p>We will then familiarise participants with the National Numeracy Challenge. This is a free online tool which people can use to find out if they have the Essentials of Numeracy – the skills you need in work and everyday life – and work towards improving. This gives them an understanding of a digital, accessible and flexible resource they can use in many settings.</p>	Ben Perkins (National Numeracy)

1.8	Networked Practitioners	This workshop will explore the theory and concept of the Networked Practitioner and what it means to be a networked practitioner in respect of social and digital media. Participants will create a 'Wirearchy' and consider barriers to being a Networked Practitioner	Elaine Lawson (Aberdeenshire Council)
1.9	Managing Change	Our effectiveness in the workplace largely depends on our ability to deal with, and help other people deal with, the process of change. With organisational and societal change proceeding at an accelerating rate, and with much evidence that most change is only partially successful, what are the keys to doing it well? This short workshop provides an opportunity to consider two approaches to managing change more effectively, and to use this to refine our own approach to organisational and personal change scenarios.	Mark Eyre (Brilliant Futures)
1.10	Mapping Adult Learning in Scotland – hills and glens, roads and pathways <i>(also available 2.15-3.15pm)</i>	This workshop has two aims <ol style="list-style-type: none"> 1) To present the findings of a recent (2018) survey of the professional development needs of adult educators in Scotland and offer opportunities to enter dialogue around this report and relate to own practice experiences 2) To present the Competency Framework for Adult Educators (2015) which has been mapped to SCQF Levels 6-10. There will be the opportunity for participants to review their own professional development against the framework and identify their own professional learning goals through dialogue with others 	Jackie Howie (Learning Link Scotland) Sarah Galloway (University of Stirling)
1.11	Leading in a time of change	The workshop will explore what it means to lead in the current climate in a time of change. Identifying the key challenges and examining what is required in terms of skills and qualities of a leader. There will be opportunity to discuss the support and resources available and that can be drawn, as well as discussing how to develop leadership skills. Participants will watch a short video on leadership, discuss the current policy implications that affect strategic leaders and participate in role play to practice some leadership strategies.	Jackie Halawi (Education Scotland)

1.12	<p>Continuous Improvement – Reflecting on CLD Values</p> <p><i>(also available 1-2pm)</i></p>	<p>Continuous improvement is a key idea within Professional Development. CLD practitioners are aware of their values, using them to critically reflect on their practice to integrate their knowledge, skills and values in their work. But realising such critical reflection in practice presents many challenges within the turbulent context within which we work. This workshop will discuss one approach to enhancing such reflection.</p> <p>The workshop will begin with a brief overview of the context within which we introduced Action Learning Sets in team meetings as a method of enabling reflection on professional practice, using the CLD values (Self-determination, Inclusion, Empowerment, Collaboration and Lifelong Learning) as a framing mechanism. We will outline the successes and failures of this approach and then invite a structured discussion of participants' own experiences and views on using Action Learning, reflection and values in this way. This will be followed by an interactive exercise on how CLD values can be used in practice, using practical examples from an Adult Learning course. This will then lead to a discussion on what general conclusions could be drawn from these experiences and how they might be used to enhance self-awareness in professional learning.</p>	<p>Rob Bray Graham MacLellan (Inverclyde Council)</p>
1.13	<p>CLD Inspection Outcomes</p> <p><i>(also available 2.15-3.15pm)</i></p>	<p>Since September 2016 CLD HMI have completed 17 CLD inspections and a further four are currently being conducted. The inspections consider not only the operational aspects of CLD, but also the strategic context in light of the CLD plans. Importantly, inspections are concerned with not just the CLD service but the role of partners in the delivery of CLD outcomes. This is important in the changing context of CLD delivery in terms of reducing budgets, disaggregation of services and the increasing role of the third sector. The workshop will consist of a short input followed by discussions about examples of interesting practice and the challenges facing CLD currently.</p>	<p>Sheila Brown (Education Scotland)</p>
1.14	<p>Community Action Plans</p>	<p>Our Vibrant Communities Service has been up and running since April 2013 and its impact on local people and communities in that short period of time has been far-reaching. Vibrant Communities works with, rather</p>	<p>Kieran Wardrop Ciss McCreddie (East Ayrshire Council)</p>

		<p>than for, communities. The aim is to change culture and unlock the knowledge, skills and experience of local people and employees, to harness the enthusiasm, talent and 'can do' spirit that exists across East Ayrshire.</p> <p>Work is already underway to support the development of locally led action plans in every one of East Ayrshire's communities, there are already 18 launched plans with 2 further geographic and 2 thematic plans being worked on over the next few months. This approach underpins the Council's aspiration to transform our relationship with the communities we serve, ensuring that communities are empowered to plan, prioritise and progress community led regeneration in their area.</p> <p>The workshop will focus on the Vibrant Communities journey through Community Action Plans, case studies of good practice and learning points going forward. There will also be an opportunity to explore the implications of the Planning (Scotland) Bill and how that may compliment or conflict with current work-streams.</p>		
1.15	Peep Together Programme	Learn	<p>The Peep Learning Together Programme is an evidence-based, adult learning programme for parents/carers and children (age birth to five) to learn together. The programme aims to support parents to improve the home learning environment, develop secure attachment relationships and gain formal recognition of their learning. Parents have the opportunity to complete units that are SCQF credit rated by SQA at levels, 3, 4 and 5. By supporting parents, the programme aims to improve children's outcomes across five strands of learning (Early Literacy, Early Maths, Communication and Language, Personal, Social and Emotional Development and Health and Physical Development). The programme demonstrates positive outcomes for both adults and children who attend Peep sessions.</p>	Denise Millan Lyn Rutherford (Peep)

		We will introduce the Peep Learning Together Programme and show how becoming a Peep practitioner can provide a professional development opportunity for CLD practitioners. We will share how the programme fits within the CLD competence framework. The workshop will give practitioners an understanding of how the programme can be used in their settings and examples of good practice will be shared..	
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Session 2 - 1pm - 2pm			
Number	Name	Description	Facilitators
2.1	Erasmus+ <i>(also available 11am-12pm)</i>	<p>Time to give up on international exchange and European funding cos of Brexit? No way! Let's make the most of Erasmus+ and campaign to keep it after Brexit.</p> <p>Come along to explore the transformative opportunities available to you through Erasmus+, both for you as a practitioner and for the people you work with. See how this fits in to the Scottish context and priorities for learners such as Curriculum for Excellence and the Youth Work Outcomes.</p> <p>Hear about the types of projects you could organise and get some top tips in applying.</p> <p>Funded projects include youth exchanges, exchanges/job shadowing for youth workers and adult educators and bringing volunteers from across Europe to support your work. It can also facilitate young people engaging with decision makers and strategic partnerships including cross sectoral to share practice and innovate together.</p>	Liz Green (YouthLink Scotland)

2.2	<p>CLD Standards Council Registration Renewal – What’s it all about?</p> <p><i>(also available 2.15-3.15pm)</i></p>	<p>From 2018, CLDSC Members and Associate Members will be asked to renew their membership on a rolling 3 -year basis. This workshop will provide the chance to discuss the renewal process, what it means for you and what you should begin to think about in preparation for your own renewal. A particular focus of the workshop is the draft guide to professional learning that is being trialled during the registration renewal piloted period.</p>	<p>Richard Bryce Mike Naulty Gill Motion Tricia Ryan (CLD Standards Council Committees)</p>
2.3	<p>Has community development lost its way in Scotland?</p> <p><i>(also available 11am - 12pm)</i></p>	<p>This workshop will share information, ideas, views and suggestions from CD practitioners, based on our engagement with almost 400 practitioners.</p> <p>Aimed at CD practitioners, students and community activists, we will utilise a participative approach, which begins with a short presentation on SCDN analysis of community development in Scotland. The main thrust of the workshop will be on sharing experience and learning of CD in different contexts, with an analysis of the extent to which critical spaces are available within which communities are supported to analyse root causes of social injustice and inequality and to analyse and tackle power imbalance.</p> <p>We will suggest that CD in Scotland has been sliced and diced into bit parts, colonised by agency agendas and sanitised to such an extent that “CD Lite” is now the predominant practice, with core values and principles, whilst practiced by the individual, being cast aside by successive policy and managerial changes.</p> <p>The Scottish Government has developed a stronger focus on social justice and addressing inequalities and current policy and statutory drivers, including the Community Empowerment (Scotland) Act 2015 and Strengthening Local Democracy, potentially provide a critical role for community development practitioners. And yet, grass roots CD practitioners indicate practice environments where there is little</p>	<p>Chris Woodness Fiona Ballantyne (Scottish Community Development Network)</p>

		<p>space to work with communities to challenge power imbalance, social injustice, inequality and structural disadvantage.</p> <p>We will raise the following questions:</p> <ul style="list-style-type: none"> • To what extent, within current contexts, can communities work collectively to achieve sustainable, positive change? • To what extent can CD help communities to challenge the predominant neoliberal agenda without reclaiming our values of social justice, equality, human rights and empowerment <p>Where are the critical CD spaces that defend and advance citizenship rights?</p>	
2.4	Learn, Laugh, Play!	<p>We will showcase the Angus Family learning Project, Learn, Laugh, Play a model which works effectively with families in need of support. Angus Community Teams held the first pilot in Forfar and it is now rolling out across Angus. Parental involvement is making it sustainable.</p> <p>Key features of the Learn, Laugh, Play model are structured 'play' and the delivery of the Adult Achievement Awards. Sessions are delivered in community-based settings and schools with a range of partners including early years workers, educational psychologists and school staff. The groups use a Community Learning and Development approach to provide a structured, yet flexible and informal, family learning experience.</p> <p>As well as learning about the approach and impact we will connect this work with the Statement of Ambition for Adult learning, the work of the national family learning working group, STEM and community capacity.</p> <p>If you are interested in learning about this effective adult and family learning approach and want to learn more about the national Family Learning Working group who are helping to implement the</p>	Maureen McGinley Emma Whitelock (Lead Scotland)

		Statement of Ambition for Adult Learning then we look forward to meeting you.	
2.5	IM learning - Emerging Reality technologies <i>(also available 11am - 12pm)</i>	Virtual Reality has the potential to become the next major computing platform; The 4th Digital Interface! In this 60 mins practical workshop you will learn how full immersive VR is reshaping how we do learning, business; buying a home, interacting with our doctor or watching a live event. The presentation covers all emerging tech Virtual, Augmented and Mixed Realities (VAMR) Participants will develop their own 360/VR content using a range of IT desk equipment as well as the use of personal Virtual Headsets (HMD's). Participants will gain experience of creating their own 360 environment using a range of different software/equipment newly offered to educational establishments. The group will be involved in developing and producing their own Virtual Walkthrough to be shared with all.	Marc Forrester (Fife College)
2.6	Introduction to dyslexia and Inclusive practice for CLD <i>(also available 2.15 – 3.15pm)</i>	This workshop will introduce the newly produced and launched module “Introduction to Dyslexia and Inclusive Practice for CLD”. Participants will have the chance to look through the module content and discuss its impact on their CLD practice.	Janice Macavoy (East Ayrshire Council) Lindsay MacDonald (Education Scotland) Cathy Magee (Dyslexia Scotland) Shirley Townsley (Dundee City Council)
2.7	National Numeracy – Bringing Numbers to Life <i>(also available 11am-12pm AND 2.15-3.15pm)</i>	This workshop will introduce National Numeracy and our new campaign, supported by Education Scotland, National Numeracy Day 2018. We will provide insight in how to engage people with the campaign and improve their numeracy and offer support for getting involved in the day. Our unique attitudinal approach to improving number skills	Ben Perkins (National Numeracy)

		<p>– using value, belief and effort as the key to improved maths confidence. This will help participants understand the barriers learners face and help them support people on their journey to improved numeracy, with particular emphasis on the value and importance of numeracy in everyday life.</p> <p>We will then familiarise participants with the National Numeracy Challenge. This is a free online tool which people can use to find out if they have the Essentials of Numeracy – the skills you need in work and everyday life – and work towards improving. This gives them an understanding of a digital, accessible and flexible resource they can use in many settings.</p>	
2.8	<p>Wellbeing Bingo Game <i>(also available 2.15-3.15pm)</i></p>	<p>This workshop will introduce the Wellbeing Bingo Game which has been designed to encourage young people to think about their own wellbeing, to share any concerns they have and to explore ways to improve their wellbeing with appropriate support. It was developed in partnership with a group of young carers. This free tool could be used by practitioners who work with groups of young people to instigate conversations around wellbeing.</p>	<p>Vicky Wan Sarah Wardrop (Barnardos Scotland)</p>
2.9	<p>I Can't Write – ESOL Literacies Accreditation Partnership Project in South Ayrshire <i>(also available 2.15-3.15pm)</i></p>	<p>How often do ESOL practitioners hear learners use the phrase 'I can't write' to describe their writing skills in English? This workshop aims to demonstrate how innovative approaches in partnership working between college and community providers have the potential to move ESOL literacy learners away from deficit-centred thinking and provide hope and opportunities for accredited learning. Ayrshire's unique ESOL partnership project engaged low level ESOL literacy learners from Afghanistan and Syria and proved that 'nothing' has the potential to mean 'something' in the Scottish Credits and Qualifications Framework for ESOL.</p>	<p>Orsolya Dunn (Ayrshire College) Susan Wilson (South Ayrshire Council)</p>

2.10	Building Personal Resilience <i>(also available 2.15-3.15pm)</i>	Building personal resilience is one of the challenges of our time, as highlighted by the explosion of stress-related work absence in recent years. With organisational change proceeding at an accelerating rate, the approaches we take when managing stressful situations and dealing with setbacks are key to our effectiveness at work. Developing and retaining a resilient approach is also crucial to our long-term physical, emotional and mental health. This workshop provides an opportunity to review your own responses in these situations, and to develop ways to work more resiliently.	Mark Eyre (Brilliant Futures)
2.11	Self-Care <i>(also available 2.15-3.15pm)</i>	<p>This workshop aims to unpack why self-care is an ethical consideration in CLD and cover what this means for us in a funding landscape that often requires us to do more with fewer resources. We will explore where employer meets employee responsibility in how we stay mentally well as a workforce;</p> <ul style="list-style-type: none"> • What a mentally health workplace looks like, asking participants to self-assess your own workplace and identify the scope for improved practice that promotes a culture of self-care. • Recognising when stress gets in the way and how we can look after ourselves in order to better serve communities and individuals we work for. • The role of supervision in supporting staff to manage stress. <p>The final 10-15 minutes of the session will include a mini mindfulness taster to give participants the chance to practically apply techniques that create head space.</p>	Rachael Hood Dr Aisling McBride Karla Perez Portilla (Scotland's Mental Health Foundation)
2.12	SQA Awards Community	This workshop will present participants with information on the full range of SQA Community Awards currently available and how to access and deliver these. Topics such as pre course checks , candidate profiling ; delivery staff competences and possible funding streams will also be covered.	Jeana Papamichael Helen Reid

		Feedback from centres currently running the awards will also feature . Additionally, participants will be given an opportunity to focus , in small groups, on the contents of specific awards to determine their suitability for particular community learning and development contexts.	
2.13	Continuous Improvement <i>(also available 11am-12pm)</i>	<p>Continuous improvement is a key idea within Professional Development. CLD practitioners are aware of their values, using them to critically reflect on their practice to integrate their knowledge, skills and values in their work. But realising such critical reflection in practice presents many challenges within the turbulent context within which we work. This workshop will discuss one approach to enhancing such reflection.</p> <p>The workshop will begin with a brief overview of the context within which we introduced Action Learning Sets in team meetings as a method of enabling reflection on professional practice, using the CLD values (Self-determination, Inclusion, Empowerment, Collaboration and Lifelong Learning) as a framing mechanism. We will outline the successes and failures of this approach and then invite a structured discussion of participants' own experiences and views on using Action Learning, reflection and values in this way. This will be followed by an interactive exercise on how CLD values can be used in practice, using practical examples from an Adult Learning course. This will then lead to a discussion on what general conclusions could be drawn from these experiences and how they might be used to enhance self-awareness in professional learning.</p>	Rob Bray Graham MacLellan (Inverclyde Council)
2.14	CLD Volunteers – Making the Difference	Participants will be given an overview of information gathered and resources collated for the creation of a theme on idvelop dedicated to CLD volunteers and those who deploy them. The first section of the theme looks at:	Maggie Paterson (CLDSC)

	<p><i>(also available 2.15-3.15pm)</i></p>	<ul style="list-style-type: none"> • who are CLD volunteers and the range of contexts in which they practice • the values and principles they have in common • why and how to become an Associate Member of CLDSC • opportunities for volunteers to improve their practice. <p>The second section targeting those who deploy CLD volunteers includes:</p> <ul style="list-style-type: none"> • Sample policies and procedures • Good practice guides for recruitment, selection and induction • Ideas for supporting volunteers in practice • Professional learning opportunities for CLD volunteers • Valuing and celebrating the impact of CLD volunteers <p>This short input will be followed by an opportunity for participants to comment and contribute ideas from their own experience and practice.</p>	
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Session 3 - 2.15-3.15pm			
Number	Name	Description	Facilitators
3.1	<p>How did I get here?</p> <p><i>(also available 11am-12pm)</i></p>	<p>This interactive workshop will encourage participants to reflect upon their personal and professional values and consider these in relation to their current practice. Relevant theory and examples of professional challenges and opportunities will be highlighted and used for discussion and to generate ideas that, potentially, can be taken back to the workplace.</p>	<p>Pete Glen (University of Dundee)</p>

3.2	<p>CLD Standards Council Registration Renewal – What’s it all about?</p> <p><i>(also available 1-2pm)</i></p>	<p>From 2018, CLDSC Members and Associate Members will be asked to renew their membership on a rolling 3 -year basis.</p> <p>This workshop will provide the chance to discuss the renewal process, what it means for you and what you should begin to think about in preparation for your own renewal. A particular focus of the workshop is the draft guide to professional learning that is being trialled during the registration renewal piloted period.</p>	<p>Richard Bryce Mike Naulty Gill Motion Tricia Ryan (CLD Standards Council Committees)</p>
3.3	<p>Mapping Adult Learning in Scotland – hills and glens, roads and pathways</p> <p><i>(also available 11am-12pm)</i></p>	<p>This workshop has two aims</p> <ol style="list-style-type: none"> 1) To present the findings of a recent (2018) survey of the professional development needs of adult educators in Scotland and offer opportunities to enter dialogue around this report and relate to own practice experiences 2) To present the Competency Framework for Adult Educators (2015) which has been mapped to SCQF Levels 6-10. There will be the opportunity for participants to review their own professional development against the framework and identify their own professional learning goals through dialogue with others 	<p>Jackie Howie (Learning Link Scotland) Sarah Galloway (University of Stirling)</p>
3.4	<p>City Phonics</p> <p><i>(also available 11am-12pm)</i></p>	<p>City Phonics is a brand new City and Guilds Accredited Programme created and developed in City of Glasgow College Glasgow. The main aim of this course is to teach adults how to read and write using synthetic phonics.</p> <p>COGC has had very encouraging outcomes from our two City Phonics courses and is keen to share this new adult learning opportunity with CLD colleagues.</p> <p>The workshop will focus on course content, course delivery, assessment procedures and delegates will also have the opportunity to access unique student and staff course support resources.</p>	<p>Diane Gardner (City of Glasgow College)</p>
3.5	<p>Basic Income Pilot</p>	<p>An introductory presentation and workshop discussion on Basic Income and the impacts that it could have on individuals and communities.</p> <p>Participants will look at the basic income concept, assess the impacts basic income has on the wellbeing of individuals and appraise the</p>	<p>Paul Vaughan Mandy MacEwan Coryn Barclay (Fife Council)</p>

		community development requirements of introducing basic income and the benefits to community development	
3.6	Introduction to dyslexia and Inclusive practice for CLD <i>(also available 1-2pm)</i>	This workshop will introduce the newly produced and launched module “Introduction to Dyslexia and Inclusive Practice for CLD”. Participants will have the chance to look through the module content and discuss its impact on their CLD practice.	Janice Macavoy (East Ayrshire Council) Lindsay MacDonald (Education Scotland) Cathy Magee (Dyslexia Scotland) Shirley Townsley (Dundee City Council)
3.7	National Numeracy <i>(also available 11am-12pm AND 2.15-3.15pm)</i>	This workshop will introduce National Numeracy and our new campaign, supported by Education Scotland, National Numeracy Day 2018. We will provide insight in how to engage people with the campaign and improve their numeracy and offer support for getting involved in the day. Our unique attitudinal approach to improving number skills – using value, belief and effort as the key to improved maths confidence. This will help participants understand the barriers learners face and help them support people on their journey to improved numeracy, with particular emphasis on the value and importance of numeracy in everyday life. We will then familiarise participants with the National Numeracy Challenge. This is a free online tool which people can use to find out if they have the Essentials of Numeracy – the skills you need in work and everyday life – and work towards improving. This gives them an understanding of a digital, accessible and flexible resource they can use in many settings.	Ben Perkins (National Numeracy)

3.8	Wellbeing Bingo Game <i>(also available 1-2pm)</i>	This workshop will introduce the Wellbeing Bingo Game which has been designed to encourage young people to think about their own wellbeing, to share any concerns they have and to explore ways to improve their wellbeing with appropriate support. It was developed in partnership with a group of young carers. This free tool could be used by practitioners who work with groups of young people to instigate conversations around wellbeing.	Vicky Wan Sarah Wardrop (Barnardos Scotland)
3.9	I Can't Write – ESOL Literacies Accreditation Partnership Project in South Ayrshire <i>(also available 1-2pm)</i>	How often do ESOL practitioners hear learners use the phrase 'I can't write' to describe their writing skills in English? This workshop aims to demonstrate how innovative approaches in partnership working between college and community providers have the potential to move ESOL literacy learners away from deficit-centred thinking and provide hope and opportunities for accredited learning. Ayrshire's unique ESOL partnership project engaged low level ESOL literacy learners from Afghanistan and Syria and proved that 'nothing' has the potential to mean 'something' in the Scottish Credits and Qualifications Framework for ESOL.	Orsolya Dunn (Ayrshire College) Susan Wilson (South Ayrshire Council)
3.10	Building Personal Resilience <i>(also available 1-2pm)</i>	Building personal resilience is one of the challenges of our time, as highlighted by the explosion of stress-related work absence in recent years. With organisational change proceeding at an accelerating rate, the approaches we take when managing stressful situations and dealing with setbacks are key to our effectiveness at work. Developing and retaining a resilient approach is also crucial to our long-term physical, emotional and mental health. This workshop provides an opportunity to review your own responses in these situations, and to develop ways to work more resiliently.	Mark Eyre (Brilliant Futures)
3.11	Self-Care <i>(also available 1-2pm)</i>	This workshop aims to unpack why self-care is an ethical consideration in CLD and cover what this means for us in a funding landscape that often requires us to do more with fewer resources. We will explore	Rachael Hood Dr Aisling McBride Karla Perez Portilla

		<p>where employer meets employee responsibility in how we stay mentally well as a workforce;</p> <ul style="list-style-type: none"> • What a mentally health workplace looks like, asking participants to self-assess your own workplace and identify the scope for improved practice that promotes a culture of self-care. • Recognising when stress gets in the way and how we can look after ourselves in order to better serve communities and individuals we work for. • The role of supervision in supporting staff to manage stress. <p>The final 10-15 minutes of the session will include a mini mindfulness taster to give participants the chance to practically apply techniques that create head space.</p>	(Scotland's Mental Health Foundation)
3.12	CLD Professional Learning Mapping	<p>Since summer 2017 Education Scotland, the Standards Council and CLD Managers Scotland have been working with representatives from CLD national bodies and the CPD regional networks to consider how best CLD professional learning can be co-ordinated and strengthened to meet the needs of practitioners across Scotland. The first step was to undertake a mapping of CLD professional learning across Scotland. This is now complete and the findings will be shared at this session. The group are currently developing priority actions for the coming 18 months and this session will be a chance to consider and respond to the draft actions. This is not a session that will provide answers but rather one where your voice can help inform actions at national and regional level.</p> <p><i>“We know professional development based on a shared learning culture is the key to better quality and impact for communities and learners. Working together we can make it happen.”</i> CLDSC Growing the Learning Culture in CLD (2015)</p>	Alona Murray (Education Scotland) Catriona McNicoll (Dundee City Council) Helen Reid (Angus Council)

3.13	<p>CLD Inspection Outcomes</p> <p><i>(also available 11am-12pm)</i></p>	<p>Since September 2016 CLD HMI have completed 17 CLD inspections and a further four are currently being conducted. The inspections consider not only the operational aspects of CLD, but also the strategic context in light of the CLD plans. Importantly, inspections are concerned with not just the CLD service but the role of partners in the delivery of CLD outcomes. This is important in the changing context of CLD delivery in terms of reducing budgets, disaggregation of services and the increasing role of the third sector. The workshop will consist of a short input followed by discussions about examples of interesting practice and the challenges facing CLD currently.</p>	Sheila Brown (Education Scotland)
3.14	<p>CLD Volunteers – Making the Difference</p> <p><i>(also available 1-2pm)</i></p>	<p>Participants will be given an overview of information gathered and resources collated for the creation of a theme on idevelop dedicated to CLD volunteers and those who deploy them. The first section of the theme looks at:</p> <ul style="list-style-type: none"> • who are CLD volunteers and the range of contexts in which they practice • the values and principles they have in common • why and how to become an Associate Member of CLDSC • opportunities for volunteers to improve their practice. <p>The second section targeting those who deploy CLD volunteers includes:</p> <ul style="list-style-type: none"> • Sample policies and procedures • Good practice guides for recruitment, selection and induction • Ideas for supporting volunteers in practice • Professional learning opportunities for CLD volunteers • Valuing and celebrating the impact of CLD volunteers <p>This short input will be followed by an opportunity for participants to comment and contribute ideas from their own experience and practice.</p>	Maggie Paterson (CLD Standards Council)