



Education
Scotland
Foghlam Alba



Standards Council
Scotland

Welcome to Leading CLD

Cohort 3 2024

WELCOME

For Scotland's learners, with Scotland's educators



**Education
Scotland**
Foghlam Alba



**Standards Council
Scotland**

Leading CLD

Day 1: Values and Beliefs

Thursday 1st February 2023

For Scotland's learners, with Scotland's educators

Welcome & Housekeeping

- Feel free to keep your camera on
- Mute unless talking
- Use the chat pane or pop hand up for questions, comments etc.
- Take a break if you need it but try and minimise any distractions
- Photo consent
- Sharing of emails
- Working online

Professional Development

Participating in this training today can be recorded as 6 hours of Professional Learning time, which can contribute to the 35 hours per year (pro rata) required for membership of the CLD Standards Council, another professional body, or your own learning and development plan.

When recording your professional learning you may want to reflect on your development from this event in relation to the relevant CLD Competences and CLD Ethics.



Professional Development

Leading CLD relates to:

Values

Empowerment
Working Collaboratively
Promotion of learning as a lifelong activity

Competences

E – Organise and Manage Resources
F – Develop and Support Collaborative Working
G – Evaluate and Inform Practice

Ethics

8. Cooperation
9. Professional Learning
10. Self Awareness



Leading CLD

Facilitators

- Susan Epsworth, CLD, Education Scotland
- Kirsty Gemmell, CLD Standards Council
- Nicola Sykes, CLD, Education Scotland

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Plan for today

- Introduction, context and setting the scene
- 10.45am BREAK
- CLD review session and discussion
- 12.45pm LUNCH
- Values activity and discussion
- 3pm BREAK
- Reflection, evaluation and looking forward to day two

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That's Me!



Influencing Change: Community Learning and Development in Scotland, 2001-2015

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Pre-reading



Growing the Learning Culture

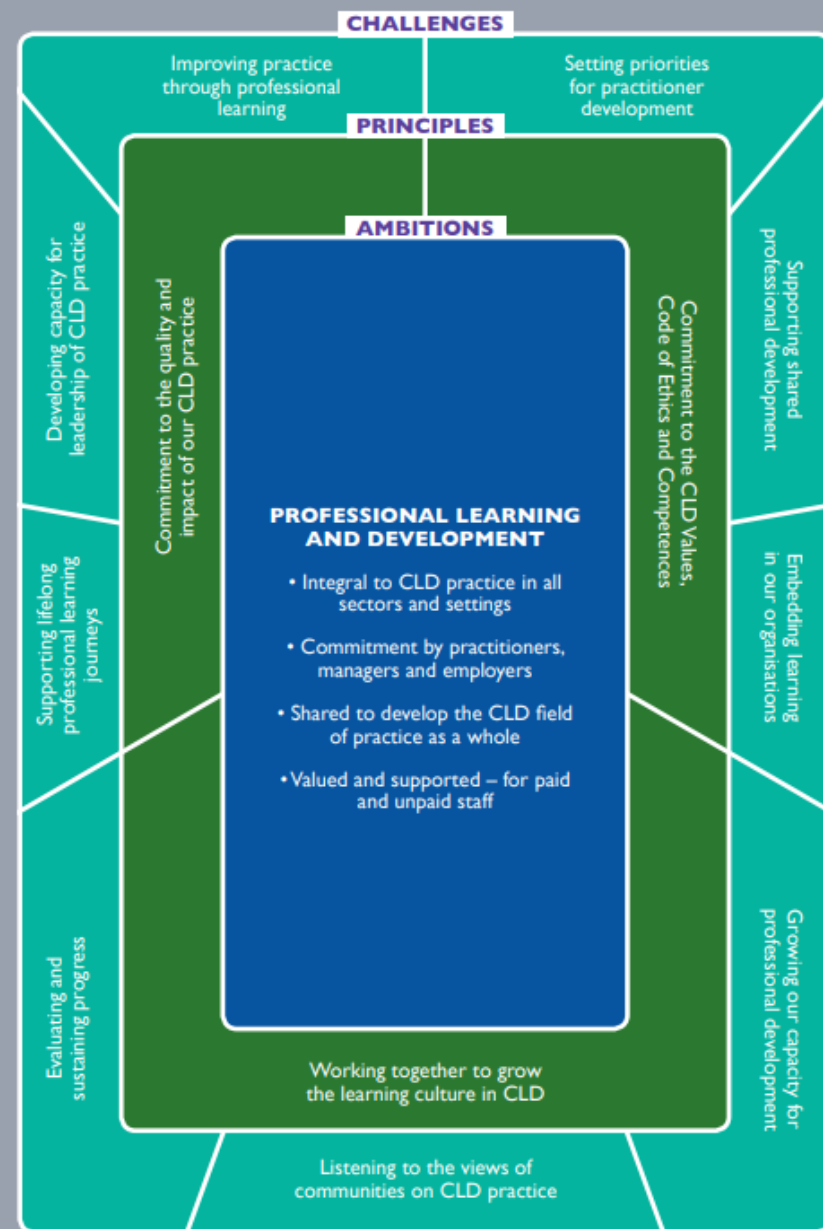
<https://cldstandardscouncil.org.uk/cpd/cpd-strategy/>

<https://cldstandardscouncil.org.uk/wp-content/uploads/PD-Poster.pdf>

Leading CLD

Growing the learning culture in CLD:
A Strategy Statement and a Framework for Action

Part 3: The Strategy Diagram



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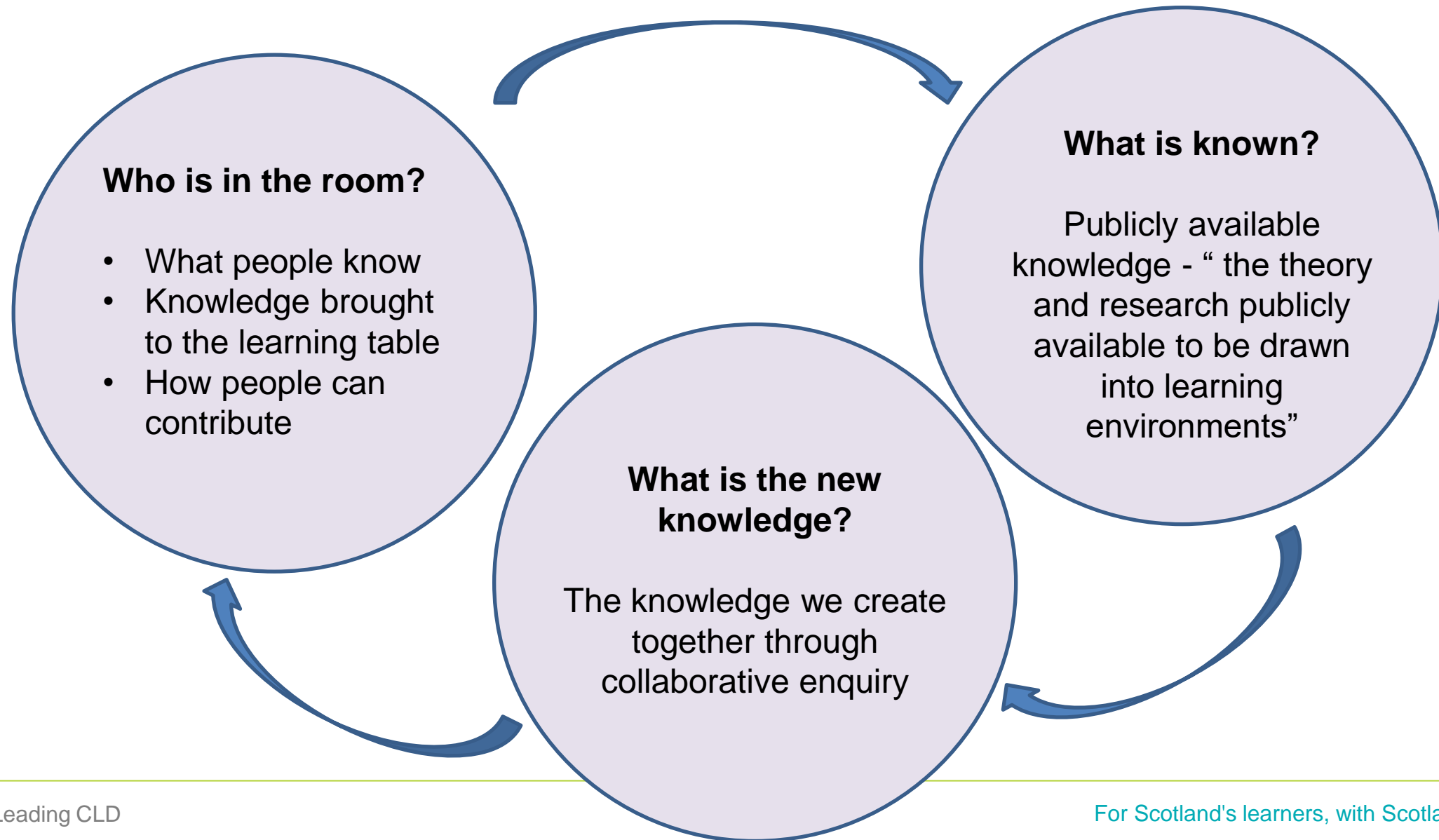
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Learning Environment

- Evolving
- Participative
- Collaborative
- Reflective
- Experiential



Three Fields of Knowledge



Reflective Journal

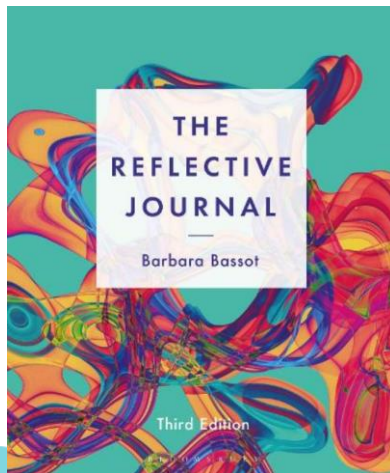
“The practice of writing can enhance the brain’s intake, processing, retaining, and retrieving of information... it promotes the brain’s attentive focus ... boosts long-term memory, illuminates patterns and gives the brain time for reflection.”

Judy Willis



Reflective Journal – Examples

Barbara Bassot's – The Reflective Journal offers several techniques, theories and insights into reflection and usually forms required/ recommended reading for CLD Courses.



"CLD practitioners are aware of their values and principles and critically reflect on their practice and experience so that they integrate their knowledge, skills, values and attitudes and use these effectively in their work. They use self-assessment, participative processes and evidence of the impact of their work to plan and manage their activities."

"As a reflective practitioner you take responsibility for your own learning and seek to develop your skills, knowledge and key attributes."

Reflective Questions

- What am I learning about leadership in CLD?
- What am I learning about myself as a leader in CLD?
- What am I still curious about?
- What questions are arising for me now?
- What actions will I take to explore these further?

I-develop and Slack



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Background and context

- Evidence of need
- Systematic leadership support
- Wider offer to the education system
- Writing group supported by CLD sector
- Independent review of CLD

Participant Feedback

The coaching aspect as it helped me to tame my advice monster and to actively listen and give others the space to explore their issues and solutions.

I have particularly enjoyed building my professional network. The home group activities were a really valuable way of building connections and sharing practice across different areas. Also networking and the discussion with others.

Despite being from a background in Housing and Community Safety it helped me recognise that I had transferrable skills and actually knew more than I realised.

This programme really helped me look outward more. It has impacted my own reflective practice especially regards connecting "on the floor" delivery through to the context of policy. Having the opportunity to work with so many other CLD leaders from across Scotland.

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Programme aims

Participants will

- enhance their knowledge and understanding of current CLD research, policy and practice
- enhance their understanding of effective leadership skills and attributes in a CLD context
- engage in critical reflection about their own leadership practice of CLD
- further develop their professional network

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Expectations activity

Menti code: 1697 5516



Leading CLD

Catching confidence activity

Menti code: 1697 5516



Imposter Syndrome... *Permission to “not know”*

Steven Katz



Getting to know the room

Breakout activity





Independent review of CLD

Breakout room activity

Initial reflections

- What do you think the review may mean to learners, CLD staff and volunteers, your organisation and the CLD sector?

Myself as a leader

- What challenges and opportunities might the review present to you as a leader?

Lunch



How Great Leaders Inspire Others

Exploring your why

1. I chose to become an educator because ...

2. An educator that made a difference for me was... because

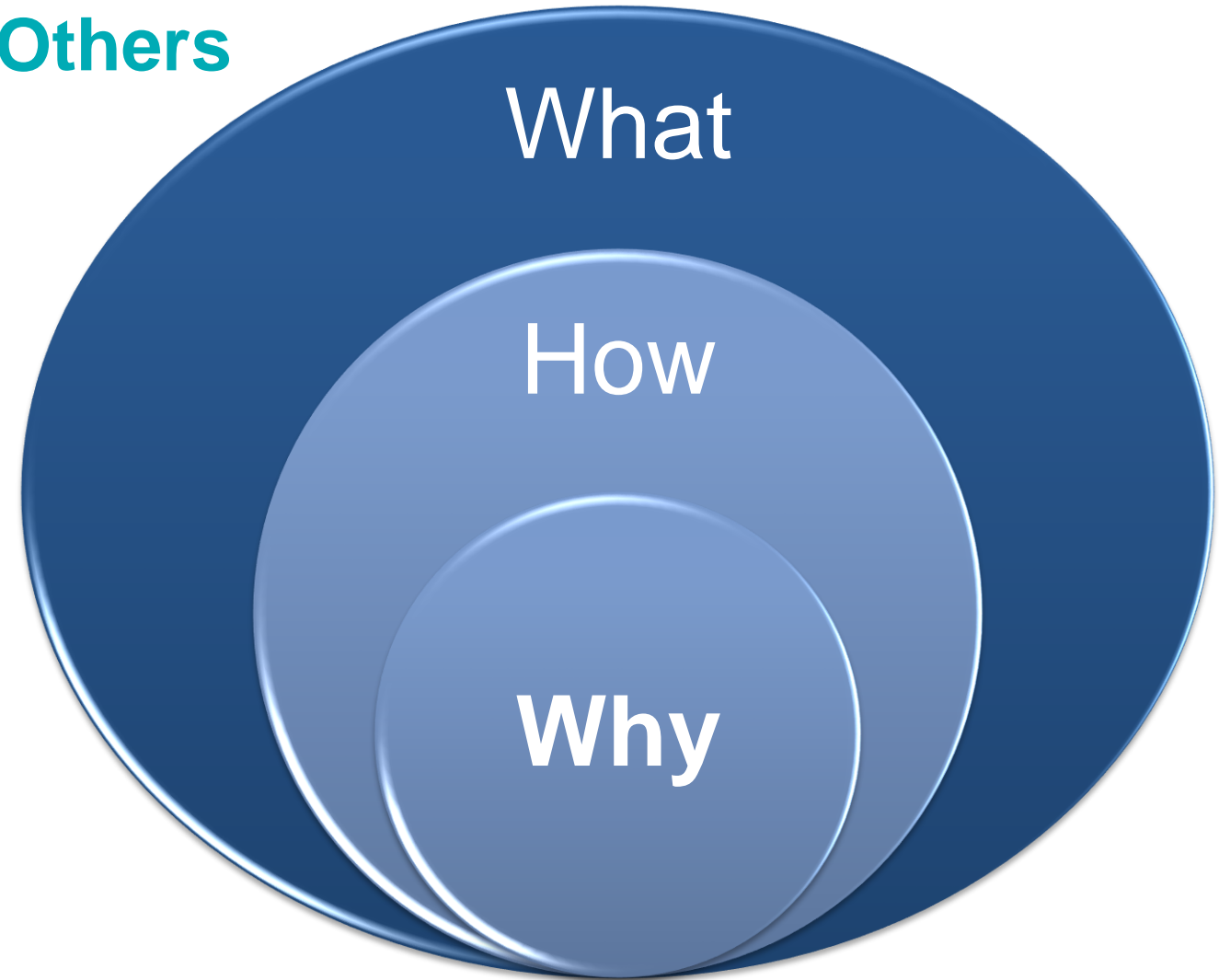


3. I chose to become a leader because..

4. A leader that made a difference for me was because.....

How Great Leaders Inspire Others

Simon Sinek



"People don't believe
in **what** you do but
why you do it" Simon Sinek

"Leadership and learning are indispensable to each other" - John F. Kennedy, 35th President of the United States

"I am always doing things I can't do – that's how I get to do them" - Pablo Picasso, Spanish artist

"Learning is not a one-time event or a periodic luxury. Great leaders in great companies recognise that the ability to constantly learn, innovate, and improve is vital to their success" - Amy Edmonson in *Teaming: How Organizations Learn, Innovate, and Complete in the Knowledge Economy*

"We are the creative force of our life, and through our own decisions rather than our conditions, if we carefully learn to do certain things, we can accomplish those goals" - Steven Covey, American educator, author

"Once you embrace unpleasant news not as a negative but as evidence of a need for change, you aren't defeated by it. You're learning from it" - Bill Gates, Business leader, philanthropist, inventor

"I am still learning" - Michaelangelo, Italian sculptor, painter

"Everything is hard before it is easy" - Johann Wolfgang von Goethe, German writer, statesman

"He who is not every day conquering some fear has not learned the secret of life " - Ralph Waldo Emerson, American essayist, lecturer, poet

"We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn" - Peter Drucker, American management consultant

"Real learning gets to the heart of what it means to be human. Through learning we re-create ourselves. Through learning we become able to do something we never were able to do. Through learning we re-perceive the world and our relationship to it. Through learning we extend our capacity to create, to be part of the generative process of life. There is within each of us a deep hunger for this type of learning" - Peter M. Senge in *The Fifth Discipline: The Art and Practice of the Learning Organization*

Values activity

CLD values

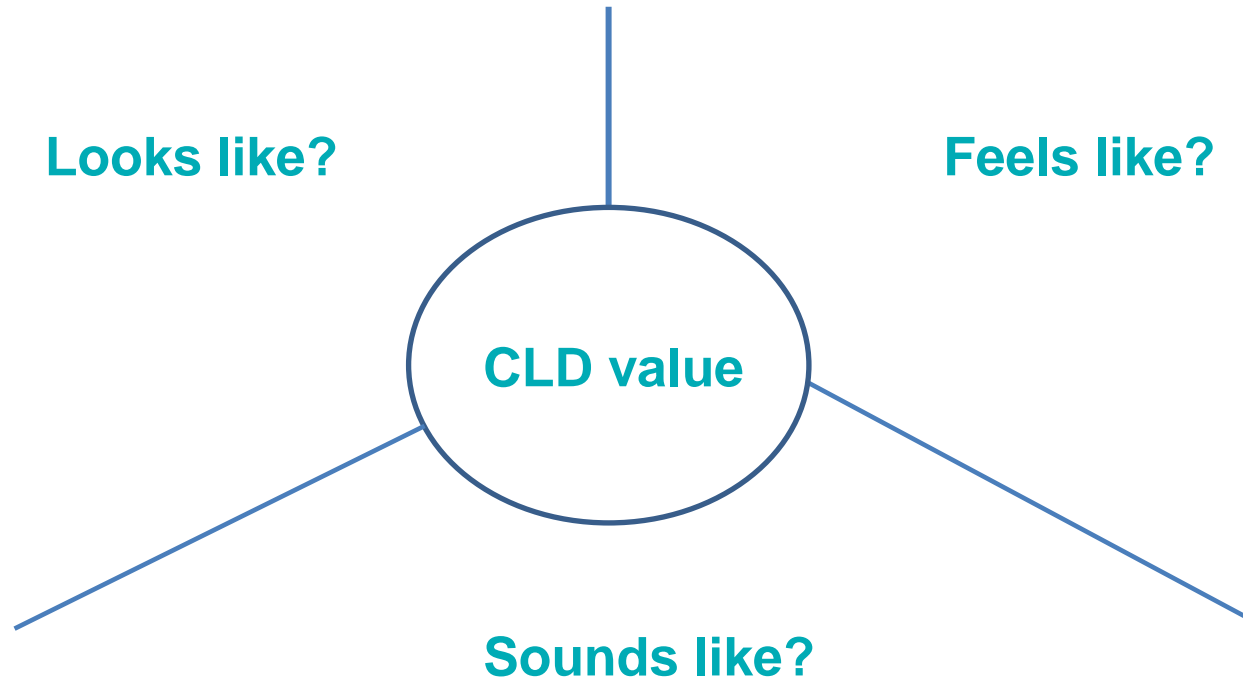
- **Self-determination** - respecting the individual and valuing the right of people to make their own choices.
- **Inclusion** - valuing equality of both opportunity and outcome, and challenging discriminatory practice.
- **Empowerment** - increasing the ability of individuals/groups to influence issues that affect them/their communities through individual and/or collective action.
- **Working Collaboratively** - maximising collaborative working relationships in partnerships between the many agencies which contribute to CLD, including collaborative work with participants, learners & communities.
- **Promotion of learning as a lifelong activity** - ensuring that individuals are aware of a range of learning opportunities and are able to access relevant options at any stage of their life.

Values activity

Breakout activity

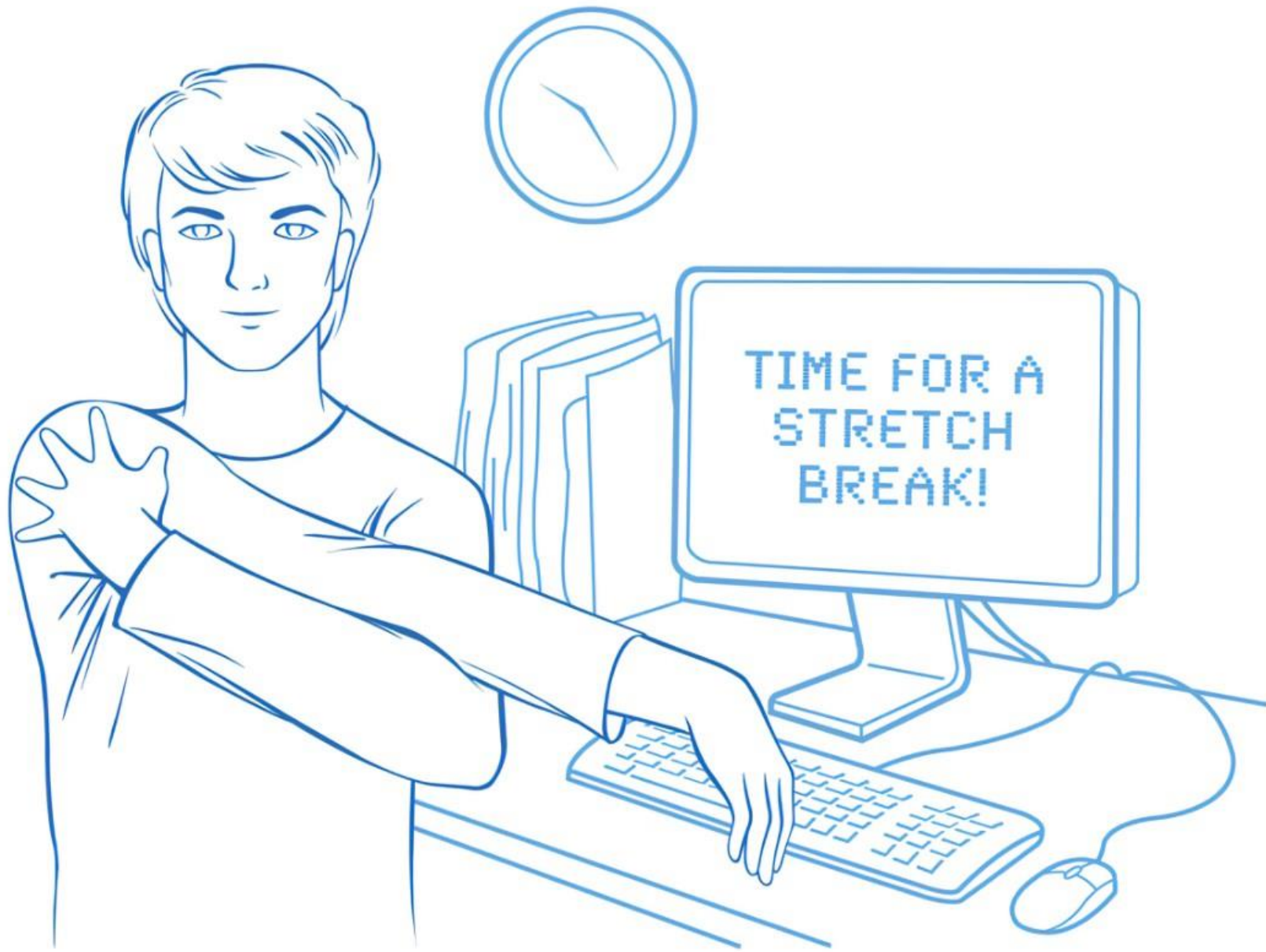


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Reflection

- Content: what?
- Process: so what?
- Action: now what?
- Thoughts?



The final word...

Word or Phrase that resonates with me today – one word no explanation

Others reflect on the word

Then person 1 explains more...





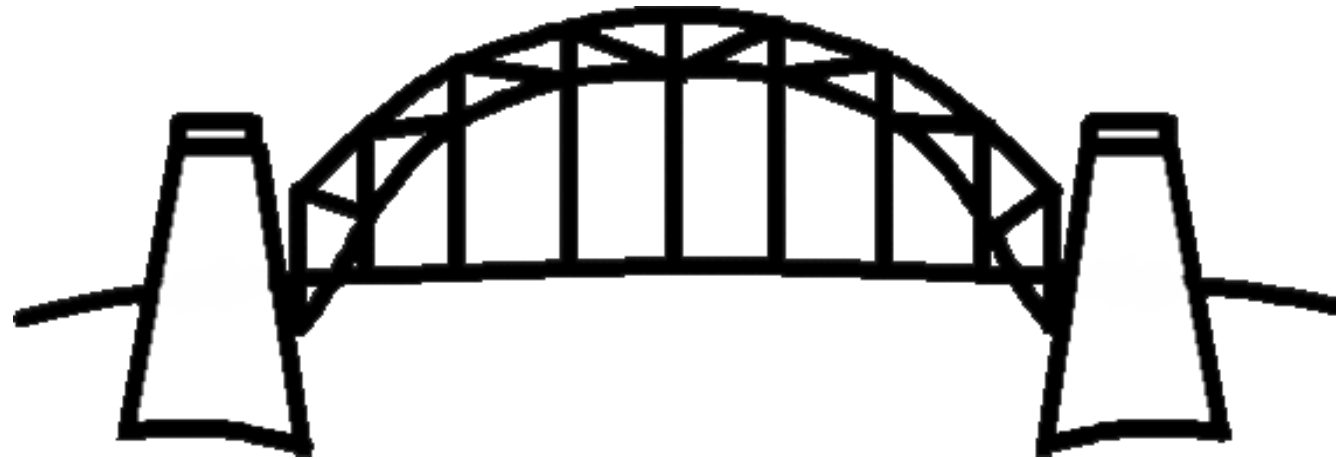
Stop

Continue

Start

Mrs. E Teaches Math

Bridging activity



See you soon!

Thursday 14th March



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