

Workshop A



Linda Riley - Service User

Anne-Marie Monaghan - Service User

What I Wish I Had Asked My Social Worker

Purpose of the Workshop



Empowerment Through Reflection

We want to encourage you to reflect on your practice from the perspective of the people you support.

Building Understanding and Relationships

We want to help you understand and strengthen connections between the people you support and yourself as social workers

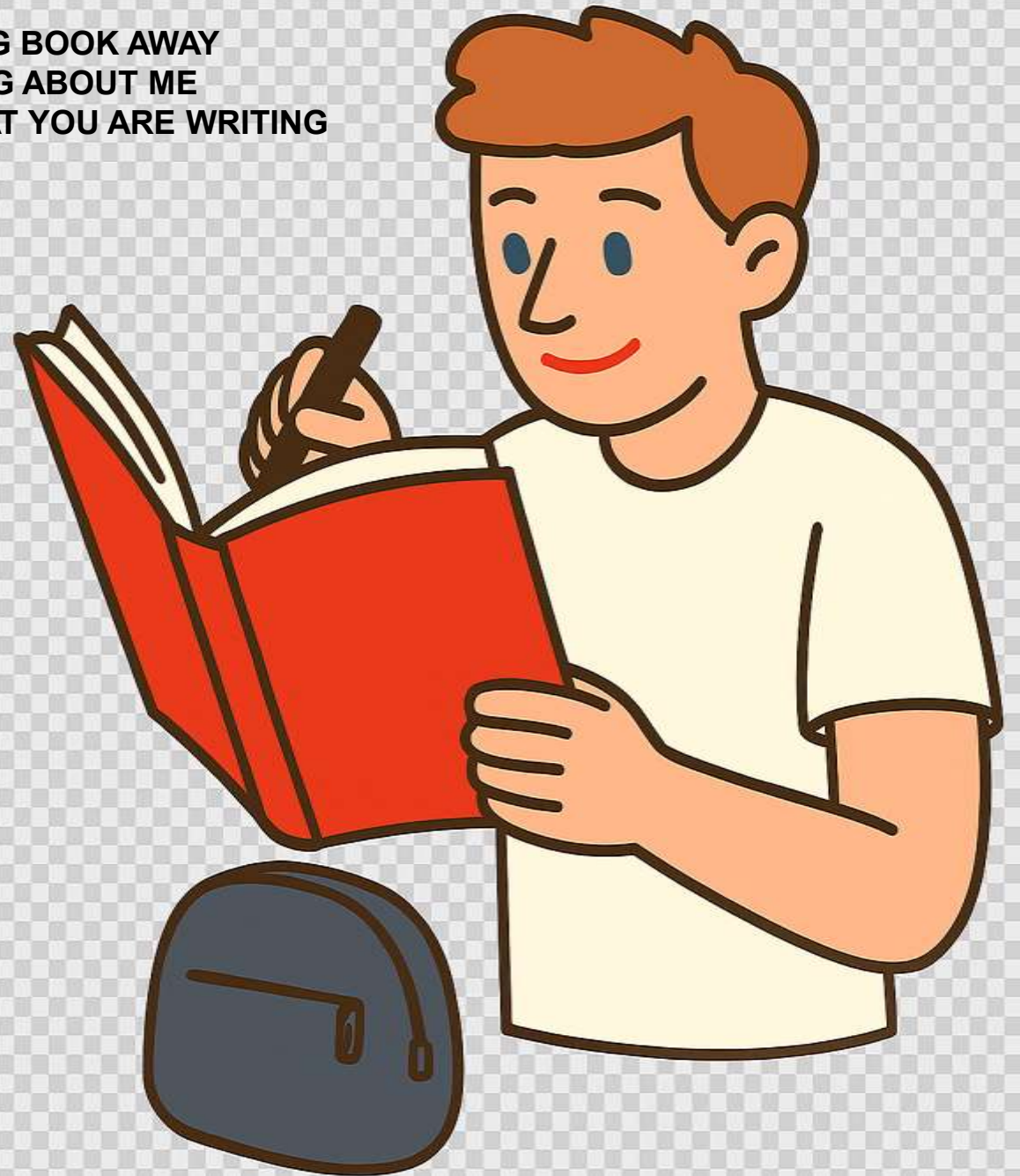
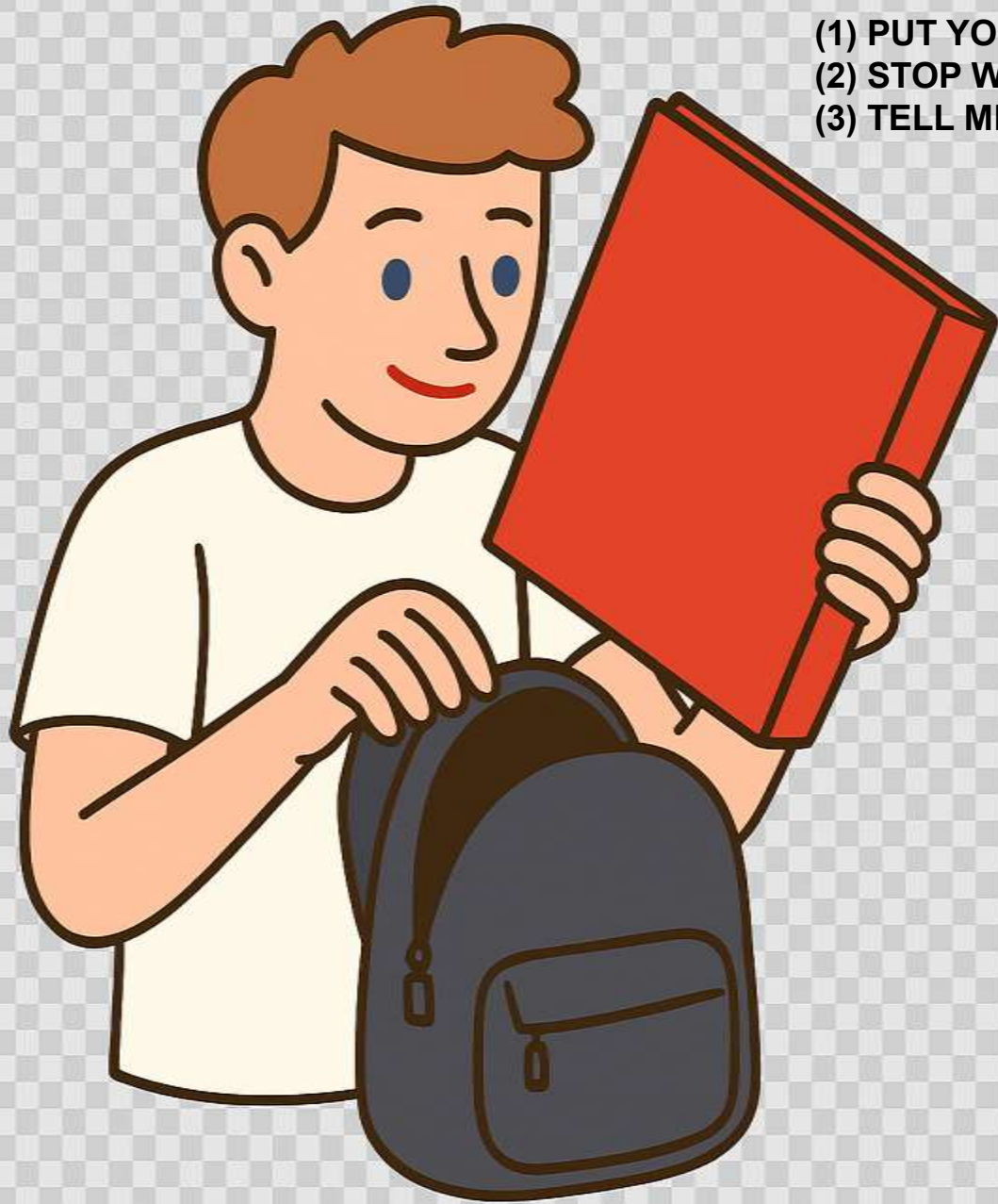
Communication and Emotional Impact

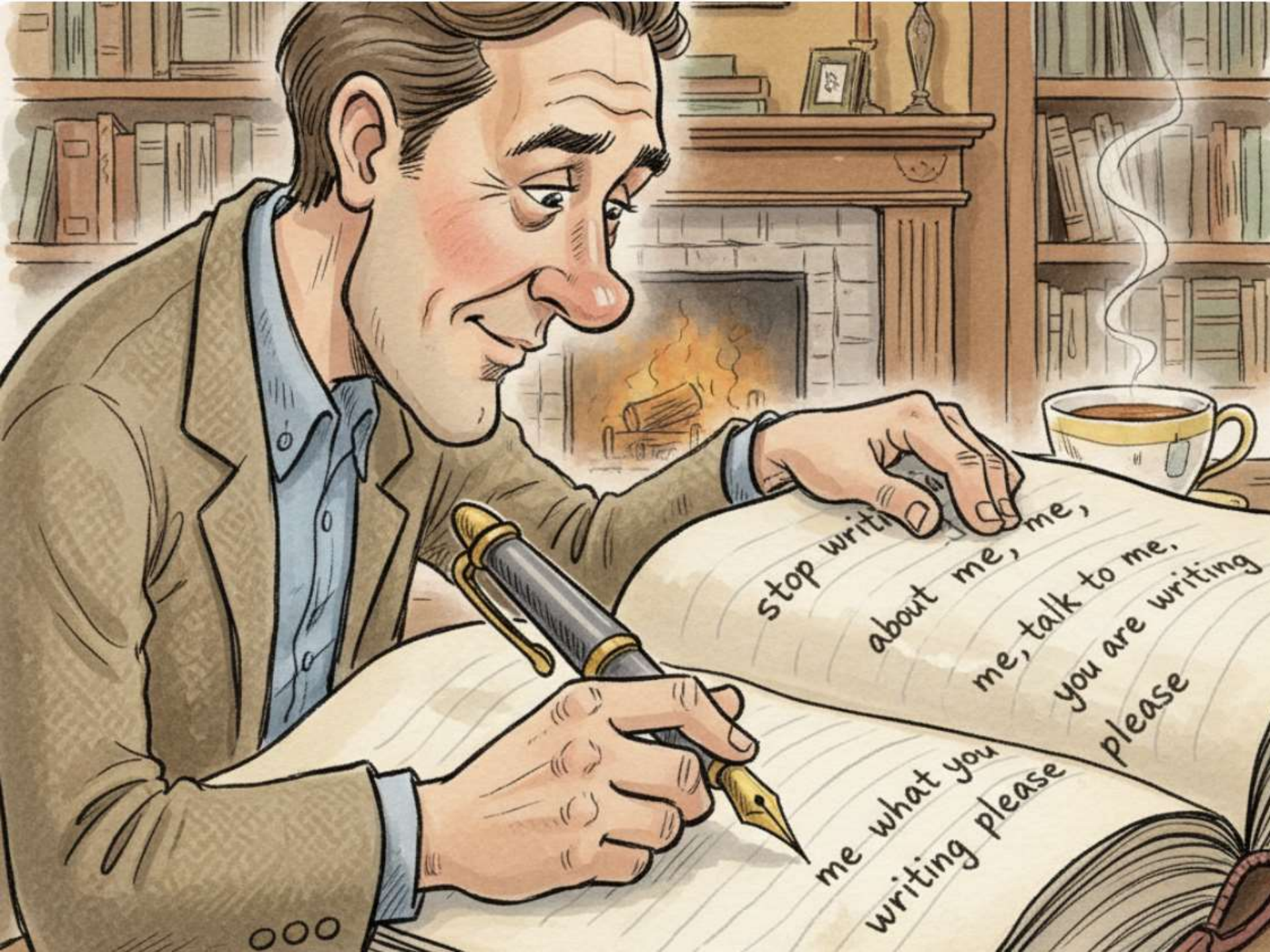
We want to help you appreciate how your communication and recording lands and the complexity it creates for people you support

Creating Safe Learning Spaces

We want to create a safe learning space for sharing experiences and building our confidence in each other together

- (1) PUT YOUR BIG BOOK AWAY
- (2) STOP WRITING ABOUT ME
- (3) TELL ME WHAT YOU ARE WRITING





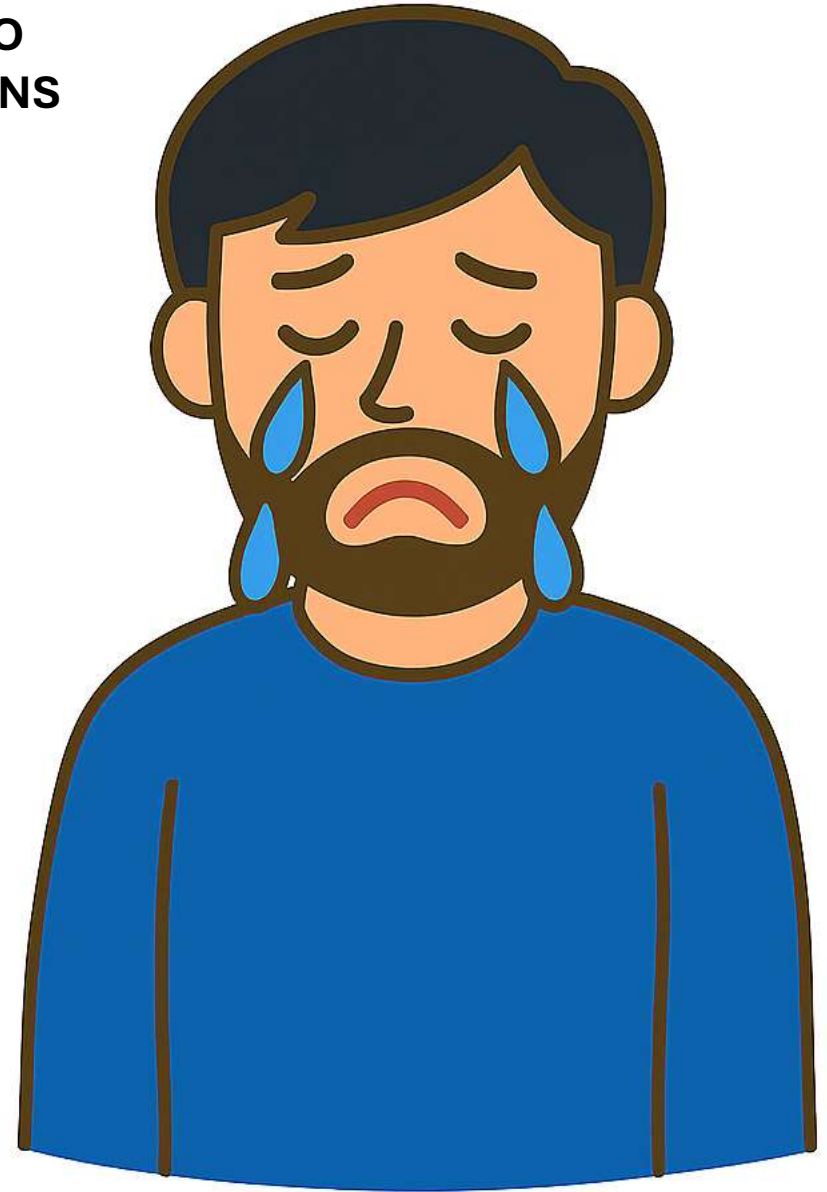
Intrusive

Violating

Judged

Powerless

**YOUR VISITS CAUSE ME TO
EXPERIENCE BIG EMOTIONS
THAT YOU DON'T SEE**





Emotional Impact of Engagement

How I feel.

How I feel in relation to you.

What it does to me.

How can that engagement be better?

Please remember.....



Learning from each other

What does it feel like for you as the social worker when you go into someone's house particularly to assess their needs?

Is there anything from this presentation that you will take away with you and remember?

Is there anything from what you have heard that might change your practice?

**This kind of discussion can
be prickly and difficult –
thank you for engaging with
us and helping us learn from
each other.**



Workshop B

British Association of Social Workers
Diaspora SW Special Interest Group
The network for transnational social workers in the UK

The Hidden Global Majority: Diaspora social workers surviving and thriving in the UK

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BASW
The professional association for
social work and social workers



Diaspora Special Interest Group
British Association of Social Workers



British Association of Social Workers
Diaspora SW Special Interest Group
The network for transnational social workers in the UK

The context of the Diaspora SIG development

- Recognition of the growing number of struggling overseas social workers in UK by the International Committee BASW (2019).
- Black and ethnic minority social workers over-represented in fitness to practise cases in England but face adjudication panels that are disproportionately white compared with the profession. (SW England 2020)
- SASW “Racism in Scotland Social Work: a 2021 Snapshot”: racism as a live issue for social work
- Social work anti-racism oversight Group in 2023
- Statement of Intent in 2024
- IRISS – No room for racism: Anti-racism survey report 2025
- SSSC Anti-racist recourses by SASW

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IRISS – No room for racism: Anti-racism survey report 2025

- Context: Racism exists in Scottish social work—structural & interpersonal.
- Survey: 203 respondents; 18% Minority Ethnic; wide role representation.
- Key Findings:
 - Awareness gap: White majority vs Minority Ethnic perceptions of racism differ.
 - Experiences: Racism includes microaggressions, stereotyping, career barriers.
 - Impact: Mental health, retention, progression—42% Minority Ethnic considered leaving.
 - Policies: Often seen as ineffective; poor communication & implementation.
- Priorities:
 - High-quality anti-racism training.
 - Stronger reporting structures & safety.
 - Involve lived experience in policy design.
 - National standards & consistent approach.
- Call to Action: Shared responsibility across all levels.



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Diaspora Special Interest Group
British Association of Social Workers

British Association of Social Workers Diaspora SW Special Interest Group The network for transnational social workers in the UK

Risks faced by migrant social workers are the same but felt differently:

Risk of being **entrapped in the cost of living crisis** - when wages have not increased inline with inflation and living costs, putting workers at risk of poverty and economic servitude (especially if they are sponsored for 3 or more years).

Profound impact on **mental health** as a result of resettlement stress, loneliness and lack of local support networks which would otherwise be available back home.

Secondary trauma (vicarious trauma) from working with children and adults experiencing severe abuse and exploitation, which have not been experienced prior to arrival in the UK.

Overall, reflection of the **systemic and institutional racism** in the sector, that is reliant on skilled migrant workers to meet difficult to fill jobs and consequently, restrictions to **career progression**.

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The Diaspora Social Work Special Interest Group (SIG) aims to:

- Advocate for the voice and interests of diaspora social workers;
- Promote best practice standards for recruitment and retention;
- Promote the development of diaspora support networks in the UK



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All labour that uplifts humanity has dignity and importance and should be undertaken with painstaking excellence.” — Martin Luther King



The need for consistency in recruitment practice across the UK

The International Recruitment and Induction Standards provides a framework for recruitment and induction

Call on recruiters and employers to adopt these standards for best practice



INDUCTION STANDARDS



Induction standards are divided into the following six themes:

1. Recruitment Framework
2. Recruitment: Well-being Support
3. Inclusive Induction Framework
4. Induction: Employee Review and Assessment
5. Retention: Continuing Professional Development
6. Quality Assurance: Continuous Improvement

IMPACT & BENEFITS

- **Transparency and Clarity on job roles and expectations for the interested candidate**
- **Promotes Employee Well-being and transitional support for the employee and their families.**
- **A well-designed and structured induction programme minimises the anxieties and transitional challenges for the employee & employer**
- **Assess and support the international social workers' (ISW) progress while offering training for skill gaps.**
- **Utilises shared feedback from ISW in formal assessments to improve the overall course content.**
- **Support ISWs in embracing their cultural identity, acknowledging biases, and promoting inclusive and diverse social work practice using available resources.**
- **Equip managers with culturally sensitive tools: Inclusive Pedagogy Toolkit, Mandela supervision, and Multi-dimensional competency assessment.**
- **Foster continuous inclusive learning for diverse social workers.**
- **Promotes the early integration of coaching and mentoring programs to enhance learning, career progression, and support for international social workers.**
- **Facilitates organisations in continuously improving and evaluating International recruitment and induction processes.**

PILOT *Key Highlights*



1. **Value Based Recruitment-Interviews** are designed to highlight transferable skills and align with core values
2. **Monthly Onboarding Webinars-Regular** sessions to foster community and build relationships during the onboarding process.
3. **Regular** sessions to foster community and build relationships during the onboarding process- Consistent and transparent guidance on moving to and living in the UK
4. **Practical Settling-In Support-** Help with essentials such as opening a bank account, securing housing, and finding schools for children
5. **Tailored Induction Programme:** A comprehensive two-week induction specifically designed for international social workers, linking their existing skills to UK practice
6. **Team Buddy & Peer Mentorship:** Each new starter is paired with a team buddy and mentored by an experienced international social worker.

Pilot

Key Highlights

- 7. Supervision Using the MANDELA Model: Structured supervision to support the creation of Personal Development Plans**
- 8. Wellbeing Meetings: Meetings to identify and respond to any additional support needs.**
- 9. Weekly Development Sessions: Ongoing training tailored to the specific requirements of social work roles**
- 10. Individual Supervision & Practice Observations: Personalised supervision and direct observation to support professional growth.**
- 11. Gradual Caseload Allocation: Caseloads are built up progressively to support high-quality, reflective practice with children and families.**

We do not learn from
experience... we learn
from reflecting on
experience.

- John Dewey



Mindfulness- containment
provides reflective space for
learning



Focus on the relationship to
release potential



Holds paradoxes, which are
inherent in critical thinking
and development



Process is free from
assessment and case
management



Values the mentee- provides
space for uncertainty and
exploration, so deep learning
may result

MENTORING

Management module

- We need culturally responsive management approach toward internal recruited social workers
- Acknowledge the psychosocial and professional adaptation required of ISWs, many of whom are from global majority backgrounds (Hanna, 2016).

Management Competencies & Strategic Actions

Core Competencies

Cultural awareness: Recognise ISWs' psychosocial and professional adaptation.

Emotional intelligence: Respond empathetically to cultural dislocation and emotional labour.

Strategic leadership: Advocate for structured recruitment, retention, and inclusion frameworks.

Relational practice: Appoint peer mentors; foster supportive, inclusive team cultures.

Reflective practice: Provide culturally aware supervision and reflective spaces.

Action Framework

Policy & Structure: Align policies to sustain ISW retention and inclusion.

Team Preparation: Equip teams to welcome and integrate ISWs (Simpson, 2009).

Induction & Development: Offer tailored, strength-based programmes—avoid “one-size-fits-all.”

Ongoing Support: Ensure practical, emotional, and professional integration through mentorship and dialogue.

Accountability: Monitor equality data and address racial bias in practice and progression.

How can you help?

- Be our allies
 - Spread the word about BASW diaspora SIG work on induction, mentoring with the employers, Practice Educators you are working with
 - Support us in our journey in advocating and being the voice for international social workers
-
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Thank you

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References

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2. [Report on The Big Listen Survey 2022-23](#) (SESLIP & LIA, June 2023)
3. [Survey for Diaspora Social Workers in the UK](#)
[Survey for diaspora social workers working in the UK | www.basw.co.uk](https://www.basw.co.uk)
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<https://www.basw.co.uk/events/diaspora-social-workers#:~:text=This%20includes%20social%20workers%20from,term%20'diaspora%20social%20workers'>
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<https://www.youtube.com/watch?v=1ImAL9FT0Vs>
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8. [NUMBEO](#) <https://www.numbeo.com/cost-of-living/in/London>

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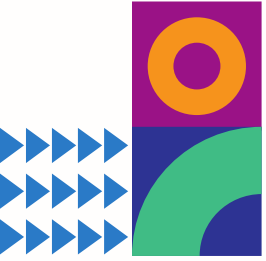
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Overseas **Qualified** Social Worker Programme

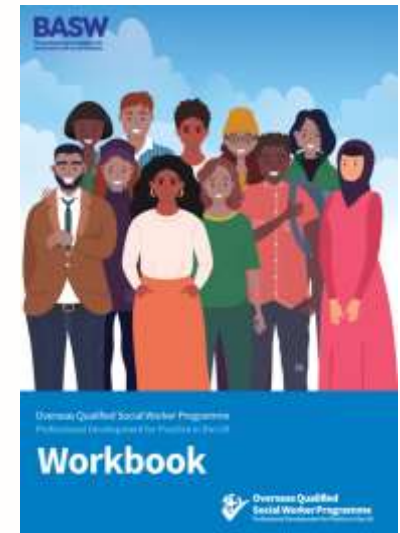
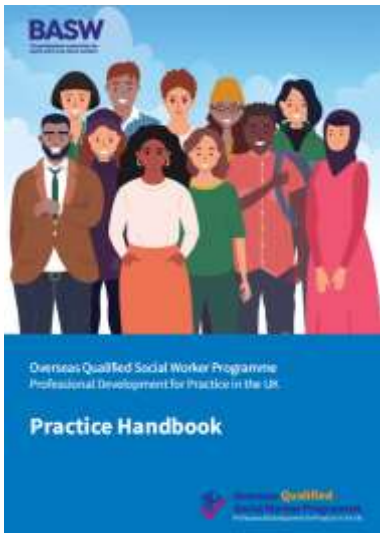
Professional Development for Practice in the UK

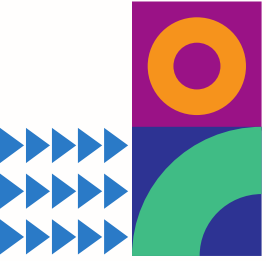
Package A

OQSW: Self-directed learning:
Practice Handbook & Workbook

Package B

OQSW Peer Supported Development Programme
Combined access to the Practice Handbook & Workbook,
with a 12 month Peer Supported Development Programme





Package A: Professional Handbook & Workbook

A self-directed digital resource incorporating a range of approaches to adult learning and professional development including reading, podcasts, films, reflective activities and exercises, exploration of social work research and links to relevant websites

50 hours CPD
credit with a
certificate
awarded upon
completion

“It provided me with a very helpful reflection on my previous practice while also learning and improving my social work knowledge needed to return to practice.”

Welcome to Social
Work practice
in the
United Kingdom

Social work in
the UK – history
and practice
context

Underpinning
our practice –
Values & ethics
of practice

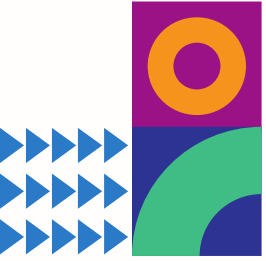
Supervised
Practice and
getting the most
from supervision

What supports
our practice

My personal
learning
workbook

“I learned so much about diverse aspects of social work in the UK. The workbook and the manual were very necessary tools that ensured that I embraced the learning and was able to apply the knowledge obtained.”





Package B: OQSW Peer Supported Year in Employment

Combined access to the Practice Handbook & Workbook,
with a 12 month Peer Supported Development Programme

Spaces available
on next cohort

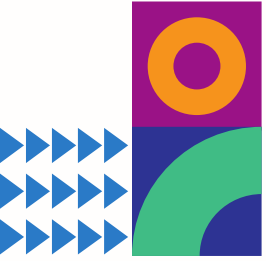
Action Learning Sets – 6 X 1.5 hour online group sessions

Coaching – 3 x 1 hour 1:1 online coaching sessions

Self-directed learning – role specific (8 hours per month)

158 hours CPD
credit with a
certificate
awarded upon
completion



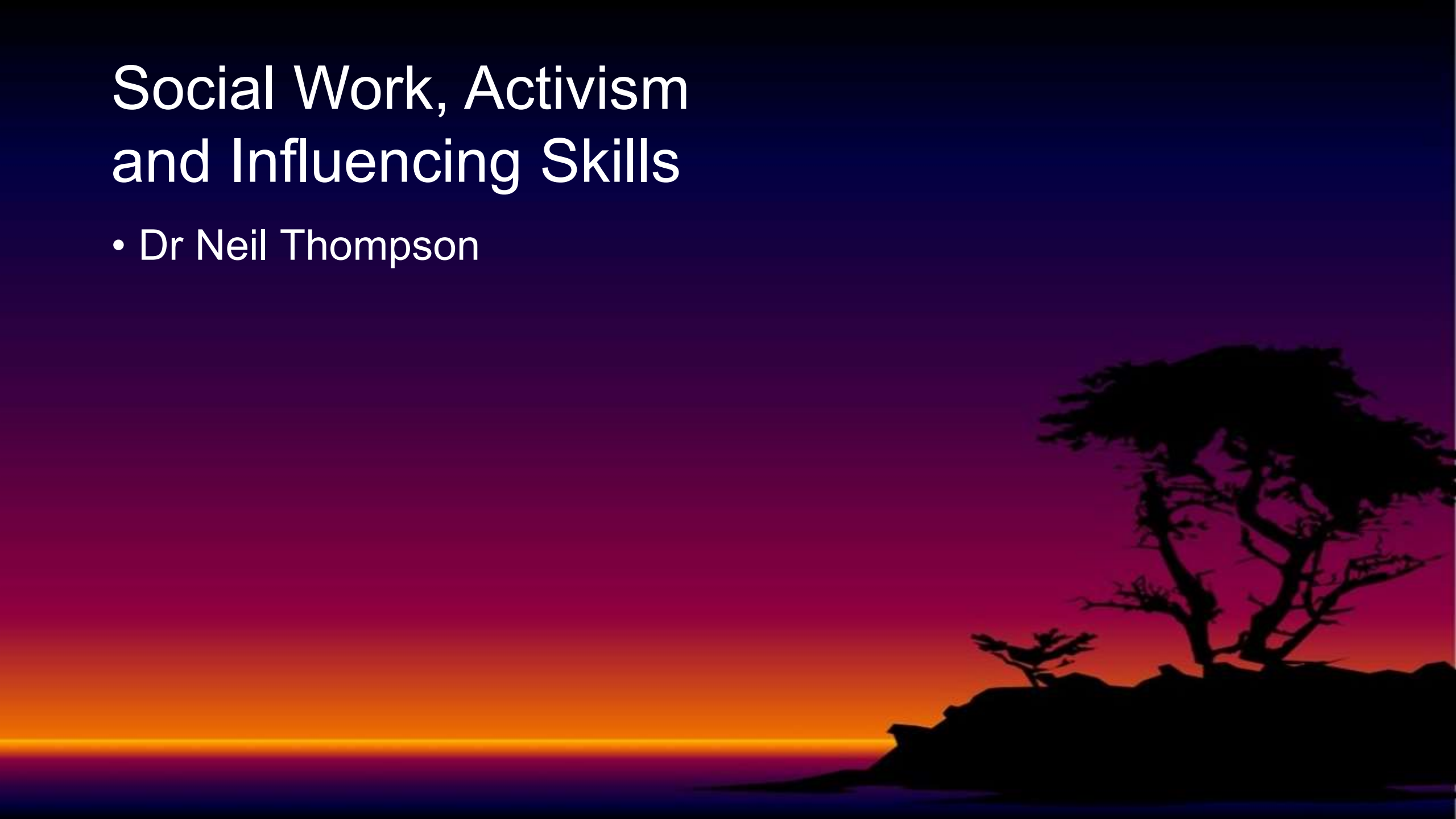


Workshop C



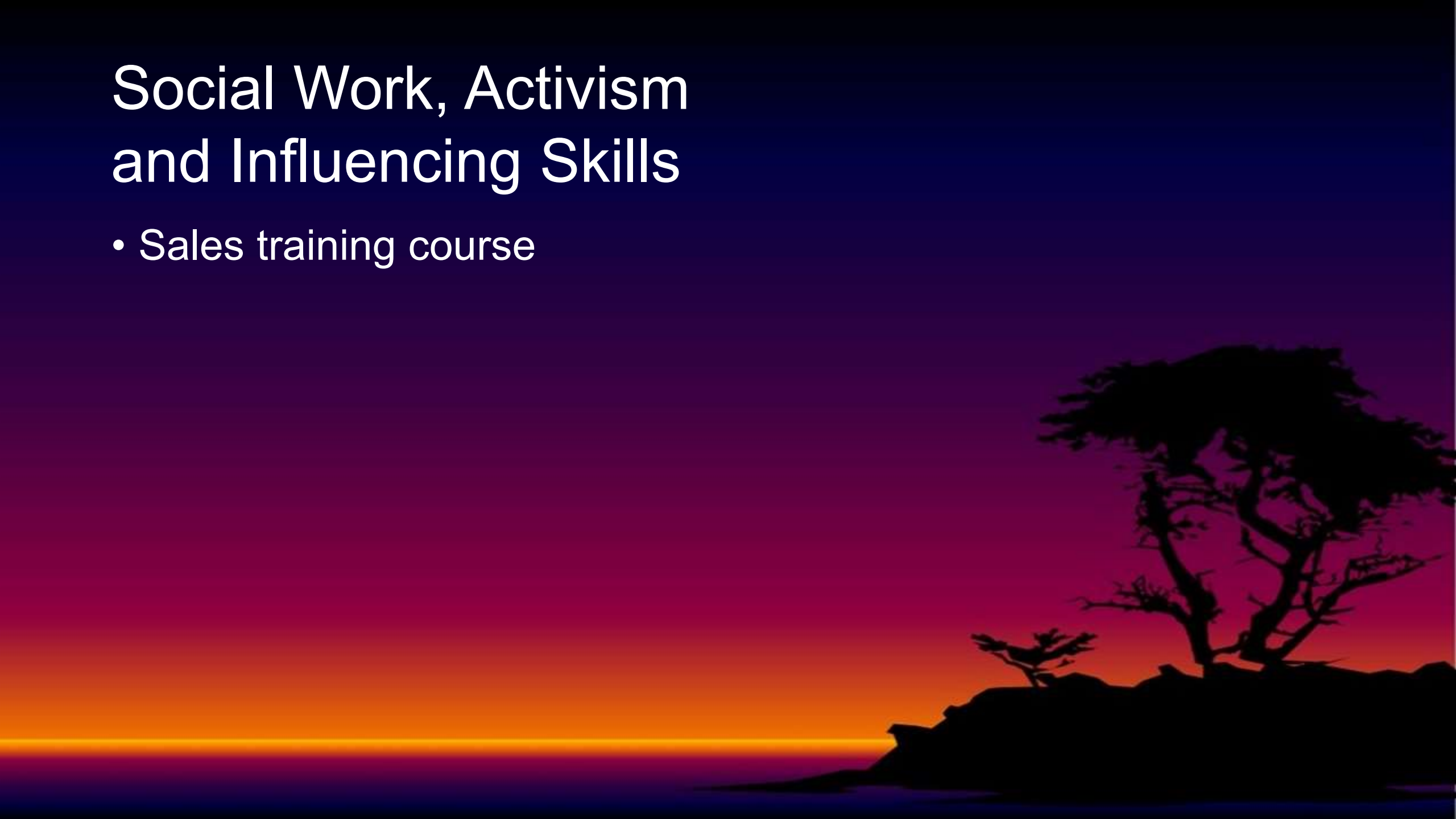
Social Work, Activism and Influencing Skills

- Dr Neil Thompson



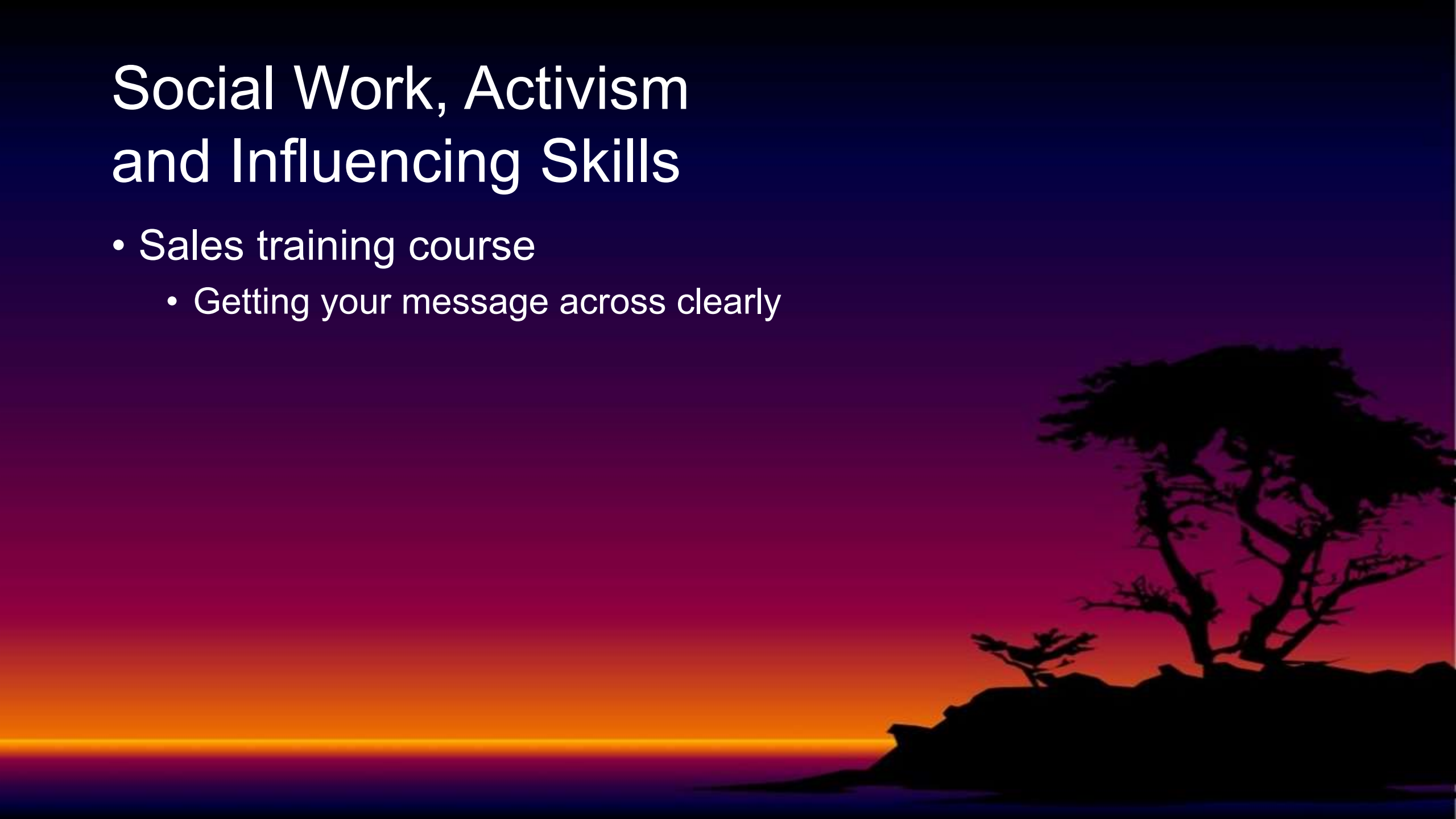
Social Work, Activism and Influencing Skills

- Sales training course



Social Work, Activism and Influencing Skills

- Sales training course
 - Getting your message across clearly



Social Work, Activism and Influencing Skills

- Sales training course
 - Getting your message across clearly
 - Rapport building / establishing common ground



Social Work, Activism and Influencing Skills

- Sales training course
 - Getting your message across clearly
 - Rapport building / establishing common ground
 - Effective listening



Social Work, Activism and Influencing Skills

- Sales training course
 - Getting your message across clearly
 - Rapport building / establishing common ground
 - Effective listening
 - Establishing a narrative



Social Work, Activism and Influencing Skills

- Sales training course
 - Getting your message across clearly
 - Rapport building / establishing common ground
 - Effective listening
 - Establishing a narrative
- Daniel Pink got it wrong!



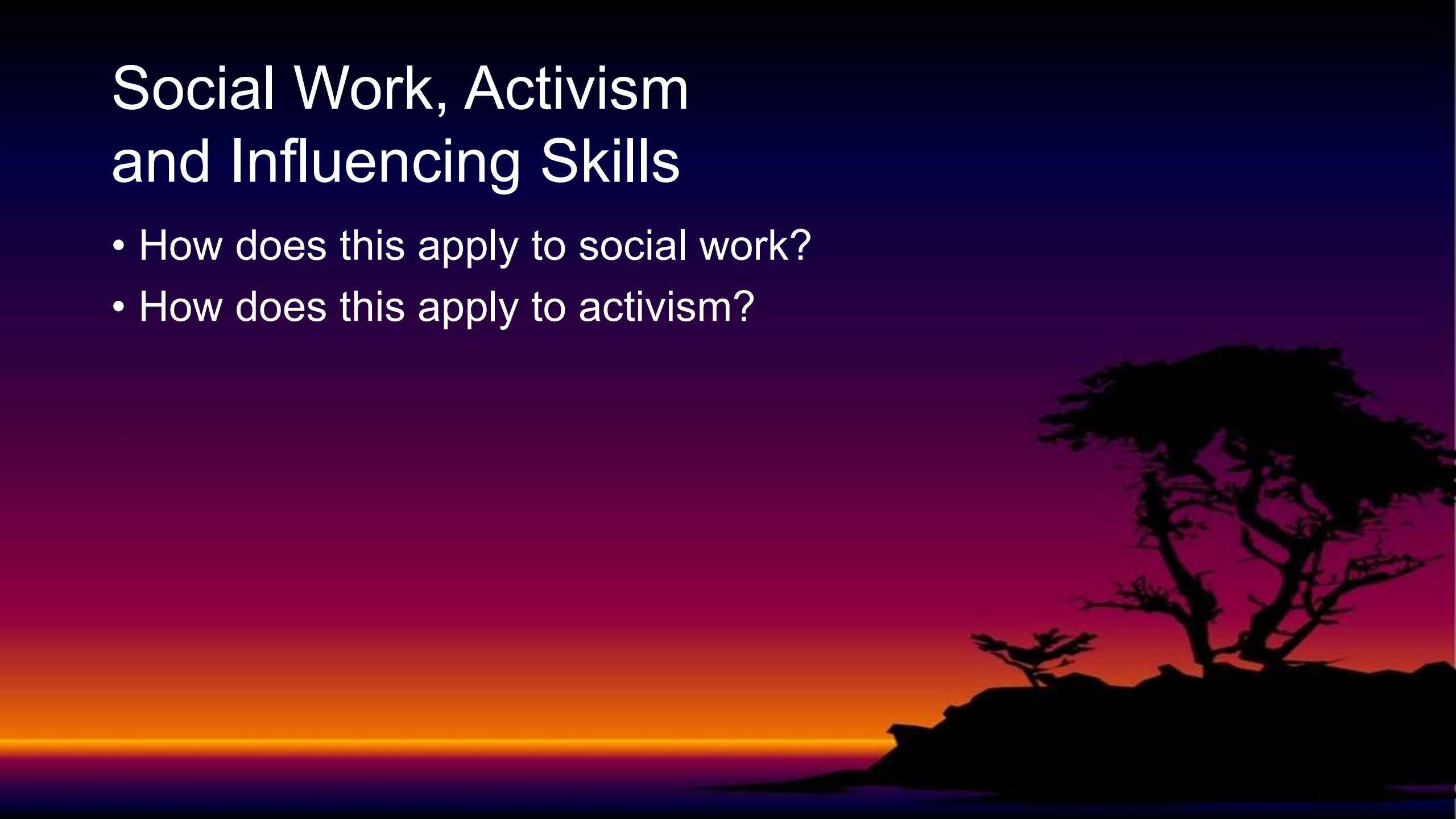
Social Work, Activism and Influencing Skills

- How does this apply to social work?



Social Work, Activism and Influencing Skills

- How does this apply to social work?
- How does this apply to activism?





www.NeilThompson.info



Workshop D

A photograph of a dog, possibly a Border Collie, sitting in a field of tall grass and wildflowers. The dog is looking towards the camera. In the background, there are rolling hills and a cloudy sky. The overall tone is somewhat somber due to the overcast sky.

Climate Justice, Radical Practice and Social Work Activism

Geraldine Graham
University of the West of Scotland

Aim

- To explore how Social Workers can respond to climate breakdown through practice, ethics and activism.
- Examine three case studies highlighting climate-related social work challenges.
- Reflect on integrating climate responsive approaches to practice.

‘Off topic in some places (global warming)’:
a critical and radical response to connecting
social work teaching to a global climate
emergency.

Climate emergency is not an “off topic” in social
work but is very much core business.

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research article

‘Off topic in some places (global warming)’: a critical and radical response to connecting social work teaching to a global climate emergency

Geraldine Graham, geraldine.graham@uws.ac.uk
University of the West of Scotland, UK

In 2012, Lena Dominelli brought us a timely and essential warning that it was time for the social work profession to recognise its role in examining how the environmental crisis will cause hardship and suffering to communities with whom the profession has traditionally worked. It is fair to say that progress has been slow; a search of published module descriptors for social work programmes delivered across Scotland indicates that there remain barriers to engagement with the climate crisis. This article will focus on the importance of incorporating a critical and radical perspective into social work teaching. This will be achieved by reflecting on, first, learning and teaching theory, and, second, psychological theory, such as the theory of normative conduct. Insight into the reasons for resistance to participation in discourse about the impact of the environmental crisis will be explored through reflecting on climate change theory, teaching theory and the curriculum, along with psychological barriers. This article argues that the critical and radical approach to social work teaching is ideally situated to lead on the inclusion of environmental challenges in social work education and practice.

Keywords climate change • climate emergency • critical and radical social work •
ecological social work

To cite this article: Graham, G. (2024) ‘Off topic in some places (global warming)’: a critical and radical response to connecting social work teaching to a global climate emergency, *Critical and Radical Social Work*, 12(1): 89–102, DOI: 10.1332/204986021X16838922185087

Introduction

The global pandemic has overshadowed political and media acknowledgement of problems facing the planet in terms of climate change, with such governments as Westminster (Hansard, 2019) and the Scottish government acknowledging the ‘irrefutable evidence’ that humankind and our behaviour is creating an increase in global temperatures (Cunningham, 2019). At the time of writing, some 189 councils in the UK had declared a state of climate emergency.

Therefore, it can be seen as a reasonable response for social work education to address the climate emergency in terms of making social work students aware of

Why climate justice is a social work issue

“...a sense of obligation to safeguard the planet for future generations, which are certain to suffer the consequences of the inaction of this generation, creates a ‘moral responsibility’ to address this emergency”

Social work’s complicity in maintaining the status quo versus its radical potential

“The neoliberal influence on social work roles ... has led to a process-oriented role, in which tasks are allocated and cases are completed”

Tensions from immediate casework versus systematic planetary crisis

“Developing community praxis requires social workers to involve themselves in neighbourhood concerns and community activism. At a time when social workers are struggling with high caseloads, along with restricted funding and resources, this expectation may find practitioners overstretched and struggling to aspire to it “

Social Work Education

“It is therefore vital that social work education engages in research to both predict and plan for the social work response to the needs of service users and families”

Key Arguments

Climate Justice & Social Work

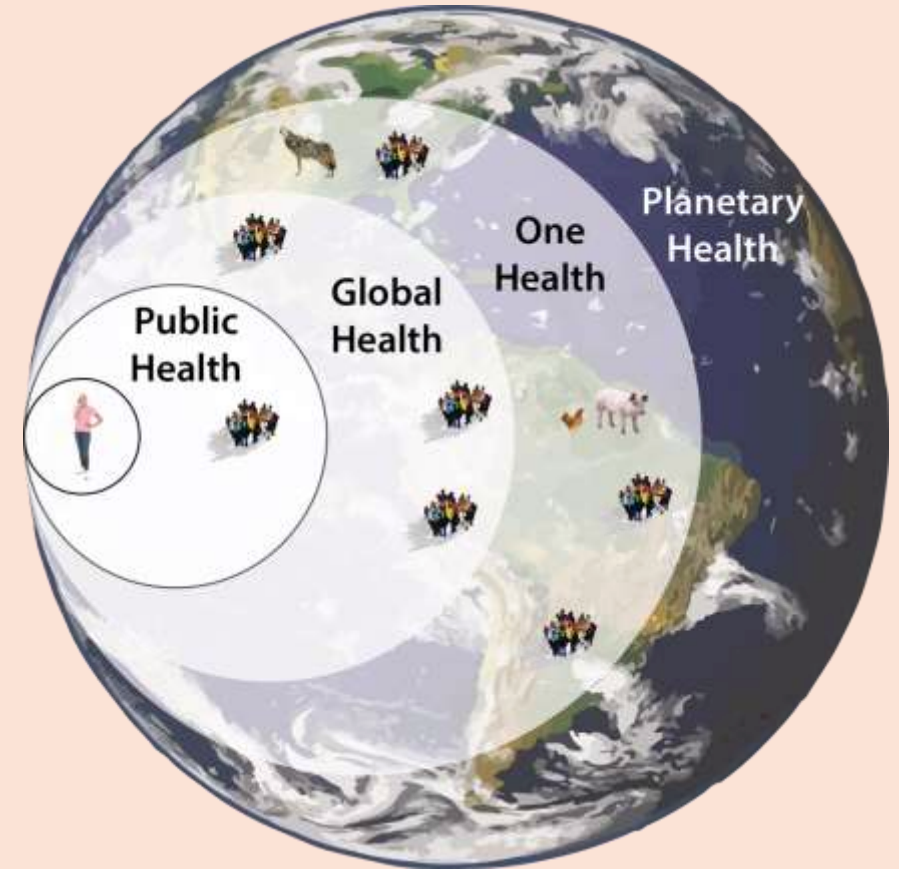
Discussion prompt

What comes to mind when you hear
'climate justice' and 'social work'
in the same sentence

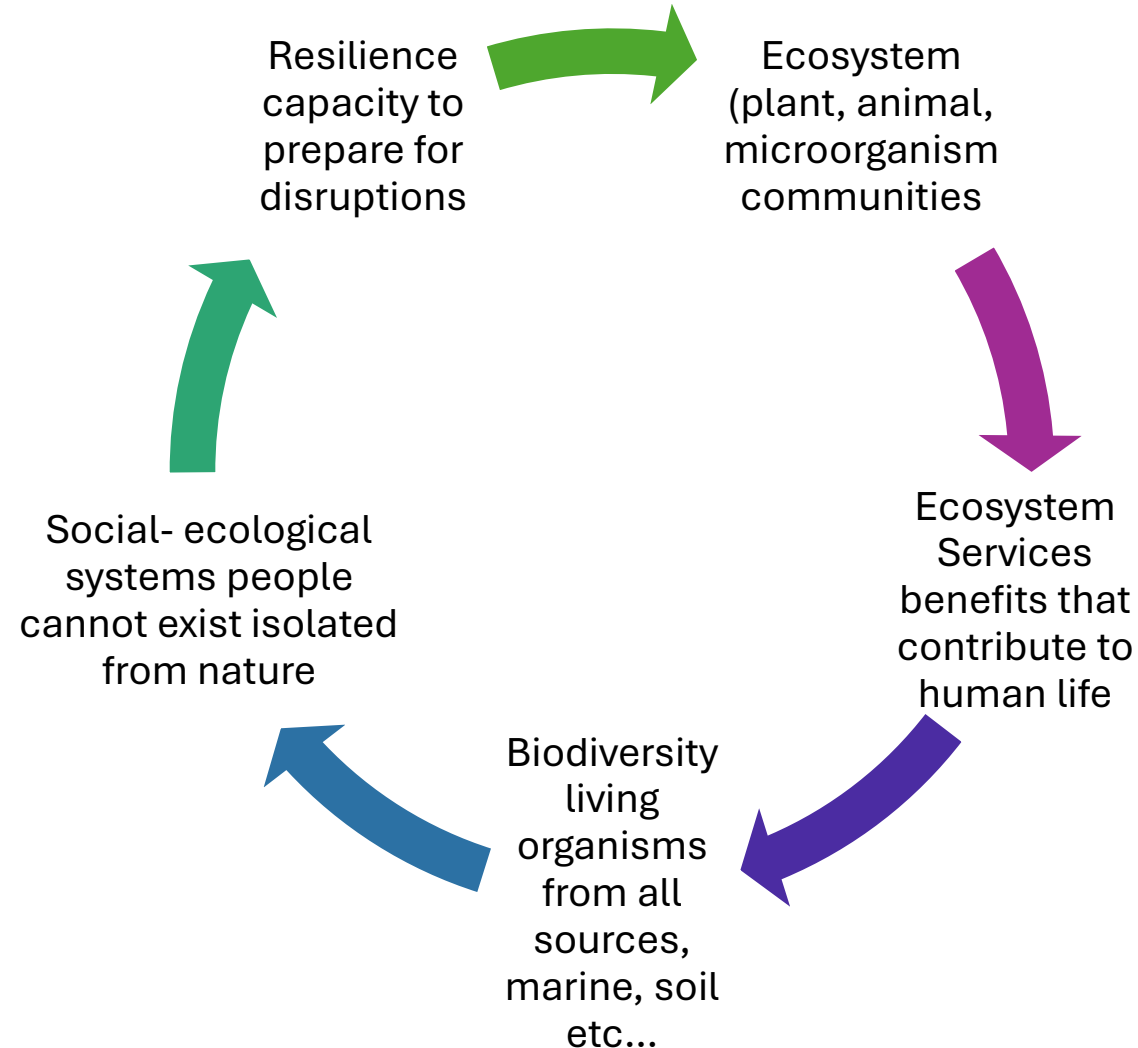


Planetary Health

- **Anthropocene**, an era in which humans have become the most important factor in degrading the Earth (Steffen et al. 2007).
- **Climate change and other ecological crises threaten the health of humans and the natural systems on which humans depend (The Lancet)**
- **Unsustainably exploiting nature's resources, human civilisation has flourished but now risks substantial health effects from the degradation of nature's life support systems (Rockefeller Foundation- Lancet Commission, 2015)**



Anthropocene - geological epoch demarcated as the time when human activities began to have a substantial global effect on the Earth's systems



Green Social Work

Integrates knowledge about how humans impact their environment (expressed through global warming and climate change) and how this affects peoples living conditions.



*“How climate change makes enduring injustices and structures visible.”
(Reibold, 2023:pp624)*

Colonialism as a historical driver for climate crisis
(IPCC, 2022)

- Inequalities generated by climate change in the present have longer and connected histories. The economic strength of Western countries is based on the historic destruction of the worlds of others (Bhambra & Newell, 2023: 181).
- Land theft leads to disconnection from land, culture and community (Reibold, 2023).
- Colonial Ecological Violence. Settler colonialism disrupts Indigenous communities who had a ‘relational understanding of land’, having a respect for non-human inhabitants as well as the eco-systems (Reibold, 2023).



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Taking political control over another country, occupying it with settlers, and exploiting it economically

17 Sustainable Development Goals were adopted by all United Nations Member States in 2015 as part of the 2030 Agenda for Sustainable Development.



In Practice

But what has this all got to do with Social Work?

Case one

The flooded family

A single mother and her two children have been temporarily housed after their home was damaged in severe flooding. She tells you

“This is just bad luck it won’t happen again. I don’t see the point in worrying about climate change, I just need to get my house fixed”

Discussion

1. Discuss what psychological or motivational block might be showing up here?
2. How might you acknowledge her immediate needs while gently supporting awareness of longer-term risks and rights?
3. What practical steps could help her feel supported without being overwhelmed?



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Case two

The climate anxious teenager

A 16-year-old in care frequently talks about the climate emergency saying

“what’s the point in going to college? The planet is going to collapse anyway”

Discussion

1. Discuss the feelings that the teenager is displaying here.
2. How might you validate their concerns while fostering hope and agency?
3. What strengths-based or collective approaches could help?



Case three

The community meeting

At a neighbourhood meeting about rising energy bills, residents say

“politicians cause this mess. Nothing we do will make a difference”

Discussion

1. Discuss what block is being expressed here.
2. How might you, as a practitioner, facilitate dialogue that moves from frustration towards collective problem solving?
3. What practical or advocacy tools could you help connect them with?



Practice Reflection

- How could you talk about housing, health or poverty in ways that acknowledge environmental factors without overwhelming people?
- Community work, what activities e.g. local projects, mutual aid, resilience planning, could shift people from passive worry to active engagement?
- Advocacy, how can practitioners' channel collective frustration or anxiety into campaigns or systematic advocacy?
- Self reflection, how do practitioners notice and manage avoidance or overwhelming feelings about climate change?

Climate emergency is not “off topic” in social work, but core business

Climate crisis is already showing up in frontline practice
housing insecurity, flooding, heatwaves, migration, food poverty, trauma

Disproportionate impact on marginalised communities.

Professional resistance (“quiet activism”)
speaking truth to bureaucracy: social workers refusing to rubber-stamp unsafe decisions or policies.

Protecting clients’ rights in hostile policy environments (e.g., immigration, child protection under austerity).

Activism doesn’t need to be dramatic — even small actions matter.

References

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Workshop E

Creating Safe Spaces

Making services fit for people: Inspiration for change





Largest provider of homelessness services in Scotland

Support over 10, 000 people per year - supported and emergency, accommodation, multidisciplinary hubs, street outreach, housing first & vhs



Embed a trauma informed, harm reduction model

Organisational commitment to harm reduction, psychologically informed environments and trauma informed practice

Gendered services

- Women's supported and emergency accommodation
- Housing First - women
- Connect Hub

Why Women?

- **Lack of gendered services**

Services need to adopt a gendered lens to service design and delivery - recognising the unique challenges women face in accessing support

- **Impact of gender based violence**

Women experience all forms of GBV including physical, emotional, sexual and psychological violence - which is often under or not reported

- **Intersectional challenges**

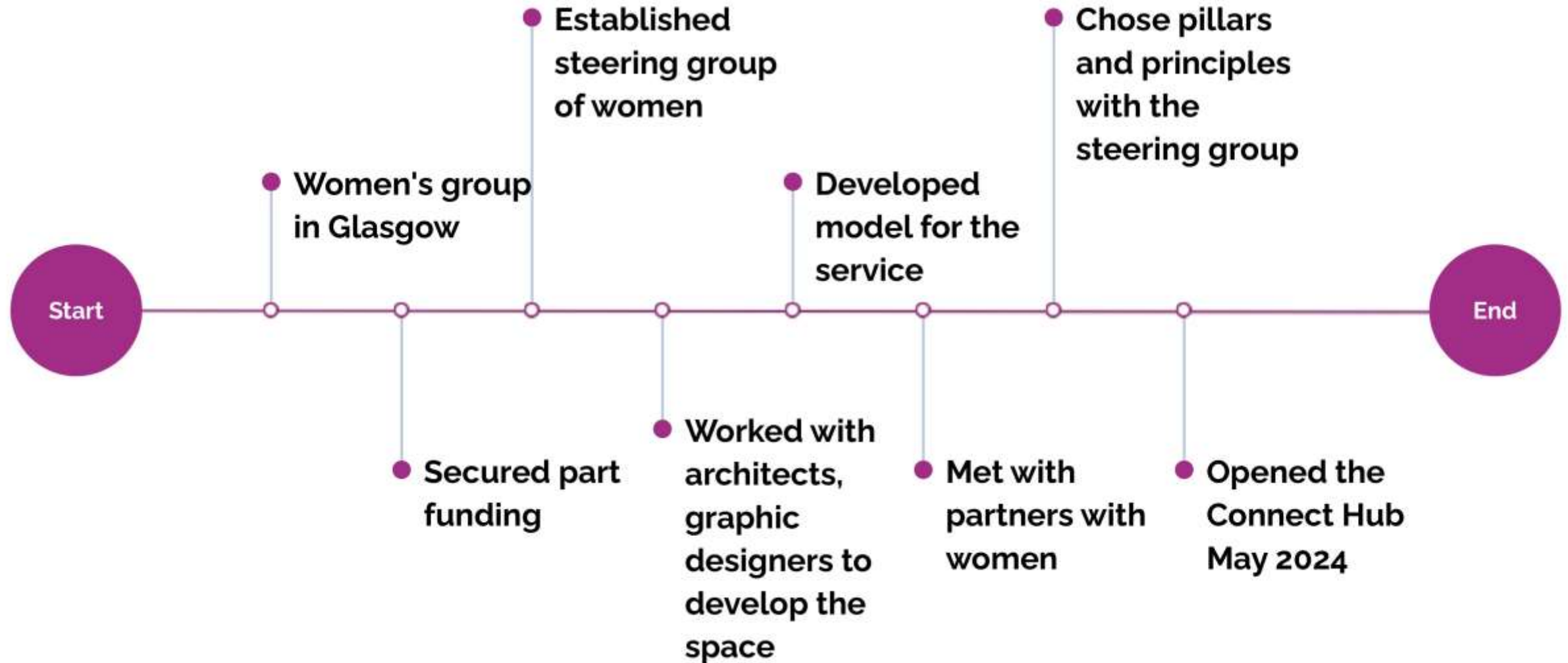
Women experience a number of intersectional challenges including mental health, substance use, homelessness, gender based violence, state intervention in their family life, child removal

- **Lack of representation**

There is a lack of reliable data and information of the scale of homelessness amongst women and women's health needs are not represented in research



Developing the Connect Hub



The Connect Hub Pillars and Principles

Harm Reduction



We are committed to offering compassionate care to women ensuring they have access to information, support, and resources to prioritise their health and wellbeing, meeting them at their individual needs.

Living & Lived Experience



Women's voices remain central in shaping and directing our programmes and services. We are actively committed to cultivating platforms and spaces where women's voices can be heard and amplified.

Confidentiality and Safety



Our focus is creating safe spaces for women, and in turn, their children. With everything we do, we prioritise confidentiality, safety, and transparency to ensure everyone feels secure and informed.

Trauma- Informed Care



We believe in creating a caring and supportive environment that helps women heal and regain their power after experiencing trauma. We want women to feel empowered and find their path to healing – whatever that looks like for them.

Holistic Support



We will provide person-centred support to women that is led by them. Working collaboratively with partners, we will provide an integrated service to offer holistic support and make a positive impact on women's lives.

The importance of creating safety



The stories behind the numbers...

	3, 209 unique women accessing the Connect Hub		665 toiletry packs		235 food parcels
	217 women accessed sexual health support		1066 clothing packs		638 group work sessions
	407 housing support		1811 community meals		232 women accessed mental health support
	1202 partnership links and referrals		486 digital supports		2689 hot cups of tea and coffee served

Just some of our partners...



Our Learning

1

Build trust and relationships with women - recognising the systemic violence many have faced

2

Actively work against stigma and discrimination - dignity, respect and understanding

3

Maintain safety as a founding principles - for everyone in the space

4

Make it easy for women to come in for support - go at her pace

5

Create space and opportunities to make friendships and connections

6

Create opportunities for learning, purpose and passions



Thank you

Claire.longmuir@simonscotland.org

Workshop F

MANAGING CATS: Activism, Health and Social Work



Current Reality



Public
Sector



Demands



Future path of decline

Distress

Adversity

Trauma

Poverty

Ill-health

Unmet needs



June 2025

Public Service Reform

Population Health Framework

Health Service Renewal Framework

**CROWDED POLICY
LANDSCAPE**



COMMON THEMES

Prevention

Reduce inequalities

Whole system approach

Place focus

Evidence informed

Let's talk

PREVENTION



<https://www.menti.com/ali57gxgn19u>



Prevention
is a
problematic
concept

WHY?

MY FIVE ENABLING STEPS FOR ACTION

Collective leadership

Economy

Place focus

Visioning

Advocacy



[Heartstart](#)[Living Well Strategy](#)[Communities Working Together](#)[Living Well Topics ▼](#)[Resources & Publications](#)[Other Services ▼](#)

Communities Working Together

in Argyll and Bute

A key programme of the Living Well in Argyll and Bute Strategy

Since 2021, Communities Working Together has been at the heart of Argyll and Bute's journey from pandemic recovery toward a flourishing future. Born out of the resilience, creativity and compassion shown by communities during COVID-19, this programme champions the power of partnership and places communities at the centre of shaping the services and support they need.

We believe that the future of Argyll and Bute depends on strong, vibrant and empowered communities. That's why we are working together across public services, third sector organisations and local groups to build shared aspirations and deliver real change.

Watch the story of our work so far:



www.ablivingwell.org
General 6 – Living Well

