ILPS are still carried out focussing on what learners are doing and using a social practice approach

We need to be really familiar with learners in order to meet their needs, chatting on the phone, zooms, posting out work, e mailing out work

Renfrewshire – simple records of learning have been more practical and useful.

Learners have really appreciated seeing us at their front door delivering resources to them. We may have been the only person they have seen that week

How do you deliver ILP's online / plan and develop learning keeping a learner centred approach?

We get readers to read books or online articles over the phone or zoom/whatsapp.

NLC are using outdoor activities like Walking Bingo etc with resources.

ERC trialled using Forms for ILPs but have returned to Word documents as they are easier to format and share to ensure all learners can access their own ILP

One to one conversations and support is key to ensuring all provision is learner centred.

The writing element of this is difficult to do online. Working together we can hopefully share practice in this area.

Learners are desperate to get back to face-to-face learning

College using breakout rooms letting learners to go into a breakout room and then come back to the main tutor.

Looked at how to use break out rooms but as 2 staff are needed then can't use breakout rooms. One to one is focus for ALN - working with tutors previously worked with.

Digital cafes have been a success

During online sessions, we get people to bring stuff from their homes to the group so that we are really working from a learner centred approach.

Learners doing reading works brilliantly.

First level qualifications around skills

needed moving forward. Staff and learners have learned so much in relation to digital skills and there are benefits to remote/distance learning and face to face. I wonder about staffing for a blended approach, it may take more staff to deliver

Digital learning is likely to be here to stay! Exciting potential to have learners in a room and online working together in real time

What does literacy look like post-pandemic - can you share what is happening in your area?

Need to be prepared in advance, can't just go and grab resources like you used to be able to.

Online delivery for literacy and ESOL - ESOL tends to be in groups, but adult literacy tends to be one to one.

technology literacy

data literacy

visual literacy

literacy

Use parks - people don't want to get on buses etc. Use the outdoors and seeing people to face to face

How can we make things different for people?

Most of the learning is online and indeed, this has taught us that we can do things online

Taking account of people being nervous about returning after so long, anxiety and mental health

Digital learning is likely to be here to stay! Learning online has suited some literacy learners - it can help to overcoming barriers of travel, time, accessibility, social anxieties etc. It nee

Some learners aren't confident with having cameras on, need support to build confidence slowly.

Pe... cla... th... th... an... ap... playground etc.

During pa... people ha... their liter... secondar... issues su... finance, h...

Need to do more work on online etiquette for learning, group dynamics, digital housekeeping, managing relationships, risk assessments etc.

Allow learners to talk and tell the learners that you are going to be in the background to get the learners to talk amongst themselves whilst you can listen,

Writing is a big difficulty. Need to see writing - so virtually ask the learner to hold up their writing so that you can see it.

Learners' lack of devices and connectivity as well as low IT, literacy and English as a second language.

Barriers to engagement in online learning / blended approaches – how do you overcome them?

Privacy is an issue for online learning - people seeing into homes and users in breakout rooms. Risk assessments have to be done.

Get people devices and as computer literate as we can while we can do face to face - we have no idea when another lockdown could happen.

Screen share a word document - size 36 so big, lots of visual things needed when online

Some learners get on to the platform but you can't always see the learner, they don't always point the camera towards themselves so you lose the body language, not sure if learners are distracted

Flipped classroom approach, learning is sent before the session, to use vocabulary beforehand and then virtually is going over the work completed rather than setting new work.

Staff have to use their own devices and Councils generally do not support Zoom. Teams is not user-friendly.

Digital access and confidence can be big barriers for literacy (and ESOL) learners. There has been a big focus on getting learners online. Connecting Scotland has been a vital way to get devices to learners.

One to one support (online and face to face for a short period in mid-2020) has become an increasing part of tutor support for learners.

Extra layer of complexity for adult literacies learners in relation to engaging in digital provision. We have had a lot of issues with passwords, getting locked out of devices etc.

Sometimes a bit trial and error which doesn't feel as good for the learner.

Adult Achievement Award embedding literacies around it and a sowing award linking literacies around it.

Many learners report missing the social aspect of learning. This needs to be included in blended learning approaches.

The brief window to meet learners face to face in late summer 2020 was well used by some tutors to build learners confidence in using digital devices which helped them to stay engaged through the 2nd lockdown.

Digitally confident volunteers have been invaluable in providing one to one digital support for some learners during and between group classes.

Keep asking learners themselves about their changing needs

Adaption during lockdown at being able to adapt online, deliver SQAs online - develop a programme to show how to use virtual environment for learners.

Employability course about 6 weeks- supporting writing / supporting people to develop a CV for themselves

Linking in with park rangers to learn about biodiversity. Identifying trees, insects and birds. Calculating the heights of trees using a pencil.

Planning questions and learning around the history of local towns as we walk around.

Connecting to the learners' childrens' learning

Walking groups used pre-covid to break down isolated ESOL or Adult learners to connect with others as well as community> get to know area and give opportunity to use english informally.

Out and about group - to go outside and share photos, share language around the outside.

Many learners report missing the social aspect of group learning. Outdoor groups can help to make those connections again.

Can you give examples of embedding literacies in outdoors, such as walking groups or around health and wellbeing?

Look at words you use outdoors as literacy - but also big links to communication and connection with nature and surroundings.

North Lanarkshire are planning a Men's walking group - bringing together literacy and ESOL learners.

can combat the effects of the weather in the west of Scotland! (There is no such thing as bad weather, just bad clothing and all that!) Many primary schools and youth groups invest in waterproof clothing for young

Head
Something that has made you think (about the topic)

Heart
Something that you have felt (about the topic)

Bag
Something you will remember and takeaway

Bin
Something you did not find interesting