**SAPOE Discussion Recording Grid

08/06/21

|  |  |
| --- | --- |
| STATUS: | Shared across SAPOE |

|  |  |
| --- | --- |
| Context:  | Responses from 12 LAs, plus 2 persons from non-LAs.  |

|  |  |
| --- | --- |
| Local Authority(add extra lines if required) | **Question 1**How is your LA promoting and delivering different kinds of OL?Prompts – what is and is not permitted and being planned?  |
| Q1.1 Pre-Summer | Q1.2 August 2021 onwards? |
| **Routine and regular local** | Most responses indicated the ‘relaxation’ of restrictions and local OL encouraged. Significant demand for support and OL Teams providing new locations or using existing spaces differently. As well as universal use of outdoor learning, many responses detailed the use of OL with targeted groups e.g. Additional Support Needs, P7 transition, social work/care and community learning.Some responses detailed specific OL programmes e.g. P7 transition, an ‘OL week’, ‘Adventure week’ and a ‘Vulnerable Person programme’ (year-long). A significant number of responses reported very busy provision e.g. ‘busier than ever’, ‘additional staff recruited’ and ‘using partners’ to take advantage of need and funding. Examples of specific activities being developed e.g. Bikeability and orienteering.  | Many responses indicated significant demand. Responses indicated holiday programmes being planned, including the use of the new SG summer funding. One response indicated that CLD were taking this responsibility. Specific examples of new / revised programmes in response to COVID e.g. ‘nurture programmes’  |
| **Day visits** | Generally allowed. A small number of LAs not permitting ‘universal’ day visits or with significant conditions e.g. distance. Examples include visits to Outdoor Education Centres and DofE expeditions. DofE provision of some sort mentioned in several responses.  | Many responses indicated significant demand. Some responses indicated holiday programmes being planned, including the use of the new SG summer funding. One response indicated that CLD were taking this responsibility. One response indicated the intention of ‘normal opening’ after the Summer Holiday. Some responses indicating an expansion of the DofE programme; depending on guidance. Examples provided of using locations close to ‘home’ e.g. ‘urban expeditions’.  |
| **Residentials** | Several responses stating no residentials permitted.  | A significant number of responses stated schools not allowed to make new residential bookings. Many responses indicated the approach of waiting for SG guidance.A small number of responses indicated active planning to support residentials starting shortly. High demand indicated in one response.  |
| **Partnership working** | Responses indicated the importance of partnership working to build capacity and meet demand. Existing relationships enhanced and new ones made e.g. RSPB, OWL and John Muir.  | Examples provided of new emerging partnerships for the future e.g. Watersports Centre partnership. Improvement examples including revising and creating new partnership databases to support building capacity.  |
| **Workforce, training and resources** | Some in-person training happening e.g. bushcraft, team building and outdoor leadership programmes e.g. woodland and coast. Online training including webinars are provided by many LAs, including individual specific courses and larger events e.g. OL festival (online twilight). Examples of OL Teams adjusting to COVID e.g. creating of new online sharing solutions e.g. Google portal (for staff and partners) and Microsoft SharePoint, plus bespoke solutions e.g. digital Outdoor Learning Map. Some responses detailed the use of a wider workforce – partners and staff from elsewhere in organisation e.g. Active Schools (sometimes with targeted deployment). Some OL Teams cannot deal with the demand e.g. very small team, individuals in certain circumstances, and rising demand. Plus, sometimes just exited from furlough. Meeting demand within an LA is therefore challenging. Some examples of a LA-wide use of external and internal outdoor education centres supporting delivery / meeting needs and demands.One response provided an example of building capacity via allocated key OL strategic roles to practising Head Teachers. One response detailed the importance of developing staff confidence.  | Specific examples linked to adapting existing training and developing new provision including ‘Lead OL Teacher/Practitioner’ programmes; bushcraft, ad-hoc support linked to unique need e.g. COACH (Curriculum Outdoor Attainment Challenge); and SQA accreditation.  |
| **Communications** | Examples included using existing networks (Head Teacher, OL networks), social media, improving/developing websites, regular newsletters, and position statements (LA response to SG guidance).Some examples of ‘rebranding’ linked to LA wide initiatives and the incorporation/strengthening of OL. SAPOE resources, training and information signposted/shared. Especially useful for LAs with small teams/limited capacity (pooling resources and capacity).  |  |
| **Other comments** | Still significant variance across LAs. Some examples of a ‘shrinking service’ e.g. recent closure of centres. One group stated the importance of LAs responding to changing SG guidance. Several examples of LAs responding creatively. Importance and value of autonomy to make decisions at the school level were highlighted in one response.  | Some responses provided examples of planned investment e.g. in new centres or improve existing ones. Included one example of expanded EYs support – 100% OL venue. School improvement developments e.g. encouraging the allocation of PEF to OL and embedding OL across the curriculum. Some responses indicated OL being developed via emerging COVID recovery funding (LAs allocated SG funding to OL).  |

|  |
| --- |
| **Question 2** What are the common challenges preventing OL in your LA?  |
| * Insurance, legal and procurement restrictions linked to financial risks – creating restrictions on booking external providers.
* Transport challenges were reported in several responses, including availability of minibuses plus ones with tow bars; and restriction on distance e.g. not permitted beyond LA boundary.
* Many responses across different questions detailed issues with meeting demand/capacity, including difficulty in recruiting staff.
* Inconsistences across LAs.
* Different parts of the LA working in ‘silos’.
* Variance in confidence and skills of the workforce, which affects consistency.
* Restricted or non-use of changing rooms.
 |

|  |
| --- |
| **Question 3** Share solution examples. |
| * Staying local so no transport required. / localised activities (opened up new possibilities).
* Adapt to local/national restrictions. Supporting staff in interpreting COVID rules e.g. ‘local’/LA position statements – adding more detail to SG guidance.
* Lots of CPD to support workforce including volunteers (adapt and create professional learning).
* Share resources across SAPOE/LAs to support capacity – regional approach.
* Encourage schools/services to review and renew their curriculum rationale.
* Establishing and developing partnerships.
* Engaged with ‘local’ Outdoor Education Centres to meet demand.
* Using marquees for changing.
 |

|  |
| --- |
| **Question4** Which LA’s are delivering EVC / VL training based on SAPOE courses? |
| Response  | Number |
| Delivering some EVC / VL training based on SAPOE courses: | 3 |
| Delivering their own LA-specific courses:  | 4 |
| Not currently delivering offsite visit training (SAPOE or non-SAPOE):  | 3 |
| No response/not sure: | 2 |
| Additional comment | Responses indicate an interest in developing new/updated training. Many LAs deliver EVOLVE training which incorporates offsite visits training. One group expressed an interest in a ‘common course’ that is used across Scotland.  |

|  |
| --- |
| **Question 5** What topics or issues would you find most useful and relevant to cover through SAPOE meetings over the next 12 months? |
| * Ideas recorded by groups (in no order and grouped):
* Opportunities to share good practice/ overcoming hurdles/ problem solving.
* Small group discussions. More breakout room type discussions. Consider membership for discussions so ‘spread of expertise’.
* Developing more sustainable models for residentials
* Working with Scot Gov to provide reassurance to LAs and schools re financial risk
* Role of technical advisors – more information on what this role means?
* More engagement with NGB’s. Retain and enhance national governing body links.
* Addressing issues – inconsistencies over what OL local authorities are able and cannot do.
* Transport – minibus shortage.
* More accessibility to teachers for OL and SAPOE courses.
* COP 26.
* Promotion of Adventure Education.
* Addressing Financial Risk (COVID) International Travel & residentials.
* Long term future of OE – facility closures not concurrent with OL aspirations.
* Can new Minister brief their vision? All parties have it in manifestos that OL residentials.
* Using PEF to support OL.
* Include/involve practising professionals e.g. those in schools.
 |