

WHERE ARE WE NOW?

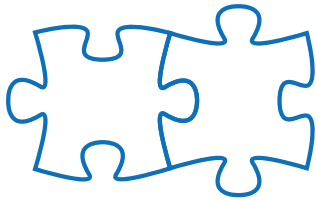
What opportunities have emerged since the start of 2020?



RESEARCH QUESTION

What pedagogies and digital learning practices were explored by educators in support of student learning across 2020-2022 and are still being used?

EVIDENCE AND DATA COLLECTED:



Remote Learning: Rapid Literature Review - 2020 partnership between The Evidence Institute and the Australian Council for Educational Research

Almost
300 Independent
School Educators

who participated in the AISNSW 2021-22 Remote Learning Survey

Almost
1000 Independent
School Educators

who participated in the AISNSW 2020 Remote Learning Survey



2021 Case Studies included interviews focus groups with small groups of students and short online surveys in each case school:

- Al Noori Muslim School Muslin School
- Meriden Anglican School for Girls
- St Philip's Christian College DALE and DALE Young Parents
- The Nature School

Personalised Learning and Enhanced Student Agency

79% of teachers asked in the AISNSW 2021-22 Remote Learning Survey report said that their students' ability to learn new concepts was negatively affected by the remote teaching periods.

“ I learned about being exceptionally flexible and spending more time with students and staff, albeit online.
Teacher, 2021 Remote Learning Survey Response ”



FINDING # 1

Focus on the role of self-paced or independent learning for students of different ages, abilities and contexts.

“ Students download the assignment and then turn it in and what that gave me as a teacher, the ability was to assess and see the student work and who was doing it and who wasn't doing it. If they were not doing it then I could follow up and that was a method of tracking the student work and if they were online or maybe they may have had problems with the technology, so that was a signal that we needed to help them out.

”
Maths Teacher, Focus Group,
Al Noori Muslim School



Blending digital and non-digital strategies supported the school philosophy.

The Nature School



“ Students working at a slower pace, and accessing the videos to catch up on learning. ”

Teacher,
2021 Remote Learning Survey
Response



Students benefited from a more self-controlled environment and felt empowered to take control of their learning.

St Philip's Christian College
DALE Young Parents



“ All of my lessons during COVID were recorded. So if a student struggled with any particular topic, they were able to go back and re-watch those videos.

”
HSIE teacher, Focus Group,
Al Noori Muslim School

FINDING # 2

Explore specific pedagogical approaches.



When provided the opportunity to take ownership of their own learning, and with the correct scaffolds, students can do very well and are resilient.

Teacher, 2021 Remote Learning Survey Response



Ongoing use of blended learning approaches.



Al Noori Muslim School



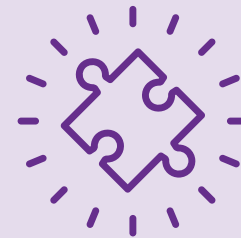
Shifting homework online.

Al Noori Muslim School



Sharing of ideas and expertise helped ensure consistency.

The Nature School



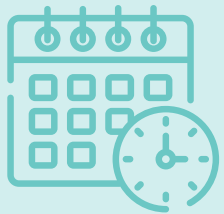
Other enablers ... I think freedom for teachers to be able to problem solve for their discipline. So, we gave teachers fairly broad guidelines and then gave them some room to be able to tweak those for their particular subject areas and for where they were at with different units

Christine, Head of Teaching and Learning: Senior School, Interview, Meriden Anglican School for Girls



FINDING # 3

Consider the impact of school and classroom structures and timetables.



Changing timetable structures to provide senior students with one flexible school day a fortnight

Meriden Anglican School for Girls



It makes my teaching easier because when I come to class the next day, I've already addressed the homework problems, we've already addressed any misconceptions. It also means that if I've noticed a bit of chatter online I know that that concept might need to be readdressed in class and so that's really nice.

Maths Teacher, Focus Group, Al Noori Muslim School

Discussing a flipped classroom approach by implementing pre-class online activities, including use of diagnostic quizzes and forms, to identify concepts that may need closer attention in class.



Ensure students are getting adequate breaks.

Teacher, 2021 Remote Learning Survey Response



We didn't call it remote learning, we called it, for DALE, dual delivery, so that those students could be here, and the dual delivery mode could still keep them connected.

Brant, School Leader Focus Group, St Philip's Christian Colleges



It was that physical kind of engagement with learning that we would do at school, and I was trying to give that to them at home.

Year 1 Teacher, Interview, The Nature School



FINDING # 4

Develop systems for ensuring a 'one size fits all approach' is not adopted.



I was proud of developing regular videos that students could watch back, covering some of the content that we were looking at, making it easier for them to re-watch things that we had covered.

Teacher, 2021 Remote Learning Survey Response



I had a student who had three other siblings and they only had one desktop computer at home and he's like 'Yeah but my brother's lessons are running the same time as my lessons. I can't miss out on my work.

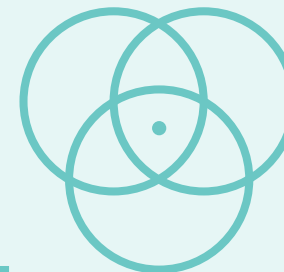
Regular recording of lessons assisted in these situations, and the teacher was able to tell the student:

"I will run the lesson [at the regular time] but I will record it, that way after your brother finishes from the desktop you can go on, you can press the recording, you have access to all the worksheets and do your work that way.

HSIE Teacher, Focus Group, Al Noori Muslim School



We would see a student had a problem, and then ask, 'how are we going to adjust to make the curriculum accessible to them?'



Visual Arts Teacher, Interview, St Philip's Christian College DALE Young Parents



My lesson that came from handing [control] over to the kids and steering them from here - the power was in less control and more interaction.

Teacher, 2021 Remote Learning Survey Response



FINDING # 5

Select and enhance the use of appropriate platforms or programs to facilitate learning and connection.



There was also a perception that the increased levels of video production have helped teachers to be more aware of their teaching, for example, how they explain concepts.

Meriden Anglican School for Girls



Blended learning and teaching activities. Multi-modal approach so the learners can engage with content when and wherever they choose.

Teacher, 2021 Remote Learning Survey Response



I think putting videos online was really good because you could slow them down, you could re-watch them, you could pause them and that's something you can't really do in real life without disrupting the class.

Student, Focus Group, Meriden Anglican School for Girls



There was positive feedback from staff. In terms of our philosophy, I think it blended really well that way.

Year 4 Teacher, Interview, The Nature School



A blend of digital and non-digital strategies supported the school philosophy.

The Nature School

FINDING # 6

Explore implications for gathering evidence of learning and providing feedback.



“

As time went on, we asked 'how are we going to make sure they're actually doing the work?' So we utilised Teams as an assessment area where you can actually use the workbook... This really gave accountability ... we could give them feedback as well.

”

HSIE teacher, Focus Group,
Al Noori Muslim School

“



Teachers would often record their voices speaking to the child about the work, or the child would record themselves asking a question and the teacher would answer. So, they were still seeing us and hearing our voices, but it just wasn't live.

Michele, Interview, Meriden Anglican
School for Girls

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We identified some students who were able to do a lot more Maths work at home because they didn't have the distractions of a clicking pen or someone else writing next to them. We've also got lots of students that are hypersensitive to sound.

Year 8 Teacher, Interview, St
Philip's Christian College DALE



Future planning to maximise
beneficial effects of remote
learning for some students.

St Philip's Christian College
DALE

Balance Technology



The impact of the pandemic on independent schools has resulted in an acceleration of the changing learning landscape as schools have systematically targeted practices that are fit for the future. Research and reality have intersected. Schools continue to increase their focus on student learning at the point of need, self-regulation of learning, agency, personalised learning, technology-enabled learning, and staff and student wellbeing. At the heart of much of this work is the expansion of educator understanding and implementation of digital pedagogies.



- We still heavily rely on digital forms of information and delivery. We still upload content and work to the platform so students can access tasks and work from there.

All quotes without a direct school affiliation are from teacher responses in the 2020 and 2021 Remote Learning surveys.

FINDING # 1

Enhance targeted resource development - online and non-technology reliant.



Because of the way I had set up the resource they didn't really need much Internet and it also was synched to their phone if they downloaded the app. We taught them how to have Teams on their phones and on their devices so a lot of the students said that they could still access things on their phone. So if they went somewhere with Wi-Fi or even if they were at home and someone else was using the computer they could still access everything because of the apps and the way they are all embedded and integrated together. So that worked quite well.

Maths teacher, Focus Group, Al Noori Muslim School



There is the option if you are away, like to Zoom call if you do need help, or need to talk to the teacher. We didn't do that before.

Student, Focus Group, St Philip's Christian College DALE

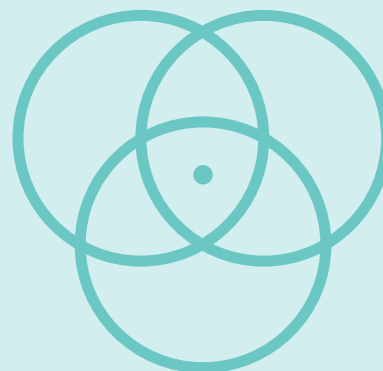


A balance of online and offline, shorter lessons and time away from screens.



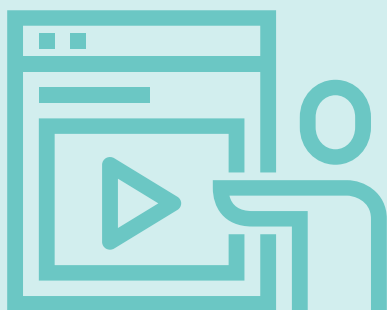
FINDING # 2

Explore the impact of technological access and skill level challenges (students and educators).



We would see a student had a problem, and then ask, 'how are we going to adjust to make the curriculum accessible to them?'

St Philip's Christian College
DALE Young Parents



All of my lessons during COVID were recorded. So if a student struggled with any particular topic, they were able to go back and re-watch those videos.

HSIE teacher, Focus Group,
Al Noori Muslim School



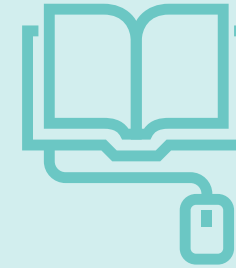
Students working at a slower pace, and accessing the videos to catch up on learning.

Michele, Interview, Meriden Anglican
School for Girls,



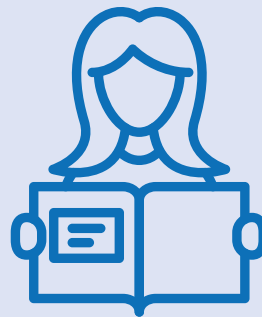
FINDING # 3

Develop blended learning approaches - balancing synchronous and asynchronous tasks with and without technology.



The school adopted a mixture of 'tech and non-tech' strategies to support their students during the remote teaching period. As described in more detail over the next sections, the technologies adopted were Sway and Zoom, accompanied by take-home 'packs' or 'kits', consisting of learning materials in a sewn fabric bag. This integrated, blended approach was well-received by staff, and perceived to be faithful to the school's philosophy: "There was positive feedback from staff. In terms of our philosophy, I think it blended really well that way."

Year 4 Teacher, Interview,
The Nature School

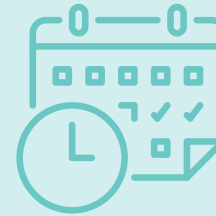


Targeted wellbeing activities. Technology-free days in response to zoom fatigue.



FINDING # 5

Consider implications for practical activities/ subjects and managing curriculum specific needs.



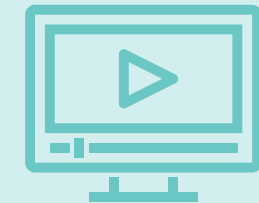
We would explicitly outline what was on in the day, and when their subjects were scheduled in their daily blog. They'd have all their weekly tasks submitted to iLearn and they would access their calendar and their due dates

Stage 6 Teacher, Interview,
St Philip's Christian College DALE Young Parents



I used the Teams ability to record ... you can record the screen. Along with the voiceover and me explaining, I'm actually visually showing them the concept which is a practical concept. Also the fact that this was a recording, and they had a link, they could always go back and revise. That stream now for me is like a library, I have coded lessons and I have a whole bundle. What I've done with them at the moment in my Teams is I have my class and I have basically modules and under each module I have lessons. So it's allowed me to develop these quite nice interactive videos that are always there. The students are telling me that they like them and I'm using them in a semi flipped learning mode now at the moment

Science Teacher, Focus Group,
Al Noori Muslim School

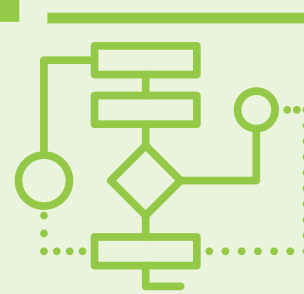


I think putting videos online was really good because you could slow them down, you could re-watch them, you could pause them and that's something you can't really do in real life without disrupting the class.

Student, Senior School Focus Group,
Meriden Anglican School for Girls

FINDING # 6

Ensure adequate peer to peer collaboration opportunities.



Collaborative tasks using Google Docs and Forms, breakout rooms, and jamboards.



More group work and independence amongst my students.



We tried to make those connections consistent and fun. ... the wellbeing side of it was probably more important, because we wanted to keep them engaged and we wanted to keep them mentally well.

Visual Arts Teacher, Interview, St Philip's Christian College DALE Young Parents



Provide opportunities for students to speak and listen to each other online, other than on heavy content always.



I really liked having Zooms because it was small groups. You could have a lot of one-on-one time where you could ask any questions you have about the learning. Your teachers could answer them. That's why I think the Zoom's good. If you have any troubles, they could help you do it. You got more attention, and kids could learn about more stuff. If you were in a bigger class, you would usually wait in a big line for your turn.

Focus Group, The Nature School

FINDING # 7

Develop a process for supporting students across multiple learning locations.



The staff at DALE special assistance school taught the students who were at school, as well as teaching via Zoom: “So essentially we were offering dual learning, but 90% of the kids were at home”.

St Philip’s Christian College DALE Young Parents

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We were conscious of not too much screen time but we did want to be able to see the girls and have that personal contact with them.

Christine, Head of Teaching and Learning: Senior school, Interview, Meriden Anglican School for Girls

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WANT TO FIND OUT MORE?

For more information and details relating to each of the sources of evidence referred to in this document, visit:
aisnsw.edu.au/opportunities-out-of-remote-learning

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