

WHERE ARE WE NOW?

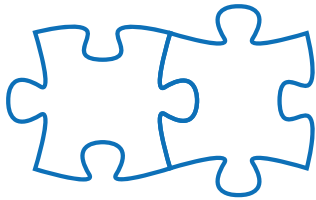
How has teaching and learning been impacted since the start of 2020?



RESEARCH QUESTION

What approaches to teaching and learning and wellbeing 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

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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



Wellbeing

A fundamental commitment to students' wellbeing underpinned all decisions relating to each school's adopted digital practices during the remote teaching period. This care was often extended to students' families. Frequent check-ins were built into daily routines using a range of technology-based approaches, and where needed check-ins occurred during home delivery of learning packs. Supporting students' social interactions through online technologies helped students feel connected with their peers and school staff.

Approaches to Support Teachers' Wellbeing

School leaders recognised the potential for increased staff stress and anxiety emerging from the pivot to remote teaching, and from the isolation experienced during the lockdown period. They adopted a range of approaches to support their teachers' wellbeing and to minimise these risks. School leaders asked their staff to meet frequently to maintain connection, combat isolation and check-in with each other. A sense of humour was integral to these meetings.



Meriden Anglican School for Girls set clear expectations and boundaries so that teachers managed their time in a reasonable way and had 'a start and a finish time' to the school day.



78%

of teachers in the AISNSW 2021-22 Remote Learning Survey reported that teacher-with-teacher interactions were negatively affected.

The St Philip's Christian College DALE staff recommended a clear structure to their working day, delineating between school time and family time.

Teachers at Meriden Anglican School for Girls used MS Teams to meet regularly with colleagues as a staff, or in smaller teams, to support each other.



Just knowing that they've got someone that they can rely on and then all the [ICT] resources [provided by the school]" was helpful in reducing teachers' stress levels and therefore supporting teachers' wellbeing.

School Leader, Al Noori Muslim School

The St Philip's Christian College DALE staff would debrief every afternoon via Zoom and there was often a fun element to the session.



The support that they offered made us feel confident that we could do it.

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



At Al Noori Muslim School there was a clear endorsement of staff managing a healthy work-life balance and not being 'available 24/7' online.



We had a weekly Zoom, we'd have a little bit of a laugh and a chat trying to break through the seriousness of the situation and share experiences that we'd had where something worked, or it didn't. I think having those debrief sessions and a laugh...sharing those little humorous anecdotes I think were helpful.

Year 1 Teacher, Interview, The Nature School



We advised that teachers also have families at home, don't expect an answer now within 48 hours. So we actually had to develop guidelines for the teachers and for the families to say, 'switch off, you don't have to be learning all the time.'

School Leader, Focus Group, Al Noori Muslim School



73%

of teachers in the AISNSW 2021-22 Remote Learning Survey reported a negative impact on their own wellbeing.

At The Nature School the principal attempted to provide flexibility, rostering staff on and offsite depending on their personal circumstances and needs.



The Nature School leaders held frequent staff Zoom meetings, always beginning with a check-in to gauge how teachers were feeling.



At Al Noori Muslim School, extensive communication and visible leadership helped to create a positive staff mindset and ease anxiety.

Approaches to Support Students' Wellbeing

All schools already treated their students' wellbeing as a fundamental responsibility before the pandemic. However, they needed to adopt a range of new, context-specific approaches to continue their high level of student care during the remote teaching period. This care was often extended to students' families.



Two welfare coordinators at Al Noori Muslim School were on the phones during the day just checking in with students, providing welfare checks if students' attendance warranted them.



We were on the phone ... for hours just reassuring parents, saying it's okay, you don't have to be perfect.

School Leader, Focus Group, Al Noori Muslim School



93%

of teachers in the AISNSW 2021-22 Remote Learning Survey reported a negative impact on student wellbeing.



At Meriden Anglican School for Girls informal check-ins by teachers assisted in supporting student wellbeing.



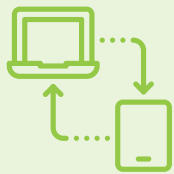
We care about students' wellbeing because if they're not in a good place right now, they're not going to learn well. So it was about ensuring their physical and emotional needs were met before we focused too much on their academic needs, particularly in their return to school.

Principal, Interview, The Nature School



At Meriden Anglican School for Girls peer interaction was encouraged through pastoral care groups.

At Al Noori Muslim School teachers encouraged students to communicate and collaborate online regarding homework and other class topics.



It was helping the students to still feel connected to that Nature School ideology, but also providing them with a tool that they could go to. So if Mum or Dad couldn't get them to do the work that day, they could still pull out their mindfulness booklet and feel like they were doing schoolwork but actually they were doing something good for themselves.

Year 1 Teacher, Interview, The Nature School

St Philip's Christian College teachers encouraged students to maintain their social networks through peer interactions via Zoom and through enjoyable tasks that students could do together.

Small group Zoom sessions at The Nature School were partly for students to be able to see their friends, say 'hello', and check how they were progressing.



Most Zoom sessions at The Nature School combined a teaching and wellbeing purpose.



We had one student in particular, with whom I spent an hour on Zoom just chatting; just talking through stuff. And then our wellbeing assistant spent extra time as well, because obviously their wellbeing was our priority.

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



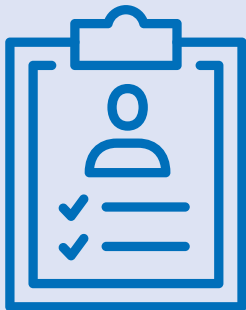
When we were able to do drop-offs we were delivering food as well as lessons, hard copy lessons and sometimes little care packages we were delivering to them, just in hopes of lessening anxiety.

English and Art Teacher, Interview, St Philip's Christian College DALE



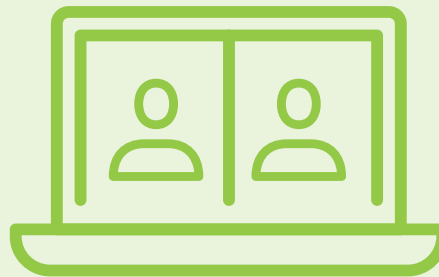
Wellbeing assistants at St Philip's Christian College DALE co-facilitated learning with teachers. Teachers at both DALE schools checked in frequently with students and families.

Post Remote Learning Lessons on Wellbeing



Continual checking in with each student.

Teacher, 2021 Remote Learning Survey Response



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.

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



Check in - are you ok conversations.

Teacher, 2021 Remote Learning Survey Response



We care about students' wellbeing because if they're not in a good place right now, they're not going to learn well. So it was about ensuring their physical and emotional needs were met before we focused too much on their academic needs, particularly in their return to school.

Principal, Interview, St Philip's Christian College DALE



Designing Learning

40%

of teachers reported assessment design has been positively affected.

40%

of teachers reported assessment design has been negatively affected.

Technology-supported Peer Learning



Al Noori Muslim School teachers found that students engaged in peer discussion and resource sharing before and after lessons.



Students at The Nature School recorded photos of experiments and later shared these with the class over Zoom to promote larger group learning conversations facilitated by the teacher.



Music teachers at Meriden Anglican School for Girls Anglican School designed lessons that allowed interactions between students in the online environment, comprising singing, playing, moving, composing, and creating.

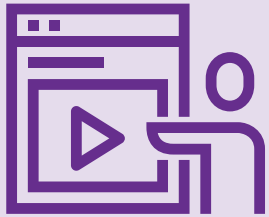


St Philip's Christian College DALE teachers found some students with special needs were often more confident participating in online peer discussions, compared to conventional face-to-face discussions in the classroom.



Teachers at all four schools were conscious of the benefits of peer collaboration and promoted digital practices to leverage this process to enhance learning outcomes.

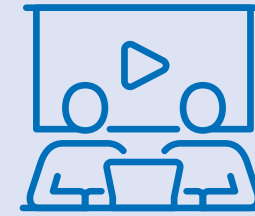
Technology-supported Explicit Teaching



Teachers used new media to support their explicit teaching. They found this process confronting and even intimidating at first but developed new skills to enact these instructional digital approaches. This included activities such as recording and sharing their own video-based instructions and explanations.



K-12 teachers at Meriden Anglican School for Girls used Seesaw to connect with the children each morning via a pre-recorded 'welcome video' and there were prerecorded instructions and explanations for many lessons.



The Nature School utilised teacher-made videos for explicit teaching, which was succinct and targeted with respect to the learning outcomes they wanted their students to achieve.



Al Noori Muslim School teachers engaged students in online 'live' teaching sessions through whole class discussions, exercises, and exposition work.



St Philip's Christian College DALE teachers shared a daily blog and ensured instructions for students on their online learning pages were well-structured and student friendly.

Post Remote Learning Experience



Use of video content to reinforce learning.

Teacher, 2021 Remote Learning Survey Response



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.

Teacher, 2021 Remote Learning Survey Response



I had to learn [how to use Sway] from scratch, on top of the emotional concerns that were going on... We basically went away and did our own personal training. I learnt some new skills just by playing with it.

Year 1 Teacher, Interview, The Nature School



Utilising more visual resources (PowerPoint presentations, videos) in order to engage my students more. This was positive as I will now reuse more of these resources in my classroom in the future, especially the PowerPoints I have created.

Teacher, 2021 Remote Learning Survey Response



To use more tools (like Google Forms) to track students' progress with the content.

Teacher, 2021 Remote Learning Survey Response



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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

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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

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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 College DALE

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I think also it was good, we were doing the same thing. We made the decision we were all on Teams, we were all doing Teams meetings and then it was easy for the students. It's not like the student had to worry about what this teacher expected and what that teacher expected, it was consistent.

Subject Coordinator, Focus Group, Al Noori Muslim School

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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

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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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