



REPORT

NEW WAYS OF TEACHING

SKILLS TEACHERS NEED
IN ORDER TO TEACH IN

2020-2021



Aim of the Research





‘ ... This project examined the different ways in which synchronous, asynchronous, as well as hybrid teaching and learning channels, were used and the extent to which they were successful for education to continue in this new age of the pandemic ... ’



‘ ... This research project *did not attempt to discuss the underlying causes and possible remedies for inequalities in access to technology*, though such disparities are a constantly recurring theme in the study; instead, the study draws from teachers’ accounts of their **use of existing resources and what strategies were used to cope with different situations**, in order to develop ideas for teacher education in a period of crisis, which seem to include **integrating a wide range of media including ‘low-tech’ solutions ...**’

RESEARCH AREAS

FRAMEWORK TO RESEARCH



METHODOLOGICAL APPROACH



What was the impact of school closures?

How did teachers respond to teaching remotely?

HYBRID ???

**What were examples of
good practice?**

PROJECT-BASED AND CROSS-CURRICULAR PROJECTS

- Project-based teaching which allowed teaching content to be presented in a way that is ‘not fragmented.’
- Cross-curricular projects involving content and activities that cover more than one subject area content.



**THEMATIC/TOPIC BASED,
e.g. Water Pollution**

**CROSS-CURRICULAR, e.g.
maths, science, English**



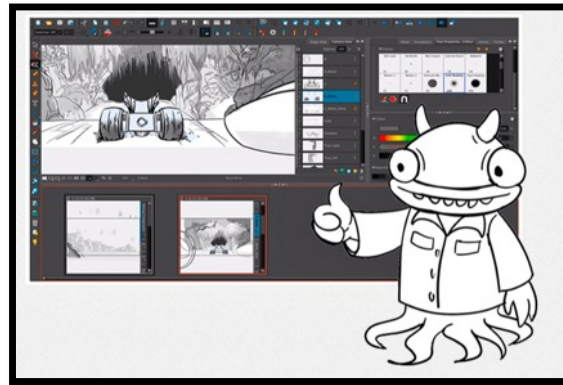
USING STORIES AND FABLES

- Using stories/fables and learners responding with their own drawings



Making short videos/comics using apps

- Making short videos/comics using apps



LEARNERS RECORDING VOICES

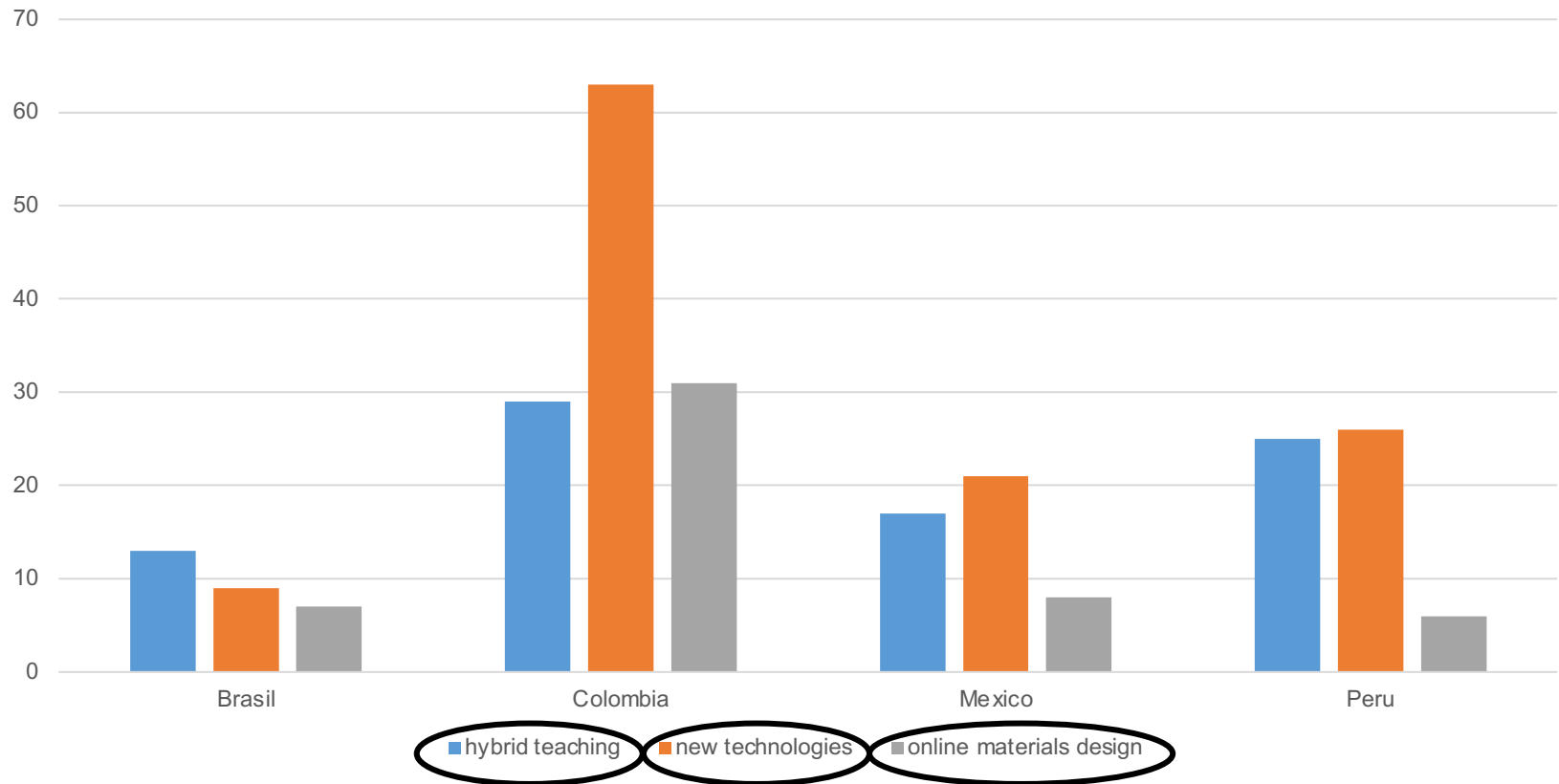
- Students recording their voices and getting feedback from teachers



**What are your
recommendations for
teachers skills training?**

TRAINING TEACHERS WANT

Training teachers want



Ministry of Education policy and/vs practical realities from teachers

OUR RECOMMENDATIONS

- Teachers need to be supported financially with devices and a budget for internet access.
- The mental health of teachers also needs to be considered and support with how to balance work and personal life while teaching remotely should be provided.

Curriculum related

OUR RECOMMENDATIONS

Based on a sharing of teachers' successful experiences:

- Training in different pedagogic approaches for different subjects in a flexible mode of remote teaching
- Training in materials development and task/activity design for a flexible mode of remote teaching
- Cross-curricular work and sharing of resources seems to have been a successful strategy that could be extended into 'normal' times.

Technology and pedagogy related

OUR RECOMMENDATIONS

- Courses in how to operate devices need to include appropriate pedagogy for devices.
- Adapting core teaching materials for delivery via several modes (depending on what learners have available).
- Learner Training so that students make optimum use of the remote learning means available to them.
- How to optimise the facilities for monitoring and increasing student engagement afforded by different platforms and devices.
- Parent/carer training on supporting and monitoring home learning
- Understanding and managing online safety



**How does this compare
to contexts where more
online resources are
available?**

A report by the National Foundation for Educational Research

[Schools' responses to Covid-19: Pupil engagement in remote learning](#)

[\(nfer.ac.uk\)](#)

Key findings

- **Great autonomy of schools in choice of means but also gaps in resources**
- **Strong links between disadvantage and lower engagement**
- **Wide gaps in availability of IT resources to pupils (and of teachers' home equipment)**
- Importance of, but gaps in, parental support
- Quality, not means, of teaching was key
- **More teaching on metacognition/learning strategies needed**
- Curriculum content was narrowed

One measure of pupil engagement – return of last assignment.

Teachers were in regular contact with, on average, 60 per cent of their pupils. However, on average, less than half of pupils (42 per cent) returned their last piece of set work

Different tools used to inform pupils/parents about remote learning activities (according to senior leaders' responses)

| Tools used to inform pupils/parents | % |
|---|----------|
| Emails/texts | 86 |
| The school's website | 80 |
| Telephone/video calls home | 69 |
| The school virtual learning environment (VLE) | 52 |
| Staff deliveries/visits to pupils' homes | 47 |
| Postal services | 26 |
| Other | 18 |

But difference in strategies between more privileged and more disadvantaged schools, with disadvantaged schools prioritising more personal approaches – phone calls, visits and deliveries as well as use of VLE and positive associations with better engagement.

The most recent learning activities teachers provided to their pupils (teachers' responses)

| Learning activity | (%) |
|--|-----|
| Access recorded content (e.g. video clips or programmes) | 64 |
| Undertake project work, research or independent study | 58 |
| Read a book | 57 |
| Complete a worksheet or do work from a text book | 57 |
| Consolidate previous learning or revise (including completing past test/exam papers) | 48 |
| Listen to/watch you or another teacher present content in a live session | 24 |
| Learn about strategies for managing their own learning | 8 |
| Work collaboratively with you (e.g. via an online session) | 6 |
| Undertake coursework | 5 |
| Work collaboratively with other pupils (e.g. via a facilitated online session) | 3 |

Source: NFER survey of 1821 teachers: 1741 teachers gave at least one response.

MANY THANKS

Q&A