Building Teacher Capacity for Hybrid & Online Learning

Christine Nasserghodsi

Mirai Partners

Brains Global

Closure and **rapid digitization** using available resources and platforms

Scenario planning for reopening including distance, blended, and face-to-face learning

Setting **impact priorities** and metrics, ie exam years or early **years**

Platform selection, training and deployment **– planning for and optimizing blended learning**

Harvesting insights

We've seen more change in education in the past 7 months than in past 100 years – how will this shape your environment?

How will you prepare your teachers?

Key Considerations in Hybrid & Remote Teaching & Learning

Continuous learning in school and out of school

Effective models of digital teaching and learning/ Teacher training

Meeting the needs of priority populations

The right operational and performance data

Assessment of student learning and remediation
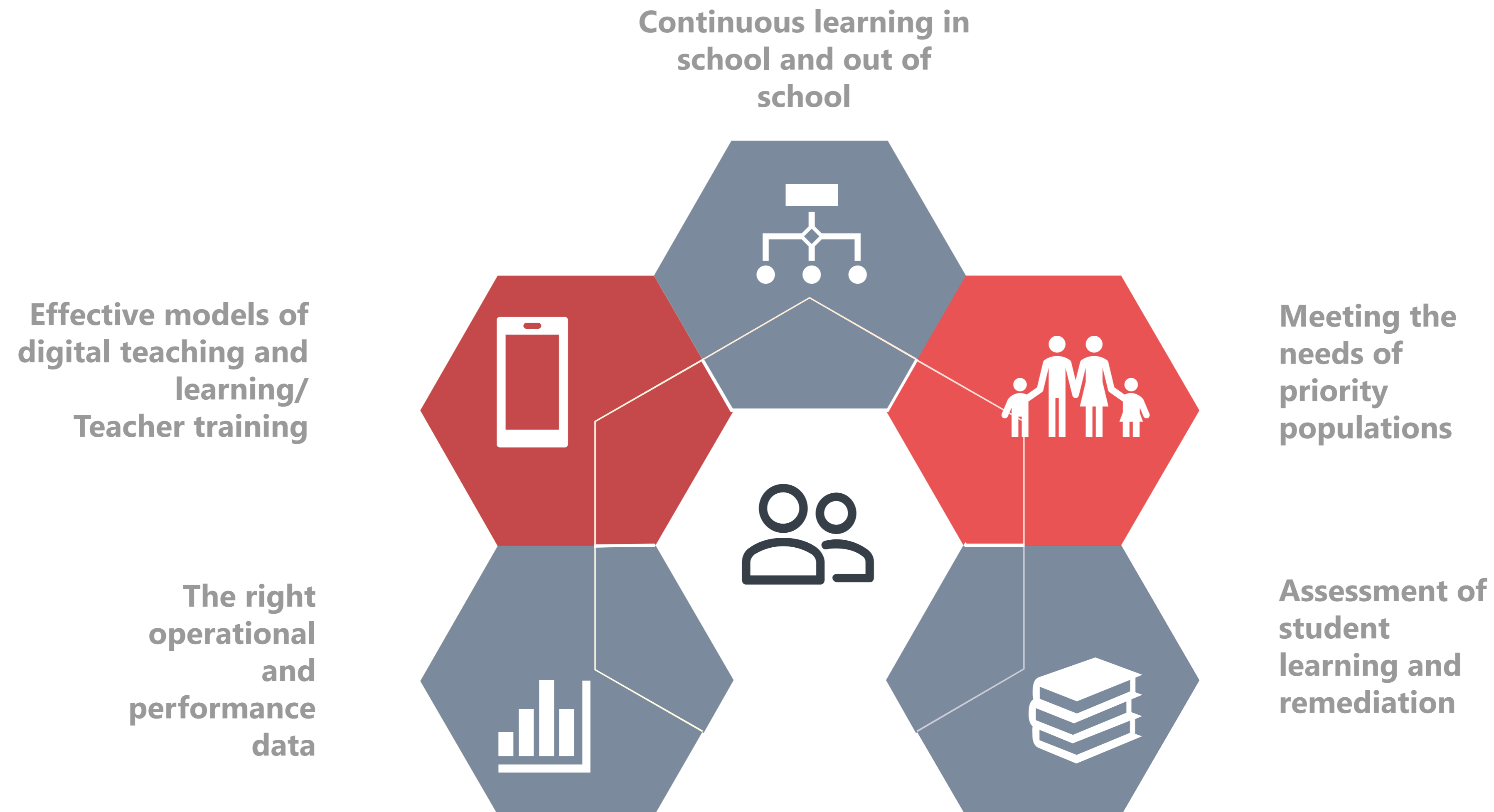
With this rapid change, come accelerated risks and opportunities

Teachers are at the centre of ensuring that risks are mitigated and opportunities are harnessed

Risks

COVID-19 hit amidst a qualified teacher shortage

Most systems around the world acknowledged that teachers needed new skills to better address student needs pre-COVID, yet teaching online requires a new set of skills

Progress in enrollment and literacy will be jeopardized the longer students are out of school

Even the best distance learning programs do little to address the needs of the youngest learners as well as students with special education needs

Opportunities

Greater personalized learning

Enhanced diagnostic and progress data

Increased societal acceptance of new modes of teaching and learning

Scaling the impact of effective teachers

Developing a digital learning strategy

Engage students, parents, and other key stakeholders

All professional learning must be linked to your strategy

Assessing and mitigating risks

Identify key risks to operations and learning, consider mitigation strategies

Projecting forward

Identify top priorities for the next 12 months; consider how these priorities can be maintained given resource constraints
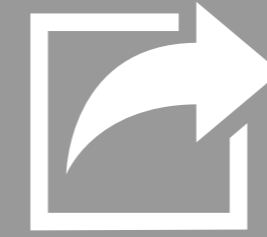
Reviewing global best practice and thinking outside of the box

Developing creative solutions to ensure continuity of learning against limitations

Assuring quality

Identify QA metrics and procedures to ensure continuity of learning

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Levers to seizing opportunities and mitigating risks in teaching and learning

Strategy

Technology

Professional learning for teachers, staff, leaders, and other key stakeholders

Rethinking the teaching profession – right now

Segmenting and redefining teaching roles

Role	Capabilities	Training
Learning designer	Designing units and lesson to include the appropriate balance of live, asynchronous, personalized, and independent work that is age appropriate and accessible	Learning design Platform use Content development
Live online teacher – large group	Introducing new content, clear, engaging, dynamic Can be 1 to many and should be recorded and accessible	Presentation skills, ongoing feedback – TV, radio, pastor!
Hybrid teacher	Simultaneously with in-person and online students (or split shift in low-tech settings) Minimal health risks, no pre-existing conditions	Differentiation of instruction, teaching large small groups, use of digital learning and recording platforms, formative assessment, student engagement
In-person teacher	Assessment, intervention, pastoral care, small group instruction Minimal health risks, no pre-existing conditions	SEND support, assessment and remediation, progress checking, counselling, well-bering
Cottage schools leaders – early years	Small group instruction in core subjects or exam readiness for the youngest learners in homes	Train and stipend parents to deliver scripted curricula in literacy and numeracy
Exam readiness hubs	Subject matter experts with	Train and stipend university/graduate students to prepare others for exams at hubs including government offices, hotels, houses of worship

Recommendations

01

Develop a lean strategy – Where do you want to be in one year? How will you get there? What systems and capabilities will be required to get you there?

02

Design your systems and develop your people for continuous iteration across distance, hybrid, and face-to-face learning so that learning can continue whatever crises we may face.

03

Prioritize in-person learning for the most youngest and most vulnerable learners

04

Adopt teacher standards that address hybrid and distance learning

05

Create micro-credentials for a segmented and alternative teaching workforce

THANK YOU