RECOMMENDATIONS FOR TEACHING AND LEARNING
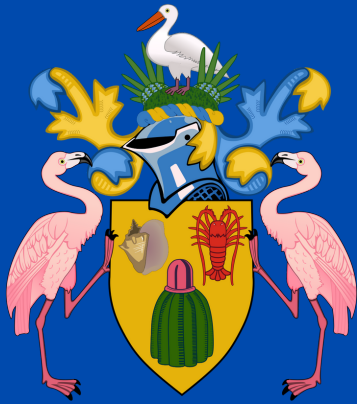
During and After Covid-19!

Protocol V – Promoting Curriculum and Assessment Engagement

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Introduction

During these challenging times it is crucial education leaders become active and reactive to changes around them. However, there cannot be a one-off' approach where the Ministry/Education Department address every scenario. School administrators have a better understanding of the needs of their schools and the disparities that may exist within their communities to make informed judgments about how to deliver a broad and balanced curriculum within the perimeters suggested by education leaders. This guide will provide recommendations to school administrators as they prepare for the reopening of schools by addressing curriculum and assessment planning needs. Our overall goal is to offer methods that will ensure quality education for all Early Childhood, Primary, and Secondary Education students.

Learning and teaching in a blending classroom will soon become our new norm for teachers and students within the Turks and Caicos Islands. This will come with implications for teachers and students as they adjust from remote learning to a blended classroom. Schools will need to organise their instructional methods and create a system that caters to their students.

In addition, importance should be placed on balancing the social and emotional needs of students. Students may have dealt with differing social and emotional issues during COVID-19 from a lack of basic resources in the home, abuse, neglect or perhaps a lack of internet access. Maslow's hierarchy of needs concepts can be applied to provide guidance and support based on blended and remote learning readiness for students during COVID-19 and any other future crisis that may affect our country. Schools must support students in acquiring the basic needs at each level before they can function effectively during this new norm.

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Broad and Balanced Curriculum

1. Continue to expose students to a broad and balanced curriculum

K-Grade 6: Curriculum remains broad, however, utilizing the integrated approach and providing opportunities for re-establishing and increasing the development of skills in phonics and reading, vocabulary, writing and mathematics.

Form 1-3: Students taught a full range of subjects, if necessary, address gaps in English and Math by teaching essential knowledge and skills.

Form 4 & 5: Students are expected to continue to study their examination subjects. Address gaps that might exist where students may have missed content or content need revisiting.

Diagnostic Assessment

2. Development of diagnostic assessment tools that assesses the skills and knowledge students should demonstrate at their particular grade of schooling in a specific subject
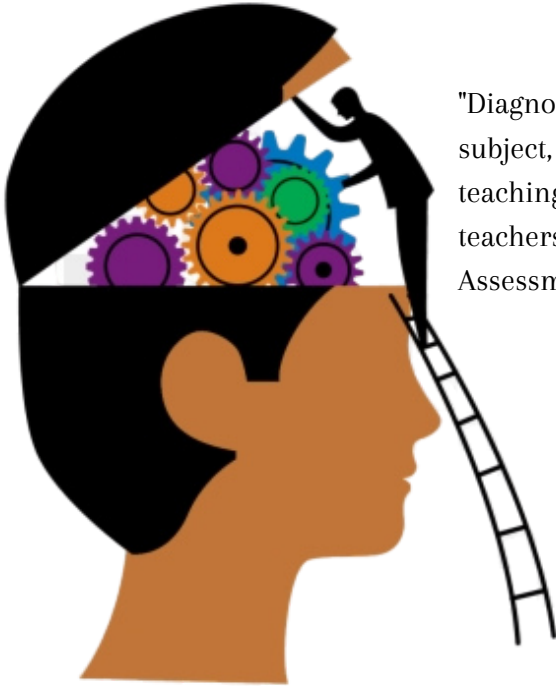
"Diagnostic assessment can help identify students' current knowledge of a subject, their skill sets and capabilities, and to clarify misconceptions before teaching takes place. Knowing students' strengths and weaknesses can help teachers plan what to teach and how to teach it." (Australia Teachers' Guide to Assessment, 2016)

To determine reduce learning loss and close the gaps in learning, it is critical that teachers engage in diagnostic assessments the first month of school. The data should be analysed and inform intervention plans.

Evidence of diagnostic assessments and an intervention plan should be included in all unit plans.
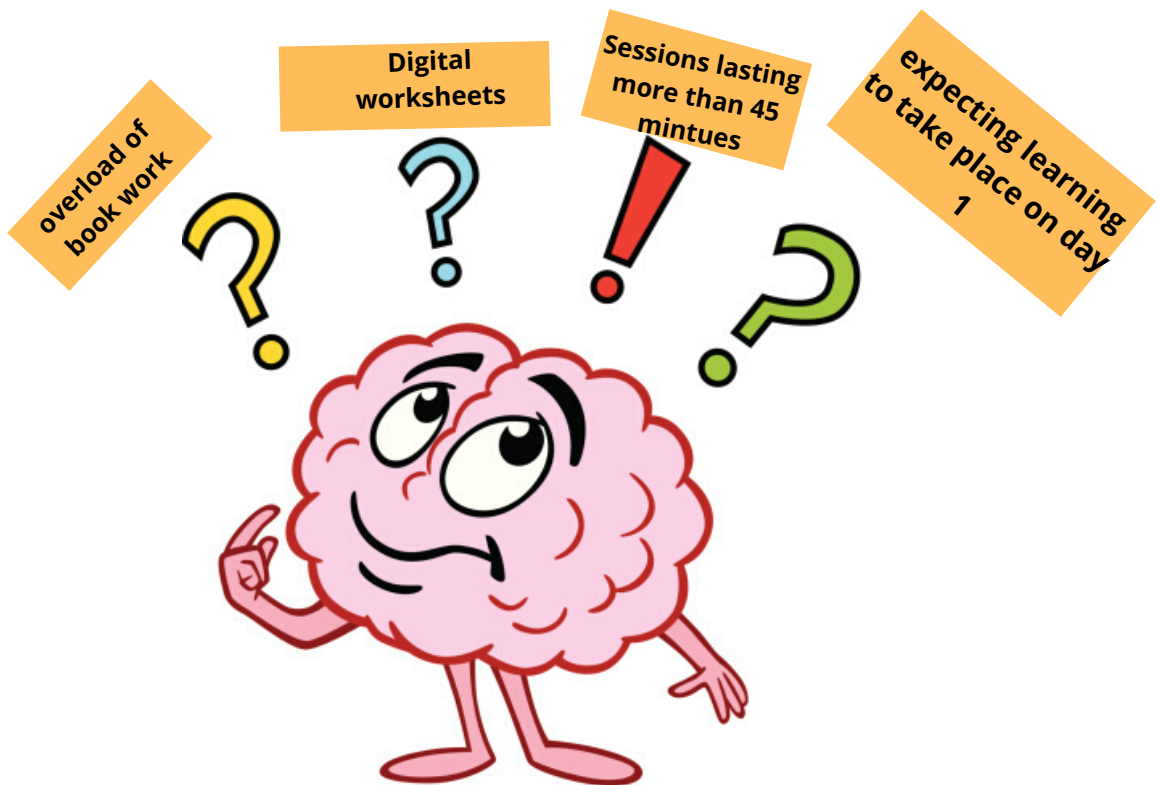
Examples:
- Pre-tests (on content and abilities)
- Self-assessments (identifying skills and competencies)
- Discussion board responses (on content-specific prompts)
- Off-level assessments

3. Utilize a blended/ distance learning model approach at the early childhood. primary and secondary level.

What does not work?

overload of book work

Digital worksheets

Sessions lasting more than 45 mintues

expecting learning to take place on day 1

BLENDED/ DISTANCE LEARNING MODEL

Phase 1: Aug 24th- 28th: Establish System

Phase 2: TBD: Prepare for Learning

Phase 3: TBD: Learning begins

Phase 1: Establish System

Schools are asked to establish and use common system applications within their school context to form their CORE 4.

The CORE 4 is a list of four applications that will be used to deliver blended and distance learning.

The CORE 4 should comprise of :

1 Home based Application
1 Storage Application
1 Asynchronous video application
1 Synchronous video application

Phase 1: Establish System

Tips for teachers
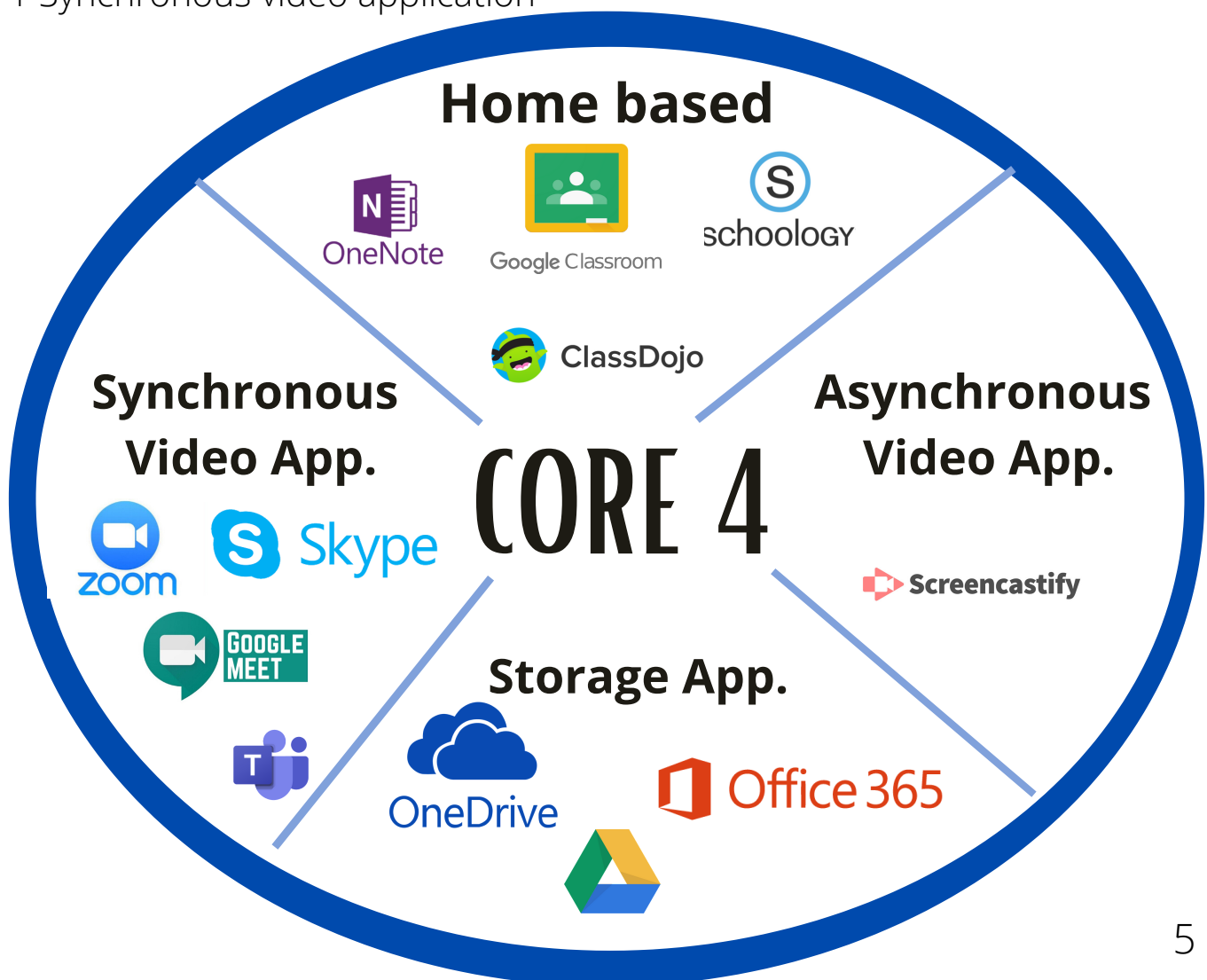
WEEK 1

SET UP OFFICE HOURS |

FORM/GRADE TEACHERS SHOULD MEET WITH STUDENTS AT LEAST 2- 3 TIMES A WEEK FOR ONE HOUR. USE THIS TIME TO FULFILL STUDENTS PHYSIOLOGICAL AND SAFETY NEEDS.

DROP SCHEDULE |

CREATE A DROP SCHEDULE SO STUDENTS AND PARENTS ARE AWARE OF THE DATE AND TIME WORK WILL BE UPLOADED.

Primary Schools- Monday 9:00 am (Everything for the entire week)

Secondary Schools- Day to Day Drop at a specific time.

SET UP HOME BASED LEARNING SPACE |

- Provide/upload a grade/subject/topic outline for students and parents.
- User friendly home space (Child friendly graphics, various fonts and a welcoming atmosphere)
- Online communication ethics rules
- Frequently ask questions
- Useful links and apps
- Upload an introduction video

Staff Meetings are crucial!!

1. Create a staff meeting schedule
2. Try to meet at least once a week for the first month
3. Support each other

Phase 2: PREPARE FOR LEARNING

Office Hours:

Provide opportunities for students to express how COVID-19 impact their lives.

Address students' issues and concerns

Outline the expectations and rules for the classroom and online.
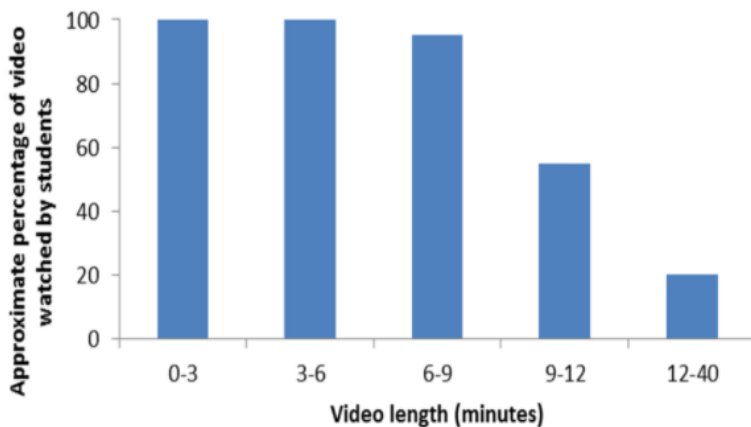
Introduce students to the new system applications.

Organize ice breakers and interactive games.

Importance of Asynchronous Videos

Student engagement with streaming videos
Based on Guo et al., 2014

Research shows students would rather watch 3-5 mins videos rather than lengthy instructional videos.

Students control their pace of learning.

Consider breaking up instructional videos into parts with an opportunity to apply learning at the end of each video.

Teacher made videos are more effective than sourced videos.

Use asynchronous videos to accommodate students and meet their individual needs (videos for English as a Second Language Learners may be different).

Phase 3: LEARNING BEGINS

Flip your Classroom

Teacher

Student

At Home

- Create or Source Video Lectures
- Share with students

- Watch lecture
- Prepare questions for teacher

At School

- Facilitate discussion
- Ask open ended questions

- Ask questions
- Engage in learning activities, workshop and labs

...In cases where students will be in a traditional classroom setting teachers should begin to utilize the flipped classroom model.

STRUCTURE OF A VIDEO DIGITAL LESSON

GREET |

Connect with your students on a personal level, welcome, reminders, video of yourself.

TEACH |

Say what you are about to teach and why. Provide instruction.

SHOW |

Provide a quick model of what students will do.

DO |

Ask students to engage in the activity, use language such as "Press pause while you are working, resume when completed", "Post a picture of your work on ..."

KEEP THINKING |

Ask students to reflect on what was done by posting a comment below the video, and to reply to two classmates' comments.

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Phase 3: LEARNING BEGINS

What if we taught as if the world is our curriculum. – Jeff Utecht

Process not Product

- Assess the process of learning not the product.
- Allow students to show learning using options available to them such as make a video, a picture of an assignment etc.

Use the world as your Curriculum

Identify transferable skills and provide opportunities for students to engage in interdisciplinary activities and projects.

Choice Grid

Instead of worksheets, consider designing choice grids for take home packets. Choice grids gives students ownership over pace and ownership over path. The example below asks students to choose two activities from each component to complete by the end of the week.

STEAM at Home Challenge Board

S	T	E	A	M
Research an endangered animal. Create a public service announcement explaining what people can do to save that animal.	Create a secret code. Write a message in the secret code. Give it to someone to see if they can figure it out.	Using two pieces of computer paper and 10 inches of tape. Build the tallest tower you can in 10 minutes. See if you can beat your record in 5 minutes.	Cut out some pictures from old magazines. Using them make a collage that tells the story of the best day ever.	Arrange 11 objects on a table. With a partner, take turns picking up 1-3 items. Whoever picks up the last objects loses.
Track everything you've thrown away in a day. Give your list to a friend. Have them write a story one what you did that day based on the list.	Go around your house and randomly pick 20 different objects. Find a way to organize everything into 4 different groups. Show what you did to someone and see if they can figure out the groupings	Using objects around your house. Construct an upside down pyramid that's at least 10 inches tall. You may not use any tape, glue or anything else sticky though.	Color a whole piece of paper with bright colored crayons. Then, cover the whole picture in black crayon (the darker the better. Use a toothpick to scratch out a piece of tie-dyed art.	Give a math problem to an adult. Have them share how they solved it. Show them how you solved it and compare ways.
Find 5 seeds, place them in a ziplock bag with a damp paper towel. Place them around your home in different places. Observe what happens over a week.	Point a remote control at a cell phone while the camera is on. Press a button on the remote and watch what happens on the phone. Figure out if there's a pattern with different button presses.	BONUS ACTIVITY: Complete the cookie face challenge. Put a cookie on your forehead. Get it into your mouth without using your hands.	Draw a picture for 60 seconds. Pass the picture to someone else and let them draw for 60 seconds. Take turns passing the picture back and forth until the masterpiece is complete! .	Without a ruler. Come up with a way to measure the perimeter of where you live. Use the same method to measure the length of a pencil.
Find 5 patterns in nature, come up with and explanation on why those patterns exist	Create a simple line drawing with a pen and a piece of paper. Send the instructions to someone to see if they can draw the same picture as you!	Create a device that can sort change. Into different types. (dimes, nickels, quarters, etc.)	Using a marker, make 100 small dots on a piece of paper. Connect the dots to create a picture	Make a data chart of 100 dices rolls of a pair of dice. Make a guess on what would happen if you were to roll three. Test out your guess..
Put an egg into a glass of water. Experiment to find a way to make an egg float in the middle of the glass.	Will an adult's permission take apart an old electronic device. See if you can figure out how it works	Out of recycled materials, build a dinosaur that has two legs touching the ground. See how long you can make the dino before it falls over.	Find a famous painting or picture. Recreate the painting with yourself and things around your house	Look up a cooking recipe. Determine the ingredients if you wanted to make half the amount of it. Try cooking the half recipe and see how it comes out!

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