Education Development Institute
معهد التطوير التربوي
عضو في مؤسسة قطر
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TEACHING & LEARNING FORUM 2020
منتدى التعليم والتعلّم 2020
Education For Resilience
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EDI would like thank you for participating in the Teaching and Learning Forum on 11 October 2020. The objective was to address the theme **Education for Resilience** by collaboratively unpacking the question: **How do we make learning sustainable amidst and after COVID-19?** The outcome of session three and four resulted in recommendations being put forward by the learning community at this forum. Please refer to the recommendations under each stream:

Recommendations for Stream 1: Personalizing Teaching and Learning

- Organize one-to one meetings with students to identify strengths and areas of focus in order to establish goals

- Create space for students to have input into planning. Reflect on lessons and have open discussions with students about how/why & what when moving forward

- Develop systems that allow for collaboration and communication between a student's current and previous teachers

- Communicate with parents/families in order to gain additional insights about the student and help parents understand their role in their child's education

- Make purposeful time for social conversations with students - not all academic based to allow you to know the child as you would in an 'open school' classroom

- Utilize small group and/or individual reflection conversations or visible thinking strategies that allow students to feedback regarding their experiences (with students and with students/parents)

- Teach resilience through pre-teaching the growth mindset, model resilience (Challenges, resilience, growth) and show real world exemplars.

- Create opportunities for students to have choice in how they are learning and assessed

- Co-plan and co-construct instruction with the students

Recommendations for Stream 2: Building Inclusive and Accessible Learning Communities

- Design our thinking with the students and other teachers. Create opportunities for collaboration through scheduling and collaborative planning.

- Foster a multidisciplinary approach where teachers capitalize on students' strengths in other academic areas e.g. literacy across all subjects.

- Create interdisciplinary projects, bringing in people with different skill sets and personal strengths.

- Participation in goal setting, self-assessment, self-monitoring promoting student agency in their own educational journey.

- Encourage students to use the language they are most comfortable with to express their understandings and ideas.

- Collect and produce a list of the benefits generated by the pandemic on teaching and learning; share the list with teachers (across schools), students and parents to build better resilience.

- Encourage students to read recreationally in any language and emphasize the benefits of reading in their choice of language and the cross-over benefits of reading in one language to learning in other languages.

Recommendations for Stream 2: Building Inclusive and Accessible Learning Communities (Continued)

- Plan engagements and projects that require collaboration among different groups of students
- Survey community members (stages, depts, schools) about their skills and experiences and create culture where we can bring those experiences into the classroom.
- Co- construct collaborative norms at the beginning of establishing teams to be sure there is a community understanding of expected norms. These norms can be adopted and adapted by members.

Recommendations for Stream 3: Fostering Community and Individual Wellbeing

- Provide drop-in sessions for Online students to connect with their teachers and peers who are in school. This enables classmates at home to informally chat to classmates in school and share their activities, experiences and still allowing them to feel part of the class.
- Create schedule for the learners to engage them in mindfulness activities like yoga or breathing practices or meditation ....or any physical activity that also brings mental wellbeing.
- Encourage children to talk about their feelings, journal them or record them. How can they deal with these feelings if they are concerning and who can help them. Provide children with strategies to support them and talk to parents about services available to help their children.
- Create/develop positive relationships in the classroom and workplaces by acknowledging strengths, talk about efforts rather than ability.
- Plan for ways to bring the community together in a way that promotes and highlights the collective strength and social-emotional awareness within all its members. Examples could be: Art exhibitions / competitions
- Join and plan for service-learning programs to provide opportunities for students to do good deeds in their communities. Help students reap their own benefits when they help others by making them aware of their achievements and emotions.
- Record students playing different musical instruments and encourage others to join in musical performances virtually.
- Have a member of leadership team or a designated individual reach out to members of the community, especially those who are most vulnerable and/or most often ignored or forgotten.
- Invite students to research, plan and execute initiatives for support within the school (younger students or students who need a reading body) or for the larger community.

Recommendations for Stream 4: "Glocalizing" the Curriculum

- Connect the curriculum to the UN's Sustainable Development Goals and Qatar's Grand Challenges
- Create and deepen connections to and understanding of local community and culture.
- Identify local issues and use them for learning opportunities, i.e. water supply, labor, government, food supply, blockade etc.
- Create a shared directory of local organizations and resources.
- Encourage action and seek opportunities for authentic problem solving with the local and global context.
- Form meaningful partnerships with local entities to develop the authentic learning of students (museums, QNL, factories, natural reserves...) .
- Develop a common understanding of key issues and terminology regarding "Glocalization".
- Examine the current state of sustainable protocols and practices within the learning environment. Identify what needs to be changed. Create a plan of action.
- Create partnerships with other local and global schools to understand a global issue from different perspectives.

Recommendations for Stream 5: Identifying and Solving Problems

- Solve authentic problems that arise from play.
- Identify the everyday problems that occur in the learning environment. Use those problems to launch an inquiry.
- Critically analyze the current curriculum and teaching & learning practices to assess opportunities for problem solving.
- Incorporate design into daily practice.
- Use a "Play. Debrief. Re-Play." protocol to document problem solving and change strategies.
- Create representative teams across stakeholders (leaders, teachers, assistants, admin, parents, students, nannies) and invite them to work collaboratively on a community problem.
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- Engage in Action Research and use improvement Sprints to drive your own Professional Learning.
- Use think aloud to model problem solving strategies and thinking.
- Invite learners to document how they solve problems and which skills they use and develop.

Recommendations for Stream 6: Redefining Communication

- Plan one day of the week where NOTHING is sent via tech. A no-email day, a no-digital Day. This could be an 'independent learning' or 'catch-up' day.
- Recognize the strong connection between physically writing and learning by sharing research data with learners and colleagues.
- Facilitate the tool Flip grid for community-building among young learners who are learning fully online. Consider a topic of the day, and students may record a video of themselves responding, can comment on other students' responses, etc.
- Use platforms that simplify explanation for students like Edpuzzle
- Invite parents to read books/stories/poems in their mother tongue.
- Use voice notes/feedback for students; teachers can use transcripts in other languages (the Mote extension for Chrome)
- Examine the benefits of flipped lessons where students review the new information at home/as homework to have ample time to read, translate where needed, research whether in English or mother tongue; then, during actual lessons, there is time for questions and answers where students take lead in explaining and helping other students.
- Create opportunities for students to show understanding in own choice of mode - focus on demonstration of understanding to be assessed - not the mode.
- Provide technical base training and access to continued support to parents who are unaware of the technology and tools we use.
- Use pre-recorded lessons using Screencastify or Loom.
- Practice live reading to allow for immediate questions and student feedback.