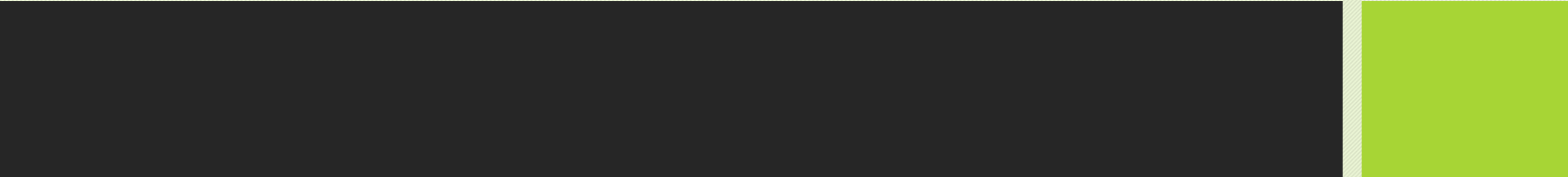


For a free full document (29 pgs.), please send a message of inquiry through the website. For more resources, you are welcomed to subscribe to the complimentary monthly newsletter.

## EduCOVID Series

March 2021 Edition



Departments of education have been taking dramatic steps to support learning communities as much as possible. The pandemic has not yet receded. Although the struggles are probably less when schools settled into their preferred models of learning, the challenges are still the same. The British government laid out a £700 million plan to reduce learning losses that occurred during the pandemic.

Many education systems have been studying the possibility of reducing the items in standardized testing or even canceling them. So far, tests will not be canceled, leaving the floor open for more debates, disappointments, and anxiety.

The new strains of COVID-19 have added to the concerns. Vaccination campaigns are trying to calm communities and reassure normal life. But this is far from happening as populations are still debating the vaccines, their efficacy, and their unknown side effects.

# Reminder 1: General Safety Measures/Safeguarding



These were fully explained in Post COVID School (Version 2) from the Edu-COVID Series, published in August 2020.

[www.orbitsdevelopment.com](http://www.orbitsdevelopment.com)



# Reminder 2: Focus Synergy



SMART UNDERSTANDING  
OF SITUATION  
(COUNTRY/REGION LEVEL)



STAKEHOLDERS'  
COLLABORATION



FEEDBACK LOOPS



*HIGHLY-EFFECTIVE*  
TEACHERS



FLEXIBILITY

These were fully explained in Post COVID School (Version 1)  
from the Edu-COVID Series, published in July 2020.

[www.orbitsdevelopment.com](http://www.orbitsdevelopment.com)

# Reminder 3: Focus Urgency



ACCOUNTABILITY

1



ACADEMIC  
ACHIEVEMENTS/LOSSES

2



ALIGNMENT

3



INCLUSION

4



HOME COOPERATION

5

These were fully explained in Post COVID School (Version 2) from the Edu-COVID Series, published in August 2020.

[www.orbitsdevelopment.com](http://www.orbitsdevelopment.com)

The background is a green-tinted image of a pen writing on a document. A line graph is visible, with a pen tip positioned at the end of a line. The graph has a dotted horizontal line and a solid diagonal line. The number '2.5' is written on the left side of the graph, and '2.47' is written on the right side. The word 'Accountability' is written in the center of the image in a large, bold, dark green font. Above it, the words 'Focus Urgency' are written in a smaller, white font, followed by a vertical bar.

Focus Urgency

# Accountability

Now is the perfect time to muster efforts for maximum **engagement and attainment** of lost skills and new skills remaining to be acquired this year. The chances for improvement and attainment are manifold. Losing this opportunity is not wise, as teachers and learners and move forward through the year teaching and learning, and leaders and parents move forward through assuring achievement and expecting positive outcomes.

The following are few questions that draw attention to accountability:

- Are leaders holding “conversations” with teachers so that teachers know that their voices are heard?
- Are leaders offering true responses that will be translated into action steps?
- Are leaders doing their best to contribute to the processes by doing certain tasks to relieve teachers from the overload ?
- Are leaders displaying trust in the teachers so that teachers feel less intimidated, even when they are being observed in their classes/breakout rooms?





1,000

Q1 Q2 Q3

Focus Urgency  
||

# Academic Achievements / Losses

Q2 Q3 Q4



One activity that can assist in managing classes is **assigning tasks to learners** to set a sense of responsibility and instill class spirit.

This is also referred to as jobs, which even makes it more exciting. This can be done online.

This creates opportunities for creativity and innovation in the way subjects and themes are handled. Furthermore, it taps into learners' interests and preferences, a major factor that supports learning through true engagement.

Assigning tasks revives learners' input as they free the teachers from the tedious efforts of drawing attention and losing teaching time. This way teachers' energies are saved for deeper teaching and learning. Some tasks also help in maintaining schedules and timelines, helping thus in class management and self-management as well.

If teacher is occupied or even unable to attend the classes in emergency cases, learners are carrying out tasks in a responsible manner.

<https://courses.thomgibson.com/courses/essential-student-jobs-for-the-middle-school-classroom-of-tomorrow>

This is a great free course about some “student jobs” created by Thom Gibson, a dynamic middle school teacher.



Collecting **Feedback**  
and using it to design and  
redesign



Integrating **SEL**

Social-emotional learning  
components to all subjects

# Language Arts\*



\* This applies to all languages

**Virtual tours** can be amazing prompts for discussions and writing tasks. During lockdowns and travel bans, using virtual tour platforms can create bridges and airports, moving learners from their rooms to a total new, fascinating world.

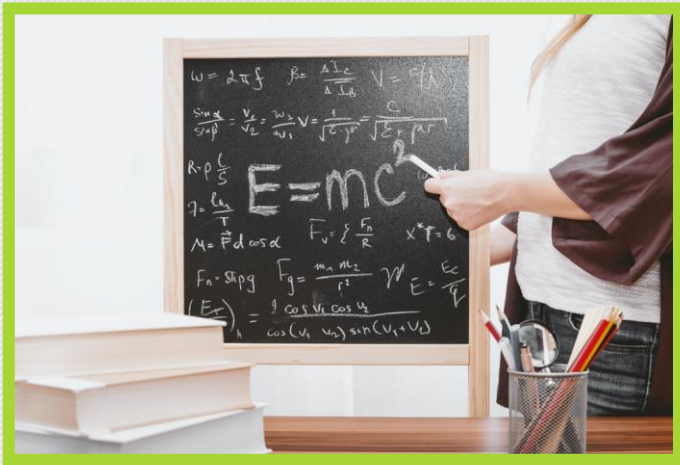
This serves to keep this sense of connection between the inside and the outside global world but can also provide a bountiful landscape to allocate descriptive words and phrases, weave storylines, and write or discuss culture, history, or human achievement.

These virtual tours can either be integrated in lessons as parts of the themes or can be separately weaved into extracurricular activities.

All these discussions and writing pieces can be shared through multifaceted ways. Most importantly, such tasks embody excitement, and this is what makes learning more solid and life-long.



# Science



A helpful technique for thinking like a scientist is **circulation**. While exploring causality and mechanisms, the effect of distant causes, which might be very far from learners' thinking and understanding, circulation serves to connect ideas until mechanisms start to be revealed.

After sharing resources with learners, such as videos, interviews, and articles, the teacher directs learners to think about those incidents by starting with one learner to another and another.

Teacher does not select learners because thoughts cannot be anticipated. The key to the success of the technique is the flow of scientific thoughts and how they will lead to the correlations, without which there is no real-world science learning.

# Physical Education



Creating excitement is essential in online PE classes. PE is one of those classes that are difficult to navigate due to its nature - as a spatial and social-led activity class.

Being innovative is critical. One of the redesigned fun PE activities is “**To the rescue**”- a task that suits home PE learning. Learners and the teacher can agree on hiding a pet or animal, virtually, for the teacher to find. That is, learners agreeing on one hiding spot in the teacher’s room in which he is conducting his/her class, without the teacher knowing that spot. That spot could be a cabinet, under the sofa, and so on.) Then when the rescue starts, the children can mimic the direction that the teacher should take, such as left, right, front, or back.

This can be so much fun as learners should move in the right direction at the right time, which they obviously will not do perfectly, creating giggles and laughter in the virtual class.

It is also safe in the sense that the one, who is dictated the directions (no need for blindfolding here since the hiding act was imaginary) is the teacher, not the learner.

This kind of activity incorporates focus (learners moving left, right, front, or back to direct the teacher towards the hidden pet), cooperation (all learners cooperating to move in the right direction at the right time), and movement (learners will be moving their bodies or even jumping left, right, front, or back).

# Art



Considering the issue of social distancing, the concept of space between objects is one of the basic skills in drawing.

Using the element of **pictorial depth** can be a powerful way of depicting and expressing social distancing, that most, if not, all adults and children are still coping with.

Learners can work on projects when they draw “who” and “what” they yearn to see close to them, such as their friends in school, their teachers, the smartboard, even their school cafeteria counter. When they draw that, they can apply drawing skills, such as using more detail for the objects that are at forefront, stronger strikes, thicker coloring, and so on.



Focus Urgency

III

# Alignment



# Alignment with Standards

More emphasis continues to be put on certain matters that relate to standards, especially with the enforced modes of teaching and assessments.

- Is there enough feedback using the right tools that are best aligned with each assignment and task?
- Are all learning modes matching learning assignments and tasks?
- To what extent is curiosity being integrated in learning, aligning with assignments and tasks?
- To what extent are digital strategies being built in properly to match assignments and tasks?

A helpful tool is a 300+ page digital binder, *The Teacher's Guide to Tech*, that explains digital terms and tech necessities in a simple way. It has a wide range of tools and links to online resources.

<https://teachersguidetotech.com/guide/>



Focus Urgency  
IV

# Inclusion




**Differentiation** is very supportive to meet all learners at a point of their needs. This requires effort from teachers, cognitively and creatively, but it allows for new experiences and more solid attainment.

Here are quick strategies for differentiation:

- Using excel sheets, matching previous records of readiness, interests, individual competencies and profiles to the classwork, can be a quick and efficient way in structuring lessons
- Any type of selection that learners can do, from an object such as a basket, a box, beads, or virtually, such as menu, checklist, etc). Handling an object of choice serves to foster learner preferences and consequently, results in full engagement.
- During group work or Zoom breakout rooms, learners rotate to handle tasks, such as notetaking, reporting, editing, timekeeping, and additional tasks, if deemed necessary.
- Using the jigsaw model, learners can work in various groups or pairs at different levels of difficulty until they finish their tasks.





Focus Urgency

v

# Home Cooperation



Social Emotional well-being, just like academic well-being, cannot be fully achieved during these hard times. However, every small step can count for better experiences.

# Social-Emotional Support

Learner and Teacher



# Learners

It is important that teachers of intermediate and secondary schools acknowledge that disrupted learning is playing a dramatic role since the beginning of the pandemic so that they do not criticize or misinterpret adolescents' performance.

According to a survey administered during Fall 2020 to over 10,000 students of diverse gender, race, geography and ethnicity backgrounds in USA, the following findings were noted:

**“KEY FINDING 1:** Students, especially females and students of color, continue to experience high levels of stress and pressure.

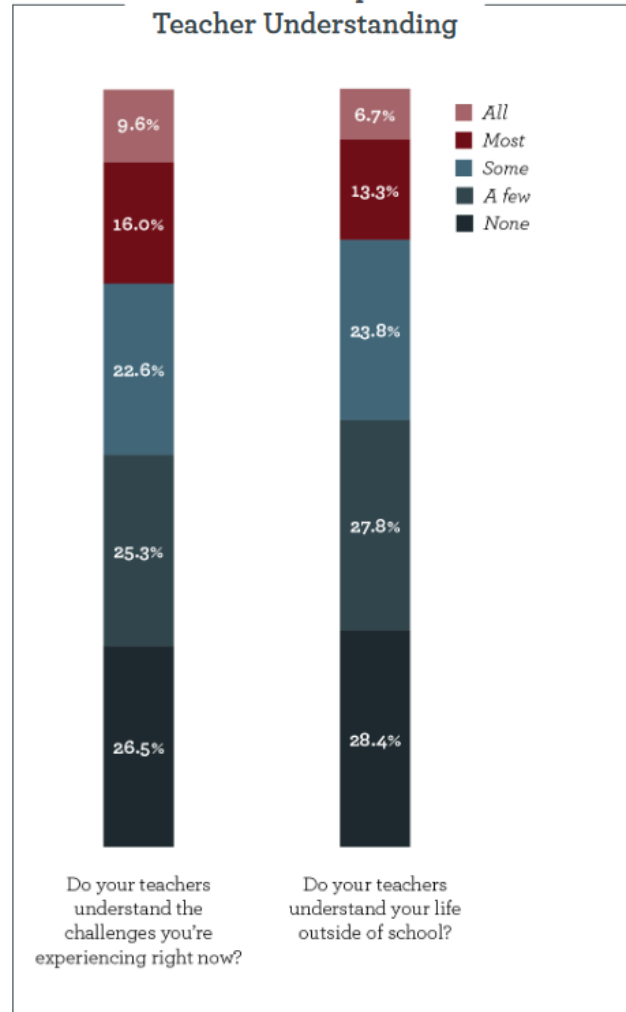
**KEY FINDING 2:** Students' engagement with learning, which is always a challenge, is especially low now.

**KEY FINDING 3:** Students' relationships with adults and peers are strong yet appear strained in recent times.”

The survey aimed at drawing attention to the challenges adolescents are facing regarding well-being and engagement.

Looking at the results, it is obvious that this case is not only occurring in USA, but in the entire world with different numbers, respectively.

Students' Perception of Teacher Understanding



*“To improve remote learning, our school could implement more emotional connections with teachers and other students. Especially check-ins on our mental and physical health. By understanding what is going on in our lives and what we're going through, it would improve how much and what kind of work they give us. It would relieve a lot of stress.”*

12th Grader





# Gentle reminder to myself: You don't know it all.

Allowing myself to believe that and release the pressure of being perfect in a pandemic has not only been a lifesaver, but necessary to leading and finding a way forward.

—**Jessica Cabeen**  
Principal





**SPRING**  
**into**  
**ACTION**

**Manal Zeineddine**  
**GLOBAL EDUCATION CONSULTANT**  
**PERSONAL & PROFESSIONAL DEVELOPMENT EXPERT**

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