

# Post COVID School

September Edition – Post School Opening

Edu-COVID series

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.



# Introduction

## „New Normal“ in Action (on-site and/or online)

As schools start all around the world, fully online or on-site, they take a new form that we are still not fully accustomed to. We are navigating through a “new normal”, whether we accept it or not.

The advantage is that there will undoubtedly be some positive changes, such as changes in curriculum and instruction modes, that will eradicate traditional, tedious learning.

There will also be some negative occurrences due to technology and general classwork routines, when not effectively monitored and managed.

Therefore, leaders and all forms of the community need to collaborate to ensure maximum gain with minimum pain.

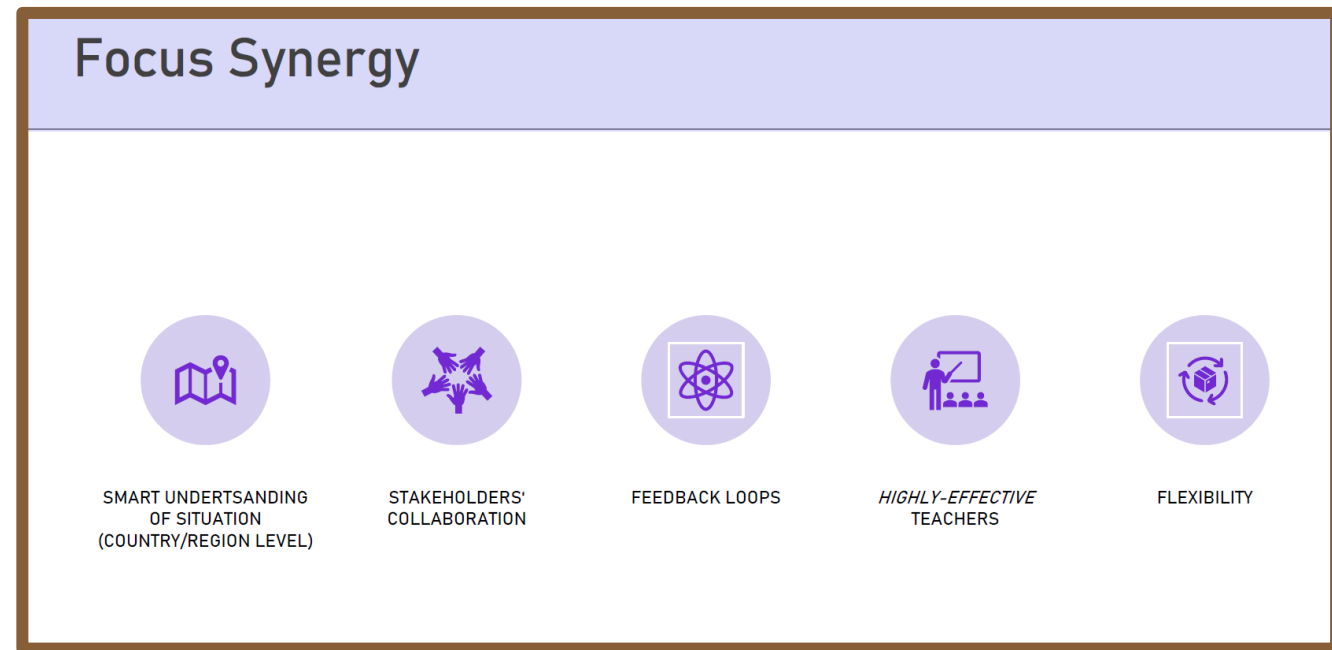
Economic situations are posing drastic challenges upon institutions and companies – in turn, upon school expenses, staff salaries and general sustainability of the population.

Hundreds of schools around the world opened with cautious provisions and are still managing. Few hundreds opened then closed due to increased cases of the coronavirus. While the rest decided to operate fully-online.

# STRATEGIES THAT ADDRESS FOCUS URGENCIES

## WHAT CAN BE DONE ?

- It is important to remember the Focus Synergy also mentioned in the previous version as schools plan to address the five areas of concern.
- As per O.R.B.I.T.S. approach, it is essential to cover all aspects related to important areas with a double effect – synergy.
- Therefore, leaders need to keep these five areas combined and monitored as they plan for strategies to mend, strengthen, and foster growth in these hard times.



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

# FOCUS URGENCY 1: Accountability



# Strategies for ACCOUNTABILITY

## (Off-site/on-site) Learning

- Schools must have shared their new policies with the stakeholders.
- New modes for teaching, incorporated through RL\* teaching methodologies (For example, traditional “Show and Tell” in front of a screen). Technology can be optimized (using different forms than the popular ones).
- Mental health concerns ought to be addressed through sessions with experts or experienced teachers. One session every other week will help children and teachers.
- Learning Management Systems LMS should be properly selected and implemented in a way that suits the community.
- Ensure consistency in everything, including how to post announcements and other important data. This way parents and learners will start in an organized manner and with ease and familiarity later.

## (On-site) Learning

- Well-designed morning procedures (check-in stations or Temperature stations)
- Closing playground areas
- Elbow bumps and foot taps (No hands touching)
- Small distanced grouping instead of circle time and dance/PE groups
- “My Clean Box”, “My Clean Trunk”, to keep stationery for each child and avoid group or peer use
- Distancing toys in kindergarten classes and sanitizing them after being used by one child (“Dirty Basket”, “Dirty Bucket”, “Clean me Box”) etc.
- Plan activities such as Play Doctor so that children get to express the feelings of responsibility rather than stifle them as a result of extra precautions exercised through their homes or schools. Children need to accept the situation from a scientific perspective so that the impact upon them becomes less severe.
- During mealtime, kindergartners use disposable plates and cups.

**RL – Remote Learning**

# FOCUS URGENCY 2: Academic Achievements/Losses



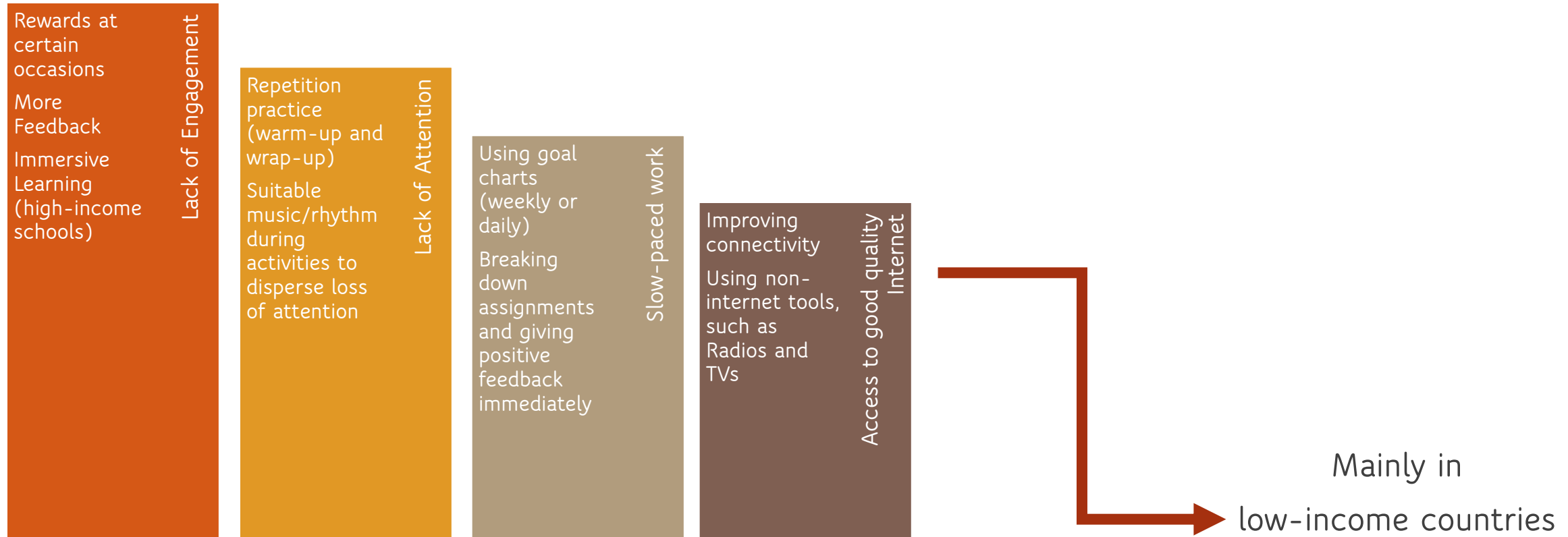
# Types of Losses



- Learning gain/growth: Learner has grown with his/her grade level and functions above average and beyond. Such gains build upon his/her strengths and allow him/her to cross to new level.
- No gain/no Loss: Learner has maintained a stable state. He/she is not much impacted by the learning systems. It is hard to pinpoint gains or losses.
- Partial Loss/Temporary Loss: Learner has shown signs of stability and slight gains, but not deeply. With any surprising disturbing factors, the learner might lose the skills learned or even the stability.
- Loss/Achievement Gap: Learner is severely affected by the circumstances and has considerably shown major losses in skills and competencies that will not be easily retrieved.



# Loss Causes and Solutions

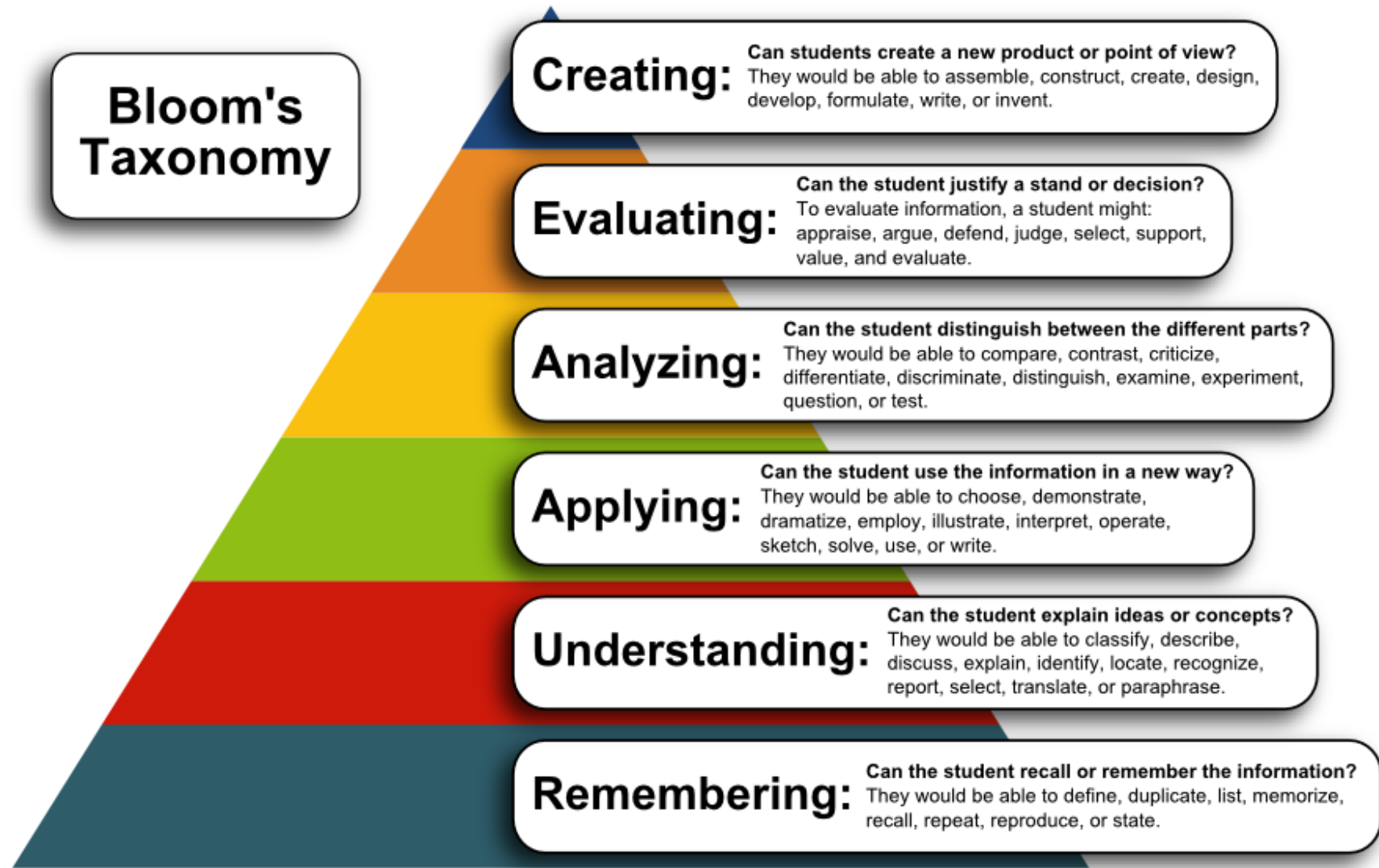


*This chart shows the causes from major to minor. The major signify those causes that demand high level of intervention and attention. The minor can be more quickly handled. It all depends upon efforts exerted to curb these losses.*

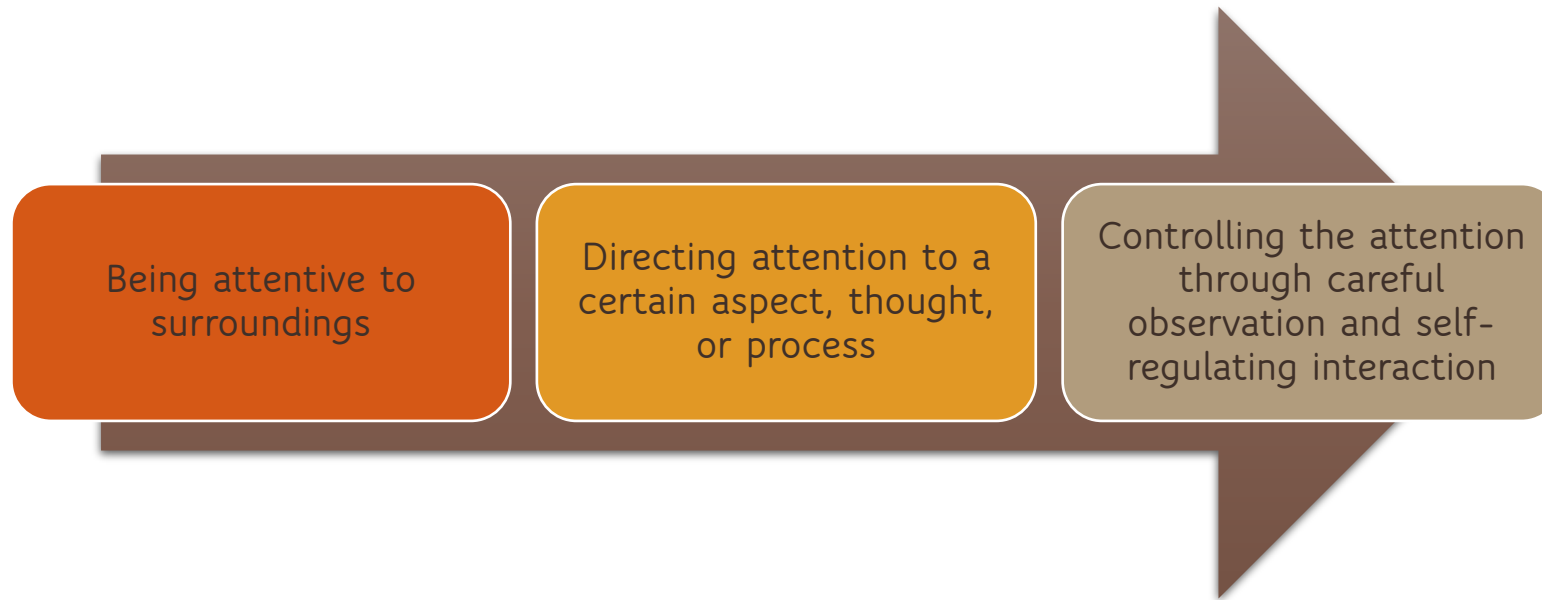
# Bloom's Taxonomy

This is known to thousands of educators across the globe. It is important to carefully and genuinely implement it with learners.

Bloom's Digital Taxonomy can also be implemented.



# Brain Processing of Attention



According to Princeton Institute, the brain is ready to shift attention four times per second. While this is not necessarily to happen, „your brain has a chance to re-examine your priorities and decide if it wants to.“ External and internal distractions have to be controlled through practicing the skill of paying attention.

# Development of Attention

Age	Attention Span	
2-year-old	4 - 10 minutes	Average Attention Span = Age * 2-5 minutes
4-year-old	8 - 20 minutes	
6-year-old	15 - 30 minutes	
8-year-old	16 - 40 minutes	
10-year-old	20 - 50 minutes	
12-year-old	24 - 60 minutes	
14-year-old	28 - 70 minutes	
16-year-old	32 - 80 minutes	
18-year-old	36 - 90 minutes	
20-year-old	40 - 100 minutes	

# Strategies for Teachers

K-2

- Using gestures, signs, just like in the classrooms, mute and unmute signs, whistles, funny bells, etc.. to get children's attention
- Attention stems from curiosity and accepting something new. Planning more attention grabbers for more learning excitement and setting plans for the coming days.
- Game-like tasks help in grabbing attention.
- Activities that foster sensory-motor simple skills and any activities that help tracking patterns and rhythms.
- Using more visuals helps in conveying the information and simplified material.
- Using shared attention helps to stretch attention span.
- Giving more opportunities for learners to try again and again.
- Giving more opportunities for learners to select what they like.

# Strategies for Teachers

3-12

- Anonymous polls in zoom in form of multiple choice to check for understanding (polls mean no judgement of learner's wrong answers)
- Fluid documents for annotations
- Immediate error correction and sharing
- Systematic course of work to create ease and build momentum
- Engaging at a deep level so that processing information is well-executed.
- Guided reading is essential
- Encouraging learners to select tasks and assignments so that they feel that they own their learning.
- Encouraging more hands-on tasks and real-life assignments.
- Instilling variables for motivation and initiative through assigning targeted journal writing.

# Strategies for Alignment – to Curriculum Standards

## (Off-site/on-site) Learning

- ❑ New modes for teaching, incorporated through RL teaching methodologies (For example, traditional “Show and Tell” in front of a screen). Technology can be optimized (using different forms than the popular ones).
- ❑ Strategic planning is essential when it comes to curriculum so that preparation and delivery are straight to the point and aligning with the standards and the pacing guides.
- ❑ Learner engagement is essential. To achieve that, stirring curiosity in learners paves the way towards more attainment.
- ❑ Agency is highly encouraged. Agency means the opportunity of the learner to select few of the materials or the resources. This may not easily match teacher’s capability but trying it may prove helpful. (can be tested with few learners at first)

## (On-site) Learning

- ❑ Social distancing that does not affect instruction and interaction for learning
- ❑ Laminated displays of content material to prevent damage when sanitized regularly
- ❑ Minimizing the need to exchange material, especially practice books for corrections and peer work. Teaching learners to do the “Quick Green Tick” during while class correction so that their notebooks do not have to checked by the teachers.

# Lesson Structure

(Off-site/on-site) Learning



## Element 1 – Warm-up

Setting the tone for the class and grabbing attention



## Element 2 – Objective (s)

Stating objectives clearly, along with learning outcomes



## Element 3 – Skills

Progression of skill discovery and activities



## Element 4 – Guided Work

Guided reading and writing



## Element 5 – Checking for Understanding

This is quick formative assessment that leads to the objectives of the following day



## Element 6 – Wrap-up

Summarizing the most important points is very helpful to keep learners attached to the objectives of the lesson. This same wrap-up can be also used to start the lesson the next day.



# FOCUS URGENCY 5: Home Cooperation



# Strategies for Parents/Guardians

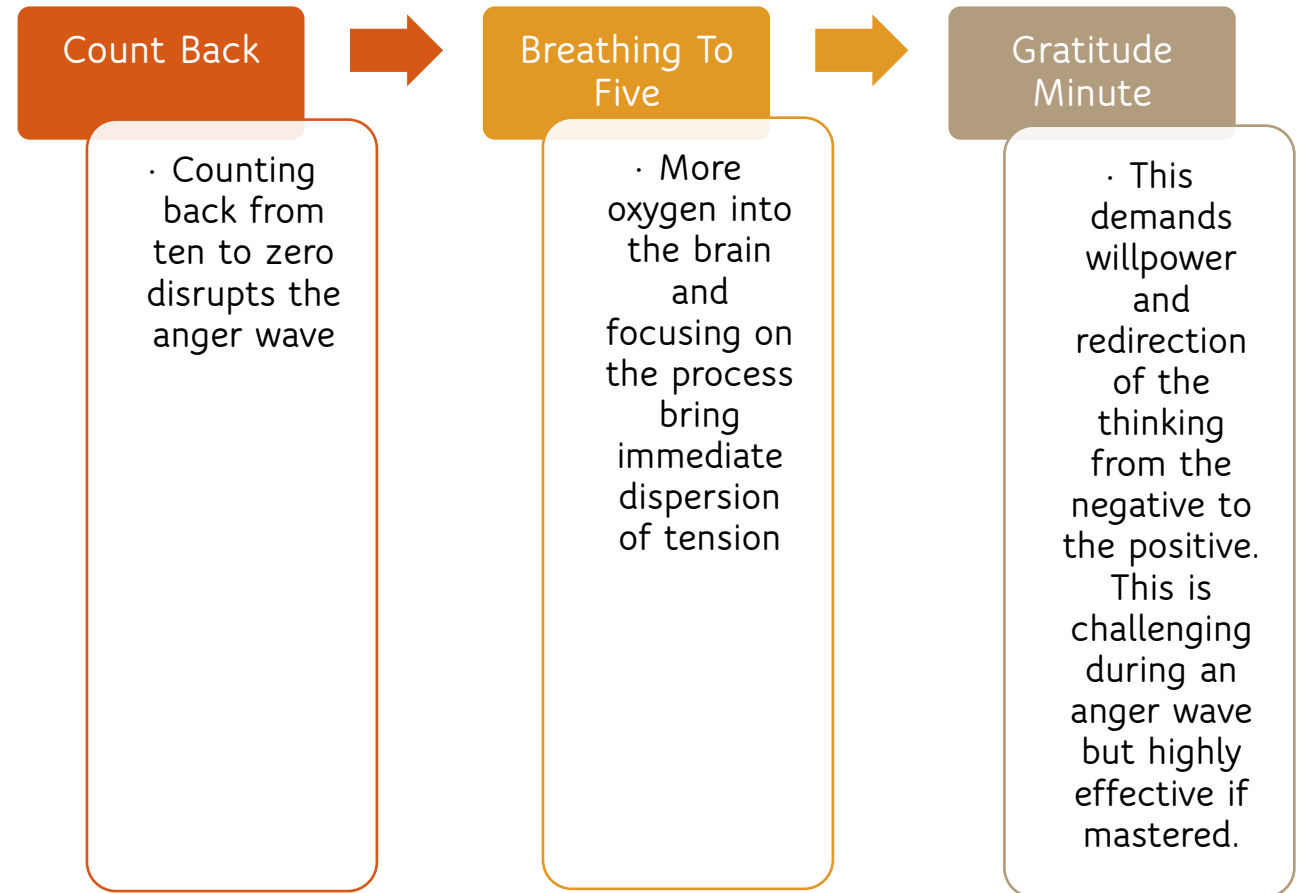
(Off-site) Learning

- ❑ Finding a quiet corner, in which children do not get distracted by sounds of daily home chores and/or sounds of parents working from home.
- ❑ Allocating a specific spot, such as desk, in which all materials are available for the child. For example, sharpened pencils, art material in their small kit, passwords for the different virtual rooms.
- ❑ Material needed will exceed stationery. Children may need items for sport, such as a towel for arm exercise, items for an item hunt, such as socks, spoons, etc in lower grades. Older grade levels may need to have some material prepared for their chemistry class so simple experiments can be done hands-on.
- ❑ Assuring to certain children who do not easily welcome change that there will be routines. These are the systematic tasks that can put children in less surprising situations.
- ❑ Handwriting will be a major loss, mainly in K-2, especially in the absence of teachers (online learning). That's why one of the main responsibilities is to allot 5 to 10 minutes daily to check handwriting in practice books and do as many adjustments as possible. No pressures should be put on children though. Fine motor skills differ from a child to another. This comes as a learning opportunity for neatness only.



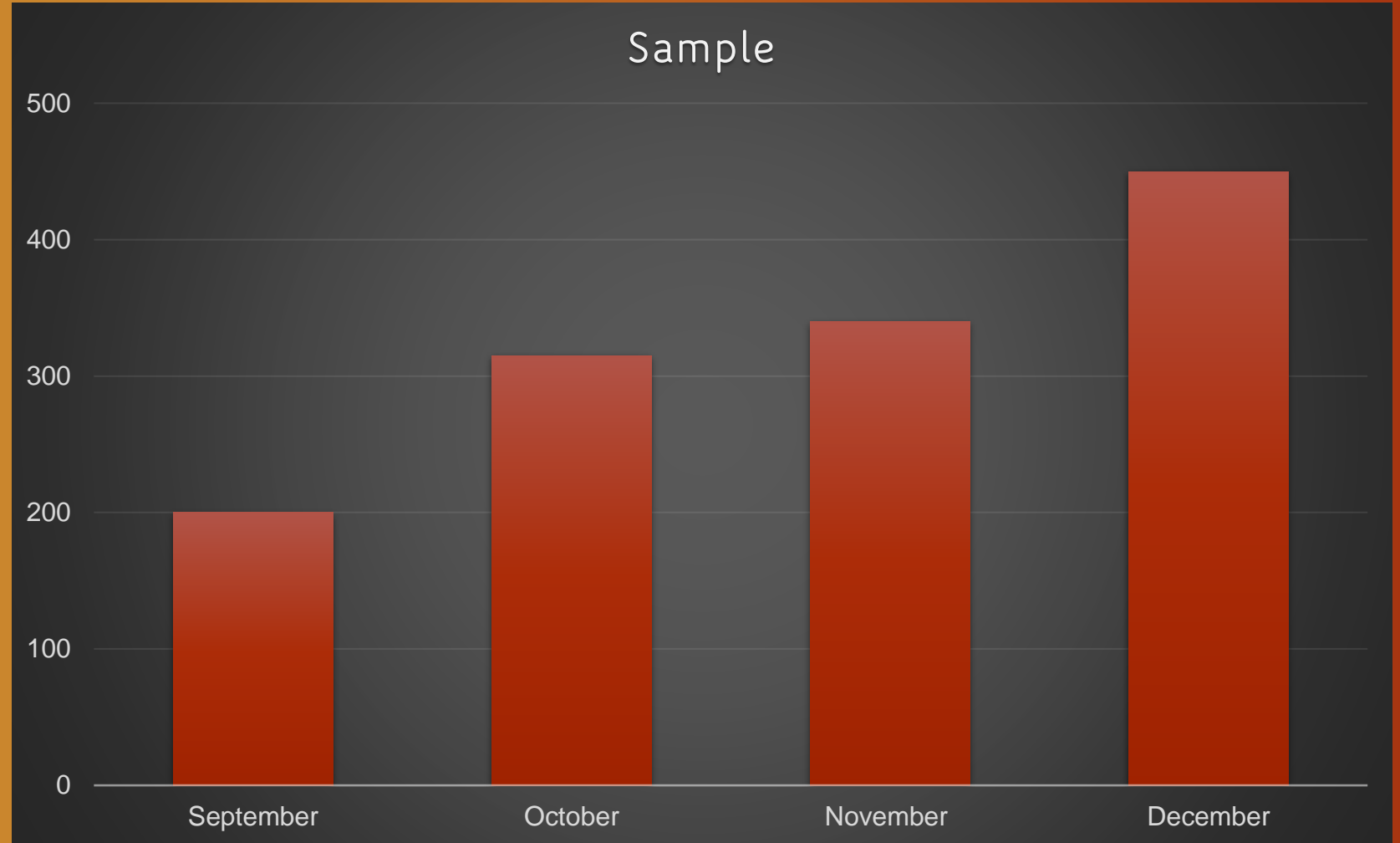
# Strategies for Parents/Guardians

- Addressing parents who easily vent anger on their children, either for study reasons or other issues that might emerge. Strategies for self-control can be provided through awareness sessions given to parents on a regular basis, such as once every month. Exercises, such as count back, deep breathing to five, Gratitude Minute, can help ease the tension.



# Measuring Progress

It is important that schools measure progress in order to know how to proceed.



## **Manal Zeineddine**

GLOBAL EDUCATION INFLUENCE  
PROFESSIONAL DEVELOPMENT  
QUALITY CONSULTING

**Contact:**

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

[manal.zd@gmail.com](mailto:manal.zd@gmail.com)

966 569 313 803 - 961 76 759 189



## Back to School Wishes!

---

September in most schools around the world is the beginning of a new academic year and the beginning of a process that has to be productive. Finding ways to make this happen is true accountability and achievement. Let's all prepare our success stories!