Education
Development
Trust

Upskilling teachers for effective remote delivery

With the rapid adoption of remote learning models, teachers play a critical role in mitigating the impact of the COVID-19 crisis on learners; policymakers need to make the best of their skills now and when schools re-open. Based on the latest evidence, Ed Dev Trust can provide expertise to support teachers in the critical areas needed for student learning continuity.

The latest international evidence shows that teachers remain central to successful remote student learning, but they face significant challenges.

No matter how good the resources – from online platforms to radio broadcasts –evidence shows that student learning is dependent on substantial teacher-student engagement1. However, teachers face considerable challenges when working at a distance from students.

We can provide training to help teachers deal with the typical challenges which prevent student learning in six key areas:

Teachers need strategies for establishing ongoing communication with students, particularly in low resource settings

Teachers struggle with their digital skills. 35% of students in OECD countries are in schools where teachers lack the skills 'to integrate digital devices in instruction'[2].

Teachers find curating online and remote teaching resources burdensome, reducing time for interaction with students

Teachers need particular strategies to build a strong 'virtual presence' with students. Evidence shows the natural lack of social interaction with learners can lead to disengagement and alienation and that establishing 'teacher presence' is an important component of remote schooling.

Teachers have less real time information on student comprehension and progress than in traditional settings, making adaptive teaching more demanding

Teachers need support to tackle increased challenges in safeguarding and supporting equitable outcomes. Home environments can exacerbate disadvantage, and greater use of online learning brings its own increased safeguarding risks.

Beyond the crisis, teachers also need support with the pedagogical challenges of school re-opening, such as delivering compressed curricula or catch up programmes, and potentially to deal with cycles of transition in and out of remote learning contexts.

1. McAleavy, T. and Gorgen, K. (2020) *What does the research suggest is best practice in pedagogy for remote teaching?* The EdTech Hub.

2. Schleicher, A. (2020), Education disrupted – education rebuilt: Some insights from PISA on the availability and use of digital tools for learning, *OECD Education* and *Skills Today*. [Online]. Accessed at: https://oecdedutoday.com/coronavirus-education-digital-tools-for-learning/

Ed Dev Trust has specialist knowledge in teacher training for remote delivery

We can support you to:

1. Conduct pre-intervention needs analysis for teachers

Including remote teacher self-assessment, and 360 degree feedback from line managers, or live needs assessments at the beginning of online courses

2. Develop effective central teacher resources to support broadcasts and for inclusion in virtual learning environments (VLEs)

To ensure that teachers can access quality assured and curated resources in line with the local curriculum, which can be adapted to work in low-resource settings

3. Develop engaging and interactive content for remote teacher CPD

Such as interactive activities on WhatsApp and Zoom, online modules and guided self-study assignments - in essential topics including as digital skills, safeguarding, learner engagement strategies (across radio, TV and online resources), and learner progress and assessment

4. Provide ongoing remote support to exemplify good practice

To provide real-time assistance to clarify and resolve issues with and access to resources, including:

- **Distribution of printed materials**
- **SMS support**
- **Mobile SD cards or tablets pre-loaded with teacher resources** such as videos, audio recordings, and sample lessons for offline access
- **Sharing of audio and video exemplars** through WhatsApp and Zoom sessions
- **Social media groups** (Hangouts, WhatsApp etc.) for sharing of resources
- **Specialist mobile phone apps for teachers**, integrated with a VLE

5. Provide ongoing support for coaching, mentoring and communities of practice

In all settings, including low-tech solutions – including 1:1 mobile teacher mentoring and virtual community of practice facilitation

6. Put in place the wider systems needed to support teachers with remote delivery

From setting remote teaching standards, to developing rapid guidance for parents and headteachers

7. Track impact and engagement

including tools to track use of distance learning materials, teacher feedback and satisfaction, and assessment of teacher skills pre- and post- CPD activity

Our remote support for teachers of refugees in Lebanon includes innovative use of Zoom to support peer coaching and group exercises such as reading circles and video clubs.

Our expertise and experience include:

A blended learning model used in England for the Accelerate programme

Which supported 1,500 early career teachers to improve their practice, in partnership with the Chartered College of Teaching.
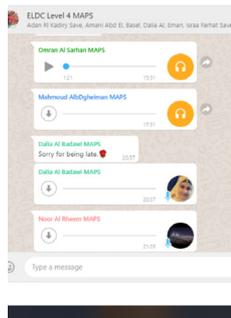

Accelerate has received excellent feedback from participants: 94% of respondents felt that the training and support they received would have an immediate impact on their pupils' learning, and 92% felt that they had improved both their skills and pedagogical knowledge.

Remote mentoring and support to over 550 English Language Teachers of refugees in Jordan and Lebanon

To build their English Language subject knowledge and teaching skills. Through the creative use of WhatsApp groups and remote coaching on Zoom, teachers undertake engaging CPD activities, including sharing audio recordings and videos of their practice with supervisors for feedback.

As part of a wider CPD programme in Jordan, an internal evaluation showed teachers now use more varied strategies to teach English and enthusiasm for learning among students has improved.

Supporting over 5,000 teachers in Rwanda with mobile phone resources

For English and maths teaching, including videos exemplifying good practice, which can be accessed offline.

This programme, in partnership with the British Council and VSO also supports school subject leads who benefit from online communities of practice using the Edmodo learning platform to share and discuss ideas and experiences with one another.

Our latest evaluation in Rwanda shows that the proportion of mathematics teachers meeting the benchmark standards rose from 22 per cent last year to 89 per cent this year.

Recent research shows the power of the mobile phone resources: 85% of communities of practice that were judged to be high-performing in the research used videos, compared to only 56% of those judged lower performing.

Connected Learning Centre

Education Development Trust's specialist centre for digital technology and teacher professional development.

Our Connected Learning Centre in London supports schools and policymakers in using digital technologies creatively and critically. It offers professional development in digital skills, online safety, subject-specific digital skills, parental engagement and more. Clients include individual schools, and partners such as IBM and Google. The CLC was commended in the Edtech 50 report and won prestigious Bett awards in both 2019 and 2020 in recognition of its support and service to schools.

The result is a measurable impact on each school we support. We are proud to have an exceptional track record of improving teaching and learning, with 99% of teachers reporting that after they attended our curriculum support workshops and CPD sessions, their pupils' learning outcomes improved. A further 97.8% say that their own teaching practice will improve as a result of attending these events.

We are keen to support our partners, clients, and other education leaders through the Covid-19 crisis and its aftermath and encourage you to contact us to discuss how we can best support you. To get in touch, please email covid19support@educationdevelopmenttrust.com.