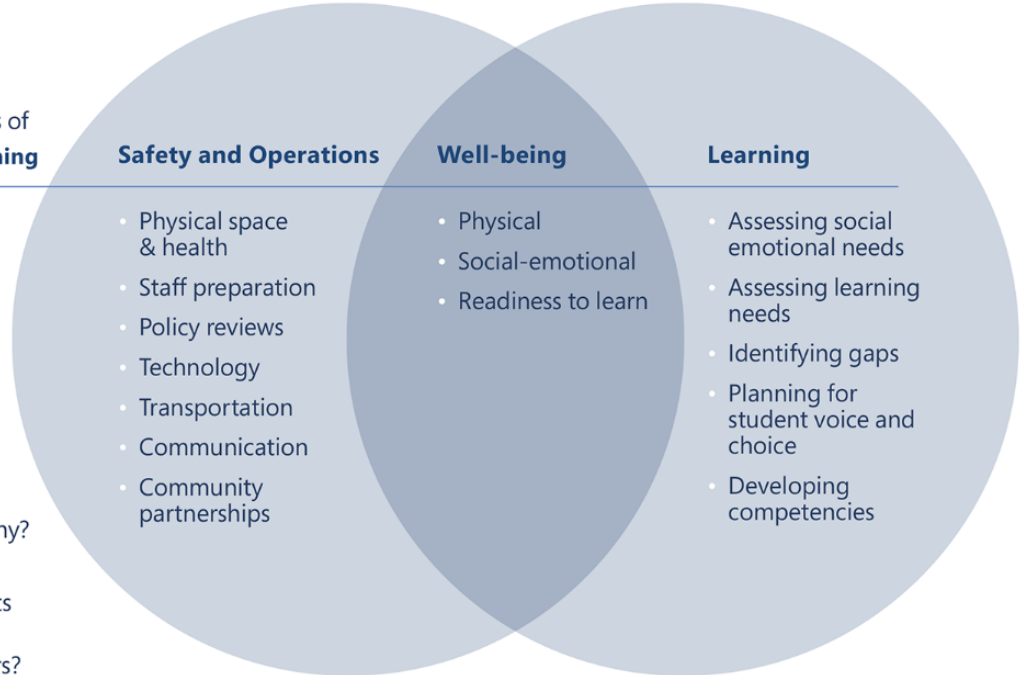


Figure 5. Reflection Protocol: What has been revealed during remote learning?

Reflection Process

Decisions filtered through the lenses of
Equity, Well-being, & Quality Learning

1. How are we doing? Students, teachers, leaders, families
2. What did we learn about our students?
3. What did we learn about our parents/families?
4. What did we learn about our systems?
5. Who has learned well during this phase? Why?
6. Who struggled the most? And why?
7. What learning gaps exist?
8. What skills most enabled students during this time?
9. What skills most enabled teachers?
10. How did technology help/hinder?
11. What were the bright spots?
12. What communications worked best?



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Reflect and Reimagine

This pandemic has magnified the question of what kind of learning is required in 2020 and beyond. To reimagine learning we need to reflect on what we know about learning, our students, the new role of technology and the complexity of an unknown future. Six key questions can foster deep reflection and be used to engage all who need to be part of the solution- students, parents and families, educators, and community partners. What is crucial is to take this opportunity to ask the tough questions of your system, discuss possibilities and take action for a new and better future.

1. What knowledge, skills and attributes do our students need to thrive in this complex world?
2. What kind of learning is needed for this current and future complexity?
3. How do we ensure equity?
4. How do we attend to well-being?
5. What have we learned from remote learning?
6. How can technology be best leveraged for learning in the future?

The prevailing model of schooling was built on two organizing (and confining) constructs: time (when kids learned) and space (where they learned). These two constructs were useful in the 1800 and 1900's but the COVID disruption has rendered them redundant. Students can learn and demonstrate this learning without bricks and mortar or bell times. With digital and deep learning, students can learn where they are. Students can learn when they are ready.

Of course this is specific to Emergency Remote Learning and we need to consider what **Hybrid** (face2face teaching balanced with remote learning) means for **high schools** going into Stage 3 at 40% student population density.

Other questions to consider:

- How will the areas of learning as well as extracurriculars be impacted in a redesigned timetable?
- What will be prioritized for in-school class time and what will be expected for at home learning (not necessarily equivalent to simply being online)?
- What does online and in-person contact time with students look like? How is participation (attendance – virtual or otherwise) monitored?
- How can the timetable be designed to allow teachers time to connect in person and online (but not concurrently) within a school day so that their work-life balance is appreciated and affirmed?
- Do all areas of learning need in-class time in equal portions?
- How will a hybrid schedule impact other annual events and experiences like liturgical celebrations, reporting periods, teams and clubs, retreats, orientation week for incoming grade 8s, graduation ceremonies and assessments (e.g. capstone presentations, literacy, numeracy), etc…?