



PR3 – Best practices and learning from real-life situation



## Collection of Best Practices

### BEST PRACTICE 1

**1. Best Practice Owner/Author/Creator/Publisher:** Romania-Insider.com & British School of Bucharest (BSB)

**Institution (if applicable):** British School of Bucharest (BSB)

**Country:** Romania

**Website (if applicable):** [https://britishschool.ro/admissions/book-a-visit/?gclid=Cj0KCQjwgNanBhDUARIsAAelcAvZi8cATXhu1L5FosX8qwgNlxaQ-manCOXtW7-34wMGMvpAem0nwa4aApZPEALw\\_wcB](https://britishschool.ro/admissions/book-a-visit/?gclid=Cj0KCQjwgNanBhDUARIsAAelcAvZi8cATXhu1L5FosX8qwgNlxaQ-manCOXtW7-34wMGMvpAem0nwa4aApZPEALw_wcB)

**Link:** <https://www.romania-insider.com/how-one-private-school-bucharest-adapted-online-learning-face-challenging-times>

### 2. Overview of Best Practice

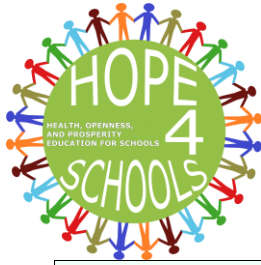
**Title of the activity:**

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### *Virtual Education in Romanian Schools*

**Type:**

*This is a method and practice implemented during the Pandemic period.*

**Aim of the activity:**

*The aim of this practice was to transfer the entire activity of BSB to an online system in mid-March. Online assemblies, tutor sessions, individual counselling, group podcasts, face-to-face lessons for classes and individuals, learning videos including screencasts by teachers and larger group broadcasts on a dedicated YouTube channel and even orchestral recordings online: a lot of work has gone into adapting 'in-person classes' and bringing the human spirit of these classes to the online environment, whilst adding subtle ways to monitor, support, assess and continue to enthuse the children.*

**Target audience (beneficiaries):**

*This best practice was dedicated to teaching staff and students.*

**Short introduction:**

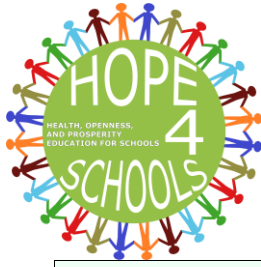
*How did schools manage online learning, and balance the workload of their students and teachers with the needs of the community of parents? Back in April, the British School of Bucharest (BSB), with the support of its teaching staff, decided to postpone part of the upcoming summer school holidays and keep the school operational for the students to cover as much of the curriculum as possible. Many teachers created videos to explain new material or used online games and quizzes to consolidate and make learning fun, while students made recordings of*

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*their work and shared with others. The time spent with teachers who explained the material, kept alive the valued relationships, and talk through the learning, was key to the success of the programme.*

### **Methodological Approach:**

*The teachers at BSB, all of whom are native English speakers, are now sharing some of their tips & tricks used during this period. “Techniques to engage and enthuse students include using the Google Suite/Classroom to its fullest extent to create shared documents that students complete either live during the lesson and submit or work on independently. It is important that we keep alive the already strong teacher-student relationship whether we are online or not’ said Jason Porter, Head of Secondary School at BSB.*

*“Online and offline activities are balanced, with regular breaks in screen time. The offline activities are designed for children to be able to complete with minimal adult support. A steady program of academic and creative House competitions is also present, with all tasks and assignments centralized in one location (Google Classroom/Suite),” said the Head of Primary School at BSB.*

### **Resources needed:**

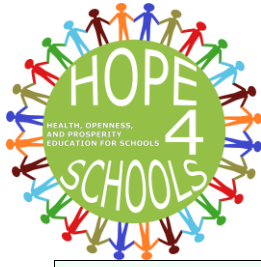
*Victoria Smith, Head of Primary School, recommends small group sizes, live lessons, and rotating groups around planned activities, directed by teachers and teaching assistants, as well as lessons built around children’s interests, with regular wellbeing lessons throughout the week. Several short burst activities appropriate to attention spans at each developmental stage, as well as lots of movement and physical activity, are also included.*

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**Impact:**

*This best practice had a very positive impact on the target audience. At BSB, children are grouped into four Houses: Arges, Olt, Mures and Danube, and in any competition, from academic to sport challenges, children gain points for their House. Teachers have met and counselled parents individually to offer support during this time. To provide further support, the school also created a section on its website dedicated to practical advice for dealing with the pandemic and the isolation. BSB has created a closed Facebook group for all its staff, more than 200 people, to offer the same team feeling as if they were meeting physically in school.*

**Lessons learned/Tips & recommendations:**

*“Of the many lessons that have been learned, perhaps the one most clear in my head is that as teachers - we miss our students. We miss the daily interactions and friendships. We miss the normal routine. We appreciate the enormous value of the broad range of activities that we organise together with our students. This is of course the case in reverse for the children. Online learning can never replicate the values of school attendance; however, I am proud of what has been achieved thus far in the BSB online learning programme. The learning curve for us and the students has been significant and will not stop; but we have continued”, concluded Philip Walters, the BSB Headmaster.*

**Conclusion:**

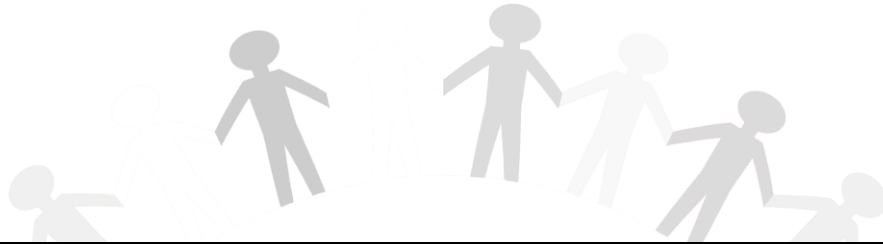
*“A lot of work has been done to listen to and respond to feedback from parents, teachers, students, and discovering best practice from learning hubs and networks. This has enabled teachers to feel bold enough to try new techniques to engage and enthuse students,” added Jason Porter, Head of Secondary School at BSB.*

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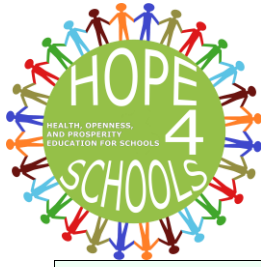
BEST PRACTICE 2
<b>1. Best Practice Owner/Author/Creator/Publisher:</b> Galway ETSS school community – teachers, students, and parents
<b>Institution (if applicable):</b> Educate Together
<b>Country:</b> Ireland
<b>Website (if applicable):</b> <a href="https://www.educatetogether.ie/">https://www.educatetogether.ie/</a>
<b>Link:</b> <a href="https://www.educatetogether.ie/stories/a-day-in-the-life-galway-etss/">https://www.educatetogether.ie/stories/a-day-in-the-life-galway-etss/</a>
<b>2. Overview of Best Practice</b>
<b>Title of the activity:</b> <i>A day in the life: Galway ETSS</i>
<b>Type:</b> This is a method and practice implemented during the Covid-19 restrictions.

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**Aim of the activity:**

*The aim of this practice was to support students through distance learning during the covid-19 restrictions. Health and Wellbeing was always priority in Galway Educate Together Secondary School and during that time when anxieties were high because of Covid 19, the staff and teachers were trying to support their students and their families by keeping the school routine going remotely for all of those who were able to participate. The teachers and students used a combination of iPads and Microsoft Office 365 to enhance learning for their students and this has really helped in the remote learning process.*

**Target audience (beneficiaries):**

*This best practice was dedicated to teaching staff and students.*

**Short introduction:**

*Using Digital Learning effectively has allowed the very creative learning that happens in school continue. Classes are still going on at their scheduled times with teachers doing online live meetings and classes with their students using Microsoft Teams and Zoom. The staff and students are very familiar with this way of learning as MS Teams, incorporating OneNote Class Notebooks, is used every day for collaborating and sharing in Galway ETSS. Students also submit their work through the Assignments feature or through their OneNote notebooks and teachers respond with their feedback, they can do this verbally or in writing. Teachers are very careful to keep a balance and much of the work is very active learning, many assignments do not require the iPad until the upload point.*

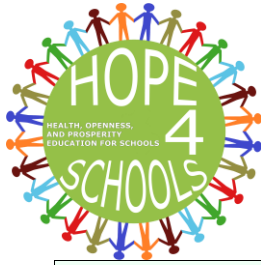
**Methodological Approach:**

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*In English, the students are looking at videos of drama performances, doing writing activities and using apps like Forms and EdPuzzle. In Art our classes we have been exploring Imaginative Creatures, students have followed teacher guidelines and success criteria sent to them via OneNote and Teams, students are working on creating their designs. First Years are completing an interior design module in Home Economics, last week they designed a kitchen and this week they are designing their dream houses. They are submitting to Microsoft Teams where their teacher can give them individual feedback. Irish students are studying poetry to link in with the topic of 'Caitheamh Aimsire'. We are using Microsoft OneNote and Voice Memos to recite poetry at home. Oral feedback is embedded into their individual copies online for them to listen to. In Science, the students have been learning about the Corona Virus and the scientific rationale behind social distancing with the task of writing a letter about it. In Geography, students have been finishing off the section on Coasts and the balancing act between protecting nature and using these areas for enterprises. They have been working on a project on Doonbeg. Students are creating websites with HTML and CSS in Coding. Technical Graphics students are using their iPads to learn about Computer-Aided Design where they use software to design 3d artefacts.*

**Resources needed:**

*Microsoft Teams, Zoom, OneNote*

**Impact:**

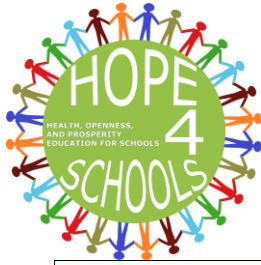
*This best practice had a very positive impact on the target audience. The School had begun preparations with the students and teachers for online learning well before the announcement was made. When Friday morning came, our children, were up as usual, dressed, ready at their*

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*iPads and online at 8:45am. Their teachers were online to meet them, support them and to continue lessons without any interruption to their schedule or learning.*

#### **Lessons learned/Tips & recommendations:**

*This hasn't come without its challenges and there has been a period of adjustment where both teachers and students have had to work together to figure out what works best in a remote learning situation. While the engagement has been very positive, it is not the same as face-to-face time in school. Online Parent and Student Feedback using FlipGrid and Microsoft Forms has been really helpful here and the teachers are evaluating and adapting the approach every day to improve the learning experience for all of our students. Video calling and online live meetings have been one very positive tool.*

#### **Conclusion:**

*All students are unique and have different learning needs so just like when we are in school, great efforts have been made to make the lessons accessible and manageable for all and where anyone is struggling our teachers and learning support team have reached out to students and parents at an individual level to support.*

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