



Best Practice Template *(no more than 3 pages/Best Practice example)*

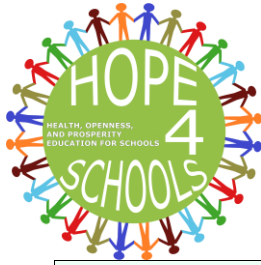
BEST PRACTICE 1
1. Best Practice Owner/Author/Creator/Publisher Ministry of the Republic of Serbia in cooperation with RTS
Institution (if applicable): Radio Television Serbia - RTS
Country: Serbia
Website (if applicable): www.rts.rs
Link: https://mojaskola.rtsplaneta.rs/show/2149507/802/os1-srpski-jezik-180-cas-naucili-smo-u-prvom-razredu-sistematizacija
2. Overview of Best Practice
Title of the activity: <i>Online classes on National Television (RTS2) and the RTS Planeta portal</i>
Type: <i>This is the method of the Ministry of Education to support students during the COVID19 Pandemic</i>

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**Aim of the activity:**

The goal of the activity is complete support in the form of processed teaching units for most subjects in primary and secondary education through video lessons organized and recorded by teachers. This method also covers classes in the languages of national minorities in order to equally enable the continuous development of students.

Target audience (beneficiaries):

The target group is primarily students who, using this method, had direct lectures of teaching units according to the plan and program of the Ministry of Education for each subject. Also, this online material served as additional support for teachers who communicated with students through Microsoft Teams and Google Classroom.

Short introduction:

Given that the quarantine took all state authorities by surprise, the Ministry of Education reacted in a very short time by enabling the continuation of the learning process on national television in order not to slow down education and lose classes during the Pandemic. The context in which the students and teachers found themselves was unique, given the inability of many to generalize and organize teaching in rural areas, as well as the burden on students and teachers to develop continuous work in a short period of time.

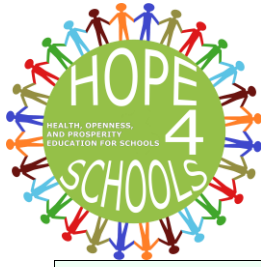
Shortly after the declaration of the state of emergency, the Ministry of Education started broadcasting the covered teaching units during regular classes, while the teachers provided support to the children in different ways, i.e. through different platforms, according to their schedule.

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Methodological Approach:

Media content created for the needs of each individual lesson was used. The dialogic method between teacher and student, supported by different types of materials that took place during or after the lesson was a process that completed the entire teaching process.

The teachers networked with the students and gave suggestions or support to the students through Google Classroom or Microsoft Teams, i.e. work assignments that were group, in pairs or individual, and consisted of applying the learned material on home examples. For example, in mathematics within the teaching unit, students in rural areas could measure their yards, i.e. the area or volume of their house.

When it comes to learning, it is of an individual character, and it depended on the abilities of the students themselves, however, in this way, the emphasis is placed on continuous learning and support. The learning process also depended on the age of the students as well as the support provided by parents and family. In every sense, teachers used many tools to check students' knowledge. It should also be emphasized that students and children are not neglected, but in times of crisis they are given exceptional attention. In many classes, students dealt with socialization topics as well as their problems when it comes to depression and lack of social relationships.

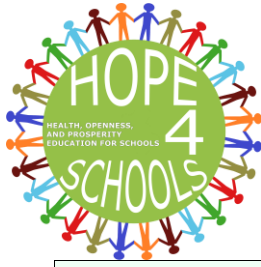
With this approach, the Ministry of Education ensured continuous learning and reduced possible problems in the further development of students after the end of the pandemic, and also in the further development of their lives. A sense of responsibility was built among the students and the students were always reminded of the role they play in the development of further education. In order to reduce the lack of socialization, teachers organized group work as well as cooperative lessons.

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Resources needed:

Internet connection to access certain platforms such as Google Classroom and Microsoft Teams

A television broadcasting a program with a national frequency.

In order to replicate this system, the full involvement of the education sector in primary and secondary education is necessary. Namely, thanks to the good organization of the Ministry of Education, teachers were allowed to record their teaching units for National Television. Furthermore, in order for the system to be sustainable, the consensus of the society in which this type of teaching is carried out is needed.

Impact:

The most important influence is certainly continuous education at all levels. This approach ensures a standardized approach to education and quick preparation and organization after the suspension of traditional teaching. This model of online education improved the professional development of teachers in the educational process when it comes to ICT technologies, and mobilized human talents, imagination and creativity in the creation of teaching content.

Weaknesses of this approach are: inadequate material and technical equipment of schools and students, insufficiently developed ICT of all participants in the education process, and finally perhaps even the key problem of interaction between teachers and students and the workload of participants in the learning process.

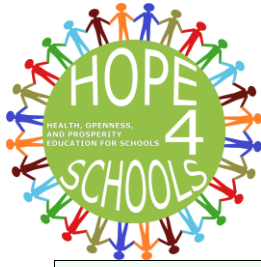
Lessons learned/Tips & recommendations:

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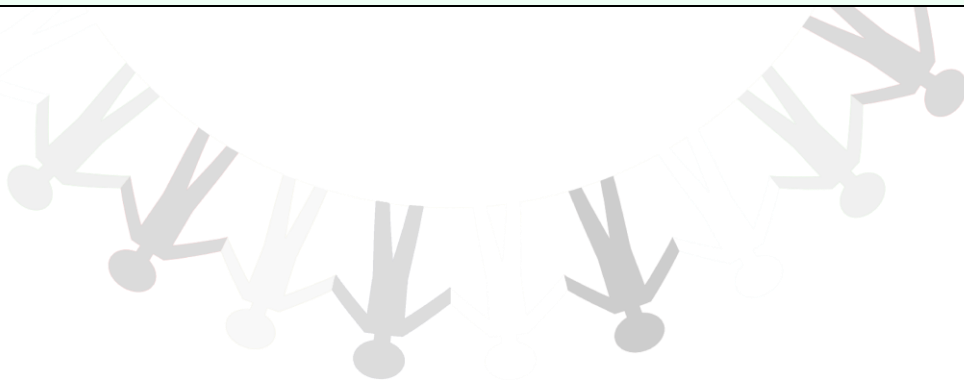
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At the beginning of the teaching process through national television, teachers and students had a problem to follow the same process, considering the fact that in such an approach, no one had control over the process of imparting knowledge to the students. It often happened that students did not watch the adapted content and did not complete their tasks, however, over time the process was perfected, especially due to the fact that the lessons could be followed even after the actual teaching process and became additional support and material. The teachers concentrated on concrete interaction based on the reviewed materials as well as peer learning where the more advanced ones helped the teachers in the learning process. The most important lesson is certainly the fact that learning never stops, but is deformed according to the situation in which the student and the one who learns find themselves.

Conclusion:

This activity has maintained the education system in Serbia, which has not been interrupted, and the prepared material has helped many teachers to improve their methodical competences and access to certain knowledge. Although the learning process during the Pandemic was difficult, one of the most important pillars of society (education) was not destroyed by this ordeal but strengthened.

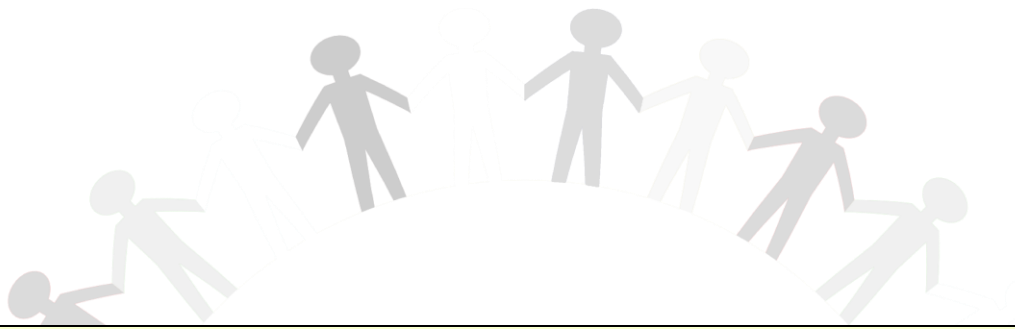


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BEST PRACTICE 2

1. Best Practice Owner/Author/Creator/Publisher

twinkl.co.uk Carly Watkins

Institution (if applicable):

St Joseph's Catholic Primary School, Dinnington, Sheffield

Country: England

Website (if applicable): www.twinkl.co.uk

Link: <https://www.twinkl.co.uk/blog/edtech-at-st-josephs-a-pandemic-success-story>

2. Overview of Best Practice

Title of the activity:

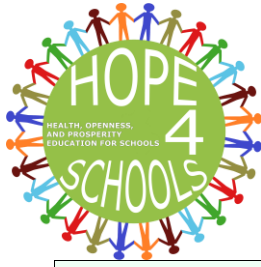
EdTech

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**Type:**

Method and practice implemented during the Pandemic period

Aim of the activity:

Well planned and targeted use of technology to bridge home and school learning and the continued and sustained use of educational technology (EdTech) to help pupils fill any gaps left from school closures.

Target audience (beneficiaries):

School staff

Short introduction:

How did the schools in England manage the pandemic and closing of schools?

Charlie Shelton is a year 6 teacher and member of SLT at St Joseph's and has been integral in leading the development of EdTech in the school. He is so passionate that he has in fact become an ambassador for EdTech through the EdTech Demonstrator Programme. Through this programme, any school in England can access targeted and specific support to enable them to make the most of EdTech in improving outcomes for their children.

Methodological Approach:

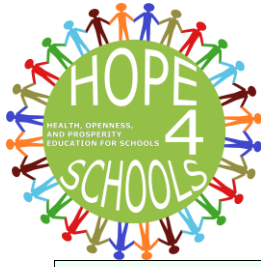
During the lockdowns, St Joseph's delivered a 50:50 mix of live (synchronous) and pre-recorded (asynchronous) lessons. In effect, this meant that children at home could access a daily, live

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morning registration enabling teachers to check-in with pupils and support their mental health. This was followed by an English lesson, mirroring what was happening in the classroom. Afternoon lessons were a balance of live and pre-recorded content depending on the lesson.

Most maths lessons were delivered asynchronously to enable teachers to easily include the use of visual representations and modelled techniques through pre-recorded PowerPoints; they also allowed pupils to access them flexibly. In addition to this, all live lessons were recorded and stored in an online portal, along with any asynchronous, pre-recorded content, both of which were further bolstered by third-party video content purchased by the school.

This wealth of teaching content in online portals was organised in such a way that it can still be easily accessed now, post lockdown, to support interventions for children who have gaps in their knowledge as a result of previously missed learning.

Resources needed:

In order to share these lessons and provide other activities for pupils to access, Charlie explained that the school team worked very quickly to provide every child with an individual Microsoft Teams login, as well as running webinars for parents to access which showed them how to support their children when using the software.

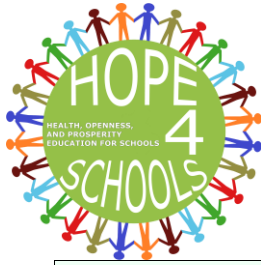
St Joseph's is in an area of high deprivation - 70% of pupils are from homes in the bottom 20% income bracket - with limited home access to the hardware required to really benefit from EdTech; this provides another barrier for the school to overcome. Never failing to rise to the challenge, the school quickly created a laptop loan scheme where pupils could borrow school laptops to use at home. This has also been boosted by the procurement of Chromebooks. St Joseph's now have enough Chromebooks for one in two children to access at any one time in school.

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**Impact:**

When the school fully reopened to all pupils in September 2020, their effective use of EdTech did not stop there. The wealth of recorded teaching content was not left sitting on a server somewhere to gather dust, it is still being used highly effectively today, to support pupils' learning both in and out of school.

Lessons learned/Tips & recommendations:

Charlie currently works with the EdTech Sheff team which is led by Paul Haigh, Headteacher of King Ecgberts School. Paul has this to say about the programme:

'As schools recover from COVID-19 and the impact it has had on all learners, we need to make sure everything we do has as much impact for learners as possible, whilst being as workload efficient for staff. We also need to stretch our resources in schools as far as possible. Teachers' skills with IT came on so rapidly during lockdown and whilst we're all glad to have those days behind us, teachers have learned so much we can apply to making our schools more effective now by making better use of EdTech.'

Conclusion:

As you can see, EdTech is a powerful tool in supporting pupils and staff post-pandemic and is only going to get stronger through this free sharing of support for schools to develop their own EdTech approach.

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