

Newly Qualified Teachers / Early Career Teachers

Resources – Continuing your professional development during the
Covid-19 school closure / remote teaching and learning

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Resources – Continuing your professional development during the Covid-19 school closure / remote teaching and learning

This guide provides practical approaches and strategies to support both Newly Qualified Teachers (NQTs) and Early Career Teachers (ECTs) in continuing their professional development and managing remote learning during the Covid-19 school closure.

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Guidance

Information for schools and newly qualified teachers (NQTs) preparing for NQT induction from September 2020

Updated 25 September 2020

Support entitlements for NQTs

The [statutory guidance on NQT inductions](#) sets out the full details of what is expected of NQTs and schools for induction arrangements.

NQTs are entitled to:

- support and guidance from a designated induction tutor who has the time and experience to carry out the role effectively
- a reduced timetable to enable them to undertake activities in their induction programme
- observation of the NQT's teaching and follow-up discussion
- regular professional reviews of progress
- NQTs' observation of experienced teachers

NQTs work with their induction tutor or mentor to agree how best to use their reduced timetable.

Mentoring is even more important for the development of this cohort of NQTs. Statutory induction guidance states that the induction tutor should provide, or coordinate, guidance and effective support including coaching and mentoring for the NQT's professional development.

It is for each school to ensure an appropriate and personalised induction programme is in place, with a timetable that meets NQTs' development needs.

Absences related to coronavirus

The current coronavirus (COVID-19) outbreak may have an impact on the number of absences NQTs take in the coming school year. The NQTs absent for reasons related to the current coronavirus (COVID-19) outbreak, including school closures, sickness or self-isolation will not have their induction period automatically extended.

This means that NQTs who are currently undertaking statutory induction can complete their induction as expected, provided they meet the [Teachers' Standards](#).

Absences totalling 30 days or more that are not related to coronavirus (COVID-19) will continue to extend the induction period.

More information on [nqt-support-and-induction-from-september-2020](#)

Continuing professional development during Covid-19/ school closer

Your mentor will support you in different ways:

support and guidance from a designated induction tutor who has the time and experience to carry out the role effectively

- Focus on the priorities and what is safely achievable
- Maintain frequent contact with you
- Coordinate, guidance and provide effective support including coaching and mentoring for your professional development (see remote coaching)
- Plan support that draws on your needs, and risk assessments, include support on dealing with Covid-19/ well being [Education Support charity](#), [Advice from Mind](#), [Mentally healthy schools](#), [Bereavement support](#) <https://earlycareer.chartered.college/teacher-wellbeing> Pearson [free resources](#) on mindfulness techniques EGFL link [emotional-health-and-well-being](#)

a reduced timetable to enable them to undertake activities in their induction programme

Work with you to agree how best to use the **reduced timetable**.

- continue with professional development to develop subject and pedagogical knowledge (*attend online courses, observe other colleagues doing online lessons, development meetings with mentor or key colleagues remotely, etc.*)
- explore resources/methods on remote teaching & learning engage in self-reflection of own practice against Teachers' Standards/ evidence (**Self-reflection** [self-reflection checklist](#) **Effective strategies for self-reflection** [teaching-strategies-value-self-reflection](#) and **Engagement Model** [engagement-mode](#))
- revise lesson materials, assessments, evaluate impact on pupil learning (including online)
- further explore school policies /latest education updates
- view and discuss education videos as part of a weekly meeting where observing good practice is not be possible
- where possible encourage you to film/ record a lesson/ part of it and then discuss in a weekly meeting
- engage you to write up a reflection on a lesson and re-plan the lesson to act upon areas for development
- where possible organise **your observations** online or if the teacher is teaching vulnerable groups (observing the social distance).
- where possible encourage the you to film/ record a lesson/ part of it / produce podcasts and then discuss in a weekly meeting
- if not possible to observe you this half term, the obs. could be planned for the next half term (if no lockdown) - mentors may take the same approach as in the summer 2021 to assess / monitor your development.
- **professional reviews** should continue to be in place as well as weekly/ fortnightly meetings
- feedback and next steps following in-school/online CPD, filmed lesson to be filmed by you, online meetings with parents, etc.
- **observation of good practice** may be facilitated either by observing online lessons or watch videos which are available at Chartered College of Teaching, etc.

observation of the NQT's teaching and follow-up discussion

regular professional reviews of progress

NQTs' observation of experienced teachers

Online / remote learning during COVID-19 /school closure

Here are some suggestions to ensure an equitable and accessible online learning experience for all pupils during the COVID-19 school closure and remote teaching and learning.

Planning for online/ remote learning

Planning for online/ remote learning

- develop a short- and a long-term remote learning plan
- create an inventory of existing online teaching materials to be deployed via remote learning (and plan for how to make additional content available).
- organize content to align with National Curriculum (NC), ensuring the learning opportunities and outcomes correspond to the NC.

Create accessible materials

- ensure documents can be easily shared and printed
- share documents and materials that are compatible for home technologies
- provide images, visuals if possible, to aid learning
- format text in easily readable colours and fonts
- where possible provide lesson materials in multiple formats

Increase access to online learning

Providing access to online/ remote learning and resources

- **Use printable material (PDF or word) for students to learn at home** (textbooks, reading lists, etc).
- If technology allows, books and other materials can be distributed electronically (e.g., via social media or WhatsApp). In contexts where online learning is simply not a viable option, use text messaging, which can be paired with additional learning materials emailed/ posted.
- **Provide a consolidated, one-stop-shop to access content.** A central online portal can provide a consolidated listing of available learning materials with supporting guidance for pupils and parents. **Create a virtual helpdesk or a section on school's website, providing materials to support pupils and parents and your colleague teachers.** Virtual helpdesks can be established quickly through various cloud-based tools.
- **Make content available through a variety of devices**, ensuring that online learning opportunities can be accessed using mobile devices.
- **Provide supplemental guidance and support on how to use and access remote learning materials**

Choose adequate digital technologies

- include tools that have accessibility features, high-contrast themes, enlarged cursors, closed captioning, keyboard shortcuts and alternative text

Delivering remote learning

Attendance

- be creative when taking attendance (e.g. ask pupils to respond in one word to a question instead saying "here" or "present." You may use questions like "What's your favorite season?" and use their answer to mark their attendance.

And Birthdays

- **remember their birthdays**

Address online safety

Understand your pupils' needs

- provide safe and equitable experiences for all pupils
- monitor pupils' situations, pause and ask them and their parents about their needs, their expectations and how things are going with them

Adopt inclusive approaches teaching

- considering different needs of your pupils
- provide multi modal learning if possible
- consider the age of and needs of pupils, for instance, older pupils are more likely to be independent learners, lending themselves to online learning. Conversely, younger pupils require more stimulation/guidance and visual support.

Adopt a flexible approach for pupil participation

- prepare for flexible timing for pupil assessment
- avoid sticking to traditional 1-hour lesson
- opt for interactive activities
- provide additional time for completing tasks when necessary

Record your lessons, and caption videos and audio content if possible

- ensure you comply with school policies regarding imagery and filming and secure permission from parents

Audit - Online / remote learning during COVID-19 /school closure

Due to the current circumstances created by the COVID-19 virus, many teachers are now involved more in online/remote teaching. This is a new experience. It may be useful to take a few minutes to reflect on your experience with this approach. It may be useful to discuss your answers with your mentor (if an NQT/ECT) / line manager so you both can plan training that is needed to develop this approach further.

1. Which statement best describes your experience with online/ remote teaching?

- first experience with online teaching
- some experience
- extensive experience with online teaching
- school has not switched to online/distance learning

2. If you have previously been engaged on online/ remote learning what has pleasantly surprised you about it? Select answers relevant to your experience.

- innovation (experiment with teaching practice)
- flexibility
- a wide range of digital tools
- accessibility of platforms, materials and resources
- increased autonomy and motivation among learners
- engagement and enjoyment of pupils
- improved relationship with pupils
- the ease of online/remote learning

3. In your opinion, what have been the main challenges for you/ other teachers in switching to online/ remote learning? Select answers relevant to your experience.

Challenge related to technology/ knowledge on online / remote learning and time management

- access to technology and Internet connection whether by pupils or you
- increased workload and stress working from home was reported
- time management and organisation
- preparing content for online / remote learning
- little / no training

Challenge related to supporting pupils

- keeping up with both teaching in class (vulnerable/key workers' pupils) and other children
- keeping all pupils motivated and engaged
- involving all pupils and supporting those with special needs or disabilities
- digital competence both for pupils and you
- learning content and converting activities and content into online/ remote learning
- assessment strategies and assessing pupils' progress
- communication issues with pupils
- communication issues with parents

4. What would most help teachers to support online learning during the school closure?

- support / guidance and professional development on online teaching webinars and
- video clips/lesson plans of good practices
- easy contact with experts, more experienced in online learning teacher
- resources / websites with lists of useful resources
- useful research on online / remote teaching and learning
- opportunities for teachers to share ideas and challenges

5. What specific approaches, if any, do you recommend for other teachers? Please specify.

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Online / remote learning - Resources and professional development

Web links to articles, blogs and resources about online learning and CPD

Approaches to online teaching and learning

- Paul Kirschner: Ten Tips on Remote Teaching <https://www.youtube.com/paulkirschner>
- [using technology for remote teaching](#)
- 12 building blocks for teaching and learning with technology 1) [activating relevant prior knowledge](#), 2) [Give clear, structured and challenging instruction](#), 3) [Use examples](#), 4) [Combine words and visuals](#), 5) [Use learning technology to make learners process the subject matter actively](#), 6) [Use learning technology to understand whether all learners have understood the content](#), 7) [Provide scaffolding for challenging tasks](#), 8) [Spaced learning](#), 9) [Variable practice](#) 10) [Testing](#), 11) [Feedback](#) and 12) [Learn more effectively](#)
- **Chartered College of Teaching** [compact guide](#) on using online quizzing to check and build understanding
- A [blog by Chris Curtis](#) 'interactive storytelling' as an approach in remote teaching of English
- [blog explains how to create teaching videos](#)
- ['Teach from Home'](#), a hub for teachers with resources on how to use Google Apps
- **Chartered College of Teaching** [reading list of home learning resources](#) contains collection of links to lists of online learning and home learning resources, sorted by source and by subject
- [short videos](#) on online learning

Applying principles of effective learning in an online environment

- [guide to how they apply their key learning principles](#) in a distance learning environment
- A [podcast from Evidence-Based Education](#) – Article and video - look at effective assessment and feedback in an online context
- Five compact guides on assessment online [checking for understanding](#), [hinge questions](#), [feedback](#), [peer assessment](#) and [self assessment](#)
- Chartered College of Teaching [a compact guide](#) about online effective collaborative / group tasks

Supporting pupils' wellbeing and providing pastoral care at a distance

- [Tes article by Amy Forrester](#) advice on maintaining pastoral support for pupils at a distance
- [a compact guide for the Chartered College](#) with some simple steps to supporting pupils' wellbeing during the COVID-19 outbreak
- Place2Be [activities to help support pupil wellbeing](#) during the COVID-19 outbreak
- [Social, Emotional and Mental Health](#) (UCL Institute of Education)

Supporting parents with home learning

- An [article by Peter Henderson](#) on engaging with parents while schools are closed – a New Zealand approach, but international relevance
- **Chartered College of Teaching** [compact guide](#) - how to support the home learning
- [An Impact article](#) looking at how one school emailed daily revision questions to parents to help them support their children
- A [blog post by Alex Quigley](#) EEF project/ approach to texting parents to support literacy
- [ParentKind](#) a primary school teacher giving tips for parents on supporting home learning
- [Study at home posters](#) - a virtual school (Nord Anglia Education website)

eSafety and safeguarding in online learning

- A [guide from SWGFL](#) on safe remote learning
- A [Safer Internet Centre article](#) on safe remote learning during the COVID-19 outbreak
- [LendEd \(by BESA\)'s tips on home learning](#)

Professional development

CPD courses

- Ealing CPD online www.ealingcpd.org.uk
- [links to CPD resources and courses related to SEND](#)
- [online courses for teachers](#), with free options for access – including a number of [courses from the Chartered College of Teaching](#)
- [Maths-specific CPD](#) with access online

Free online CPD courses

- [Rosenshine Masterclasses](#) and [a set of booklets](#) to go with them
- [this list of RE-specific free online CPD](#)
- Charter College of Teaching [Early Career Hub](#) and [video](#)
- **Chartered College of Teaching** [Impact articles](#), (cognitive science, metacognition, assessment and feedback, curriculum, and subject-specific collections)

Resources

- **Chartered College of Teaching** [a series of compact guides](#) providing concise introductions to key topics including teaching mixed-age classes, teaching, learning and assessing online, and supporting parents
- <https://www.ucl.ac.uk/ioe/departments-and-centres/centres/ucl-centre-educational-leadership/free-online-learning-resources#Primary>
- <https://www.ism.org/advice/online-learning-resources>

Resources for children who are learning English as an additional language (EAL)

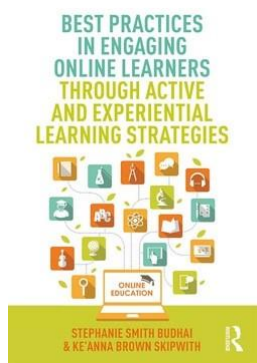
- [Flash Academy](#) website - offers a range of resources
- [Home learning for EAL](#) Providing up to 4 weeks of work, the packs cover topics from storytelling and literacy to geography and UK culture.
- [Maths and Literacy Beginner Packs](#) (Flash Academy website)
- [EAL Pupil Podcast](#) (Flash Academy website)
- [Creative Story-Writing](#) (Flash Academy website)

Teachers TV

Following the closure of Teachers TV, the Department for Education signed non-exclusive distribution agreements to keep the archive of 3,500 15-minute programmes available for schools to watch online.

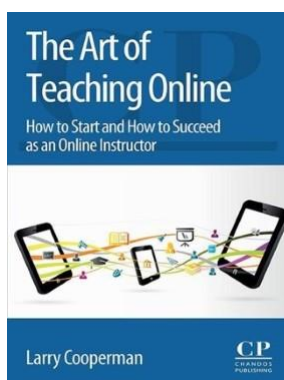
- Phoenix TTV Limited www.teachersmedia.co.uk
- TSL Education Ltd www.tes.com
- Axis 12 Limited www.teachfind.com/
- Laser Learning Ltd www.laserlearning.tv
- viewmy.tv Limited www.viewmy.tv
- Andrew Bethell Associates Ltd www.proteachersvideo.com
- RAISEonline.Training www.eyfsonline.org
- Creative Education www.creativeeducation.co.uk/videos/
- STEM learning www.stem.org.uk/
- Charter College of Teaching [video](#)

Books on online learning and teaching



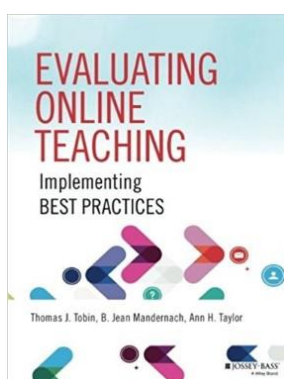
Budhair, S.S. & Skipwith, K. (2017). *[Best Practices in Engaging Online Learners Through Active and Experiential Learning Strategies](#)*. London: [Routledge](#).

This book explores the integration of active and practical learning approaches and activities (including gamification, social media integration, and project- and scenario-based learning), as they relate to the development of authentic skill-building, communication, problem-solving, and critical-thinking skills in learners. Immensely practical and very readable, this is a must-read book for those seeking to truly engage their learners.



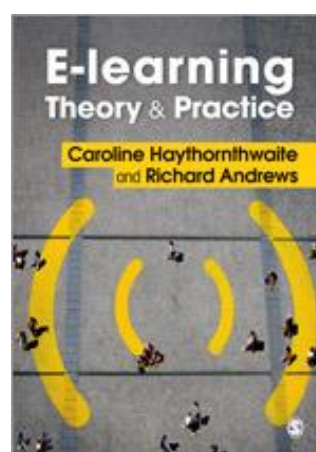
Cooperman, L. (2017). *[The Art of Teaching Online: How to Start and How to Succeed as an Online Instructor](#)*. Netherlands: [Chandos](#).

This book focuses mainly on how potential online instructors can create and maintain the human aspect of live, face-to-face education in an online course to successfully teach and instruct their students. Included are interviews with experienced online instructors who use their emotional intelligence skills and instruction skills (examples included) to teach their students successfully. Practical and useful.



Tobin, J.T., Mandernach, J. & Taylor, A.H. (2015). *[Evaluating Online Teaching – Best Practices](#)*. San Francisco: [Jossey-Bass](#).

This is a comprehensive book, which explores the practice of evaluation in online learning – case studies, worksheets, practice frameworks and models. Though published in 2015, it remains a solid resource, which needs to be read annually by all engaged in the evaluation of program and course effectiveness, online teaching and student learning. It should be on the list of books each year until something better comes along.





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