ONVU
LEARNING

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INTRODUCTION

ONVU Learning is the education division of ONVU Technologies group. With extensive experience in education, video and technology, ONVU Learning is focussed on improving teacher coaching, development and satisfaction, and ultimately student outcomes.

We've used our knowledge of schools and educational technology to identify and summarise 18 of the most important areas that are impacting schools around the world to answer the question, 'How have schools evolved?'.

PARTNER SCHOOLS

Read our success stories of how schools around the world are using ONVU Learning's lesson observation and teacher reflection tools to improve their teaching standards and student outcomes.

VIEW ALL CASE STUDIES →

EDUCATIONAL GUIDE
THE EVOLUTION OF SCHOOLS

WHAT WILL SCHOOLS FACE IN THE DURING THIS EVOLUTION?

Schools have changed, but as the last 2 years have proved, when it comes to providing the highest level of education and support to children, their ability to adapt is unparalleled.

In this guide we've gathered practical ideas from our partner schools and knowledge of educational technology to help schools successfully navigate the changed education landscape.

VIEW ALL EDUCATIONAL GUIDES →

Discover other educational guides and resources by ONVU Learning.

WE'LL COVER:

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PART 1:
SUPPORT FOR NEW TEACHERS
(ESPECIALLY NQTS)

TO KICK OFF THE GUIDE, WE ARE LOOING AT SUPPORTING NEW TEACHERS IN YOUR SCHOOL, ESPECIALLY THOSE NEWLY QUALIFIED TEACHERS (NQTS) WHO HAVE MISSED TEACHING PRACTICE AND ALSO HAVE TO START THEIR FIRST YEAR AS A FULL-TIME TEACHER. WE CONSIDER FIVE AREAS THAT TEACHERS WILL NEED HELP WITH AND IDENTIFY THREE STEPS TO PROVIDE SUPPORT.

WHAT DO
TEACHERS NEED?

1. IN-DEPTH KNOWLEDGE OF YOUR SCHOOL

All teachers benefit from knowing as much as they can about new schools – from knowing how to find their way around the school to understanding how key policies are implemented and who to turn to for help. With interviews and even induction days in some cases, now regularly conducted remotely, this gap is much larger.

2. THE DETAILS OF HOW YOUR SCHOOL WILL DEAL WITH THE EVOLUTION

Added to the area above, new teachers will have to understand the rules and systems introduced in response to the COVID pandemic. Existing teachers will now have had experience of this and will have been involved in planning from the start, but new teachers will need explicit instructions on how your school is, and will be, dealing with any future issues involving COVID.

3. HELP WITH YOUR HYBRID LEARNING SYSTEMS

It seems likely that all schools will have to be prepared to move back to remote learning in the case of any future lockdowns. Your current teachers will have had significant experience of the systems your school has access to – new teachers may have had experience in distance learning but with different tools – they may of course be able to add value by sharing what they have learned at other schools.

4. A CLEAR UNDERSTANDING OF ANY 'RECOVERY CURRICULUM'

The idea of 'recovery curriculum' may be controversial but many schools are looking to focus learning, on areas students have missed out on. That means that new teachers may be teaching different material to what they might have expected. For example, NQTs in primary school may not have experienced teaching the year group below the one they are teaching.

5. CONFIDENCE AND SUPPORT

New teachers experience many challenges, especially if they have moved into your area. Challenges such as accessing childcare or travelling by public transport can be difficult and stressful, by offering help and support you help to alleviate some of the stresses they may be experiencing.

HOW SHOULD
SCHOOLS RESPOND?

1. OFFER MENTORS TO ALL STAFF

Research carried out by Teacher Tapp in 2019 for the book 'Recruiting Teachers' found that only 29% of schools in the UK offered mentors for all new teachers. While NQTs will all get professional mentors, they would also benefit from being offered a 'personal' mentor to help with the wider issues above. If you can set up this scheme and link people up as soon as possible, this could be a huge help to NQT's.

2. LET THEM WATCH LESSONS IN ADVANCE

One of the best ways to understand how a school works, and one often offered to trainee teachers, is to shadow a student or teacher around the school. In times when this isn't possible, if your school has recorded lessons, you could share them with the new member of staff. This will help them understand the language your school uses around issues such as reward and behaviour in particular. Any video platform will work, including ONVU Learning.

3. TAKE A COACHING APPROACH RATHER THAN A PERFORMANCE MANAGEMENT ONE

Professor Rob Coe argued recently for 'kind environments' for effective teacher feedback. Think how you could make early observations wholly positive and supportive, as well as providing an opportunity for teachers to share any concerns as soon as possible. One approach might be to use an external coach for support – read this case study to see how we worked with Nathan Price (an NQT at Hereford School) offering remote coaching to complement his first teaching year.

PART 2:
TEACHER RECRUITMENT
AND RETENTION

THIS SECTION LOOKS AT TEACHER RECRUITMENT AND RETENTION AND HOW TO DO IT (WELL)

1. PLAN AHEAD FOR UNEXPECTED GAPS

With far fewer people moving jobs in teaching recently, there's a strong possibility that people will look to move on once it becomes easier to apply for new jobs.This makes it even more important than usual to plan ahead for changes in your school and to be aware of staff looking to move on or retire.

2. USE LAST YEAR'S TRAINEE TEACHERS TO HELP YOU THIS YEAR

Many teachers did not fully finish their training over the last two years and a significant number were unable to find work. Budgets permitting, these may be exactly the people who could help your school support individual children and groups while completing their training and gaining more experience – and it would put you in an excellent position to recruit them for permanent jobs as they arise. Local university teacher training departments and training schools will be able to help you find them.

3. TAKE PART IN THE EARLY CAREERS FRAMEWORK NOW TO PREPARE FOR THE FUTURE

The Early Career Framework pilot programme was initial aimed at around 2,000 new teachers in specific areas of England. However, it is now being expanded to other 'disadvantaged' schools. Engaging with this programme will make your school more attractive to new teachers and set you up for the national roll-out next year.

4. SHOW HOW YOU ARE HELPING TEACHERS DURING THE SCHOOL EVOLUTION

Teachers are becoming more used to finding out information about schools remotely. Make it easier to recruit by developing a detailed recruitment section

on your website – and make sure you demonstrate the support (technical and pastoral) you have shown to your staff through case studies

5. PREPARE FOR FLEXIBLE AND REMOTE APPLICATIONS

It has been amazing to see how creative schools have been when moving to remote interviewing procedures... Remote interviewing offers the benefit of being able to speak with teachers from various locations without having to worry about travel and time constraints. And the good news is, everyone is getting better at video interviews!

6. SHARE JOBS CREATIVELY

People are more digitally minded these days, so you need be sure you are attracting new talent through the right channels. Asking your school community to share jobs on social media and advertising in digital publications are probably the best ways to find people now.

7. LEARN FROM THE LOCKDOWN RECRUITMENT EXPERIENCE

 Schools have had to experiment with remote recruitment over the last two years, moving to interviews in place of observed lessons for example. The good news is that there are lots of rescources now available to help you navigate the nre recruitment lanscape such as this guide by Robert Half Talent Solutions

8. FOCUS ON RETENTION

Perhaps the most important thing schools can do in these times of change is to work hard on the retention of current staff. Key ways of doing this include welcoming new teachers and providing an effective induction process; allowing teachers to develop their skills through supportive coaching; and listening to their views through regular employee surveys.
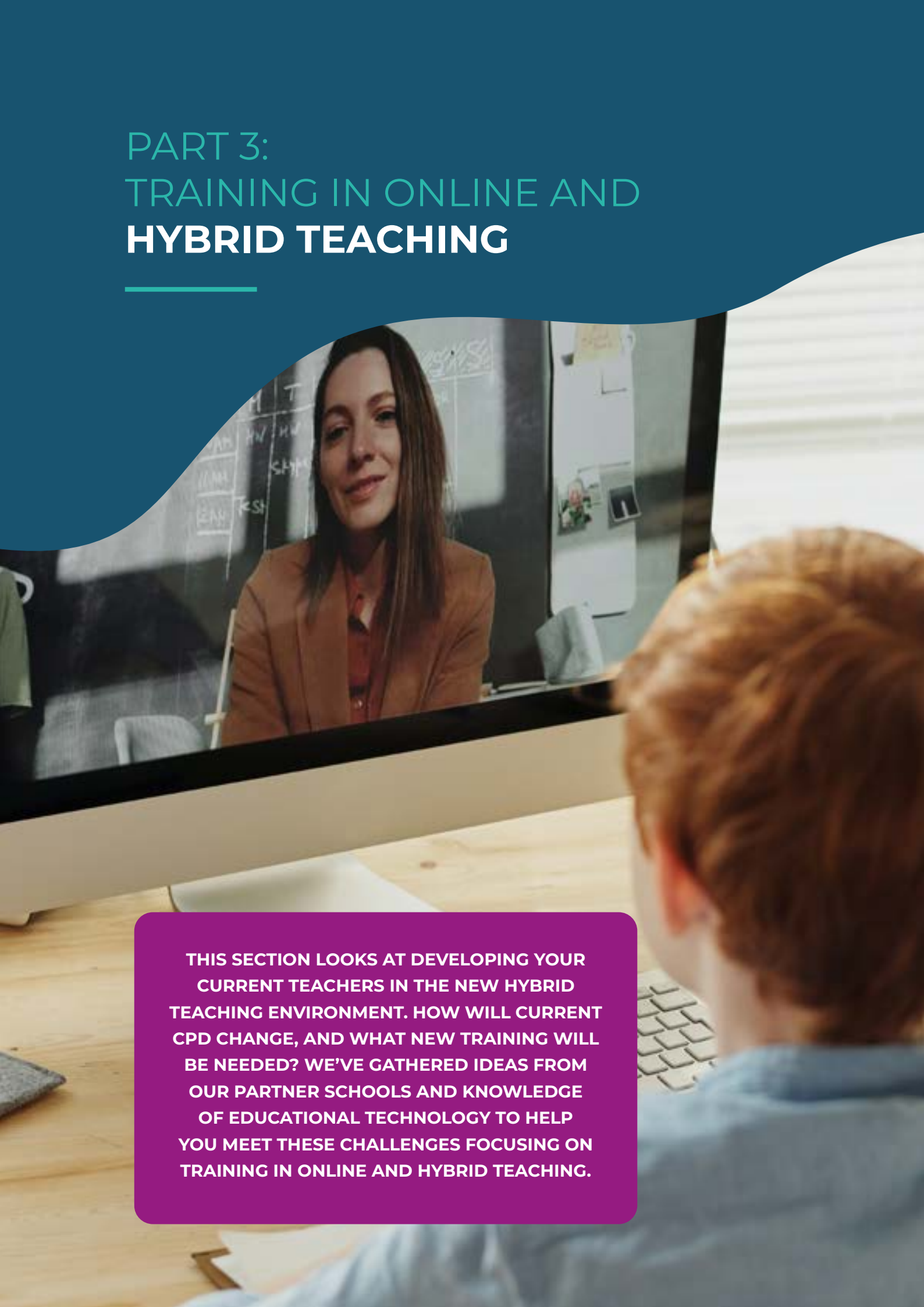
> "I feel as head of department I have a responsibility to model the practice to people, not only the people in my team, but around the school as well. And this has given me the chance to really reflect on what I do well and also on where I need to improve."
>
> **ABBY HUGHES, HEAD OF ENGLISH, THE HEREFORD ACADEMY (UK)**

PART 3:
TRAINING IN ONLINE AND
HYBRID TEACHING

THIS SECTION LOOKS AT DEVELOPING YOUR CURRENT TEACHERS IN THE NEW HYBRID TEACHING ENVIRONMENT. HOW WILL CURRENT CPD CHANGE, AND WHAT NEW TRAINING WILL BE NEEDED? WE'VE GATHERED IDEAS FROM OUR PARTNER SCHOOLS AND KNOWLEDGE OF EDUCATIONAL TECHNOLOGY TO HELP YOU MEET THESE CHALLENGES FOCUSING ON TRAINING IN ONLINE AND HYBRID TEACHING.

WHAT MIGHT
HAPPEN TO CPD?

Many schools start the year with a day or two of collective CPD, with all staff spending time together discussing the previous year and setting a direction for the current year. There is often one theme, led either by senior leaders or external consultants, as well as time in smaller teams to prepare for the year ahead.

This model has been challenged in several ways by COVID. The first is that schools will now have to spend a lot of time talking about how their school will plan for potential unexpected changes that could occur at any point during the school year such as – managing 'year bubbles', limiting movement and staggering start and break times for example. The second is that bringing all staff together into one room will be difficult to manage should social distancing measures be re-introduced. And the third is that whatever is shared will need to help teachers cope with the likely challenges of renewed 'hybrid' or 'blended' learning, rather than the pre-COVID classroom-based model of

schooling.

So, how can schools manage this? Here are our 5 suggestions, many using the technology that schools now impliment.

1. LEARN FROM REMOTE LEARNING AND SHARE KEY INFORMATION IN ADVANCE

Recorded videos or shared links to existing information, allows teachers to communicate with students in different places and at different times. This is a useful technique for sharing information that needs to be consistent and clear, such as new rules by using clear and repeated messages. It is of course important to test these resources for accuracy and clarity before sharing them widely.

2. RESEARCH YOUR SCHOOLS' SPECIFIC LEARNING NEEDS

Once key information has been shared, training will need to focus on specific challenges if engaging in hybrid learning.

A number of schools have used internal surveys (using Microsoft or Google Forms or a dedicated survey programme such as Survey Monkey) to find out the strengths and weaknesses of their teachers – and the experience of students. This will allow the school to share best practice and create 'learning groups' with similar needs, rather than trying a 'one size fits all' approach.

3. HOLD REMOTE QUESTION AND ANSWER SESSIONS

Once staff have read, watched, or digested key information, it's important to let them discuss details and apply new ideas to their own classrooms or roles. The good news is that most schools can now do this remotely too using communication software such as Zoom, Teams or Google Classroom – and record conclusions while doing so!

4. SET LONGER TERM SELF-REFLECTION PROJECTS

While a lot of CPD will inevitably be short-term in September, it is important to maintain long-term teacher development – both to improve learning in the school and to engage and retain teachers. One way this can happen is through teacher self-reflection.

5. GIVE TEAMS TIME TO SHARE THEIR OWN ISSUES

Different subjects and year groups will have different learning needs and in periods of hybrid learning this can be challenging. How do you manage EYFS learning? How do you conduct practical work in Science or PE? These teams need to have extended time to identify areas they will need to work on and to share new ideas and discoveries that team members have found. Each group could then be allocated a small part of the school's overall CPD budget to bring in external advice if needed.

## EXTRA RESOURCES

THE MODERN CLASSROM GUIDE

In this guide we're looking at the challenges and opportunities recent disruptions presents, how teaching is changing and adapting using innovative ideas and technology, and how to maximise learning experiences. We're imagining the **'Modern Classroom'**.

EDUCATIONAL GUIDE
CLASSROOM OF THE FUTURE

ONVU LEARNING

DISCOVER THE GUIDE→
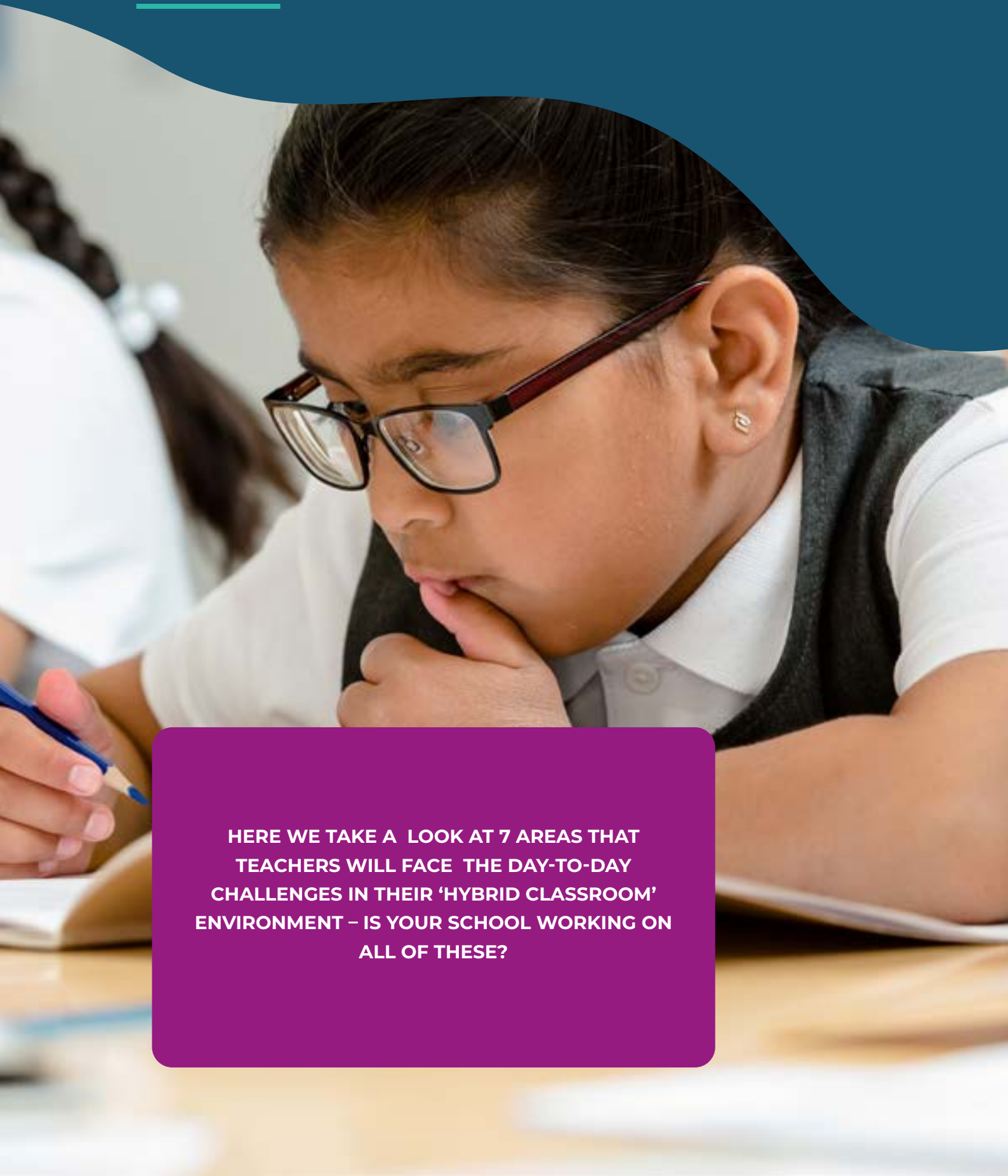
HERE WE TAKE A LOOK AT 7 AREAS THAT TEACHERS WILL FACE THE DAY-TO-DAY CHALLENGES IN THEIR 'HYBRID CLASSROOM' ENVIRONMENT – IS YOUR SCHOOL WORKING ON ALL OF THESE?

1. MANAGING SHARED RESOURCES

It's not until they are not allowed to move from a room or 'bubble area' that most teachers realise how much they rely on different areas of the school. Whether it's books from the library, photocopying or even just spare pens from the staffroom, teachers will have to rely on what is in their area. This may mean schools need to buy more resources, remind teachers daily of the rules on movement and move to digital provision where possible!

2. MANAGING MOVEMENT

Schools are performing heroic feats with new timetables that keep children as far apart as possible, during periods of social distancing but teachers will also bear a heavy responsibility in managing movement in and out of hybrid classrooms and departments. Can all teachers safely get one class out of a room before bringing another one in? And how will they manage duties?

3. MANAGING THE CURRICULUM

The 'hybrid' school means that different curriculum decisions may be needed – for example some subjects may be better suited to home learning while others will be better covered in the classroom. At the same time, digital technology means that schools can expand what they can teach. We covered this in more depth in our recent 'Modern Classroom' ebook.

4. MANAGING PASTORAL SUPPORT

While the UK Government has been quick to introduce new ideas around discipline in England responsible for pastoral support lies with individual schools – and in schools this often involves individual teachers or support staff who have built up strong relationships with pupils. Removing this face-to-face contact may be difficult – one solution might be to let pupils nominate and meet online regularly with these staff.

5. MANAGING INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) SUPPORT

While teachers have performed well using remote technology, there have been many problems and a 2020 survey shows a clear demand for support. It's important to remember that new teachers and new students will not have had the same remote experiences and will need urgent training in the first few days at school on the systems you use.

6. MANAGING THE MOVE BETWEEN FACE TO FACE AND REMOTE TEACHING

Schools will not have much notice of enforced quarantine if a student or teacher tests positive for COVID – and a higher proportion of students may be missing from lessons as families continue isolate. That means that it may be worth teachers using the same systems used in remote learning – for example posting class- or homework on Google Classroom or Microsoft Teams or sticking rigidly to a curriculum plan.

7. MANAGING PARENTS

There have been fewer opportunities for face-to-face parent and carer contact over recent years– in many schools, especially primary schools, this would often take place at the start or end of the school day. Parents will also be more anxious than usual, especially at the start of the year if their child is new to the school. Schools need to set out clear protocols for communication that balance the need to keep parents informed with reducing stress on teachers.

Read our blog on
Blended Learning

THE CHECKLIST BELOW BRINGS TOGETHER ALL THE AREAS COVERED IN THIS SERIES AS A TICK LIST FOR YOU. WHICH ARE YOU PREPARED MOST FOR AS YOU RETURN TO SCHOOL?

1. SUPPORT FOR NEW TEACHERS

- Do you have detailed induction plans for new staff?

- Can you explain how your school will deal with the re-introduction of restrictions??

- Can you explain your hybrid learning systems?

- Do you have a guide to your 'recovery curriculum'?

- Do all new staff have a mentor (not a line manager) to turn to for support?

- Can they watch recorded lessons to get a feel for your school?

2. TRAINING IN HYBRID AND ONLINE TRAINING

- Have you had the chance to reflect on your remote teaching experience and highlight any gaps in your ability?

- Do you have dedicated INSET time to apply new ideas and ways of working, to your own phase or department team?

- Are you able to give feedback on new systems and ideas once you have been able to apply them to your classroom or working area?

- Are you able to continue long-term professional development in areas that are important to youl?

3. CLASSROOM TEACHING

- Do you have all the resources you need in your classroom or 'bubble', or have you arranged ways to safely access them?

- Have you practiced how children move safely around the school and enter and leave your classroom?

- Have you adapted your teaching plan to the possibility of remote teaching being needed?

- Do you know how your students can safely access pastoral support, especially at short notice?

- Are you confident that you and all your students (including those new to the school) can use the IT systems?

- Do you know how your school expects you to communicate with parents – and do they know this?

4. RECRUITMENT AND RETENTION

- Is your school looking ahead and anticipating the need for extra staff?

- Are you part of the Early Career Framework or working to join it in 2021?

- Do you have a recruitment portal on your school website that shows how you are supporting staff?

- Are you prepared to conduct remote interviews if interviewees are unable to travel to your school?

PART 6: LESSON OBSERVATION
WITH ONVU LEARNING

Let's round off the series by looking at how ONVU Learning is uniquely suited to delivering innovative teacher training programmes for your school.

Our solution is simple: using a 360-degree camera, a high definition microphone it records the entire view of a classroom. The recordings are safely stored in the gateway box or in the cloud and are only accessible by or with the permission of the teacher. Our discreet always-on system is entirely focused on helping teachers review all aspects of a lesson.

1

NO DISTRACTING SET-UP ISSUES

There's no need to set up the system in the classroom at the start of a lesson. ONVU Learning is already set up and always on, so you can always 'go back in time' and take a look at key incidents without planning ahead the recording every time.

2

NO 'HAWTHORNE EFFECT

Traditional lesson observation with a 'person watching at the back' influences the classroom dynamics. With ONVU Learning, observations can be reviewed by multiple observers (with the teacher's permission) at the same time and wherever convenient.

3

A VIEW OF THE FULL CLASSROOM

ONVU Learning uses the latest 360-degree video technology, giving a complete view of a classroom. That allows teachers to zoom in to see how students are responding to tasks, listen to their responses to questioning and even view up to four parts of the room at the same time.

4

TEACHER CONTROL

In all ONVU Learning schools, teachers control access to their footage (except in the case of a serious safeguarding issue). This changes the culture of the school – senior leaders have told us of staff keen to share successes as well as asking for help with specific issues.

5

EASY CLOUD-BASED SHARING

Footage can be stored in the local gateway or in the cloud and can also be shared (with the permission of the teacher) with external experts, for example our specialist coaches, SEN experts in other parts of a MAT or university-based ITT mentors.

VISIT our website to discover more about the benefits of the ONVU Learning solution and how it can help your school!

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