ONVU
LEARNING

INTRODUCTION

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

Partnering with schools, governments and education advisors around the world, we are determined to design, refine and align multiple technologies to play an important part in defining the learning environments of the future.

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 MODERN CLASSROOM

It's safe to say that the world of education has changed in recent years

There's a growing realisation among educational experts that these changes are here to stay.

In this guide, we're looking at the challenges and opportunities these changes present, looking at what today's modern classroom looks like.

DISCOVER OUR EDUCATIONAL GUIDES→

WE'LL COVER:

ONVULEARNING.COM

THE FUTURE OF TEACHER TRAINING AND DEVELOPMENT

THERE ARE REAL ISSUES AROUND INITIAL TEACHER TRAINING. WILL NEW SKILLS BE NEEDED TO NAVIGATE TODAY'S MODERN CLASSROOMS?? LOOKING FIRST AT INITIAL TEACHER TRAINING, WE'VE TALKED TO SOME OF OUR PARTNER SCHOOLS THAT HAVE 360-DEGREE VIDEO CAPTURE IN MANY OR ALL OF THEIR CLASSROOMS AND REFLECTED ON THEIR AND OUR EXPERIENCE. THIS IS WHAT WE THINK TEACHER TRAINING COULD LOOK LIKE.

1. REMOTE VISITING BEFORE A PLACEMENT STARTS

A student teacher is assigned their school. But rather than visiting the school, they are given access to video footage of the actual classes they are teaching. They can see the routines that the school and the teacher use to ensure focused learning, and they can start to see where the students are in their learning journey. Once they have had a chance to look at some lessons, they can have a video conference call with their university tutor, the mentor they will be working with at school and perhaps the classroom teacher. They can discuss specific aspects of the lesson and then use specific

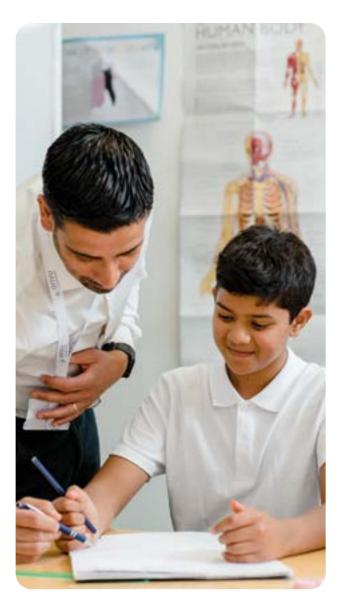parts of the lesson to complete written assignments.

2. FOCUSED TIME AT SCHOOL

Once they arrive at school, better-informed teachers can come into the classroom as an expert and trusted assistant teacher, rather than having to sit at the back of the classroom for a while as most trainee teachers do and run the risk of distracting the students! During this time, they could perhaps teach a specific part of a lesson or practice introducing a new concept.

3. MORE SUPPORT FOR REMOTE STUDENTS

One reason why schools were reluctant to take on trainees in recent months according to Schools Week was the need

to 'catch up' students who have missed work, but trainee teachers could also help by offering

small-group remote support using the technology that schools have been relying on in recent months. This would also allow them to see the impact of their teaching and to see the misconceptions that students often introduce.

4. MORE REFLECTION IN MORE PLACES WITH MORE PEOPLE

Student teachers can reflect on lessons and discuss them with mentors remotely if they are recorded. . They can also select and share video clips with peers if the right permissions are obtained, and use them for discussion or to build up their own 'Teacher Standards' portfolio.

Our **case study on Nathan Price,** *a NQT teacher from The Hereford Academy in the UK, shows how remote mentoring worked well in his first year of teaching.*

WATCH *our videos from the UCET National Conference 2019 to see how even before COVID 19, the importance of mentoring was being emphasized by education experts Sam Twiselton (OBE Prof. of Educaiton, SHU) and James Noble-Rogers.*

ONGOING
TEACHER TRAINING

AND WHAT ABOUT TEACHERS ALREADY WORKING IN A SCHOOL? HOW MIGHT THEIR TRAINING CHANGE?

1. DEVELOPMENT IN NEW SPECIALIST ROLES

There is already an interesting debate in many schools about the different roles that teachers are taking on in response to remote working. Some are finding that they enjoy creating online content that they are good at providing remote academic and pastoral support, while many just enjoy traditional classroom teaching!

Schools and trusts are reflecting on this and thinking about helping those in different areas. For example some teachers might be given time and training to create presentations, video and audio content that students can use for remote learning. This could be either alongside lessons in school or in a future lockdown situation. Or more simply, they might deliver the key content of a subject to a whole year group by video link, with other teachers supporting smaller groups in applying these new ideas.

2. FOCUSED AND REMOTE CPD

The teacher training day in the UK, with dozens or hundreds of teachers coming together in one room, may be one of the last features of a school to return to normal (along with whole school assemblies), with teachers staying in smaller groups.

This presents a challenge to schools who rely on this type of training. But there is an alternative. Many schools are already providing updates on statutory issues through online courses – and this provides an easy central record to refer to for inspections.

This frees up teachers to spend more time working in department or phase groups on specific development issues, bringing in expert help from inside or outside the school where needed.

6 WAYS IN WHICH LEARNING WILL CHANGE

This second part discusses the learning issues that will arise as a result of the recent disruptions to schools. How can students access learning in a blended way if working between school and home?

Here are our thoughts on the changes that are likely, and how technology will be able to help!

1. WORK WILL HAVE TO FOLLOW THE STUDENT

A huge change is that students have been going to school for several days in a week and then completing work at home, either as a whole year group or as part of that group. The result is that lessons may start at school and finish at home (or vice versa), with students needing to use technology to keep up to date and work through tasks. Schools will need to be highly organised with effective learning management systems.

2. THERE WILL BE NEW WAYS OF COLLABORATING AND RECORDING WORK

Will exercise books and files become relics of the past as Government guidance is that they should not be taken away by teachers to be marked? Online workbooks, which can be shared between students for project work, may be the answer. Marking could even be outsourced and returned the next day, in the same way that national external exams are marked onscreen by workers in different time zones.

3. STUDENTS AND TEACHERS WILL HAVE TO USE TECHNOLOGY BETTER

All of the above changes mean that both students and teachers will need to be better at using educational technology. And while many in both groups have made great strides, there are still widely varying skill levels. Schools will need to invest in a series of IT lessons focused on new technologies. Teacher training will now have to include modules on distance and remote learning.

4. STUDENTS WILL FIND NEW WAYS TO ASK FOR HELP

Once new ideas have been presented, students have to use and apply them and that's when teachers see mistakes and offer help in classrooms. In today's modern classroom this sometimes might have to be replaced with regular low-stakes online quizzes and online submission of examples of work. On the downside, such access to technology will probably mean students contacting teachers outside school hours and a delay in getting feedback.

5. COURSES, NOT LESSONS, WILL BE TAUGHT

With students not synchronized with each other, and perhaps some learning over school holidays through 'catch-up' schemes, the concept of individual lessons will mean less, and students will need to adapt to longer sequences of tasks. This could have a positive impact in that students would be aware of their overall learning goals over time, rather than just 'getting through' each lesson.

6. CONTENT WILL COME FROM A WIDER RANGE OF AREAS

An opportunity that many schools have been exploring is to reduce the burden on teachers by bringing together content from a range of sources. These will include the classroom teachers, but perhaps also a subject expert in the school, external commercial content, or new, free material from the likes of Oak National or BBC Bitesize. The challenge for the school is not going to be accessing material but curating it into a coherent structure that children can follow.

READ MORE FROM
OUR PARTNER SCHOOLS

Read more from our partner schools on how they have used ONVU Learning for lesson observation and teacher self-reflection, to improve their teaching standards and have an impact on student outcomes.

Visit our website and read how our partnerst are using ONVU Learning

5 CHANGES TO THE CURRICULUM

IN THIS SECTION WE LOOK AT THE OPPORTUNITIES TO DEVELOP A NEW AND ENGAGING CURRICULUM AND THE CHALLENGES IT COULD FACE WHEN STUDENTS ARE WORKING REMOTELY.

1. GREATER CHOICE AND DIVERSITY

Some students and parents have been managing their school work while trying new and interesting areas – whether that be Eton X courses in communication and critical thinking, FutureLearn Schools' tasters of higher education or cloud computing courses offered by Amazon Web Services and others. The latest virtual learning environments allow greater integration of ideas from around the world. Will this challenge what has been considered a restricted curriculum especially around the years that contain assessments and external exams?

2. SOME TOPICS FOR HOME AND OTHER TOPICS FOR SCHOOL

Some ideas will be more difficult to explain and explore remotely, while others may lend themselves to extended home-based project work. That means that schools might have to plan in much more detail or perhaps collaborate with others to share the burden, creating new roles for teachers who are skilled in these areas. Whether this leads to the start of a part-time school movement is another question!

3. REMOTE ASSESSMENT TO SAVE CLASSROOM TIME

Following on from the previous point, classroom time may be too valuable for lengthy assessments. However, many teachers have found while working remotely that low stakes digital tests

(Microsoft Forms quizzes, Kahoot! Sessions) can be as useful and provide more immediate data than a written test. While it might seem that this lends itself more to subjects such as Maths, the work of No More Marking and others on comparative judgement techniques mean that there is growing potential for similar time savings in longer written work.

4. FOCUSED AND SLIMMED-DOWN NATIONAL CURRICULUMS

Over recent years there has been a clear trend in adding more content at all stages of learning in many countries, including England. Covering all this material is a challenge and many are concerned that in times of uncertainty exams are difficult to conduct fairly, due to lack of teaching time with some suggesting GCSEs should be abolished. Will the next iteration of National Curriculums, GCSEs and A-levels focus on less content with more opportunity to practice?

5. A DIFFERENT APPROACH TO INSPECTION?

The last OFSTED framework had a strong focus on curriculum, welcomed by many schools and teachers. The '3Is' – intent, implementation and impact – have been the bedrock of many schools' responses and inspectors have pioneered 'deep dives' into subjects on inspection visits. Inspectors may for example need to sample online learning and get the views of remote learners. A library of video lessons could be a great asset for schools in this situation.

EXTRA RESOURCES

THE SCHOOL OF THE FUTURE GUIDE

The School of the Future Guide is aimed at helping school leaders and teachers make informed choices when designing the learning environments of the future using existing and upcoming technologies, as they seek to prepare children for the rest of the 21st century – the result is a more efficient and competitive school.

DISCOVER THE GUIDE→

PART 4
NEW LEARNING EXPERIENCES

THIS SECTION IS ABOUT THE OPPORTUNITIES TO GO BEYOND THE CLASSROOM, TO TRANSPORT STUDENTS AND TEACHERS AROUND THE WORLD AND EXPERIENCE THE BEST THERE IS TO LEARN... REFLECTING ON THE INITIATIVES THAT MANY STUDENTS AND PARENTS HAVE TAKEN RECENTLY. THESE COULD BE DONE AS CLASS ACTIVITIES OR SHARED THROUGH THE NEW VIRTUAL LEARNING ENVIRONMENTS ALL SCHOOLS AND STUDENTS ARE USING..

1. VR AND AUGMENTED REALITY AT SCHOOL OR HOME!

These new learning experiences can happen in school, but could we see them happening at home as well, with students using simple tools like Google Cardboard?

2. GLOBAL MICRO-QUALIFICATIONS

This prescient article shares headteacher Mark Steed's views that formal academic qualifications will only be part of what students need to succeed in a global marketplace – and taking short courses from anywhere in the world will make you stand out! Mark shares his experience of taking an 'Elements of AI' course from the University of Helsinki!

3. STRONGER LOCAL COMMUNITY CONNECTIONS

Many of the initiatives started over recent months were actually based in local or school communities, deepening the work that all schools will do in their communities. These include befriending and volunteering schemes, and many

4. SCHOOL AND TRUST SPECIALISMS

With the move towards more centralised curriculum provision outlined in the previous part of this guide, there is more opportunity for individual schools and trusts to develop their own expertise to meet local needs or reflect their teachers' expertise. Ormiston Academies Trust wrote about their journey in this article in **Schools Week.**

5. REAL-LIFE PRACTICAL EXPERIENCE

School laboratories and technology rooms are often full of old-fashioned equipment and the skills taught are equally out of date (do real research scientists use Bunsen burners for example?). **Companies such as GSK** and organisations such as the Royal Society of Chemistry have created **innovative virtual practical** experiments. There's even a **project that brings labs to schools**. And in IT why not take on a Rasberry Pi project and produce something real?

6 CHANGES NEEDED FOR THE MODERN CLASSROOM

HAVING LOOKED AT THE CURRICULUM, LESSON CONTENT AND INITIAL TEACHER TRAINING, THIS FINAL SECTION LOOKS AT THE PRACTICAL ISSUES AROUND IMPLEMENTING THESE CHANGES. WHAT WILL NEED TO BE DIFFERENT IN CLASSROOMS, AND WHAT CHANGES WILL NEED TO BE MADE TO SCHOOL POLICIES AND SCHOOL CULTURE TO ENSURE THEY SUCCEED?

TECHNICAL CHANGES

1. INTEGRATING REMOTE AND LOCAL STUDENTS

It may well be that lessons in the future will have to involve some children in school and others at home or in other classroom 'bubbles'. Adding more video screens in the classroom for the teacher to see remote learners will allow them to involve both groups at the same time.

It will also be less easy for teachers to give feedback in traditional ways – walking around the room and talking to individuals. Many teachers have recommended the use of visualisers to show work – this could be extended by enabling all children to photograph and submit work. And app-based voting tools that work both in the classroom and remotely will allow immediate feedback in response to teacher questions, wherever the student is learning.

2. FLEXIBLE CLASSROOM DESIGN

We've seen throughout these articles that classrooms will fulfil different roles in the future – studios for recording lessons, lecture theatres for whole year groups, traditional teaching rooms or breakout areas for IT or project work. In a new-build school rooms could be built with **flexible partitions or moving walls,** while existing schools can use soundproofed partitions.

3. IMPROVED, HIGH QUALITY VIDEO AND AUDIO CONNECTIONS

Many of the ideas suggested require high quality video and audio links with the outside world. Most classrooms now have projectors and speakers to bring the world to the classroom but are less good at capturing full-class video and high-quality audio. Our solution is highly suited to this application – designed by teachers to make it easy to record whole lessons and then zoom in to specific parts of the classroom if needed.

4. ONLINE STORAGE AND INTEGRATION WITH OTHER SYSTEMS

Schools have been incredibly innovative , using software such as Google Classrooms and Microsoft Teams for communication and sharing work in the short term. Schools can now think about the longer term – storing video and written lesson content for the future and linking these communication systems to assessment, markbook and parental communication systems. This will make it much easier to deal with future lockdowns or partial closures as work can be retrieved and teachers used to support students rather than rapidly creating content.

WIDER SCHOOL ISSUES

1. DATA PROTECTION

Moving to a system where vastly more information is shared inside and outside of schools requires a different level of consent from students and their parents. Schools need to be complient in General Data Protection Regulations (GDPR)

2. A NEW LEARNING CULTURE

The modern classroom promises to be less formal and relies on individual teachers taking more responsibility for their students. But this is also an opportunity to switch to a different way of working. Schools that put more emphasis on sharing and collective learning will do much better than those who rely on traditional 'command and control' ways of working – Read our thoughts on micromanagement here.

LESSON OBSERVATION
WITH ONVU LEARNING

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[ONVU Learning] has given AUEA staff the capacity to develop their teaching and reflection skills, and the confidence to personalise the learning for the individual.

**DAVID CHAPMAN,
VICE-PRINCIPAL
ASTON UNIVERSITY
ENGINEERING ACADEMY**

"

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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WWW.ONVULEARNING.COM

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