Remote Teaching

Position Statement and Protocols Paper in Schools

November 2019

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1. **Introduction and Context:**

   Remote teaching is the process whereby, using ICT, a teacher teaches a group of children and young people located in an establishment different from the teacher's own.

   On Monday 6 February 2017 a report from Children's Services to the Shetland Islands Council's Education and Families Committee, entitled '*Online Learning and Remote teaching'*, set out recent local developments in this area.

   Subsequently, a Business Action Plan, as a means of moving forward with remote teaching and distance learning, was developed in 2017.

   The ten priority areas within the plan are:

   - Methodology, rationale and engagement with stakeholders;
   - Leadership and personnel;
   - Technology;
   - Broadband and Connectivity;
   - Costs and Funding;
   - Training and professional development;
   - Review of existing online learning pilots;
   - Proposed remote teaching pilots;
   - Partnerships with other local authorities, including the Western Isles;
   - Partnerships with the UHI.

   One of the overarching aims of the plan was to articulate a clear and consistent vision, and set out the purpose, rationale and benefits of developing remote teaching opportunities in Shetland within a Position Statement and Protocols Paper.

   This is the most up to date Position Statement and Protocols Paper to be presented for agreement at the Local Negotiating Committee for Teachers (LNCT) Meeting on Tuesday 3 December.

2. **The Vision, Rationale and Fundamental Principles of Remote Teaching:**

   The norm for children and young people in Shetland will continue to be to receive their education through face-to-face teaching, supplemented and enhanced by digital technology where appropriate.

   However, remote teaching has the potential to ensure greater equity and increased choice for young people.

   More specifically, remote teaching can add value to what is already in place in our secondary settings in the Senior Phase by offering a wider range of subjects and vocational opportunities through distance learning and remote teaching,

within available budgets; to meet the expectations of national education policy drivers such as Curriculum for Excellence, the National Improvement Framework and Developing the Young Workforce.

Whilst the Business Action Plan will focus primarily on developing opportunities for young people in the Senior Phase of their education, secondary four to secondary six, other aspects of curriculum delivery have the potential to be included. For example, the 1+2 Modern Foreign Languages initiative, specifically the delivery of the third language to remote primary settings from primary five onwards.

Remote teaching can also be used to support children with Additional Support Needs to access the curriculum.

Music instruction is another area that can be considered for remote teaching opportunities to increase access and choice for children and young people.

Blended learning will be an important aspect of the remote teaching experience. Young people will continue to have face-to-face contact with teachers as well as remote learning.

The extent of face-to-face contact, as part of a remote teaching experience, will be bespoke, depending upon where the remote teacher is located, and the nature of the subject.

Face-face contact will support the practical elements of subjects, and SQA internal and external assessment and moderation.

It is hoped that formalising the remote teaching option in Shetland will also partially address local teacher recruitment challenges in secondary settings, thus ensuring that subjects remain on offer to children and young people when the school is unable to fill a vacant teaching posts.

All remote teaching experiences in Shetland will be continually evaluated and reviewed with the views of children and young people, staff, parents and carers sought.

3. How Does Digital Technology Enhance Learning and Teaching?

The Scottish Government's 2016 Digital Learning and Teaching Strategy sets out aspects of learning and teaching opportunities with digital technology.

Aspect of quality learning and teaching		Opportunities and impact of digital technology
Provision of quality educational content		Learners and educators have access to a multitude of additional online educational content as well as being able to create new digital content that can support education.
Tailoring approach to deliver personalized learning		A range of digital tools and services (apps, games, websites, etc.) allow educators to offer a number of approaches to learning and learners can choose the approach that best suits them.
Collaborating with others to test understanding of new knowledge and skills		Educators can offer learners the opportunity to collaborate online with others from across the world in addition to their peers within their school or early years setting.
Engaging and motivating learners		Educators have access to a range of engaging digital tools and services.
Ensuring education is relevant to learners' experience of the world		Educators can deliver learning in a digital context using digital tools and services. This better aligns with learners' experience of today's digital world.

Aspect of quality learning and teaching		Opportunities and impact of digital technology
Opening up experiences and opportunities for learners		Educators can provide learners with access to a range of digital resources which allow 'anytime/anywhere learning' and build a level of digital skills which will be vital in today's digital world.
Providing quality assessment, personalized feedback and data to inform subsequent learning and teaching		Educators can reduce workload by using appropriate digital assessments that provide instant results and personalised feedback. This frees time for focusing on next steps and improvement.
Allowing sufficient time for learning and teaching, enabling learners to develop their knowledge and skills		Online digital networks allow educators to share resources and digital tools and services expedite lesson planning. Digital assessment eliminates marking time. The time saved can be devoted to quality learning and teaching.
Equity of educational choice		Live video streaming and digital tools and services allow the potential for learners to study subjects via online distance

"Enhancing Learning and Teaching Through the Use of Digital Technology, A Digital Learning and Teaching Strategy for Scotland."

4. Technologies to be used

Currently, working in partnership with the Western Isles' e-Sgoil, Glow technologies are the medium of choice for remote teaching and online learning with Vscene web-conferencing included in this provision. HD desktop webcam technology tools are also included with Vscene, as are desk top speaker phone and audio/mic headsets.

A wider Digital Learning and Teaching Strategy, 2020-2025 is being developed by Children's Services in discussions with key partners and stakeholders, including Shetland Islands Council's ICT Service. As part of this strategy,

consideration is being given to the appropriate digital hardware and software schools will require in the future.

For all Remote teaching experiences, the ICT Service will provide support if any technical problems or issues arise, and the Operational Lead for Remote Teaching will be on site at the receiving schools for the first couple of weeks of the remote teaching.

5. Setting up Remote Teaching Experiences – Remote Teaching Engagement Flowchart

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Remote Teaching need identified
        │
Operational Lead to have Initial
meeting with identified Teacher to
discuss timetable, training needs
(GLOW & Vscene)
        │
A Bespoke training package to be
mapped by Operational Lead
following discussion with identified
Teacher
        │
Operational Lead tospeak to schools
to assess what kit is needed.
Depending on need - ICT/ Operation
Lead will supply and set up.
        │
Operational Lead to check GLOW
accounts are set up - teacher and
pupils
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Operational Lead to Identify e-Sgoil
counterpart who can be a link and
support
        │
Operational Lead to set up Vscenes
between teachers and classes and ICT
to test confidence and connectability
        │
Operational Lead to deliver Vscene
training to teachers
        │
Operational Lead to set up Vscene
registration for Teacher
        │
Operational Lead to deliver GLOW
training where neccesary (Teachers)
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Headd Teachers with support from
Operational Lead to inform all
partners of intended engagement -
inclusive of start and finish date, staff
involved and support. Where
neccessary speak to parents about the
ethos , ideologies and benefits of e-
Sgoil and Remote Teaching
        │
Operational Lead to deliver Pupil
Induction - GLOW
        │
Operational Lead to delver and
support pupil induction- Vscene
(accepting Vscene invites and access
where neccesary)
        │
Arrange for dedicated ICT technicitan
to be on hand for first e-lesson
        │
Online Delivery
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Operational Lead and Children's
Services will continue to evaulate
Remote Teaching and support staff,
pupils and schools on a regular basis.
        │
Operational Lead will support first
couple of weeks lessons at the
recieving schools
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6. Addressing Secondary Settings Recruitment Challenges through Remote Teaching:

When a secondary setting is initially attempting to recruit to a vacant post, remote teaching will be explored between the school's Quality Improvement Officer (QIO) and Head Teacher as a possible option in the event of being unable to recruit a face-to-face teacher. With agreement of the Head Teacher, the Operational Lead for Remote Teaching will be alerted to the possible remote teacher option by the link QIO.

After three unsuccessful recruitment attempts, the remote teaching option is explored further, with the agreement of the school's Head Teacher, following the process set out below:

> The secondary setting is unsuccessful after three recruitment attempts for a teacher of subject and a transfer of a teacher to cover the requirements of the post is not possible due to the internal backfill not being available or practicalities around travel.

> FTE unused class contact time in the subject across the school estate explored further by the Quality Improvement Team with the view to setting up remote teaching to cover at least some of the teaching time within the vacant post.

> If the FTE unused class contact time exists across the school estate in the vacant subject, then volunteers will be sought for temporary remote teaching opportunities. A bespoke training programme would then be organised for the teacher prior to commencing remote teaching, referring to page seven of this paper.

> If required FTE excess class contact time is not available, consideration would be given to utilising remote teaching from e-Sgoil

Remote teaching is always a short-term option – once it is in place, it will usually run for the school session to provide continuity for children and young people, but the school will continue to re-advertise the teaching post for the following school session.

All teaching posts are held during remote teaching experiences. Under no circumstances, would remote teaching lead to the deletion of a teaching post.

In academic session 2020-21, it is anticipated that the existing job profile and person specifications for teachers will be amended to build in a remote teaching and distance learning component to the job description, subject to LNCT Agreement.

7. **Practicalities and Protocols around Remote Teaching:**

Teachers will not be expected to be working with a class face-to-face in their own setting whilst teaching to groups of children and young people in another setting.

There may be situations where children and young people with low attendance, and Additional Support Needs access lessons remotely.

Children and young people up to the age of 16 will always be supervised by a GTCS registered teacher in the school if they are being taught remotely by a teacher in another establishment.

Young people in secondary five and six, who are over the age of 16, may be able to receive their remote teaching experience independently without any direct supervision, in a suitable environment and sourced location within the school.

Supervision and location will ultimately be at the discretion of the Head Teachers of the settings involved in discussion with the Operational Lead for Remote Teaching.

For all remote teaching experiences, children and young people, and their parents and carers, will be informed in advance, and have the opportunity to ask any questions.

A risk assessment will be in place for all individual remote teaching experiences as well as an Equalities Impact Assessment.

There will be termly evaluations of remote teaching led by the Operational Lead for Remote Teaching in discussion with all relevant stakeholders

Roles and responsibilities for the remote teacher and the supervising teacher will be clarified ahead of any remote teaching experiences with input from the Operational Lead for Remote Teaching, and in agreement with the Head Teacher.

In the Senior Phase, there will also be agreement between the Head Teacher, the Operational Lead for Remote Teaching, and the remote teacher, on roles and responsibilities for SQA arrangements including presentation, moderation and verification. When children and young people are undertaking SQA assessments, there will need to be a subject specialist on site.

Resources will be stored on Glow as part of resilience plan when connections are down and remote teaching is not possible.

8. Instrumental Instruction

The preferred model of delivery for instrumental instruction will continue to be face-to-face.

Where remote instruction is in place to support children and young people access instrumental instruction in remote settings, and, or, to ensure the efficient deployment of instrumental instructors across the school estate, there will be a blended approach adopted, which will involve a cycle of two x remote and one x face-to-face.