

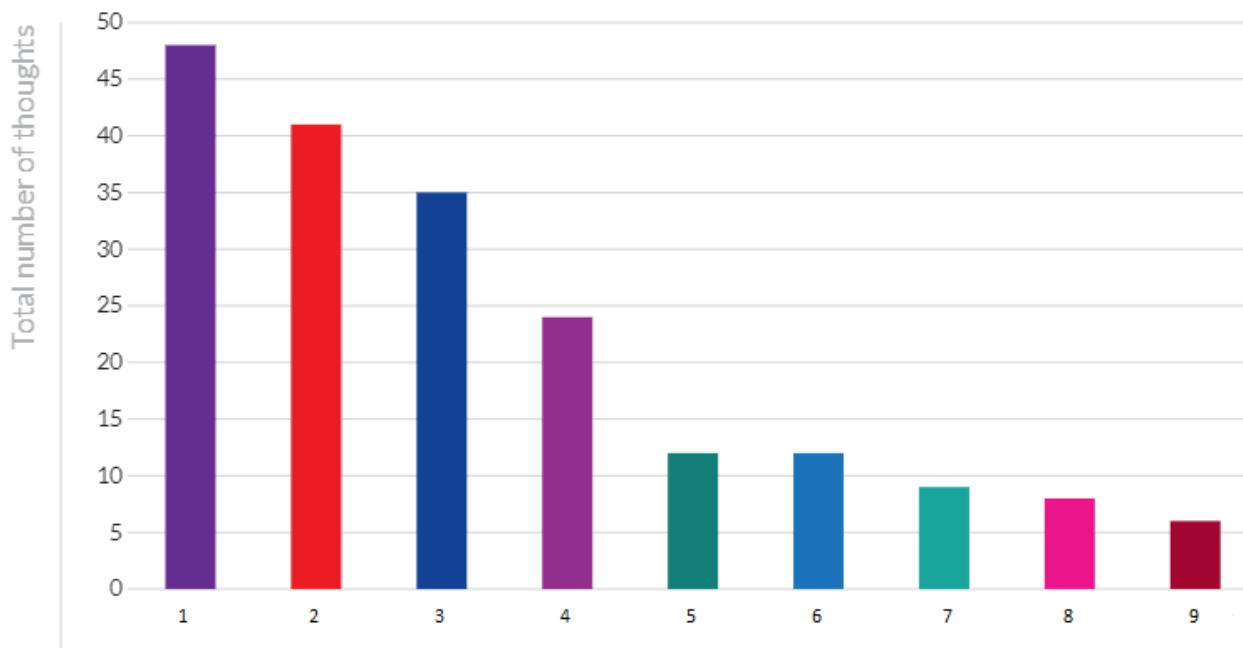
HWDSB

Exchange on Elementary Remote Day School Learning – October 2020

Participation: 267 participants (86% parent/guardians/caregivers and 14% students), 458 thoughts and 6,259 ratings

What we asked: *How are you doing in Remote Day School so far this year?*

What we heard: Common themes among the 458 thoughts that were rated 3.3 and above



- | | |
|-----------------------------------|----------------------------------|
| 1. Learning experiences | 6. Instructional Differentiation |
| 2. Perceptions on Teaching | 7. Communication |
| 3. Digital Platforms & technology | 8. Screen time |
| 4. Mental health & well-being | 9. Support |
| 5. Family life | |

We recognize that a 267 participant sample size is not generalizable to the entire parent/guardian/caregiver and student populations, however, we believe it is important for us to listen to and act upon what we heard from these participants.

1. Learning experiences – Most parents/guardians and students said they are generally doing well and have adapted to remote learning. There was a challenging adjustment in the beginning

HWDSB

but they are now doing well and enjoying learning at home. For some, it has been challenging, especially for younger children to learn without parental assistance and to stay focused. There are lots of distractions when everyone's cameras are on. Some students said they do not enjoy online learning because of technology problems, the lack of interaction with peers, and having to sit still for long periods of time.

2. Perceptions on Teaching – Parents/guardians praised teachers for being patient, supportive, and helpful. They also praised teachers for being creative, engaging, and for planning time for students to interact with each other online. Others voiced frustration with teachers who have technology issues or lack mastery of board platforms and features--such as chat and microphones--as well as teachers who clearly do not enjoy teaching remotely.

3. Digital platforms & technology – There is plenty of sympathy for teachers and students who were working with slow or malfunctioning technology and digital platforms. Parents/guardians said that teachers are having to spend a lot of time helping children with technological issues and using digital platforms. Parents/guardians also requested an orientation to help them and their children navigate MS Teams and The Hub.

4. Mental health & well-being – Parents/guardians asked for more activities that would help their child feel less isolated as they learn at home. They asked for live break-out sessions to allow children to socialize and make more friends. They also asked for more physical/exercise activities and fun school spirit activities/theme days (wacky hair day, pyjama day, etc.).

5. Family life – Parents/guardians discussed the difficulties they are having managing working from home and supporting their child(ren) with remote learning. They asked for flexible deadlines, realistic assessment and homework expectations, and compassion for busy home life situations, including noise, internet connectivity issues, and difficulties in navigating The Hub and MS Teams.

6. Instructional Differentiation – Some parents/guardians asked for greater attention to students with English as a second language, French Immersion students, students with special needs, and students who are hands-on learners. Parents are concerned that their child will fall behind.

7. Communication – Some parents/guardians and students voiced being happy with how teachers and staff have been communicating with them. However, many expressed a need for advanced notice/posting on what children will be learning in the week, what assessments are due, and for prompt feedback on how their child is progressing.

8. Screen time – Parents, guardians and students felt there is too much time in front of the screen and online. Parents asked for more frequent breaks to allow children to move around and for exercise activities to be planned during lesson time.

HWDSB

9. Support – Parents asked staff for quicker response time when they make contact. Parents also asked for greater support and training for teachers to help them teach online and engage students.

What's Next?

- We will look closer at the data to better understand the issues you raised;
- We will bring this information to our Principals, our Program, Equity & Well-Being, Special Education and IIT teams;
- We will use this information to inform our decision-making about next steps for supporting students.