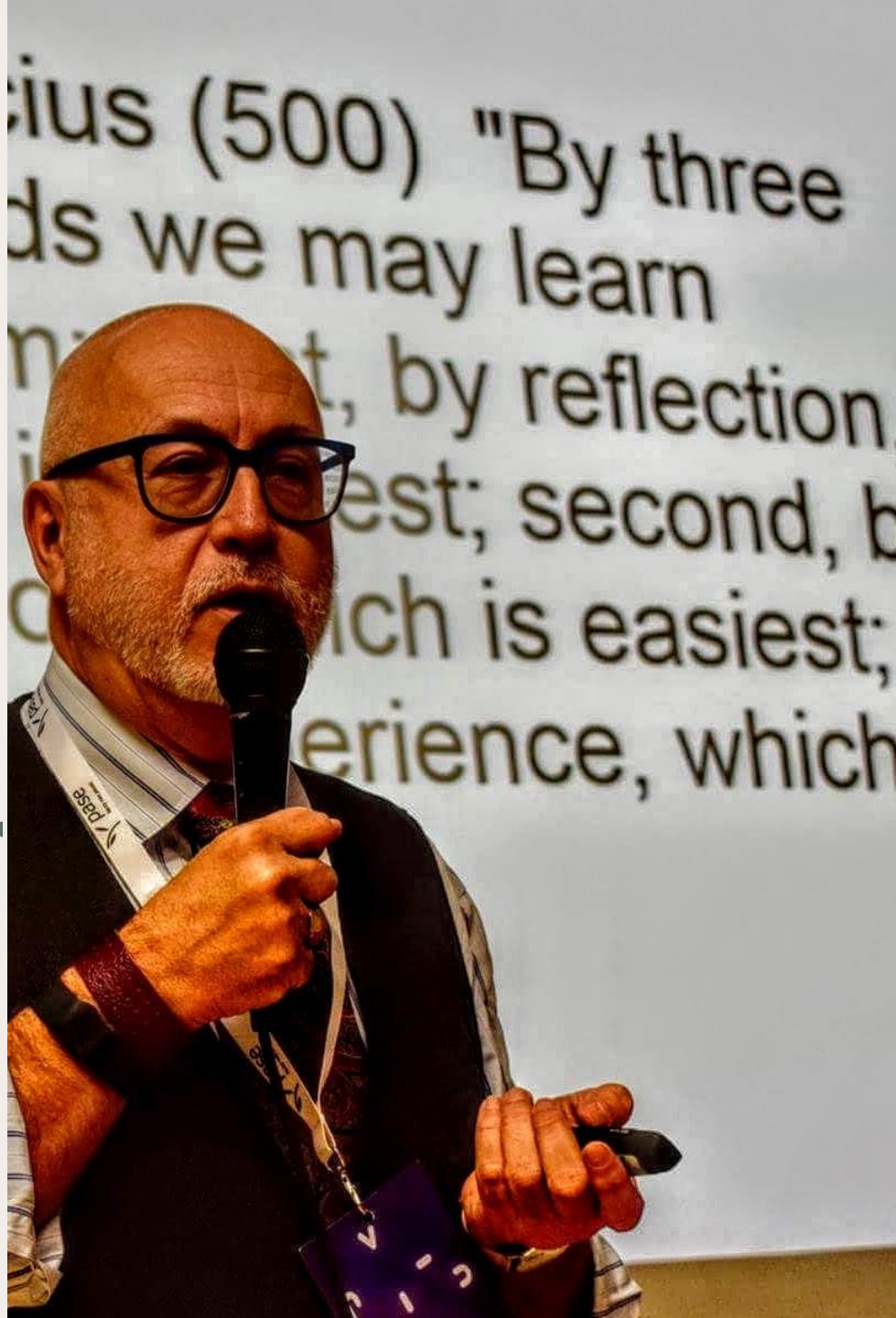


The great reset.
How Covid-19 has changed
the way we teach and learn
English.

Christopher Graham



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He was one of the founders of ELT Footprint, a 2020 ELTons Award winner, and is currently working on research, materials writing and media activities around ELT and climate change for the British Council as part of the Climate Action in Language Education project.

Recent publications include:

50 Ways to be a Greener Teacher Wayzgoose Press, 2022.

21st Century Skills in the ELT Classroom – A Guide for Teachers, (contributing editor) Garnet Education, 2020.

“Never let a good crisis go to waste”.

Winston Churchill

“It became apparent early in the study that the pandemic’s impact on individual learners was dramatic, unprecedented, and highly differentiated”.

Ofqual, UK.

Agenda

Introduction

Beneficial changes for learners and capitalising on them

Negative impacts on learners and managing them

Beneficial changes for teachers and capitalising on them

Negative impacts on teachers and managing them

Call to action

Reflections and questions

My approach

The impacts of Covid-19 are going to be long-lasting and constant

Look beyond ELT at mainstream education for ideas and support

We must reflect on Covid and discuss reflections



Beneficial changes for
learners and capitalising on
them

“Thirty-three percent of parents said that even when the pandemic is over, the ideal fit for their child would be something other than five days a week in a traditional brick-and-mortar school. Parents are considering hybrid models, remote learning, home-schooling, or learning hubs over the long term”.
McKinsey.

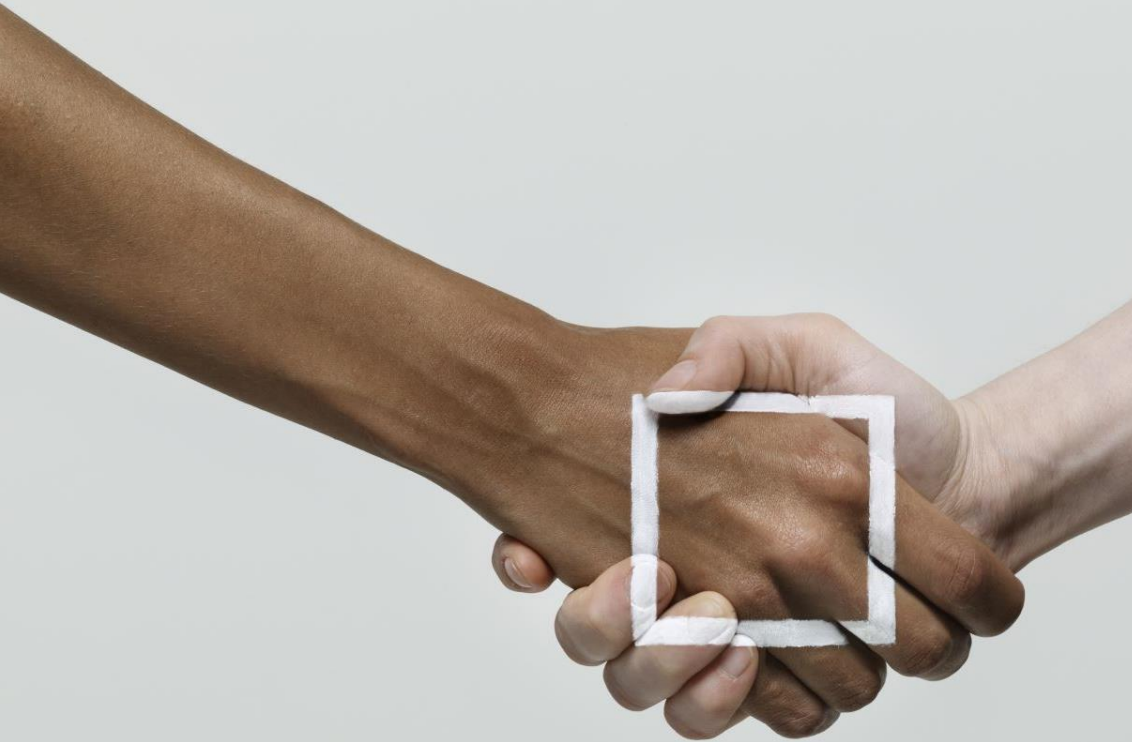
Learner autonomy

Collaboration skills

Learning to learn

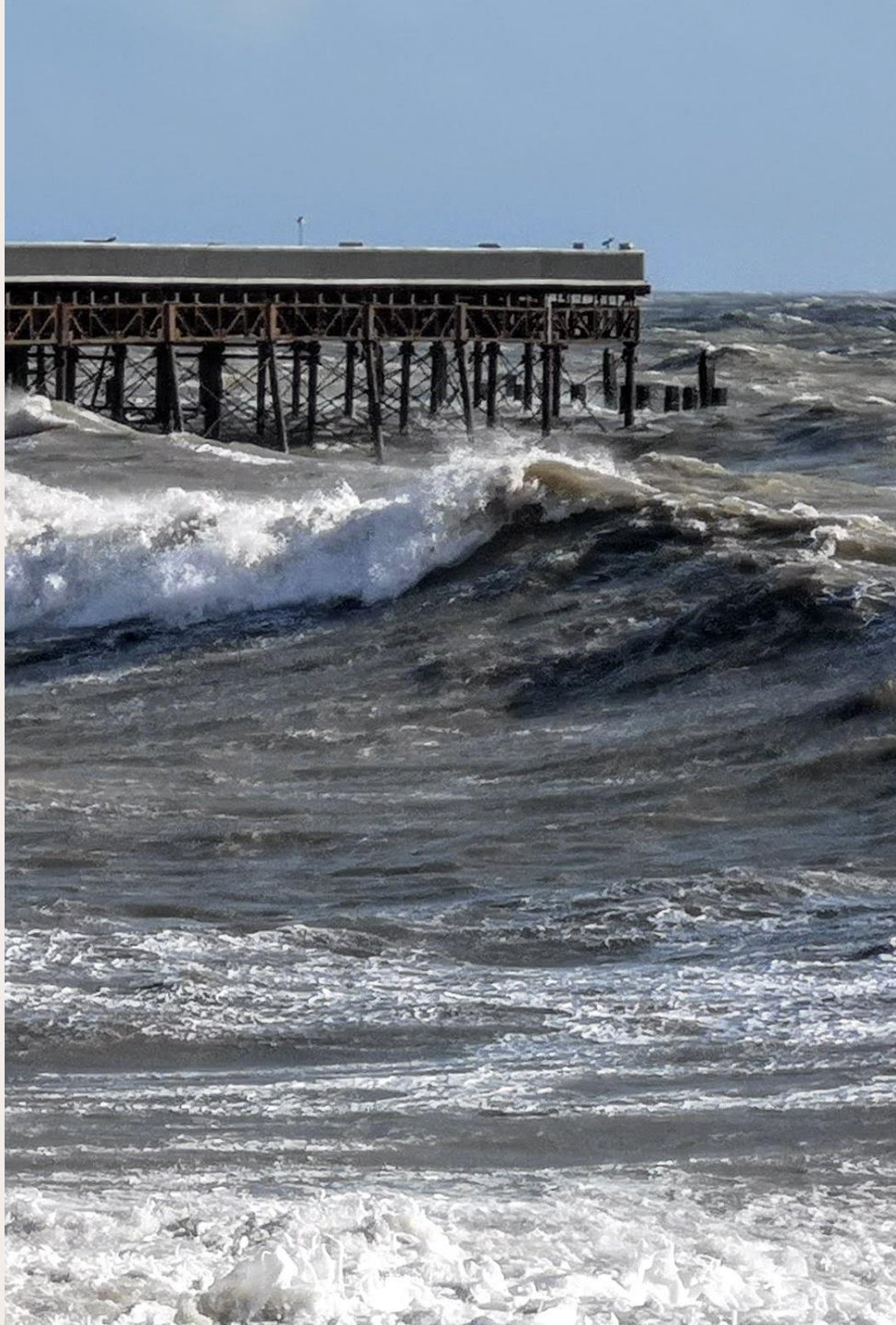
Working in a ‘flipped’ classroom

Keep the momentum – ensure learners keep using these skills, by building them into your daily teaching practices.



Giving support to and taking it from peers.

*Keep the momentum – **ensure** learners keep these relationships alive – encourage peer support, feedback and counselling in and beyond your classes.*



Time management and responsibility.

*Don't reclaim this valuable skill
- empower learners to
implement time management
techniques and support this
implementation.*

“This means the future of education will be increasingly focused on digital literacy. Schools will need to determine a digital methodology and effectively communicate it to all those involved. It could be that schools begin offering blended learning - a mix of online and in-person - as standard, even after the pandemic subsides”. Inside Government.

Learners developed better technology skills – Zoom, Teams, Padlet etc.

Big secret – teenagers are not as good at tech. as they – and we – think they are! They may well need your support.



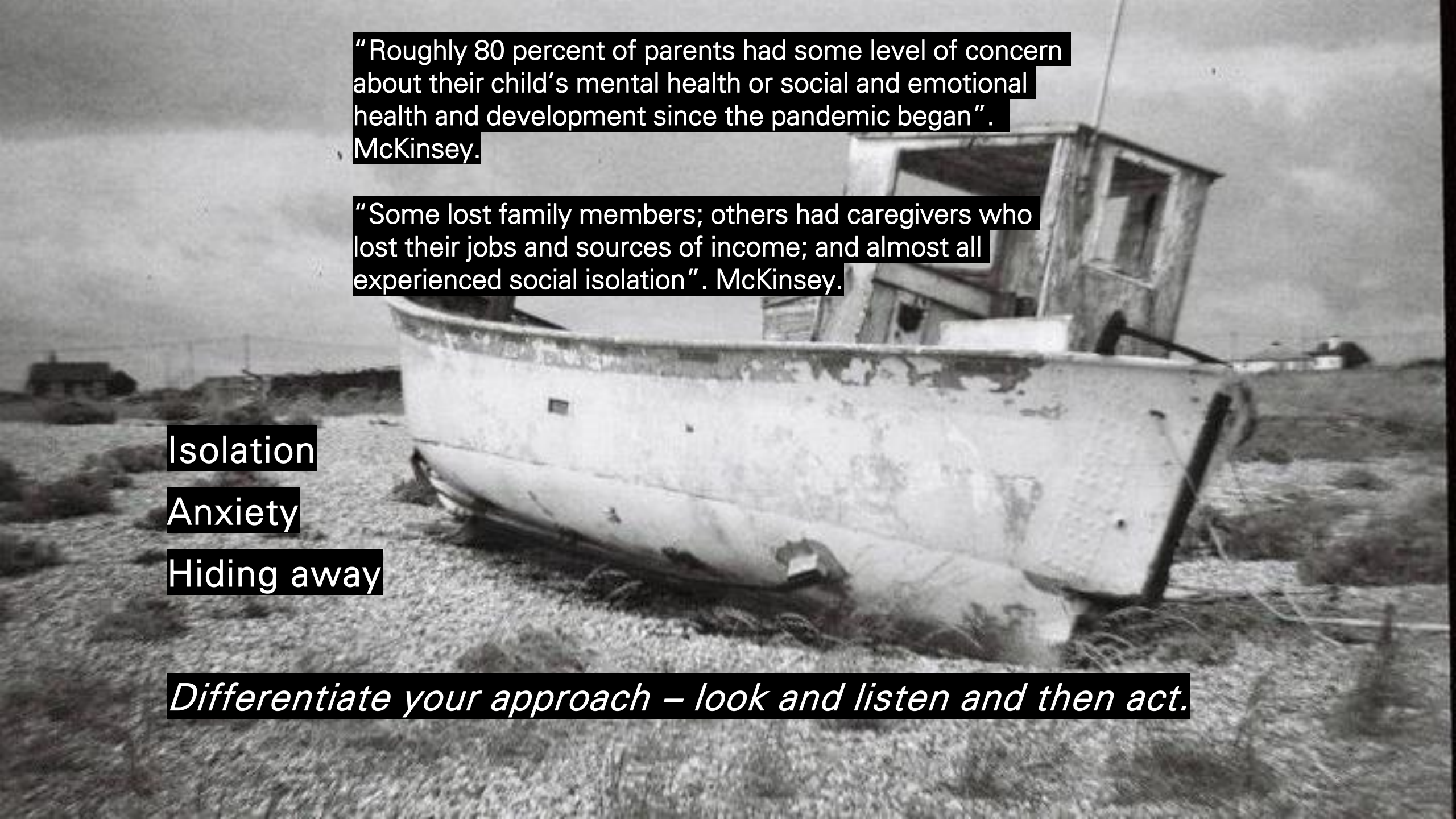
Negative impacts on
learners and managing
them



Loss of collegiality

How can we re-build this in an online/hybrid classroom?

How can we create these relationships?



"Roughly 80 percent of parents had some level of concern about their child's mental health or social and emotional health and development since the pandemic began". McKinsey.

"Some lost family members; others had caregivers who lost their jobs and sources of income; and almost all experienced social isolation". McKinsey.

Isolation

Anxiety

Hiding away

Differentiate your approach – look and listen and then act.



Lowered self-confidence

Loss of face

Online is really F2F!

You can't hide online.

Online work is often a public performance.

“Some students who have disengaged from school altogether may have slipped backward, losing knowledge or skills they once had”. McKinsey.

“Yet, while this seems to be an obvious answer, restructuring curriculums to teach more effectively what was missed, it could represent a significant drain on time and resources. Schools need to go about recovery curriculums in a well-developed way, so that pupils are taught accurately but without overloading them (or their teachers) with work”. Inside Government.

Learning loss.

How do we catch up?

How do we know what's missing?

How do we differentiate?





“They also believed that anxiety levels for students, parents and teachers were unnecessarily heightened by the delays in reaching conclusions about which approaches to assessment would be followed”. Ofqual, UK.

Exam/assessment loss

Personal validity

Unreasonable reliance on self-assessment

A step-by-step, sympathetic and sensitive approach to reintroducing externally validated high-stakes assessment.

Beneficial changes for teachers and capitalising on them





Resilience – we know what we can do in terms of resilience and innovation.

***Keep on moving,
innovating and
developing!***



We had to STOP and become more reflective on our practices:

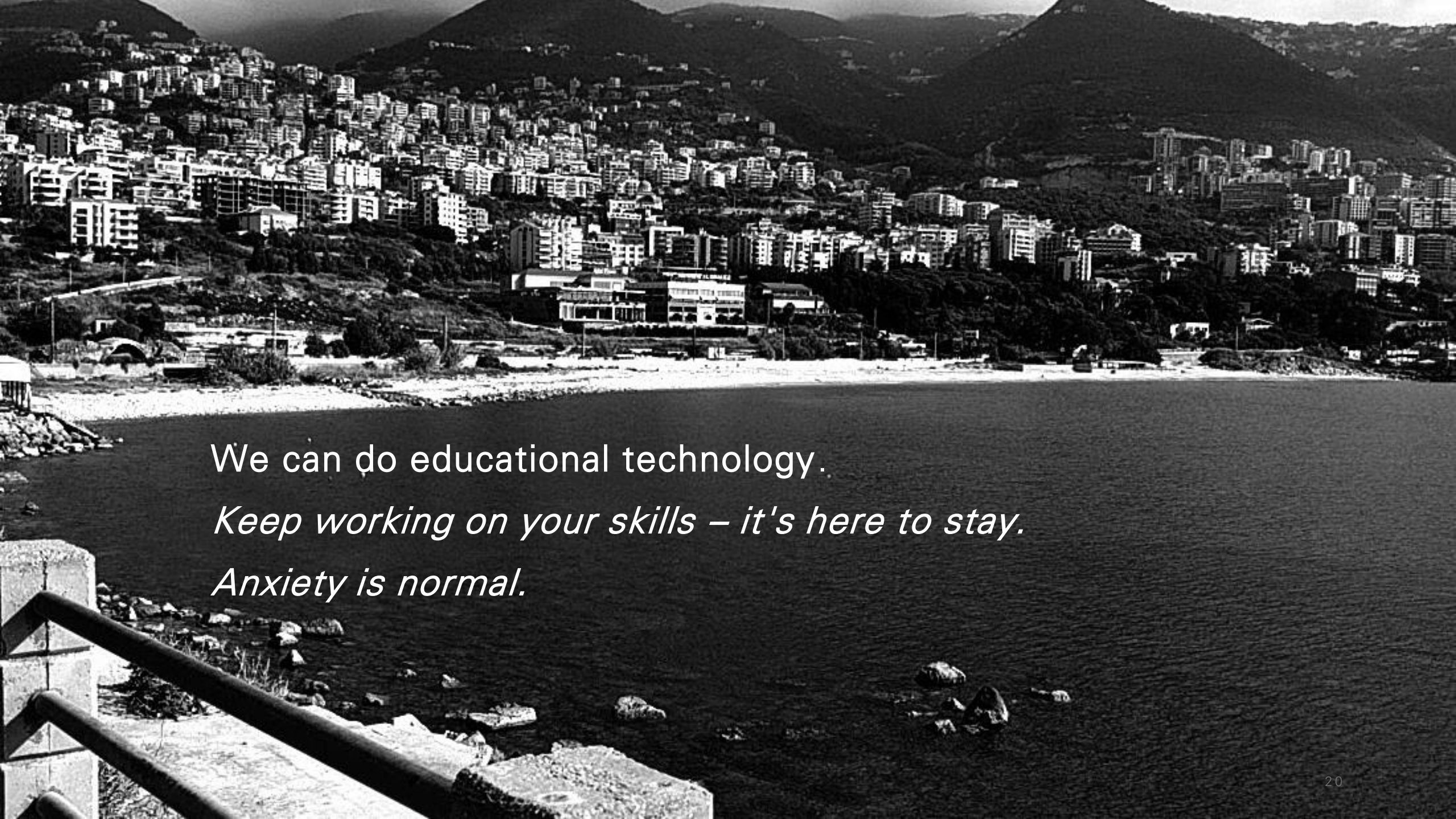
methodology;

technology;

materials;

assessment.

Keep reflecting! Alone, with colleagues and online.



We can do educational technology.
Keep working on your skills – it's here to stay.
Anxiety is normal.




Teacher wellbeing and mental health are on the agenda and destigmatising.

Let's keep talking about these things. The stigma has gone.

Look and listen out for others.



Negative impacts on teachers and managing them



We have become – on social media at least – tribal and spiteful.

Come on guys! We are better than that.

"... the demands and resources that arose from each of the domains of their higher education experience (new technologies, remote online teaching, and learning), lifestyle (home bubble, work-home balance), and livelihood (employment, workload), aligned to their well-being as HE lecturers". Auckland University of Technology.

Isolation and disengagement from learners, colleagues and from the institution have become common.

We have broken many of our psychological bonds, teams and mutual dependencies.

*What do you need to do/have you done to re-build things?
Can you work on it as a team. Can management help?*



We feel even more vulnerable about educational technology – our weaknesses have been exposed and new anxieties have appeared.

Me – it's MS Teams.

What's your vulnerability?

What can you do about it?

We are missing the CPD input – that's not about Covid/online/remote etc.

I am guilty today!

What do you need to focus on?

What CPD can you find and where?

Can the institution help?





Calls to action

Questions

<https://www.mckinsey.com/industries/education/our-insights/covid-19-and-education-the-lingering-effects-of-unfinished-learning>

<https://blog.insidegovernment.co.uk/schools/the-impact-of-covid-19-on-education>

<https://www.frontiersin.org/articles/10.3389/feduc.2021.647524/full>

<https://www.gov.uk/government/publications/the-impact-of-covid-19-on-2020-to-2021-assessment-arrangements/the-impact-of-covid-19-on-2020-to-2021-assessment-arrangements#overall-conclusions>

References

Thank you

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