



# **ASTI SURVEY ON REMOTE TEACHING MAY, 2020**

# Before COVID-19

- 70% using ICT in classroom on a daily basis
- 21% using ICT in classroom a few times a week
- 61% provided with laptop by school
- 50% familiar with Digital Learning Plan
- 60% ICT equipment in classroom adequate
- 17% laptops in classroom adequate

# After March 12<sup>th</sup> – schools' response

68% guidance on continuity of learning from management

- Set up school platforms
- Links to training for school platforms
- Links to other training
- Contact from Digital Learning Team
- School tutorials
- Reduced virtual timetable
- Technical support
- Team meetings

# **However, overload was pervasive**

- Daily/weekly emails
- Outside 'school time'
- Weekly staff meetings
- Lack of guidance on online security, AUP, GDPR
- Weekly report on work
- Contacting students

- *Tutorials galore!.*
- *Already using Microsoft Teams and we made sure students could access before lockdown happened.*
- *Guidance was patchy..learning as we went along.*
- *We are an iPad school so all students and teachers have devices. We were given a remote teaching timetable with scheduled time to set work and interact with students.*
- *Very little information other than asking us to set up Microsoft Teams for all our classes and then the odd YouTube video with suggestions... staff are mainly helping each other as they figure it out for themselves.*

# REMOTE TEACHING

- 98% online teaching
- 2% - skills, devices, broadband, personal
  - 86% existing platforms, apps, school email
  - 42% new platforms, apps
  - 19% content from PDST, Scoilnet
  - 18% hard copy to students' home
  - 25% school email & text messaging
  - 11% school website main source
  - 35% engaged in online training to teach remotely

# **EXPERIENCE OF REMOTE TEACHING**

- 86% 'significant increase' in workload
- 70% regular staff meetings
- 2% no impact on work-life balance

# TEACHER WELFARE

- 29% overwhelming impact on work-life balance
- 41% major impact
- 28% manageable impact
- 2% little or no impact



# LOOKING AFTER YOURSELF

- 77% action to support physical health
- 48% action to support mental health
- 26% adhere to work-home timetable
- 67% communicate with colleagues
- 77% keep in touch with family
- 2% volunteer in community

# EXPERIENCE OF REMOTE TEACHING

Multi-dimensional –

- Technological
- Pedagogical
- Self-efficacy
- Social
- Emotional

- *The constant sense of frustration at struggling and failing to deliver the level of tuition and guidance I could so easily deliver in a classroom setting.*
- *Work becoming so consuming that I found myself increasingly isolated within my own home.*
- *My home, my sanctuary, has now become my work place. I am finding it difficult to distance myself from work ..I can't get it out of my mind, the feeling being inadequate that no matter what I do it is not enough.*

- *I have never been busier. My whole day is spent posting, chasing and correcting work and giving feedback and answering queries from students and parents. This is in addition to looking after children, running a household and caring for an elderly parent.*
- *I find that it's my students who are overwhelmed by remote teaching. I have received numerous emails from students saying they can't cope with the workload and find it hard to motivate themselves to work without the face to face interaction they would typically have with their teachers and peers. Top students are now choosing to disengage as it has all become too much. I spend a lot of my time, not just online teaching & correcting, but following up on students who have gone off the radar.*

# **EXPONENTIAL INCREASE IN WORKLOAD**

- Technological factors
- Lack of ICT skills – teachers and students
- Creating content
- ‘Always-on’ mode
- Contacting students at home
- Home-schooling

- *Feel the need to check laptop very regularly so as not to miss any emails or contact from students. Constantly upgrading my online materials.*
- *It is hugely time consuming correcting and providing feedback to students individually rather than correct on the board or using peer assessment.*
- *Spending hours creating new resources or finding videos to explain what would normally be demonstrated in classroom.*
- *Overwhelmed by emails from students who are totally unfamiliar with digital platforms.*
- *As an older teacher it has been a steep learning curve for me. The additional time required to upskill myself, adapt materials to online teaching is hugely time consuming despite all the support provided by my school. The additional workload of being a year head of an exam cohort in the current crisis has also increased my work load.*

# **MASSIVE DECLINE IN TEACHER WELFARE**

- Workload
- No boundaries between home and work
- Diminished work-life balance
- Worried about students
- Home situation
- Home-schooling
- Negative media narratives

- *Time consuming, isolated and difficult to manage with everyday life at home.*
- *I am constantly worried that I am not doing enough for my students. I am spending considerably longer at work now than I was when schools were open.*
- *Feel like the joy has been taken out of my job as I do not get to see the students and interact fully with them. However, glad that I am able to continue working and support my students to the best of my ability.*



- *Many teachers are continuing to teach full-time and following the school timetable while also dealing with the impact of the pandemic on their own lives - sickness, homeschooling, lack of childcare. This leaves little time for supporting our own wellbeing.*
- *I feel that there is very little regard for teacher wellbeing. The word gets thrown out there but, then in the same conversation, we are asked to do more work. It's as if this situation has not affected us and that could not be further from the truth. Personally, I have been very affected by the situation.*

# **PRIORITIES FOR RETURN TO SCHOOL**

- 72% health and safety is priority
- 58% address teacher workload
- 57% promote teacher welfare
- 48% equal pay for equal work
- 40% pay restoration
- 40% laptops for all teachers
- 32% additional supports for students' mental health

# A DIFFERENT TYPE OF TEACHING?

- *It has made me emphatic to my own students, it is hit and miss and after this I this really must teach myself.*
- *The best of a bad situation. It has been a great learning experience, forcing me to look at teaching and learning differently, but it doesn't come close to face-to-face teaching.*
- *I question if I could do this again next year.*
- *These are highly unusual circumstances so I don't expect people to get everything right but I feel our school is reactive to parental issues even more so than before.*

- *My commute is non-existent but I miss the contact and rapport with my students. I strongly feel that our return to school whenever that may be will be altered due to the experiences gained during remote teaching.*
- *Could the Asti lobby for a cessation of unending initiative demands in subject areas arising from Inspections. Nothing is ever enough.*
- *Very stressful but also rewarding in terms of learning new skills.*
- *It has been a very steep learning curve but I feel it has enhanced my teaching going forward as I am no longer afraid of technology.*

**Do na 3,526 múinteoirí,  
go raibh míle maith  
agaibh!!**