CAIS LEARNING SERIES

Long-Term Disruptions: Problems, Strategies & Opportunities

PART 1:

Resource Guide for CAIS Schools

July 2020

CAIS

Canadian Accredited Independent Schools

CAIS.CA / BOARDINGSCHOOLS.CA

Table of Contents

1. Introduction and how to use this Resource p. 2
2. Rotating School Closures p. 5
3. Changing School Culture p. 8
4. Pedagogy and the Learning Experience p. 11
5. Student Assessment p. 20
6. Student and Adult Well-Being p. 23
7. Time and Schedules p. 27
8. Community Engagement p. 31
9. Value Proposition p. 35
10. Communication p. 38
11. Business and Finance p. 41
12. Leading Organizational Change p. 43
13. Conclusion and CAIS Learning Series Next Step p. 53
14. Acknowledgements p. 53

1- Introduction and How to use this Resource

In the spring of 2020, education faced its biggest disruption in a century when schools closed due to the COVID-19 pandemic. School leaders were largely unprepared for the challenge of continuing to educate their students with physical schools closed.

In North America, the response varied enormously. Many Canadian independent schools shifted their practices online within one-two weeks. Some were providing fully online classes in just a few days.

Questions are now being raised, the answers to which are unclear in this unprecedented situation. What will we learn from this experience that will inform our practice as educators? What has this disruption taught us about the demands we will face as the rate of change accelerates? How must we shift our thinking and planning to ensure long-term sustainability?

Within two weeks of the school closures, CAIS recognized the need to ensure that the critical lessons from the COVID-19 crisis would be captured and embedded into long range planning for future disruptions. CAIS partnered with education thought leader and facilitator, Grant Lichtman to develop a collaborative five-week program.

◇ CAIS Long-term Disruption Learning Series

CAIS invited up to two participants from each member school to participate in a four-week inquiry into independent schools' response to the uncertainty of returning to campus for learning. They agreed to attend the workshop series (three one-hour sessions) and participate in team-based deep dives into the major themes that arose. The work of those groups will be referred to as the "Deep Dive Group Findings."

More than 100 participants representing 80 CAIS member schools joined. Participants first gathered input from their school communities around a set of issues raised during CAIS-led multi-school virtual meetings during the first weeks of the shutdown, including:

- Ongoing rotating school closures may occur through the next 18-24 months. How will schools respond in real time to short notice closures?
- Need for hybrid instructional strategies due to increased absenteeism by students whose families opt to keep them home and international students unable to return.
- Threats to enrolment created by customer dissatisfaction with online learning strategies and approaches.
- Student and staff physical, social, and emotional well-being.
- How the school can best stay effectively engaged with students and parents.
- How to help our teams to see the potential to thrive by bringing the lessons we learn during this time back to school when we are face-to-face.

Based on those discussions, the Deep Dive Groups identified major themes (listed below). From the dozens of pages of pre-work data then worked collaboratively over four weeks to explore each further.

- **Rotating School Closures**
- **Changing School Culture**
- **Pedagogy and the Learning Experience**
- **Student Assessment**
- **Student and Adult Well-Being**
- **Time and Schedules**
- **Community Engagement**
- **Value Proposition**
- **Communication**
- **Business and Finance**
- **Leading Organizational Change**

During those four weeks, the groups reached out to their own school communities and other schools across Canada and around the world. They reviewed research and resources, presented initial findings, received feedback from other teams and presented summary reports.

Perhaps most importantly, participants in this process clearly echoed one of the major global themes from educators who have had to deal with the outfall of this pandemic: a crisis is a terrible thing to waste.

This document is a summary of the findings of the Deep Dive Groups. It was written within two weeks of the completion of the workshop series in early June 2020, and therefore must be viewed as a snapshot in what will likely be a much longer process of experience, sharing, learning, trial and iteration that will face school communities as we enter the 2020-2021 school year.

The authors of the report made judgements about when to collect ideas of similar nature from one or more groups into the chapters. Much of the material is captured more or less directly from the respective group reports, and therefore the formatting of the chapters is not consistent.

◇ How to Use this Resource

The amount of data collected and analyzed over a short period of time was staggering. The intention of this report is to share a summary of the work and provide next step suggestions for schools as quickly as possible to be useful as schools prepare for the year ahead and the longer-term when school closures may be repeated. As well, the findings presented here can and should be used to inform schools about how they continue, or accelerate, imagining their sustainable future, whether we are subjected to school closures or not.

It is overwhelmingly clear that many of the lessons we are learning from being forced into a rapid shift to virtual learning are lessons that can and should improve student learning, community engagement, and the often precarious business model of our independent schools once we return to physical campuses. Many of the findings in this initial report strongly echo those of the **CAIS Project 2051**.

This report is by no means a rigid playbook to be strictly followed. We are just beginning to understand the best practices of a future when physical campuses and classrooms may not be a central organizing element of what we call “school.” We hope that school leaders use this report as a “portal” into a much

larger discussion and resource base around how schools should prepare for a future that is unknowable but will likely include more online and hybrid learning, whether or not school closures are mandated.

Resources that the Deep Dive teams submitted in their reports are listed and linked in the relevant sections. Although School Leaders will likely find relevance in the comprehensive report, they are welcome to refer working groups to specific sections to gain insight into immediate priorities. General resources on managing organizations and successfully responding to the pandemic that have been collated by CAIS can be found **here**.

◇ Acknowledgements

The pursuit of continuous whole school improvement is central to the CAIS mission. This value is evident not only within each member school but across the association as a whole. The content of this report is the result of the commitment of busy school leaders who understand that we are better together. The outcome is evidence that the diversity of our community, day/boarding, large/small, urban/rural, single-gender/co-ed, is our greatest strength, allowing us to bring multiple perspectives and insights together in the service of a common challenge. The participants' shared commitment is to the continuity of excellence in teaching and learning and the long-term strength and permanence of independent schools in Canada. An acknowledgement of the school leaders who took part in this project can be found at the end of the report.

📌 **Back to Table of Contents**

2- Rotating School Closures

We have no crystal ball for when or if schools may be subjected to closures again or the restrictions that would guide such an event. The best approach is to engage in a planning process that builds in flexibility and options

What we do know, and what we can control, is that schools are ***systems***. Despite the complexity of the challenge, we can't change one or two elements of how a school works without those changes impacting and being impacted by other parts of the system.

When considering the opportunities and challenges within a paradigm of rotating school closures, a suggested framework could incorporate the following:

- Process and logistics
- Sustainability (financial and other)
- Safety and Liability
- Communication (internal and external)

Highlights, challenges, and innovations can then be determined based on the considerations within the framework.

❗ Core Ideas Shared by the Deep Dive Team

Highlights

- **The pandemic provides a unique opportunity for schools to make significant changes to many areas** that forward-leaning educators have been advocating for significant change to over the last 10-20 years: scheduling, pedagogy, structure, assessment practices and more. This major disruption may be the perfect time to accelerate pilots that will take our schools in the direction we want to go.

- **The pandemic provides an opportunity to revisit the school's strategic plans and re-imagine the future.** Effective strategy is about creating and delivering on a strong value proposition that will strengthen the chances of long-range sustainability. The pandemic has proven that conditions that challenge a school's value proposition can change very quickly, and effective strategies will not only accommodate those changes in the short term but will plan for them in the long-term.

- **The pandemic provides an opportunity to review operating and financial models.** For at least two decades, we have known that the basic operating and financial model of independent schools has been getting gradually more fragile. Even schools that have been comfortable in the past must recognize that repeated closures, for any reason, can open the door for alternative education models, which could prove an existential challenge to the current independent school model.

- **Up to this point, truly non-traditional schools have captured a small, if growing, portion of the total K-12 education market.** The possibility of that increasing as families see the fragility of a system that is wholly invested in high-density physical contact must be considered. Schools should

be investigating the viability of partnering with other organizations, and perhaps take the chance to downsize, upsize, or right size their schools such that future disruptions are easier to weather.

- **Guiding principles around which our schools are organized will either need to change or become re-prioritized.** As schools consider the potential for openings and closures several times, they should develop guiding principles for approaches to safety; evolving and delivering a mission and vision of the school that can weather disruptions and looking past the core mission of student learning to ensure the building of strong culture, community and relationships.

Challenges

- **Circumstances are beyond our control including the reasons for rotating school closures, and government regulations that will determine some of our responses.** This makes it even more critical that schools clearly plan for, understand, and own what they CAN control. Proactive organizations will almost always have an advantage over those that are largely reactive, particularly when the rate of change is rapid.

- **Enrolment and retention of students may enter completely untested waters in the next year.** Parents will have a wide range of responses to school openings. Some will be comfortable following government directions that allow schools to open, but many may not. The one-size-fits-all model of tuition, enrolment, and attendance may come under much greater pressure. Schools that can offer flexibility in terms of enrolment and cost may have an advantage if disruptions continue.

- **The physical, social, and emotional well-being of students and staff has always been important for schools and will require even greater attention.** The pandemic has reawakened these concerns, both when students and staff are on campus and at home. This becomes even more complex as we address issues concerning students with learning differences and other vulnerabilities, staff and faculty with children at home, and blends of day and boarding students, among others.

- **CAIS schools include a range of diverse conditions, among them leadership style, culture, financial stability.** Some schools have expressed high degrees of burnout and fatigue over the closures this spring, while others seem to have adapted reasonably well. Longer periods of uncertainty or changing conditions will test all schools, but particularly those that have not proven to themselves that they can weather these storms.

📚Resources

CAIS Connect - COVID-19 Samples and Resources

CAIS Webinars - including Facility Safety: Planning your School re-entry when no rule book exists, Learning from Abroad-International Perspectives During COVID-19, e-Learning in Hong Kong: 3 months in and still going strong, Teaching and Learning Online

NAIS - Education Unknown - Guide to Scenario Planning

Edutopia - Getting Ready to Teach Next Year

Edutopia - Digital Instruction During the Pandemic

Edutopia - Formative Assessment in Distance Learning

Next Generation Learning Challenge - Supporting Our Learning Communities in a Time of Crisis

Education Reimagined - **Curated resources for learner-centered education**

Transforming Teaching - **Re-Building the K-12 Operating System**

Cognizant - **Chronicling the Ever-Morphing Nature of Work**

Australia Health Protection - **Australian Health Protection Principal Committee (AHPPC) statement on risk management for re-opening boarding schools and school-based residential colleges**

British Boarding Association (BSA) - **COVID 19 - Guidance Updates**

UWO - **Opening Residences Fall 2020**

Report Of The Higher Education Subcommittee - **Reopen Connecticut**

📌 **Back to Table of Contents**

3- Changing School Culture

Peter Drucker said, “Culture eats strategy for breakfast.” It is not enough to have lofty aspirations and plans to achieve them. Schools must nurture people and cultures that are eager and able to grow and change to achieve their goals.

Ultimately, change at schools is a chicken-and-egg process. We have to create a culture that embraces change in theory, and then build the muscles to implement change in sustainable practice. Authoritative education and non-education consultants have written extensively about the implications of culture shift driven by COVID-19, and many of those valuable resources are cited at the end of this section. As an overall frame, perhaps this three-stage process from *Transcend Education* is helpful:

> ***RESPONDING:*** *This work is about dealing with the immediate emergency, including basic needs and trauma. From day one, schools have been ensuring students’ basic needs are met, executing distance learning, offering trauma support, and communicating with families. Responses range from chaos to coping to truly continuing learning. The most successful school communities benefit from design and implementation choices made in the months and years before this crisis.*
>
> ***RECOVERING:*** *This work is about healing, recouping learning, restoring community, reflection, and ultimately making a key choice: how much energy will we devote to resuming school as it was vs. rethinking key aspects of it? This choice point may represent one of the most important moments of leverage for altering the trajectory of schooling in America.*
>
> ***REINVENTING:*** *This work depends heavily on what school communities choose to do as they recover. Those that primarily resume school as it was will likely return to the trajectories they were on. Those who devote energy towards rethinking and reimagining schooling can be on a journey of “community-based R&D,” systematically cultivating better practices, structures, and capabilities towards local visions of extraordinary, equitable learning.*
>
> From “Three Jobs That Matter” Transcend Education, April 2020

❗ Core Ideas Shared by the Deep Dive Team

- **Build capacity through team planning and teaching**. As we teach our students, collaboration is a powerful tool for learning. For too long, teachers have been isolated in their classrooms and not well connected with colleagues at other schools. Creating time and processes for team planning and teaching is a critical tool, and never more than when staff are physically disconnected. As we plan to come back to school, we must build long-running teams that empower and expect collaboration, are highly intentional, make time in the schedule for team-based work, and share what works and what does not.
- **Create a shared database of resources**. There has been an explosion of sharing by and for education professionals since the beginning of the shutdown. Some of these are on traditional professional development websites like **Edutopia** and **Education Reimagined**, and many more are less formal pathways via personal blogs, school websites, social media and school networks that have become repositories for collation and sharing of pandemic-related resources. This sharing is

a key hallmark of growth mindset and adaptable cultures; make sure that your school builds formal ways to stay current with, and contribute to, sites that share resources.

- **Maintain the values, norms, traditions and beliefs that are core to the mission of the school.** Schools were radically disrupted and may never be the same as pre-COVID-19, but much of what makes a school important to our community is timeless. Focus on what makes your school great (how you execute the core mission of learning) and unique (what differentiates your school from others). This is a time to very intentionally and overtly engage in challenging discussions about "what should we keep, start, and stop" doing.

- **Share wins.** One of the early and most critical steps of the "Kotter model" of organizational change states that we must very publicly share what works, those first changes that individuals or small teams make. This sharing gives others the confidence that they, too, can change successfully. The early response to pandemic closures was a perfect example. Some teachers, students, and schools adapted quickly to the shift to online learning. Others who were less prepared or less comfortable with the technology and pedagogy, moved more slowly or actively held back. As the early wins were shared, both within single schools and much more broadly across social media and school networks, the speed of adoption quickly accelerated. As members of the school community find that they can shift practice relatively quickly, the entire school culture changes to one that is more willing and able to make changes as conditions demand.

- **Communicate, communicate, communicate.** In the early stages of the pandemic shutdown, many schools dramatically accelerated the frequency and diversity of their communications tools. They created opportunities for personal virtual exchanges that focus on listening to the users. They showcased how people are overcoming challenges, rising during difficult times, and how students and families are supporting one another. Over a very short time, these community-building communications strategies have helped schools to gather a collective sense of empowerment that will prove extremely important in the long term.

- **Great school culture is more than its classrooms.** With the loss of physical school and the possibility that students may not be at school at the same time or the same days in the future, schools will need to plan alternatives to co-curricular pursuits, celebrations and traditions. Traditions may be bound up in the concepts of "what we have always done." The challenge is to dissect those activities and focus on what makes them valuable and special and then design new experiences that retain the most critical elements while dealing with new conditions and restrictions.

◇ Building a Culture of Learning

This pandemic was like an earthquake that shook the foundations of what we have known as "school." Some schools will take the opportunity to build community-wide cultures rooted in learning and leading instead of teaching and curriculum. Many educators have very publicly taken this opportunity to commit or re-commit to the growth mindset that we know is a cornerstone of good education.

Ron Ritchart, co-founder of Harvard Project Zero, says, "For classrooms to become cultures of thinking for students, schools must become cultures of thinking for teachers…and schools and districts must become cultures of learning and leading." Cultural shifts can be challenging in schools. This crisis presents an opportunity to accelerate cultural change.

According to Ritchart, some key elements of developing such a culture include (the headings are his; the commentary are the authors', specific to a post-COVID-19 environment):

- **A sense of purpose to the learning:** Build a community-wide consensus and understanding of why the learning experience is built and what it is trying to achieve; develop ways in which hybrid and remote learning can contribute to this purpose, not out of necessity but out of choice.

- **Development of commitment:** Leverage the passion for persevering and succeeding that most CAIS schools demonstrated at the outset of the pandemic; the community support for each other and the mission that allowed your school to carry on learning, despite extraordinary obstacles.

- **Engagement:** Re-imagine your school community with engagement as a top driver of value; what does that look like for teachers, students, and parents?

- **Tools and practice to achieve the vision:** By taking a long-range approach to the impacts of COVID-19, schools will better prepare for future disruptions AND embed critical lessons that make a better school even under "normal" operating conditions.

📚Resources

CAIS Connect - COVID-19 Samples and Resources

CAIS Webinars - including **Hybrid-Flexible (HyFlex) Courses: Supporting Student Self-Directed Hybrid Learning and Enabling Instructional Continuity**, **Transition Design: Inspire and equip the peer leaders around you**, **Leading in a Time of Crisis**, **School Communications and Engagement Strategies amid COVID-19**

Shifting to Remote and Hybrid Learning, Michael Fullan, et al - **Education Reimagined: The Future of Learning**

Three Jobs That Matter, Transcend Education

Book - **Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools**

The Learning Policy Institute - **Reopening Schools in the Context of COVID-19: Health and Safety Guidelines From Other Countries**

📌 **Back to Table of Contents**

4- Pedagogy and the Learning Experience

❗ Core Ideas Shared by the Deep Dive Team

HyFlex Pedagogy & Planning Strategies

These pedagogical menus provide some common language around the different ways of approaching planning and teaching. The following imagines what the "student experience" might look like, sound like and feel like for the teacher as well as the student. These are not the only approaches available and should just serve as a view into "what is possible." This is a starting point for innovation.

Click to view larger table (PDF)

Teaching Approach	"Live" Combined	Hyflex	Flipped	Lab / Conference PBL / Harkness	"Sick Day" Asynchronous
What it looks, like in practice	You teach **ALL** your students **LIVE** with Meet or BB Collaborate supported by formative assessment check-in tools that allow all your students to show and be accountable for their learning. You record and post the lesson for anyone who missed it. You assign tasks that support and build upon the lesson content.	You **connect with ALL students at the beginning and end of class** but engage with **each group in different ways and mediums.** You could work with the "At school" group first while the "At home" group works on a task" then you swap.	Connect with ALL students at the beginning and end of class but each group works with lesson material that has been prepared in advance and can be accessed in the same way for each group. Students are made accountable for their learning by e	This approach works best for situations where you want to work exclusively with on-site students. (Example: lab) and you provide separate instructions and tasks for the students at home knowing that they will experience the same activity the next day.	Flip the entire lesson through the use of pre-recorded video or other Asynchronous learning resources and tools. Manage the student engagement through communication on blackboard and provide students with accountability / exit ticket activities to monitor engagement.
Students @ School Experience	Experience the live lesson and accompanying instructions in person. Work on tasks assigned in class	Students are given a lesson live in class and opportunity for Q & A	Students watch video prior to class and apply the learning to an in-class formative assessment task or check-in activity	Student work in-class on a lab or with materials / activity only available at school	With the help of an associate teacher assigned to the class or the person assigned to cover the "on-call class" and the use of blackboard as a learning management system (LMS)
Students @ Home Experience	Experience the live lesson " and accompanying instructions through live streaming. Work on tasks assigned in class	Students at home could be given the same pre-recorded lesson and then have the opportunity for Q & A in the 2nd half of the class	Students watch video prior to class and apply the learning to an at-home formative assessment task or check-in activity	Students are given a different set of tasks and resources to prepare them for their onsite visit or extend the work from their previous onsite day	With the help of an associate teacher assigned to the class or the person assigned to cover the "on-call class"
Learning Tools	Pear Deck Google Forms Kahoot / Quizz / GoFormative Google Meet Chat Blackboard collaborate Polls	Screencastify Edpuzzle Google Meet Blackboard collaborate	Pear Deck Self-Paced EdPuzzle Google Meet Blackboard collaborate	Video Camera Flipgrid Google Meet Blackboard collaborate	Blackboard Pre-Recorded Video Kognity Gizmos - Math / Science IXL Math

Created by Justin Medved, Director of Learning, Innovation and Technology, The York School

HyFlex Pedagogy & Planning Strategies - (Two weeks next year “Imagined”)

Created by Marie Aragona & Robin Johannsen

SUPER FLIPPED

Description
You 'flip' two lessons worth of content as pre-class learning through videos and an entrance ticket. This could be done in a study group that comes together to discuss what was in the videos/readings and then makes note of what they know and what they have questions about. On the next in-class day, students discuss/practice/consolidate (higher-order thinking) the content that was assigned. Associate teachers can facilitate help or office hours to support the out of class learning.

Pros	Cons
Teacher uses flipping resources and in-class plans twice. In-person time is maximized for questions, practice and teacher support (as opposed to lectures).	Students are responsible for a lot of self-directed content absorption. Falls apart if they don't do the pre-class work. Group A has a big gap between their homework period and their consolidation class.

SIN-CLASS UNIT + INDEPENDENT WORK AT HOME

(SELF STUDY UNIT, IA's, FRONTLOADING READINGS, ESSAY WRITING)

Description
This is where the lessons in class can be repeated to each section and the students are doing something at home that moves them forward in the course. It could be a different, not dependent on each other, unit (one at home, one at school). It could be IA work, reading and responding time, writing time. Anything that would be called a 'work period'.

Pros	Cons
Teacher can use the same lesson twice and keep the two sections on pace. Self study may just chug along with little intervention. Might work well for IA's.	Confusing for students. Could be a lot of work and tracking for teachers.

LECTURE + FOLLOW UP AND STUDY GROUP

Description
In class time is used for a double-up lecture (what you would have done over two days). The next home class is used for practice and group consolidation. Students might do independent practice and then come together in a study group. Meet to discuss the questions/prompts/problems and produce evidence of learning as a group. (Keep track of questions they still have, make summary notes together, etc.)

Pros	Cons
Accountability on the home days.	Content heavy on school days. What happens if students are stuck at home? Group B has a long time between their lecture and their work period 'study group session' (but it could be up to the students to schedule it).

LONE DAY ONE LESSON

Description
Every day is a new 1 topic lesson. **Option 1:** Students in school and at home are learning the same topic/content, just through different mediums (lecture vs. edpuzzle, for example). **Option 2:** Students in school AND at home would both tune in to the same live (recorded) lecture. Same thing on the next day, but the audiences have swapped location. PearDeck would be an excellent way to keep the at home students paying attention and accountable, but most importantly, it would include their voice to make it feel more engaging.

Pros	Cons
Benefits students who are always at home. **Option 2** means you don't have to make anything extra for the at-home students.	**Option 1** is A LOT of work. **Option 2** may be hard for the students at home. If they miss the synchronous lesson, they have to watch a 70 minute lesson at another time.

SWAPS FOR THINGS WHERE ORDER DOESN'T MATTER

Description
This works for Harkness-type discussions, science labs, languages where skills can be practiced in different ways not in a specific order, music practice vs. music theory etc. Students in school do the plan that must be in school while home students do the home-based lesson and swap the next day. The first group through the activity can leave an exit ticket that the second group coming in can see and compare it to their experiences.

Pros	Cons
Works well when order doesn't matter.	Not always applicable, but is always an option.

Rich, deep learning is possible in any environment when students are highly engaged. We have learned a great deal over the last decade and have tried many online platforms and teaching strategies. Some relied on transactional teaching and did little to engage students in real time, either with the teacher or with their peers. Other approaches can engage students at least as powerfully, if not more so, than many traditional classrooms.

Some students thrive in remote learning environments more than in a traditional classroom. These include high-performing students who are comfortable working at an accelerated pace; students who have difficulty focusing when there are physical distractions; and, students who like to pursue learning beyond traditional boundaries. The virtual learning experience can be tailored to individual learners. As more of our teachers become familiar with remote or hybrid learning, they will carry over strategies from each to make the other a more robust learning experience for their students.

Good virtual learning settings include a mix of short-burst information transfer (lecture, short videos, PowerPoint) with frequent use of small group discussions and activities using breakout rooms or secondary video meetings. Teachers can “bounce” between student groups. Also, as students grow in their development of good group protocols, they can be left alone for longer periods of time and take greater responsibility for learning outcomes.

Good virtual learning pedagogy can and should inform teachers about their physical classroom learning experiences. With current technology, there is little that cannot be accomplished in a virtual setting (other than actual physical building or lab work). Contrary to popular belief, students can learn executive functioning skills and employ both individual and group autonomy.

◇ Connection + Discussion = High Engagement + Deep Learning

In both physical and online settings, we strive to keep students actively engaged through long days. Without real engagement, students may just be functioning in a “rote mode” that results in temporary learning.

Learning experiences that are designed for small group learning/sharing/collaboration are much more powerful than large group (sit & listen) experiences. Since this is especially true with remote learning,

where distractions decrease student engagement, it is essential to create an experience that is activity-based, hands-on and uses a mixture of the modalities now available to online sessions.

Strategies: Breakout groups are among the most useful virtual learning tools and can dramatically inform how teachers can better group students in face-to-face settings. In breakout groups, students can conduct interviews, perform quick 1-1's or 1-2's, or participate in small group activities. Work can be shared and retained in a Google Doc. It is important to send students into breakout groups with clear instructions, well-designed prompts and protocols.

High Impact Tools: Zoom breakouts, Multiple Simultaneous teacher-managed Google Meets, Microsoft Team breakouts, Kialo.

Tips & Tricks: Encourage participants to turn their cameras on for visual relational cues. Accountability increases as teachers pop in and out of groups, no matter what age and stage of the learner.

To Consider: Breakout groups are easier to use and manage when students have well-developed executive functions, so teachers need to support Junior students and provide them with time to practice.

📗**Supporting Research:** Breakout Rooms Best Practice

- **Build knowledge and understanding both synchronously and asynchronously with frequent formative check-ins to ensure high accountability and high student engagement.**

Many educators working in a virtual space for the first time found that a combination of synchronous and asynchronous opportunities provides the best balance of instruction, transaction, relationship maintenance and student engagement. Most students can work on their own or collaborate with others using tools like Zoom and FaceTime, in combination with their schools' learning management system. With some time spent asynchronously, teachers can schedule or spend time with individuals or small groups for support and assessment.

Strategies for synchronous learning: Frequent formative low stakes and low stress assessment opportunities are integrated into the lesson to provide teachers with rich real-time learning data.

Strategies for asynchronous learning: Platforms and tools that give teachers high-level dashboard views of learning data allow teachers to differentiate, remediate, extend and enrich with rich, individualized evidence.

High Impact Tools for synchronous learning: Pear Deck, - Near Pod - Google Form Quizzes - Quizizz - Mentimeter, HyperDocs

High Impact Tools for asynchronous learning: K-12 Math-IXL Mathletics - K-12 Asynchronous Video Management: EdPuzzle - Dashboard for Google Apps: Hapara

To Consider: It takes practice to get comfortable with these tools, so don't get discouraged. They pay off with rich data.

📗**Supporting Research:** HyFlex Model; Enriched Virtual; Enriched Virtual (2) Fully Flipped; Distance Best Practice

Video is the most data-rich evidence of learning that we have.

Both teachers and students increasingly use video in physical classrooms, and students use it to demonstrate performance mastery. It becomes even more valuable in the virtual environment, and teachers should be trained as quickly as possible in how to use video for instruction, performance, feedback, and assessment.

Strategies: Record everything: discussions, observations, real-time note taking or slide creation, and screen sharing of documents are all evidence of learning. Having students demonstrate and explain their learning, either to a group of other students or to the teacher and entire class using screencasts and recording those presentations, allows students to build an archive of their learning trajectory and can be used in performance-based assessments.

High Impact Tools: Flipgrid, Screencastify, Quick Time Screen Capture, Screencast-o-matic.

Rich feedback is essential. Without it, virtual learning is highly transactional and the impact of the student-teacher relationship is lost.

Text-only feedback in a chat cannot compete with live feedback unless it is highly personalized and rich. It is often difficult for students to connect a piece of feedback to a specific activity without a record of that connection to which they can refer later. Teachers should consider ways to leverage multiple forms of feedback, including video and audio tools.

Strategies: Screencast feedback to students rather than writing it. Give feedback in small groups or structured peer-to-peer.

High Impact Tools: Flipgrid - Video Feedback - Audio Feedback

To Consider: Screencast or video feedback takes longer but has much deeper and lasting impact.

📘**Supporting Research:** Best Practices for Distance Learning Feedback and How to make it meaningful and lasting

Certain strategies and pedagogies DO NOT WORK in this learning context and should be discouraged as they do not contribute to deep learning and engagement

Students see right through busy work and can disengage. Of course, this happens in physical classrooms, but it is much more difficult for the teacher to quickly mitigate disengagement in a virtual setting. When assignments are not authentic or well scaffolded for the virtual environment, it undermines the student/teacher relationship and engagement proposition.

Strategies NOT to employ: Long synchronous lectures without check-ins or breakout groups are very hard for students. Project-based learning that requires multiple skill sets (research, writing, design) sets weaker students up for failure if proper scaffolding, skill development and formative assessment opportunities are not in place.

Low impact tools: Open-ended tasks, projects, and assignments that require little check-in or collaboration.

📚**Supporting Research:** Distant Learning Do's & Don'ts

◇ Some Key Skills For Effective Virtual And Hybrid Learning

Aside from the technology skills needed to work in an online environment, what skills are most important for learning in this new way?
*A Global Competencies framework informs the learning and growth cycle for people of all ages. The Deep Dive team used the CMEC (Council of Ministers of Education, Canada) **framework** as the default. Many similar frameworks, IB ATLs and Learning Skill Frameworks have common components.*
1. Communication, 2. Collaboration, 3. Critical Thinking and Problem Solving; 4. Creativity, Innovation and Entrepreneurship; 5. Learning to Learn / Self Awareness and Self Direction; 6. Global Citizenship and sustainability.

Key Competencies for Teachers:	Key Competencies for Students:
Communication - Connecting beyond the classroom and school with people in a much wider and diverse set of communities. Listening and articulating with multiple and, at times, unfamiliar audiences while keeping others' needs in mind. Use of media and resources to inspire and contribute respectfully **Collaboration** - Work nimbly in groups of various sizes, seeking input and information, setting and achieving common goals, co-constructing knowledge, meaning and context. **Critical Thinking** - Acquiring, processing, analyzing and interpreting relevant thinking to solve the dilemma of hybrid learning in our schools; on a pedagogical front exercising the same cognitive skills and affective dispositions. **Creativity and Innovation** - Risk-taking, showing independent and unconventional thinking to meet the challenges ahead, experimenting with new strategies, techniques and perspectives to develop hybrid learning opportunities. **Learning to Learn** - Hopeful self-management and pursuit of independent learning, despite being in an unfamiliar and high stakes challenge. **Citizenship** - Actions related to the ethos of engaged citizenship, appreciating the relationship of school activity to the betterment of the whole.	**Communication** - Receiving and expressing meaning regarding areas of interest and/or disequilibrium; more than ever thoughtful, respectful use of media for purpose, message and audience. **Collaboration** - In age-appropriate ways, hone interpersonal, thinking and reasoning to participate effectively in teams; appreciating the value in co-constructing knowledge, and collectively pursuing the achievement of goals. **Critical Thinking** - Wanting and expecting to be given the opportunity to apply thinking skills and time to solve problems *they choose and develop*. An appreciation that this is part of their role as a citizen. **Creativity** - Formulate insightful questions in and out of class; improve concepts, ideas, or products. Participate in 'brand new' ideas or iterations; unconventional thinking while also pursuing research. **Learning to Learn** - Self-management, independent learning; practising self-knowledge in order to act; persistence, motivation, focus, independence, self-discipline, agency **Citizenship** - Take action and practice responsible decision making; recognize discrimination and promote principles and practices of equity, human rights and democratic participation.

Solutions, Ideas, Strategies:

- Explicit planning of learning engagements that demand the use of each skill and competency.
- Review of recent lessons and learning from the lens of 'did we build it correctly?'
- More collaboration and communication with people who are outside of your usual partners (school, local, global) - NETWORKS and PARTNERSHIPS
- *Formative* Assessment - observations, conversations more than product
- Need for self-directed or co-directed learning
- Student self-assessment and process portfolios

How might we develop learning skills while in this new teaching & learning context?
How might we continue to build competency-based learning opportunities into a hybrid model and educational models in the future?

Solutions:

- Continuous and frequent reflection on the development of learning skills
- Benchmark assessments to assess gaps in learning and progress
- Professional Learning Communities focused on evidence of learning engagement efficacy to document innovation and growth

Ideas For Teachers:

- Continue to use and practice technological apps such as OneNote, Teams, Flipgrid, Screencastify etc.
- Training to develop and implement new ideas in technology, applications and online methods.
- Deepen collaborative teaching and learning by formalizing reflection and goal setting focused on global competencies or profile of a graduate.
- As we implement new strategies to support learning, continue to assess and reflect on what is successful.
- Mini inquiry throughout lessons, the guided inquiry, student-led inquiry projects (PBL, DBL, etc.).
- Inviting students as co-researchers in this under-researched topic. There may be great learning by people of all ages in a model that does this.

Ideas For Students:

- Continue to use and practice technological apps such as OneNote, Teams, Flipgrid, Screencastify etc.
- Develop personal relationships with peers and teachers.
- Participate in co-construction and revisions of the learning targets or sub-skills within each competency. *For example, **Collaboration**; **Appreciation of other viewpoints** - 1. Asking for differing views, 2. Listening well enough to repeat another's view, 3. Listening well enough to understand (even if different from one's own) another's a view, 4. Considering the strengths of another's ideas, 5. Challenging own perspective, 6. Articulating new learning, 7. Gratitude.*

Strategies For Teachers:

- Community learning on school framework.

- Essential agreements to reflect and hone self and peer assessments.
- Self-assessment and reflection on own teaching and learning.
- Opportunities to work directly with division and school leadership.
- Explicit teaching of the technology skills to reduce frustration and increase the effectiveness of using the tools to leverage learning rather than as a hindrance.
- Develop clear learning goals and provide opportunities for 'learning menus' that provide options for building new skills, assessment and reflection for next steps toward mastery.

Strategies For Students:

- Have a greater focus on the learning process and assessment of the learning.
- Reflection on learning and self-assessment.
- Opportunity to report to teachers, parents and peers (three-way conferencing).
- Process portfolios.
- Getting students to interact online requires different strategies to ensure engagement.
- Executive functioning skills are central, especially for younger students. Building in time to develop these skills. This helps students feel more successful.
- Culminating learning portfolio presentation to exit year (to teachers and guests).
- Reflective practice is essential to help students navigate the personalization of learning and make honest observations about their learning needs and next steps (with support of the teacher and thoughtful pathways).

📚Resources

CAIS Connect - COVID-19 Samples and Resources

CMEC - Pan-Canadian Systems-Level Framework on Global Competencies
Global Competency for an inclusive world, 2018;
Innovative Pedagogies for Powerful Learning
General summary on Global Competencies (Learning Skills) and Digital learning - TDSB 2018
A Rich Seam - an inspirational and quick read by Fullan, Langworthy - 2014
Global Competency for an inclusive world, 2018; OECD - Innovative Pedagogies for Powerful Learning

📚Resources for pedagogies that strengthen Global Competencies (ATLs, Learning Skills)

PBLWorks
Maker Lesson Plans
Project Zero - Making Learning Visible

📌 **Back to** Table of Contents

5- Student Assessment

Over the last decade, many schools have recognized that traditional forms of student assessment do not support evolving learning priorities that prepare our students for the challenges they will face in the future.

With the pandemic closures, teachers' concerns about assessment moved to the front burner. Teachers' ability to measure student performance, much less give valuable feedback in a timely fashion, was disrupted.

Assessment of student work and performance in hybrid and remote learning environments challenges many traditional practices that many teachers have relied upon in a physical classroom. The nature of individual work, the potential for sharing answers on an exam, and the value of various kinds of teacher feedback are just a few elements of student assessment that are either challenged or completely disrupted by remote learning.

Improved methods of student assessment and performance are being studied, piloted, and implemented around the world. This is an extensive topic, and the Deep Dive Team for this project is pleased to share some key findings, strategies, and resources.

❗ Core Ideas Shared by the Deep Dive Team

Backwards design is more important than ever for assessment in a virtual environment.

In a face-to-face learning environment, teachers have the opportunity to acquire assessment evidence in multiple ways. Without this daily interaction, it is especially crucial that teachers design purpose-driven learning with a clear learning target..

Strategies: Provide teacher professional development that reviews backward design paired with designing for remote/hybrid learning.

📚Resources

CAIS Connect - COVID-19 Samples and Resources

CAIS Webinars - **Hybrid-Flexible (HyFlex) Courses: Supporting Student Self-Directed Hybrid Learning and Enabling Instructional Continuity**

What is Backward Design?

The Power of Backwards Design

Why you should be designing eLearning courses backwards

Understanding by Design Framework

Give students agency in assessing their work and co-creating assessment

When students are given clear instructions and practice reflecting on their progress or completion of tasks, they will recognize their strengths and weaknesses accurately.

Strategies: Teach students how to give constructive peer-feedback. Provide students with the vocabulary to analyze their own work and that of peers so that assessment can be both individual and collaborative. Allow them to write their own learning goals, provide them with examples of mastery. Allow them to co-create assessments; provide voice and choice to students when designing assessments.

📚Resources

- **Self-Assessment: Reflections from students and teachers (video)**
- **4 Steps to Student Self-Assessment**
- **Self-Assessment Tools**
- **Involving students in creating assessment**
- **Teaching Students to Give Peer-Feedback**

Put a greater emphasis on formative assessment

Formative assessments allow teachers to reach diverse student needs and vary their approach to assessing student understanding. Such assessments foster an effective climate for learning (self-regulation, metacognition, well-being, engagement & motivation strategies); capture student learning more easily; allow for greater equity in student outcomes; and raise the level of student achievement. An emphasis on formative assessment shifts us away from something we do “to” students to something we do “with” students. Timely and specific feedback provides students with guidance and direction that fosters learning. Assessment is not simply about holding students accountable; it is an integral part of the learning process. The purpose of formative assessment is to improve student learning; it could be argued that formative assessment is indistinguishable from instruction.

Strategies: Formative assessments should be used on a daily basis to provide accurate data to evaluate and assess the quality of the learning in the classroom and the progress of individual students.

Helpful Tech Tools: **Mentimeter**, **Pear Deck**, **Quizizz**, **Review Game Zone**, **Socrative**

📚Resources

Formative Assessment in Distance Learning
Fantastic, Fast Formative Assessment Tools
How to Give Your Students Better Feedback with Technology

Reimagine what summative assessment looks like

In a remote/hybrid learning scenario, most traditional summative assessments no longer reflect the real-world applications needed to engage students or benefit their social/emotional well-being. Teachers should no longer rely on end-of-unit tests and exams as the best indicator of learning for a diverse group of learners.

Strategies: Teachers should offer a wider range of summative assessments that are more reflective of process over the product (i.e. **performance tasks**). When tests or exams are warranted, use open resource summative assessments to decrease the time pressures (widely practiced in most universities with well-articulated **Academic Honesty Statements**).

📚Resources

Summative Assessment in Distance Learning
Why open book tests deserve a place in your courses
Nine Summative Assessment Examples to Try this Year

More frequent oral feedback and student conferencing

If our pedagogy is informed by student well-being in a remote/hybrid learning environment, an emphasis on oral feedback provides us with an opportunity to be present and available. Peer oral feedback allows students to connect.

Strategies: Keep regular “office hours” for students and schedule regular appointments with students for quick check-ins and feedback on their learning. Embed oral feedback tools into assignments; teach students to give effective peer-feedback.

Tech Tools: Flipgrid, Padlet, Kaizena

📚Resources

Feedback: How Learning Occurs
Oral Formative Feedback: top 10 strategies
Teaching Students to Give Peer-Feedback

📌 **Back to Table of Contents**

6- Student and Adult Well-being

The well-being of our students, teachers, staff, and families became an even greater priority with the pandemic closures. Going forward, the challenge will be to import the lessons we learned during the shutdown and embed them into the school operating system, regardless of what teaching modality may be in place this week, month, or semester. As many schools are identifying well-being as a top priority, there are opportunities to discuss the necessary support of both time and resources.

❗ Core Ideas Shared by the Deep Dive Team

The primary goals of school well-being as identified by the Deep Dive Team:

1. To have all students feel safe, including those most vulnerable.
2. To have all students be safe by implementing best practices behind the scenes.
3. To have all teachers and staff feel valued and supported, both professionally and with respect to the personal challenges they encounter in their lives beyond school.

As we wrestle over the summer of 2020 with a renewed focus on systemic racism, we must make a place in the well-being discussion for equity and inclusion issues. Well-being will not mean the same thing for all of our students, staff, or families. Our very human school systems will not be “well” until all of our community members have access to the same paths of well-being. While some of those paths are not within the control of our schools, our schools can certainly not ignore the need for them to exist.

The Deep Dive team focused on the questions: What are some of the learning conditions that are to be considered in order to monitor and assess well-being? How do we intentionally design our learning experiences in order to promote and support well-being?

Intentional Self-Care Practices

Safety and well-being are essential to ensuring learning success. Opportunities schools might investigate include:

- Engaging the expertise and recommendations of professionals in student learning and counselling support services.
- Encouraging teachers to build quick check-ins with their students on a daily or frequent basis: “How are you and your family doing?”
- Provide social opportunities for the staff. These may include ice breaker/social activities embedded into regularly scheduled staff meetings, virtual socials during closures, increased mixing of departments and divisions during professional development activities.

- Embedding short mindfulness sessions within the school routine.
- Expanding health-focussed curricular units.
- Increased check-ins between teachers/staff and parents: “How are you doing; what can the school be doing to help?”

Relationships & Community Building in Virtual Learning

Schools are a place of connection and community for students. When the physical school closes, students still need to feel connected, even at a distance. We know that collaboration builds a sense of community based on ongoing relationships. We can create virtual learning schedules and activities that amplify collaboration instead of asking students to spend most of their learning time working alone:

- Provide frequent opportunities for group work and collaboration. Allow students to co-create small group learning activities that they can perform asynchronously with the rest of the class.
- Use virtual break out rooms that allow for small group work during virtual class time.
- Start virtual classes with individual check-ins; allow students to lead these short sessions, so they get used to engaging in the health of their peers and the community.
- Provide social opportunities for students, including learning activities, lunch time activities and deliberate, intentional and mandatory social activities as part of learning expectations.
- Measure and monitor teaching pace, volume, curricular outcomes, assessment demands, screen time and adjust delivery of program(s) to optimize student well-being.
- Consider exploring new methods of personalized instruction and assessment. Schools can learn from and partner with established successful online programs to incorporate best practices.
- Promote intentional instruction and guidance that addresses aspects of well-being across academic disciplines and branches of student services.
- Find and share resources with students and parents on what to look for as they monitor ongoing student health.

Attention to Health Risks

There are very real risks to physical well-being associated with a pandemic. Schools must prioritize mitigation of these risks to the greatest extent possible:

- Conduct a specific COVID-19 risk assessment that is transparent and accessible. Access resources and guidance from experts in provincial public health directives, legal compliance, Environmental Resource Management, occupational health & safety, infectious disease, human resources, and cybersecurity.

- Review the acknowledgement of risk and informed consent documents in your school contract or policy handbook and ensure all members of the school community are aware of the risk mitigation strategies in place to protect the community.

- Host experts that can connect with parents on current topics (medical, psychological, executive functioning, diverse learning needs, post-secondary). Some schools are already planning to continue virtual events for parents that focus on these areas whether or not schools have reopened in the fall.

Special Needs of Vulnerable Students

The Deep Dive team identified three groups of students who may be at risk of not participating fully, or deriving the benefits of, a virtual learning environment:

- Students with learning differences, mental health concerns, executive functioning challenges, positive results for COVID-19 for themselves or family members.

- Students who lack the motivation, self-discipline, resources, or capacity to engage in an online or non-traditional learning environment.

- Students who blend into the uniform culture of schools yet are disadvantaged in their own homes in terms of technology, family circumstances, resources or space.

As opportunities to provide important support for these students, schools might consider:

- Creating ways to identify students at risk and proactively provide the support required, including self-reports, teacher observations, parent disclosures, attendance or grade deviations.

- Leading faculty and staff to be mindful of student circumstances at home and respond if necessary (e.g. neglect, abuse), following clear protocols for reporting student concerns.

- Communicating supports available for families (bursary, peer support, counselling referrals).

- Find a place for student voice and empower the community to co-develop solutions for ongoing issues.

- Providing a framework that allows staff to use a common language with a focus on relationships and establishing an atmosphere for learning based on a feeling of accompaniment (e.g. coaching approach, conflict resolution, trauma-informed practices).

Digital Citizenship and Safety

Students being targeted by cybercriminals or by other students involved in cyberbullying are at risk in a digital environment. Mitigation strategies include:

- An intentional blending of digital safety into online teaching lessons, including clear and frequent messages regarding academic integrity and student code of conduct in terms of online assessments.

- Review of school cybersecurity protocols in place to protect students (firewalls, video conferencing security, password protections).
- Review of school protocols on privacy and sharing personal information, including student images and the recording of videos.
- Review and meet local legislative standards regarding use of personal information, such as recording a student's temperature, where they have traveled, disclosure of a positive COVID-19 test result.

📚Resources

CAIS Connect - COVID-19 Samples and Resources

CAIS Webinars - including **Leading in a Time of Crisis**, **Navigating HR Considerations for Schools Related to COVID-19**

Caring for Educators is the first step in serving students
How to Support Teachers' Emotional Needs Right Now
Why a sense of purpose matters more than ever for remote learning
How to Establish SEL Criteria
Three Ways to Support Emotional Wellness During Pandemic

📌 **Back to Table of Contents**

7- Time and Schedules

Time is a valuable resource. The common school schedule that breaks up the day into relatively short blocks of time for predetermined subjects is largely an artifact of 19th century educational constructs. While many schools have begun to evolve away from highly rigid schedules with 45-55 minute subject-based learning blocks, most school cultures and learning experiences are still significantly influenced by the traditional model.

The pandemic shutdown completely disrupted the daily school schedule, and many educators found new sources of teaching and learning freedom for themselves and their students. They were allowed to create a schedule that focused on human (teacher and student) needs, rather than making those needs subject to a predetermined allocation of the hours in the day or week. Teachers focused on big ideas and essential understandings and the tools of inquiry, project-based learning, and experiential learning.

Many educators across a wide range of grade levels and schools shared stories of how, throughout the virtual learning of spring 2020, their students were able to “own” their needs and uses of time with fewer constraints and less granular guidance from their teachers. This increased independence from adult management of time fostered student independence and the growth of executive function skills in students across grade levels.

One of the most often cited paradigm shifts uncovered during the change to virtual learning involves widespread questioning of the traditional student-teacher ratio in setting class sizes. We know that smaller classes do not necessarily lead to elevated student performance (at least up to a point). Yet independent schools continue to fight marketing battles over small class sizes. We found in virtual settings that class size may be much more flexible, and the pedagogies associated with larger nominal class sizes can be used in face-to-face settings as well. Schools that adopt a more flexible attitude towards nominal and actual class sizes will dramatically increase options that have positive benefits related to time, space, learning activities, assessment, and wellbeing.

❗ Core Ideas Shared by the Deep Dive Team

Overlap of Time and Space

While this report does not include the uses of physical space on school campuses during shutdowns, there is a relationship between the use of time and space as we plan for a future that will require different health-related considerations.

There are also integrated time-space lessons from the shutdown that should inform our longer range planning. We learned that students could learn in a virtual setting as long as they can see and connect with their teachers and peers. They can do individual work and then join in groups of various sizes for academic and social interactions. Similarly, students can use their own homes and yards for projects and investigations.

Consider:

- Are we making the best use of our physical resources?
- Should teachers “own” their own classrooms, or share? Which is the better use of expensive campus real estate?
- As we see how well students can manage themselves without constant, direct supervision, are we using non-classroom areas like hallways, common areas and outdoors as efficiently as possible?
- Is the traditional classroom the best setting for student-centric learning? How might we modernize these spaces at relatively low cost through creative uses of furniture or changes in walls that allow the kind of flexibility that flourished in the virtual learning experience?

There are a number of short-term considerations, particularly when health considerations dictate specific uses of spaces on campus. These are likely to be updated and changed frequently and will include:

- Repurposing spaces to allow for smaller classes. Many schools have spaces that are not used for regular-sized classroom groups, including hallways and common areas. These can be used as flex spaces to decrease density for short times during the day, or more permanently as schools consider increasing personalized or individualized pedagogies.
- Designated spaces (classrooms, portions of classrooms, seating configurations, eating spaces, and washrooms) to be reconfigured around specific health guidelines.
- Specific grouping associated with boarding schools: bubbles, pods, or floor families that keep smaller groups from interacting with the full student population.
- Traffic patterns around the school, and during drop off and pick up, e.g., one-way halls and walks, and spots for temperature checks and questions.
- Outdoor play, recess and physical education flows as guidelines and local conditions dictate spacing or different sized groups.

Actions to Consider

In terms of long-range planning for repeat closures, schools are considering a broad range of options that align with their core value proposition and best learning practices. Some of these might include:

- Altering the annual school calendar: semesters, trimesters, and even, at one prominent independent school in the U.S., up to seven mini-mesters where students will take 1-2 courses at a time. There are a number of constraints to this model, particularly in senior schools that are heavily invested in IB or AP programs.
- Many different timetables are being evaluated, and will no doubt be tested in the fall:
    - 5 day schedule (Monday to Friday)
    - Same schedule every day (4 blocks per day)
    - 3 days on / 2 days off, or 2 days on/2 days off/1 day unprogrammed
    - 4 days on, 1 day unprogrammed
    - Alternating days face-to-face and online
    - Morning and afternoon shifts
    - HyFlex model; all students are in school, with some students working face-to-face while others work either synchronously or asynchronously online.

- Staggered starts, generally starting the day with the younger students and later with older students
- Time allocated, probably in small blocks, for donning PPE, frequent use of handwashing stations, temperature scan, and general health monitoring
- Lunch, recess, snack, and other breaks using small groups
- Curriculum mapping and activity tracing that may have to be more granular and personalized.

Considerations for All-Virtual Learning	Considerations for Blended or Hybrid Models
Aligning synchronous and asynchronous learning activities that do not create conflicts for the students and teachers.	Courses with multiple sections may always need to have one all-remote option.
Flexible hours with staff and students, including potential for some teachers to staff evening hours for students who need extra help.	Flexible or individualized schedules for students who are unable or choose not to come to school as health conditions vary in the area.
Built-in time for teacher check-ins with students and teacher meetings with administrators for support of physical, mental, and social well-being.	Prioritizing schedules to allow the highest need learners to come to school, or be in contact with their teachers, as much as possible.

📚Resources

CAIS Connect - COVID-19 Samples and Resources

CAIS Webinars: including Hybrid-Flexible (HyFlex) Courses: Supporting Student Self-Directed Hybrid Learning and Enabling Instructional Continuity, Learning from Abroad-International Perspectives During COVID-19

How the Dutch Re-Opened

Rethinking Your Schedule for Hybrid Learning

Models - Blended Learning

A HyFlex Model

15 Fall Scenarios

Re-opening school. What it might look like.

Seven Distance Learning Priorities

Toolkit Template for Re-opening (UK)

Trauma Informed Leadership – Guides for Re-entry

NINE LONG-TERM CHANGES I THINK THE DISTANCE LEARNING CRISIS WILL – & WILL NOT – BRING TO OUR SCHOOLs

Schools are Opening Worldwide

Room Square Footage and Student Calculator

Considerations for school-related public health measures in the context of COVID-19

All AAP | AAP

Coronavirus (COVID-19) Guidance for Schools

What will Canadian schools look like after COVID-19? Here's what could change

COVID-19 Update: Moving Forward - Considerations for the Re-Opening of Physical Workplaces

Policy Brief: Reopening Schools in the Context of COVID-19: Health and Safety Guidelines From Other Countries

10-4: How to Reopen the Economy by Exploiting the Coronavirus's Weak Spot

Australian Health Protection Principal Committee (AHPPC) statement on risk management for re-opening boarding schools and school-based residential colleges

Explore a Library of Common Bell Schedules in Schools | Unlocking Time

📌 **Back to** Table of Contents

8- Community Engagement

Successful schools seek input from their community of stakeholders, develop aspirational goals around that input, and align the learning experience to deliver on the promise of those goals.

When the pandemic hit, schools were challenged to understand how the health crisis was impacting their community, including staff, students, and families, and to develop solutions in real time to deliver on their promised value in a completely new environment. Schools dramatically escalated the frequency, breadth, and depth of a range of communication and engagement tools to find out, during an unprecedented event, what was important to their stakeholders, and how the school could play a positive role.

❗ Core Ideas Shared by the Deep Dive Team

Define the Community Members

The first step in community engagement is to define the community member groups. The Deep Dive team identified these groups:

- Parents
- Parents of New Students - joining school in September
- Prospective Parents
- Teachers
- Staff
- Leadership Team
- Students
- Alumni
- Board of Directors
- Local businesses/Community partners

◇ Key Findings For Each Community Group

The key to community engagement is to help all members feel that they have a personal opportunity to understand, be heard, and help steer events, rather than just being subject to forces beyond their control. This does not mean that parents and others make decisions for the school; that remains firmly the role of the School Leadership. In a time when teachers, parents, students, alumni, and others are physically separated from one of their most important social communities, it is critical that they feel connected, important, and heard.

Schools should consider a set of guidelines for engaging all community members that focus on frequency, transparency, information, listening, and inclusion. Community members should be invited to provide input and give feedback, and the administration should have ways to let the community know that their voices are being heard. Formal and informal virtual chat sessions, with breakout rooms facilitated by staff members can provide this kind of personalized setting for engaged discussions. Targeted sessions featuring a school counsellor or guest speaker with special expertise in health or remote learning can help parents and students navigate specific issues. Schools can use traditional survey tools, or simple feedback technology like a Google Doc or Padlet to gather quick responses to “what is working and what is not” type questions.

Current Parents

Parents have had to take on new roles during the closures and they are under stress. Consider the following ways of connecting with them:

- Virtual meetings, surveys, and conferences are required as parents can’t leave home during local shutdowns and may have difficulty coming to school if they are working from home and/or have children at home with them.
- Division leaders, and teachers hold parent meetings to both inform and to provide a voice for parents.
- Parent-teacher-student conferences can be held online, and perhaps with greater frequency depending on the length of a closure and how it intersects with an assessment and reporting period.
- Heads of School can host virtual “coffee mornings” or other combined social and information sessions.
- Set up and facilitate online parent socials.

Parents of new students joining in September

Small group orientations using technology. A chance to see the school and to meet with relevant staff. This is especially important for students who are overseas.

- Virtual on-boarding activities (e.g. teddy bear picnic for K/1).
- 1-1 Zoom calls for course selection, student support, and university planning.
- Use current parents as a resource to answer questions/share experiences.

Prospective parents

- Small group orientations - some parts pre-recorded, some live.
- Virtual Taster Day.
- Provide the online school magazine.

Teachers and Staff

Employees need empathy from the administration, and also from parents and students. We need to let them know we understand that, “this time of crisis is hard for your team in ways we may not even know.” We must be flexible and listen to their concerns.

- Survey staff well-being frequently. These don’t need to be formal surveys. Many of them might just be personal check-ins.
- Personal contact from the Leadership team.
- All-staff/faculty virtual socials.
- Invite teachers to relevant meetings of school departments other than their own. Make sure teachers know that their voices are heard in discussions and decisions that will impact them.
- Focused staff reflection exercise: What have they learned and will keep in their practice; what they might let go of to make room for new approaches?

Students

- Regular surveys or Google Doc/Padlet to share with staff and assist with planning.
- Focus groups to determine “temperature”.
- Advisory to become a safe space and create connection. Provide online challenges and projects.
- Particular empathy for, and emphasis on, student groups that might be missing out on cherished traditions, such as graduation.

Alumni

- Basic information about how the school is continuing to run its program.
- Virtual social events (as well as face to face in times of normalcy).
- Using alumni platforms to help alumni with their own and family issues: business directory, job board, mentoring.
- Personal outreach to older alumni.
- Continue to fundraise. The CAIS webinar: **Independent School Fundraising During COVID-19** emphasized that it is vital to do so now more than ever.

Board

- Continue calendared meetings.
- Head provides regular updates to the Board in addition to the monthly report.
- Identify Board expertise and ask them to serve on Committees and Task Forces in an Advisory capacity.

Local businesses/Community partners

Brendan O'Keefe (2011) states: When families, community groups, business and schools band together to support learning, young people achieve more in school, stay in school longer, and enjoy the experience more. - 5 Steps to Better School/Community Collaboration

Simple ideas for creating a stronger network, Edutopia.org.

- Connect and collaborate with local community partners to create authentic bonds.
- Find creative ways to expand the core curriculum outside of the classroom.
- Engage community partners via social media with up-to-date and relevant content.

📚Resources

CAIS Connect - COVID-19 Samples and Resources

CAIS Webinars including **School Communications and Engagement Strategies amid COVID-19**, **Independent School Fundraising During COVID-19** and **Dealing with a loss in your community**

A Digital First: Covid 19 Remote Learning Plan (Guiding questions and items to consider when making community-based decisions and determining value proposition)

COVID-19 Tools (parenting guidelines)

📌 **Back to Table of Contents**

9- Value Proposition

A value proposition defines the unique value a company will create for its customers. It usually involves a new way of segmenting the market and considers three essential questions:

1. Which customers are you going to serve?
2. Which needs are you going to meet?
3. What relative price will provide acceptable value for customers and acceptable profitability for the company?

Value propositions are key to advancing your strategic plan. Schools must regularly examine their value proposition by evaluating underleveraged strengths and previously undetected weaknesses and considering the investments (i.e. adjustments to programming and time this will take) needed to achieve its value proposition. Since this is especially important in times of crisis, school leadership teams should examine their fall 2020 plans through the school's value proposition lens to determine what doesn't align and what is missing.

Delivering on promises, even when difficult, builds value for the organization in the long term. Above all, school leadership should consistently find ways to remind the entire community to remember core values and be disciplined in ensuring that they are built into what the school actually does, even if many things are changing quickly.

During the pandemic closures, many independent schools were able to amplify their value proposition by quickly shifting to virtual learning, thereby providing seamless learning for their students. Independent schools also amplified the strong relationships that are important to families by frequently connecting with students and parents and seeking ways to support them.

While a value position usually involves market segmentation, this time of crisis provides an opportunity to have families and governments understand independent schools' value and have the potential to expand the market.

❗ Core Ideas Shared by the Deep Dive Team

Four Approaches to Value for Schools

The group identified four key approaches:

1. Identify the value proposition at a macro level (value from all CAIS schools as a sector);
2. Distinguish between macro level (CAIS Schools) and micro level (individual schools) of value propositions;

3. Undergo a process of self-reflection (strategies, resources, underleveraged strengths, weaknesses) needed to obtain a school's unique value proposition;
4. Take action on the self-reflection process to achieve the value proposition (what are the obstacles, strategies, big lessons/opportunities?).

Specific Tactics for Elevating Value During Times of School Closure

- Create/activate Risk Management Team to support SLT.
- Set goals for remote or blended learning that are consistent with your school's core values. Create advisor panels (parent community, externally) and small task forces across disciplines to ensure balance. Communicate these goals clearly to parents, students, and teachers.
- Update students, parents, staff of any changes with advanced notice (when possible).
- Communicate strategies regularly; check-in with parents and students to see if reality matches perception. Connect new tactics or processes to the school values to allow members of the school community to draw obvious lines between what the school values and why new processes are taking place.
- Give teachers, staff, students the flexibility to change the way they work to adapt to changes in the year. Address needs and requests with an empathetic lens of mental health and well-being while staying true to the school's core values.
- Remember and communicate that the school is responsible for student education; that parents are not educators; and that families have various stressors that can impact learning.
- Back up core values with the research that was the underpinning of the school's vision, mission and values and share these findings with parents. Recognizing that fluid decisions are inevitable, try to take actions that are based on data or experiences of other respected schools.
- Recognize that students have interests other than school that also require their time. Make sure that "required" times and activities allow students to have options to pursue their other interests or commitments.
- Invite parents to engage as learning partners, guest speakers, or learning mentors if they have special expertise that can enhance the learning for our students.
- Re-evaluate teaching/learning on a regular basis through surveys and parent meetings. Ensure ongoing professional development.
- Ensure feedback for students is responsive and meaningful. Make sure that students and parents very clearly see that the school has the lead role in all elements of the learning process, and that parents are there to help only as an ancillary support where possible.

Key Takeaways

CAIS Schools are stronger together. Our schools offer learning and a sense of belonging. Still, all schools have been hit hard and are vulnerable. Each school must respond to the current crisis in a way that supports its unique value proposition considering its Values, Mission and Vision, academic program, and the wellness and safety of its community in a responsive and innovative manner.

📚Resources

CAIS Connect - COVID-19 Samples and Resources

CAIS Webinars - including **The Head of School and Board Partnership during the COVID-19 Crisis** and **Leading in a Time of Crisis**

Thrive: How Schools Will Win the Education Revolution, Grant Lichtman

This Is Marketing: You Can't Be Seen Until You Learn to See, Seth Godin

The Importance of a Value Proposition (NAIS)

The Value Proposition (SAIS)

Unique Value Proposition (Institute for Strategy & Competitiveness, HBS)

Value Propositions That Work (Harvard Business Review)

Six strategies to show why independent schools are invaluable during COVID-19 (EAB)

Developing a School Value Proposition (Medium)

Four Steps to Building a Compelling Value Proposition (Forbes)

The Class Divide: Remote Learning at 2 Schools, Private and Public (NYTimes)

How the coronavirus pandemic will transform teaching (Axios)

A broad strategy for schools during the COVID-19 pandemic (Brookings)

How will COVID-19 change our schools in the long run? (Brookings)

A Message from the Presidents and Principals of Ontario's Universities (COU)

📌 **Back to Table of Contents**

10- Communication

Communicating effectively is always an important challenge. It has taken on an even more critical role as school communities, once centered on physical campuses, have become spread apart. As discussed in the section on Community Engagement, students, parents, staff, and others are all experiencing personal and professional dislocation and a range of very human issues.

Consider communications strategies and tactics within three overarching frames:

1. What changes to our communications practices do we want and need in response to specific challenges caused by school closures?
2. What do our existing policies and procedures say?
3. What lessons can we learn about effective communication during school closures that we should implement even when we are back on campus?

❗ Core Ideas Shared by the Deep Dive Team

Leverage the moment

There are big messages we need to share with our school communities. We can't use the same systems for notifying our school community about major schedule or health issues as we might have in the past about a morning coffee social. Before and during a shutdown, it is not okay for staff, students, or parents to miss or ignore major communications. Develop a scaffold of communications such that members of the school community are sure to open and respond to the most important messages quickly.

We need a heightened effort to gather stakeholder feedback. Communications should be structured to provide the opportunity for listening and response. All staff should play a role in communications with parents and students. Possibly tools include quick surveys and short answer "Post-it Note" type bulletin boards. As well, many teachers and administrators should be responsible for communicating with colleagues.

Communication among faculty to support them in working in a hybrid learning environment is critically important. Schools should ensure that they have networks in place that engage all faculty members to disseminate advice and ideas quickly.

Communications should be direct, focused, and topic-specific. During a shutdown, members of our school community are being bombarded with information and both a need and desire to digest it in real time. Keep tactical communication short and to the point. When in doubt, spell out very clear steps in terms of action items. People are juggling a lot of new information!

Find time to be human. While procedural communications are important, it is also critical that our community members know that the school understands that they are humans, with emotions and concerns. We all need to know that someone cares, and we all benefit by showing concern for others. At the same

time, it probably is best to separate purely “check-in” communications from those dealing with processes and procedures.

Find new ways to organize teachers for increased connection. “Schools Within a School,” teaching partners, interdisciplinary or multi-grade cohorts are all structures that help teachers communicate better in normal times.

Tactics to Consider

- Like students, faculty and parents respond to small groups and purposeful, compelling, ongoing collaboration; caring relationships; and flexibility. Try to build communications pathways that amplify these so that, in a time when we are all exploring new ground, we can all learn better together.
- School may be very different in the fall, and while school leaders have likely spent the summer coming up with the parameters for how things will work, other community members will be looking for clear guidance. Communicate clear guidelines for the main framework for the start of school.

Avoid ‘communication & email fatigue’

Before the pandemic, digital communications may have piled up in emails, direct messages, and texts. It was already easy to miss messages due to the sheer volume of content coming at parents, teachers, and students. All members of the school community will benefit from fewer communications that are pertinent, clear, and concise.

Tactics to Consider:

- Create a communication schedule and protocol (who is communicating what about academics, well-being, operational, logistical issues) that allows for consistent outreach to parents, colleagues, students without overwhelming them with excess emails.

- Develop a process for the administration to check in with teachers to support teaching strategies and platforms and promote professional learning at the levels that individual teachers need.

- Ensure that families have an overview for the week regarding expectations, materials, and follow up activities for each class that is clear, concise, and practical. It will help if these communications are consistent throughout the school and available prior to the start of the school week, so parents and students don’t worry that they are missing out on information supplied to others.

- Create a Head of School communication that summarizes the week’s highlights, some nuggets of support for hybrid or remote learning, modified schedules, or other changes that might develop, and couple it with any ‘need to know’ information.

High Impact Tools

Numerous portals and platforms support group chats, interest-based channels, sharing, note-taking (OneNote), video calls, planning, and organizing learning materials. Make sure your school community knows which of these are supported by the school. For parents and students, and for informal communications, Zoom has rapidly become a default platform. Microsoft Teams also has an internal and external collection of tools and apps for professional productivity. While other tools have

chats/video/channels/file sharing, faculty need a complete tool to optimize efficiency, synchronous and asynchronous engagement, professional learning support, and impact.

📚Resources

CAIS Connect - COVID-19 Samples and Resources

CAIS Webinars including **School Communications and Engagement Strategies amid COVID-19**, **Independent School Fundraising During COVID-19**

Grandview Preparatory School - **Re-entry Plan 2020-2021**

ACS International School: **Parent Guide to Distance Learning**

📌 **Back to Table of Contents**

11- Business and Finance

In all aspects of Business and Finance Operations, we will need to be innovative and nimble to navigate the months ahead. There are many silver linings to be realized and many opportunities to be seized.

❗ Core Ideas Shared by the Deep Dive Team

Issues And Obstacles

Finance/Operations

Financial and business planning in a time of uncertainty is a compelling issue. This uncertainty impacts financial planning, reporting, risk management, deployment of facilities, and financial assistance. Traditional business modelling and financial planning is based on assumptions that are at an increased risk of being materially invalid, particularly in times of fast and unpredictable change. Nonetheless, we know that the availability of funds to invest in change and future operations will depend heavily on the length of the recovery of the economy and the impact on each of our parents and donors.

Human Resources

Managing the unknowns for our human resources is equally challenging. Health and safety concerns and the lack of proper working space at home are issues today. As we contemplate returning to school, the possible redistribution of space and people will present new issues and obstacles as we address personal accommodations and physical distancing requirements. Changes in the delivery of both the academic and co-curricular programs may also change our requirements. We must balance our employees' skills with the new needs of our programs while mindful of the need to use layoffs as a last resort.

Ideas And Opportunities

Finance/Operations

Leveraging technology in all aspects of what we do in finance and operations is now essential. More functions need to become automated and paperless to reduce the reliance on “in-person” processes such as payments from families, payments to suppliers, financial reporting and even year-end audits. The use of our facilities can also be examined to determine whether any services can be permanently moved off-site.

The likely need for financial assistance support presents opportunities to engage with donors and build supportive relationships with our families who now face greater financial need.

Remote learning can also have a positive impact on the traditional revenue model. Online learning could be made available to a broader student base, providing the opportunity to monetize the delivery to other students not currently enrolled or enabling us to continue to reach our boarding community should they not be able to return.

Human Resources

This is the time to reinvent our traditional model. Rather than planning to go back to the status quo, we should examine how the new digital platform is being used throughout the school and how it can be improved while providing the required training and support. In the case of a unionized environment, this is a good opportunity to renegotiate key components of collective agreements. In cases where a school might have faculty members who are not “on board,” perhaps this pandemic might be the impetus needed to make some difficult decisions.

This is also an opportunity to review and update all contracts, including employment, admission and other contracts, to incorporate a version of the current pandemic notice and pandemic waivers as standard clauses. All Health & Safety guidelines should be updated to comply with emerging Provincial guidelines, including new protocols for hygiene and health.

Closer collaboration between support/operations staff and academic/faculty can produce some learning strategies and professional learning for all staff. This is a time to leverage the skills of all employees for the collective benefit of a new model of teaching and learning.

Solutions

Finance/Operations

Financial modelling and budgeting in this time of changing environments highlights the need for agile business systems. Schools would benefit from an Enterprise Resource Planning (ERP) solution that is both affordable and scalable (thus can be implemented in a small to very large organization). An ERP connects data collected in key business functions in an independent school: HR, Finance, Admissions, Advancement, Student Management and Programming. The output would be dashboards of integrated KPIs to manage the business in real time – something we are increasingly expected to do.

Human Resources

An area of focus for human resources should be the development of a hybrid staffing model: Hybrid models can build on the probability that not all teachers/staff are able and willing to return to the school campus. Staff who have autoimmune conditions or have a child/spouse with a compromised immune system will want to work from home. In addition, if class sizes need to be reduced to accommodate physical distancing and the school is short on space, staff can alternate between onsite teaching/work and online remote teaching.

📚Resources

CAIS Connect - COVID-19 Samples and Resources

CAIS Webinars - including **Next Steps in Navigating the COVID-19 Independent School Financial Crisis**, **Navigating HR Considerations for Schools Related to COVID-19**

Emerging Business Models in Education Provisioning - **PDF Download**

Combining Good Educational Models with Good Business Models for CBE Programs

Leading Learning - **Pricing Your Education Products: Two Essential Factors, Part II**

Leading Learning - **How to Price Online Learning**

📌 **Back to Table of Contents**

12- Leading Organizational Change

The process of leading an organization through significant change is not new. As the imperative to innovate within our schools has taken hold over the last decade, many of these lessons and skills have become more commonplace in the language and realities of education. CAIS robustly engaged in this translation and training a number of years ago with its **Project 2051 program**, and continues with the annual **Strategic Change Accelerator**, the impacts of which have become increasingly important to all of our schools.

There are many models for effective organizational change; however, at their core there is a great deal of overlap that many increasingly see as part of the "Kotter" model, referring to the work of Harvard's John Kotter, perhaps the best known thought leader of organizational change management.

❗ Core Ideas Shared by the Deep Dive Team

In this section, two Deep Dive teams looked into the role of change management in long-range disruptions. They used the Kotter model, which is an overarching framework that works in schools.

*Reference: **https://www.kotterinc.com/8-steps-process-for-leading-change/***

Our Deep Dive teams found much that aligns with, and articulates in greater detail, how these steps might be used in addressing the long-range implications of the pandemic. Therefore, we encourage readers to

look at the remainder of this chapter not as a prescriptive set of instructions but as a guide for schools to personalize as appropriate.

Strong and Distributed Leadership

Strong leadership structures and skills, effective professional learning and building faculty culture through resilience will support school cultures and communities for the future. A clear vision of leadership and the culture of the school is essential, and schools need to develop and clearly communicate both vision and culture, frequently and broadly. Strong professional learning programs focus on mindsets and a powerful pedagogical vision, giving educators control while around them are supports, models, and coaches to nurture their growth in change. These two steps set up schools to become resilient, agile and strategic, allowing schools to remain true to their core values, but pivot on how these are delivered to ensure future-readiness.

The role of leadership in building comfort and capacity for change:

Crisis provides an opportunity to reset the status quo, to forge stronger connections, affirm our mission, and craft a bold vision for the future. Our Heads of School and Board of Governors must use this crisis to create opportunities for the community to develop and project a common understanding: *What do school, learning and education mean in our organization? What is the job to be done here, in the immediate and distant future? What are we designing and solving for?*

To accomplish this, school leaders need to have a series of high stakes conversations to determine if their current strategic plan holds up to the ambiguity now facing the school, the “multiplicity of futures,” and what success looks like across a range of new normal. School communities will come together with the support of leaders to shape options that start with “what if” questions and conversations and move forward to concrete decisions and plans.

Once schools are clear on what we are designing and solving for, all faculty and staff in leadership positions will need specific coaching and training to navigate teams through change positively and in an inclusive manner. It is also an important time for schools to understand and decide if they have the right leadership culture to serve as the foundation of the actions that leaders will need to take.

Special attention should be paid to mid-level leaders (including Department Heads, Instructional Leaders, Division heads and Directors). These leaders are central to helping their teams align with the vision of the school. Middle leaders may have the initial “hard conversations” as they support faculty who struggle with change as well as those who are excelling in a new environment. This is the time for schools to re-evaluate and co-construct the roles and responsibilities of their middle leaders and commit to professional learning to build the skills, knowledge, and understanding of leading through change.

📚Resources

CAIS Connect - COVID-19 Samples and Resources

CAIS Webinars including **Transition Design: Inspire and equip the peer leaders around you**, **Leading in a Time of Crisis**

Book - Moments of Impact: How to Design Strategic Conversations That Accelerate Change, Chris Ertel & Lisa Kay Solomon, 2014

What's Next: The Future of Schools - **Podcast Feed**

Book - A Beautiful Constraint, Mark Barden and Adam Morgan, 2015

Eton 2020: A New Social Vision

Harvard Business Review COVID Insights

Education Reimagined Resources

Transcend Education Coronavirus

Edutopia: COVID

Edutopia: Pandemic

Next Generation Learning

SAIS: Coronavirus Resources

Faculty Leadership

Over the last decade, empowering faculty to lead change from their classrooms, take risks and test the boundaries of their comfort zones has become a hallmark of effective schools. Distributed leadership has never been more important or apparent than with the school closures as teachers were asked and expected to rapidly deploy new learning strategies for their students, often without standard support mechanisms in place.

By prioritizing a culture of learning throughout the entire school, professional learning can be designed to move teachers to educators; educators to researchers; researchers to practitioners; and, practitioners to networked professionals. Each step is a shift in mindset and skills, as well as a deepening and extending of what it means to be an educator in the contemporary climate and culture of the school.

Within the Kotter model structure, the pandemic provided the first major step, the "urgency" to change, and now it is time to build "volunteer armies." People who are ready with the pivots and innovations that will support great learning in the full range of in-place, hybrid, and virtual settings; to celebrate the initial small wins that worked well over the months of the spring closures, and to begin to create a shared experience (language & behaviours) on display for all to see, in order to understand the future direction.

Celebrate small wins that demonstrate resilience

- Find examples of what worked well during the spring and share across multiple communication pathways.
- Curate these examples for future reference.
- "Dig in" to why/how faculty were able to pivot.

Survey faculty on

- How they spent their time at key moments (launch, three-week mark, eight- week mark, transition to end of term).
- What tools were most useful?
- What should be abandoned?

How did faculty learn what they needed to succeed in virtual learning space?

- Synchronous sessions for professional learning.
- Asynchronous sessions for professional learning.
- A mix of these or other useful tactics that helped them.

Create a faculty profile that highlights the mindsets and 'how' of creativity, resilience, optimism and not just the logistics and compliance requirements. With clarity of direction and distributed leadership in place, a school can design and implement a professional learning program to build capacity and competency for future pivots into change.

Opportunities:

- To build a personalized approach to school-wide professional learning that creates a culture of learning across the entire school; to prioritize dynamic learning as a key element of what it means to work at the school.
- To build joy, resilience, and well-being into faculty professional learning as we focus on a newly refined and powerful "Why" we do our work.
- Create a professional learning system that is decoupled from evaluation, transparent, and culturally responsive.
- Build mental mindsets and skills for high-impact collaboration and flexible planning.

Obstacles:

- We are faced with very short timelines. We need to maintain momentum in this shift to professional learning that serves a new paradigm of mindsets and not just technical skills.
- Uncertainty around the full suite of pressures placed on faculty in this new normal.
- Lack of a well-developed playbook for what works well, particularly in hybrid settings that may be required over the next year.

Tactics To Consider:

- Create "Characteristics of Professional Excellence" that guide how you identify, recruit, hire, develop, and evaluate faculty and staff.
- Provide benchmarks and data to support the growth by adults; align support for professional learning with a clear set of goals and expectations that align with the prioritized vision of the school, and, in how to meet that vision across multiple learning environments.
- Communicate, gather input, design, iterate, repeat.

📚Resources

CAIS Connect - COVID-19 Samples and Resources

CAIS Webinars including **Transition Design: Inspire and equip the peer leaders around you**, **Leading in a Time of Crisis**

"It's Time to Design for Resilience" - Greg Bamford

"Accelerating Through the Turn" - Korn-Ferry

"Rethinking Teachers' Digital Competence" - Monash University

Thrive: How Schools Will Win the Education Revolution, Grant Lichtman

"From Surviving to Thriving: Reimagining the Post Covid-19 Return" - McKinsey

"Staff of 2030" - The Economist

"Envisioning the 7 Habits of Highly-Resilient Schools" - The Christensen Institute

ISM "**Comprehensive Faculty Development**" (2019)

◇ Some Key Steps To Remember

In the book "*Resilient Organizations: How to Survive*, *Thrive, and Create Opportunities Through Crisis and Change*," Erica Seville writes that organizations that are able to get through adversity share certain characteristics:

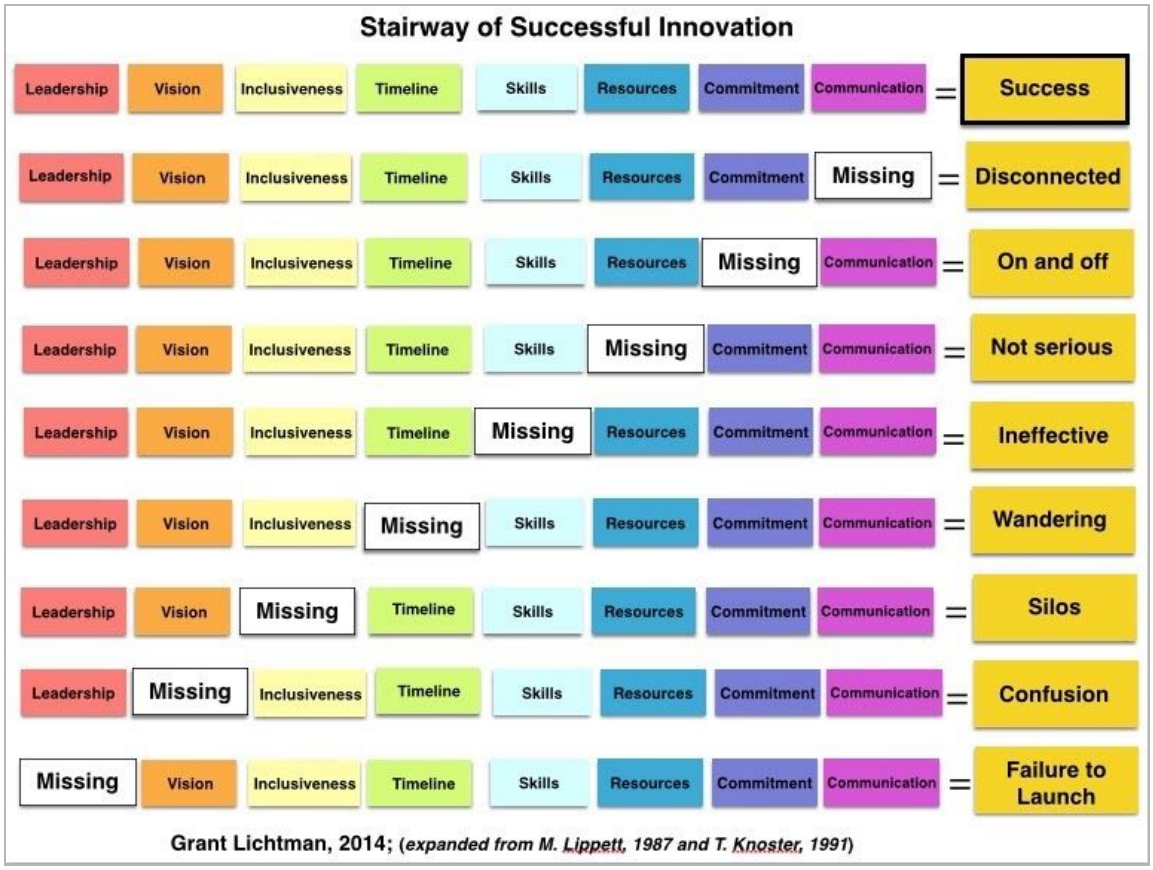
> *"Our challenge for the 21st Century is to create organizations that are future-ready, with an in-built capacity not only to weather the storms of change but to be able to thrive in such environments. We need organizations that proactively identify and manage the risks that can be anticipated, but also invest in capabilities to cope with events that cannot be anticipated. We need organizations that are capable of sensing changes in their operating environment, can quickly grasp the implications of those changes for their organization, and are agile and strategic in their response. These will be the organizations that thrive in the rapidly-changing environments of the future."*

According to Seville and her colleagues, organizational resilience consists of three interdependent attributes:

- **Leadership and Culture:** "The adaptive capacity of the organization created by its leadership and culture".
- **Networks and Relationships:** "The internal and external relationships fostered and developed for the organization to leverage when needed".
- **Change Ready:** "The planning undertaken and direction established to enable the organization to be change ready".

An excellent graphical tool to help remind organizations about the key elements that must be in place for innovation to succeed has its roots as far back as the 1980's. This stairway is a reminder that many elements of the school must be aligned.

View image on next page



📚Resources

CAIS Connect - COVID-19 Samples and Resources

Organizational Resilience Tool (snapshot of your school's current state)

What is organisational resilience?

Resilient Organizations: How to survive, thrive and create opportunities through crisis and change - Erica Seville

How Leaders Build the Resilient Organizations of Tomorrow: A Navy SEAL's Perspective - Brent Gleeson

The Resilient Organization - Boin and Eeten

How to Ensure Organizational Resilience in the Age of COVID-19 - Roberta Witty

Camp fire comments at end of article How Companies in Crisis, Like Uber and United Airlines, Can Change Culture

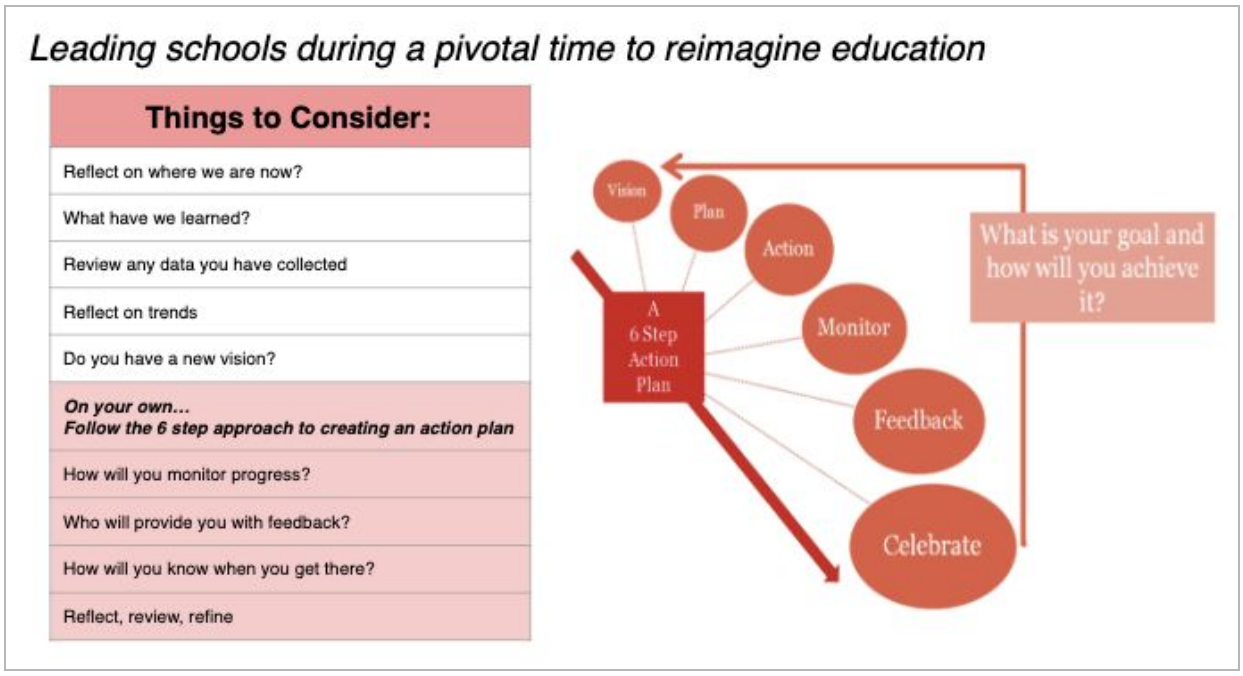
Covid-19 Creates a Moment of Truth for Corporate Culture

Preparing Your Business for a Post-Pandemic World

How to reduce the pandemic impact on employees: A guide for company leaders

❗ Core Ideas Shared by the Deep Dive Team

The Deep Dive teams suggest five steps that schools might use to frame their work around school closures and virtual and hybrid learning.



1. Reflect on where you are now.

- **TODAY:** We can take advantage of this time when many of our systems, as well as our human reactions, are in "flux." While the fear that comes with trying something new is normal, today, there is a sense of collective urgency. Most of us are working in a place of grace, and there is a sense of freedom to embrace changes that might have seemed improbable just a few months ago.
- **TOMORROW:** Resilient leaders use backward design; they begin by envisioning what success looks like beyond remote learning. They empower their community to look outward and forward to determine how their school will thrive in the long term, and then collectively create a plan to get there successfully.
- **...and BEYOND:** Moving into the Recovery phase of the COVID-19 crisis, resilient leaders lead faculty in embracing the critical shift from a "today" to a "tomorrow" mindset. Effective school communities will understand they have a unique opportunity to embrace innovation during this pivotal time.

2. Ask, “What have we learned?”

Different kinds of students have thrived in online learning. Who are these students and what can we learn which might guide future practice?

Many teachers have demonstrated a willingness to learn new things. How do we leverage this growth mindset and apply it to other areas of pedagogical improvement?

Some learning outcomes are more successfully addressed through online learning. Can our curriculum plans be updated to accelerate and/or support learning in more personalized ways?

Student and staff well-being has been prioritized and supported effectively. What can we learn from these practices that we will retain, moving forward?

Different kinds of feedback and assessment have been utilized effectively. What are they and how might we embed these practices more consistently?

Many students have benefited from more flexible learning arrangements. Who are these students and how can we retain this flexibility, moving forward?

Many staff members have benefited from more flexible working arrangements. Who are these staff members and how can we retain this flexibility, moving forward?

Communication with the school community has emerged as a key area of importance. What have you done differently or better that you would like to remember?

3. Review and analyze collected data to determine how your community is responding to the change and disruption and, to ensure that you are considering a variety of perspectives.

- Small focus groups (staff, faculty, parents, students); who are the people excited by the potential for change and what opportunities do they see?
- Gather feedback via surveys (staff, faculty, parents, students); analyze the data for trends and options.
- Make sure to look outward: other schools are undertaking the same processes, and there may be opportunities to learn from each other.
- Focused staff reflection exercise: What have they learned and will keep? What might they let go of to make room for new approaches?
- Use “Design Thinking” routines for prototyping new ideas and gathering data on the process of change and the outcomes of the process.
- Reimagine your school vision. Find an organization change model that will guide your school to implement new ideas that have been revealed from the data analysis.

4. Research and reflect on trends: Where are we now? How are others adapting and adjusting?

- What are the benefits and pitfalls of offering blended (face-to-face and online), mostly synchronous online, and mostly asynchronous online learning for both your students and teachers? What is sustainable for your school community? How have schools in countries that are further along the pandemic curve selected a path?
- Connecting with teachers outside of the school. There has been an explosion of sharing across the global education sector. How will your school tap into this and stay tapped in for the long term?
- Who are the consultants and commercial providers who can add real value to the process for your school?
- How can your school community benefit from a reduction in face-to-face meetings and travel in and out of school?
- How will you take advantage of the increased flexibility in pedagogy, time, and space that the closures have allowed us to consider and test?
- How will you prioritize and manage student and adult well-being when they are being stressed even more than usual?
- How will you foster community virtually? Can this experience benefit community engagement?

5. Challenge your vision

- Capitalize on the current sense of urgency to generate new visions and new futures. What are the long-term possibilities that may have seemed out of reach just a few months ago? How will your school use this crisis to build or build upon a value proposition that differentiates your school in the eyes of your community?
- What is the culture of your school? Are you creating an environment that stimulates innovation? Do you prioritize, celebrate, and reward growth mindset, or are you stuck in a more traditional celebration of rote learning and transactional teaching?
- How do you engage members of the school community in taking ownership of what this future may look like? Do the board, the head and the leadership team “own” vision and strategy, or will you become much more inclusive and distributed in how your school creates and manages forward-looking change?
- How do you empower and enable teachers to be creative, to be risk takers? How do you initiate and implement the change process?

Schools have unique cultures, and demands, with a range of community ethos and leadership structures. There is no playbook. Start with a comprehensive look at the infrastructure and culture in which you find yourself. Establish your ‘North Star.’ Acknowledge both successes and failures. This shows the school is working forward and how they embrace challenges. Examine goal alignment within your school’s teams and direction, understanding that there will be different ways of working towards those goals.

📚Resources

CAIS Connect - COVID-19 Samples and Resources

New roles New vision a school leaders guide (AITSL)

What the top business schools will look like after the pandemic...

Leading Through COVID-19 Finding hope and opportunity in a global calamity

Deloitte insights: **The essence of resilient leadership: Business recovery from COVID-19**

Develop Agility that Outlasts the Pandemic

Choosing Strategies for Change by John P. Kotter and Leonard Schlesinger

Centre for Creative Leadership - **How to be a Successful Change Leader**

5 strategies to Minimize Bad Leadership Decisions

Maintaining Connections, Reducing Anxiety While School is Closed

Resources to Lead Effectively Amid Covid 19

Professor Galloway Talks to Anderson Cooper: How the pandemic could disrupt higher education

How others are adapting: Entrepreneurs HBR

Fostering a Strong Community in a Virtual Classroom

More resilient leadership graphics **here**

UNESCO How to Get Education Back on Track includes resources and guides for school

📌 **Back to Table of Contents**

13- Conclusion and CAIS Learning Series Next Steps

This report represents the thinking of Independent School Leaders from across Canada at a specific point in time. We recognize that the scenarios for continuity of quality instruction will continue to shift over time. With the commitment to the value of continual improvement, resources and ideas for innovation will be updated as the education landscape continues to evolve.

We also recognize that many areas that are essential to independent school operations and the long term sustainability of CAIS schools have not yet been addressed in this report. Several themes were identified by the deep dive groups that will be investigated in the next iteration of this learning series. This is a living document that the CAIS community will continue to revisit as our practises advance to meet the current and future challenges.

📌 **Back to Table of Contents**

14- Acknowledgements

CAIS offers sincere gratitude to the leaders from across Canada who joined in the timely conversations and generously offered their time to conduct the research for this Resource.

Chris Grieve	Aberdeen Hall Preparatory School
Dianne Purdie	Albert College
Mark Musca	Albert College
Luke Seamone	Appleby College
Ally Read	Armbrae Academy
Brian Storosko	Ashbury College
Norman Southward	Ashbury College
Candice Wiekenkamp	Aspengrove School
Lois McGill	Balmoral Hall School for Girls
Meagan Mutchmor	Balmoral Hall School for Girls
Rosa Colucci	Bayview Glen
Eileen Daunt	Bayview Glen
Will Mitchell	Bishop's College School
Roxane Vigneault	Bishop's College School
Liisa Stephenson	Branksome Hall
Margaret Dorrance	Calgary French & International School

Sarah Craig	CIS Ontario
Marc Young	Collingwood School
Beverley von Zielonka	Collingwood School
Nick Kovacs	Crescent School
Phil Santomero	Crestwood Preparatory College
Meagan Enticknap	Elmwood School
Stephanie Hanratty	Elmwood School
Paul Wenzel	Fraser Academy
Chad Holtum	Glenlyon Norfolk School
Glenn Zederayko	Glenlyon Norfolk School
Rob Dalgliesh	Gray Academy
Lori Binder	Gray Academy
Sarah Bruce	Greenwood College School
Laura Brock	Halifax Grammar
Anastasia Wowk	Havergal College
Garth Nichols	Havergal College
Marc Ayotte	Hillfield Strathallan College
Bob Neibert	Hillfield Strathallan College
Kathryn Anderson	Holy Name of Mary College School
Chris Cody	Holy Trinity School
Tracy Faucher	Holy Trinity School
Helen Pereira-Raso	Holy Trinity School
Elizabeth Moore	ISABC
Scott Herrington	Island Pacific School
Elizabeth Wooding	Island Pacific School
Jennifer Alexander	Kenneth Gordon Maplewood School
Alex Monchamp	King David High School
Derek Logan	Kingsway College School
Andrea Fanjoy	Kingsway College School
Gina Parsons	Lakecrest Independent School
Maureen Harris	Lakeview
Maureen Harris	Lakeview
Christopher Shannon	Lower Canada College
Jason Camp	Madrona School
Shelley Lammie	Madrona School
Ric Anderson	Matthews Hall
Erin Corbett	Montcrest School
Nicole Davies	Montcrest School
Natalie Hollinshead	Montcrest School
Martin Jones	Mulgrave School, The International School of Vancouver
John Wray	Mulgrave School, The International School of Vancouver
Rafi Cashman	Netivot HaTorah Day School
Ariella Goldstein	Netivot HaTorah Day School

Andrew Keleher	Neuchâtel Junior College
Bob Baumuller	Notre Dame College
Amy Platt	Paul Penna Downtown Jewish Day School
Rena Markus	Paul Penna Downtown Jewish Day School
Peter Sturrup	Pickering College
Janet Downer	Pickering College
Holly Hampson	QAIS
Alison O'Marra-Armstrong	Queen Margaret's School
Lance Postma	Ridley College
Michele Bett	Ridley College
Claire Sumerlus	Robbins Hebrew Academy
Jodi Goldstein	Robbins Hebrew Academy
Brett Copeland	Robbins Hebrew Academy
Tanya Moran	Rothesay Netherwood School
Craig Jollymore	Rothesay Netherwood School
Stephen Beatty	Royal St. George's College
Catherine Kirkland	Royal St. George's College
Andrea Friesen	Rundle College
Gary Sylven	Rundle College
Craig Pinches	Sacred Heart School of Halifax
Deryn Lavell	Saltus Grammar School
Jonathan Beard	Saltus Grammar School
Christianna Dakin	Saltus Grammar School
Brenda Montgomery	Selwyn House School
Nancy Richards	St. Mildred's-Lightbourn School
Maria Marsh	Somersfield Academy
Laurie Orchard	Somersfield Academy
Alison Graham	Southridge School
Brad Smith	Southridge School
Denise Power	St Mildred’s-Lightbourn School
Michael Paluch	St. Andrew’s College
Steve Rush	St. Andrew’s College
Sam Johnston	St. George's School
Karen Potter	St. George's School
Cheryl Boughton	St. John's-Kilmarnock School
Karen Baird	St. John's-Kilmarnock School
Christine Churchill	St. John's-Ravenscourt School
Sharon Klein	St. Margaret's School
Keith Driscoll	St. Michaels University School
Denise Lamarche	St. Michaels University School
Anne Marie Butler	Stratford Hall
Meg Chamberlin	Stratford Hall
Carol Grant-Watt	Strathcona-Tweedsmuir School

Trevor Julian	Strathcona-Tweedsmuir School
Khalid El Metaal	TFS - Canada's International School
Josep Gonzalez	TFS - Canada’s International School
Angela Terpstra	The Bishop Strachan School
Tom Hudson	The Bishop Strachan School
Anita DiStefano	The Priory School
James Lee	The Rosedale Day School
Anika Maloni	The Sacred Heart School of Montreal
Jennifer Colleran	The Sterling Hall School
Justin Medved	The York School
Praveen Muruganandan	The York School
Melissa Knight-Johnson	Trafalgar castle school
Leanne Foster	Trafalgar Castle School
Kristopher Churchill	Trinity College School
Jennifer Wyatt	Trinity College School
Rosemary Evans	University of Toronto Schools
Lily McGregor	University of Toronto Schools
Patti MacNicol	Upper Canada College
Sam McKinney	Upper Canada College
Emily Greenberg	Vancouver Talmud Torah
Chantal Gionet	West Island College
John Reid	West Island College
Lise Lafontaine	West Island College Montreal
Lori Belair	West Island College Montreal

📌 **Back to Table of Contents**