Case Study for Digital Practices
to Support Learning:

Al Noori Muslim School

The 2020 remote teaching period highlighted the need for educators to develop a broad and inclusive set of digital practices to support student learning.

Their approaches needed to enable learning across formal spaces (physical and virtual) such as classrooms and learning management systems, as well as home learning environments. Educators also needed to cater for the needs and circumstances of all students, including those with additional needs, and those with home technology access or connectivity limitations.

Key factors affecting remote teaching practices:

- Collegiality and teamwork enhanced connection and support.
- Preparation for remote teaching enabled a smooth transition.
- Effective technology support reduced challenges.
- Support by peers enhanced a collegial approach to building technology-based skills.
- Maintaining similar routines to face to face learning minimised disruption.

Effective digital practices during the remote teaching period:

- Developing understanding of online etiquette.
- Implementing strategies to monitor learning and provide feedback.
- Modelling whole-class interactive learning from face-to-face approaches.
- Providing individual remedial assistance and feedback.
- Enabling student-led activities.
- Adopt a context specific strategy.
- Support collegial, flexible and agile approaches.

Practices to support student inclusion:

- Strategies were implemented to overcome Internet access and device sharing challenges.
- Providing non-digital options and enabling use of multiple devices.

Approaches to support wellbeing:

- A deliberate focus on synchronous teaching reduced teacher workload.
- Creating clear boundaries and expectations, helped to support work-life balance for staff.
- Development of guidelines assisted school staff.
- Communicating with the school community was vital.
- Welfare staff provided essential supports to both students and staff.
- Logging off for exercise was important to help facilitate physical activity for students.
- Social interaction was encouraged to support general wellbeing for students.

Practices continuing beyond school lockdown period:

- Enhanced opportunities for collaboration and sharing.
- Ongoing use of blended learning approaches.
- Continuation of online peer learning strategies.
- Shifting homework online.
- Ongoing use of Microsoft Teams for learning.