

Meriden Anglican School for Girls



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

Research at the Meriden Anglican School for Girls during the 2020 remote teaching period identified a range of digital learning practices used to support learning in ways that were flexible, accessible, and promoted student agency and wellbeing.



Key factors affecting remote teaching practices:

- Effective technology support and infrastructure to assist seamless transition.
- Staff collaboration and autonomy to enhance practice and collegiality.
- Provision of time to develop staff confidence.
- An agile mindset helping staff to embrace change and enable innovation.
- Early and ongoing student evaluations to inform planning.
- New approaches to manage the volume of feedback.
- Clear communication with families enabling positive and effective learning.
- Use of pre-recorded video providing flexibility for families.
- Ensuring a healthy balance of screen time and non-digital activities.

Practices to support student inclusion:

- Continued focus on differentiation and individualisation of learning.
- Flexible approaches and on campus learning were offered to targeted students.
- Preparation minimised issues arising from reduced or inconsistent technology access
- Learning was explicitly designed to minimise reliance on technologies.

Effective digital practices during the remote teaching period:

- Providing choice, ownership, and autonomy in learning.
- Using new media for explicit teaching and support of flexible learning.
- Designing learner-generated video projects to enhance authentic learning.
- Providing timely and purposeful multimodal feedback.
- Promoting interactions and collaboration through deliberate learning design.

Approaches to support wellbeing

- Clear expectations and boundaries for staff regarding start and finish times, and for student feedback.
- Policies were essential to ensure privacy for both educators and students.
- Creative strategies were explored to support engagement and student wellbeing.
- Informal check-in by teachers assisted in supporting student wellbeing.
- Physical activity and connecting with a range of students were prioritised.