



Remote Teaching & Learning

Planning Educator Development for Remote Learning

From
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Document Objective

- Provide recommendations for capacity-building programs during remote and hybrid learning.

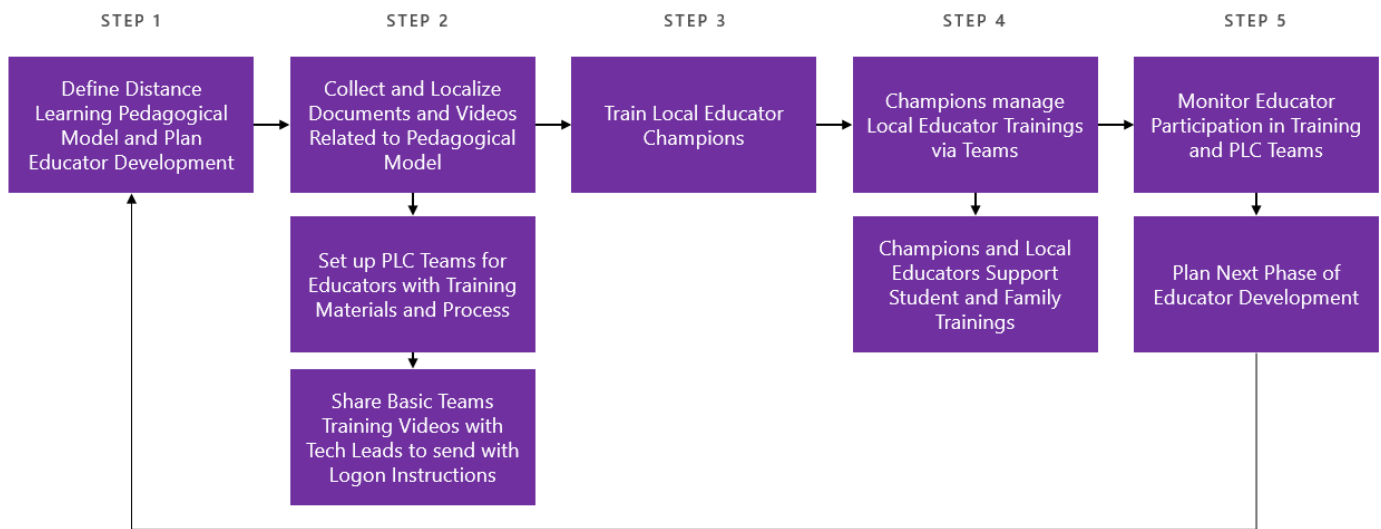
Document Organization

- Each section of the document describes a stage in the process of planning and carrying out educator, student, and family capacity-building for remote learning.
- A parallel **Technical Blueprint** document outlines the technical steps for deploying remote learning. The training plan should integrate with that technical plan.



Remote Learning

Modern Teaching and Learning Training Plan



Overview of Microsoft Strategy for Remote Learning

Context (COVID) - In times of local or global crisis, remote learning may be the only safe way to ensure students continue to learn. Microsoft is working closely with education customers and countries in all stages of development to deploy technology for remote learning.

This **Modern Teaching and Learning** document outlines **one process** for supporting all 3 stages of readiness for remote learning, based on the current readiness of an education system.

Three stages of remote learning



No or low connectivity

Broadcasting basic national curriculum

Emerging connectivity

Asynchronous classes using digital online curriculum on mobile phones or devices, with intermittent teacher-student communications, and attendance reporting

Full connectivity

Live online class meetings with complete national curriculum, student and teacher collaboration, and student grades and engagement reporting

Microsoft Education Ecosystem

Using technologies from Microsoft and our partner ecosystem to lower infrastructure costs and bring connectivity to all communities. Using global device ecosystem to expand device availability.

Microsoft Education Ecosystem

Digital Curriculum and OER content repository to provide access to learning resources for all learners, and Microsoft Teams for teacher, student and family communications and collaboration.

Microsoft Education Ecosystem

Microsoft Teams for both remote and in-school learning, providing advanced tools for inclusion of all learners and both synchronous and asynchronous class meetings.

Airband Initiative and Microsoft global device ecosystem

Microsoft O365 and Teams with Global and Local Digital Curriculum Partners

Microsoft Teams with Live Meetings, Video, and Partner Learning Applications

In reality, every education system will have a mix of readiness for all three stages of remote learning, with some schools at the “Full connectivity” stage, some at the “No connectivity” stages, and the majority of schools in the “Emerging connectivity” stage. Having **one process** can support the progression of education transformation across a whole system or country. The information provided in this document is based on the latest programs, products, and support from our Microsoft engineering product and worldwide educator capacity-building teams and will be updated as new supports and solutions for remote learning become available.

The remote learning implementation team leading the transition to remote or hybrid learning should ensure a clear understanding of the teaching and learning scenario.

	STAGE 1	STAGE 2	STAGE 3
Objective	Broadcast basic curriculum for continuity of access to learning content, supplemented by print materials and attendance as possible	Providing asynchronous digital classes with online curriculum, some teacher-student communications and regular attendance reporting	Live online class meetings with complete national curriculum, student and teacher collaboration, and grade and engagement reporting
Access to Devices	<ul style="list-style-type: none"> • Radio or TV in every community 	<ul style="list-style-type: none"> • At least one connected device per family • All teachers have a connected device 	<ul style="list-style-type: none"> • All teachers and all students have a connected device
Scenario Enabled	<ul style="list-style-type: none"> • Radio or TV is used to broadcast basic national wide curriculum • Option: when families have mobile phones, provide national attendance Form direct from EMIS via SMS, email, or mail 	<ul style="list-style-type: none"> • Students have access to recorded lectures and national digital curriculum content • Teachers can assign work and communicate with the class • Engagement in digital classwork automatically captured and reported 	<ul style="list-style-type: none"> • Live class meetings • All curriculum and lectures available online • Students' progress assessed online • Students and teachers collaborate continuously • Student grades and engagement reported
Limitations	<ul style="list-style-type: none"> • Attendance reporting not universal • Only limited curriculum can be broadcast • Uni-directional interaction 	<ul style="list-style-type: none"> • Student connectivity and access still limited • Teacher/student interaction not always 'real time' • Relies on student and family motivation 	<ul style="list-style-type: none"> • Devices and connectivity expensive to deploy • Teacher capacity-building will need to be ongoing
Benefits	<ul style="list-style-type: none"> • Quickest to deploy 	<ul style="list-style-type: none"> • More continuous student engagement with teachers and peers • Teachers able to collaborate, use OER • Teacher training can take place through Teams 	<ul style="list-style-type: none"> • Students fully interact in modern learning environment that can supplement physical schools and accelerate learning for all
Key parallel undertakings	<ul style="list-style-type: none"> • Telecom/device partners to expand access • Establish digital identities for all teachers and students 	<ul style="list-style-type: none"> • Digital content providers, OER • Teams deployed • Local professional development partners 	<ul style="list-style-type: none"> • Microsoft for reporting, data analytics

Basic Implementation

The remote learning implementation team will generally consist of the following **roles and responsibilities**:

- **Project Lead** to be the day to day manager of the project implementation, establishing clear expectations for what remote learning scenarios will and will not be enabled based on system readiness and the “basic” deployment.
- **IT / EMIS** expert to provide or develop “Basic Data” for creation of teacher and student O365 accounts, manage distribution of logon credentials, and establish reporting permissions.
- **Curriculum Expert** to map OER or other digital curriculum materials and learning applications to national curriculum, and coordinate and manage digital storage of those learning resources.
- **Professional Development Expert** to work with [Microsoft Training Partner](#) to create training strategy and cascade training across the country.

Assumptions:

- **Data:** if “Basic Data” is unavailable in Student Information System or EMIS database, O365/Teams platform deployment will be delayed until that data becomes available. Deployment can begin only for those teachers and students for which “Basic Data” is available.
- **Account Distribution and Training Plans:** O365/Teams account provisioning will take place alongside clearly established plans for how accounts will be distributed, and training will take place.

Timeline Outline

Week 1

- Overall scenario planning, identification of partner ecosystem.
- Access: Connectivity and Device Plans developed, with support from MSFT Airband Initiative.
- Platform: Submit requests to Edu Onboarding team for set-up support. If SIS/EMIS Basic Data available, data transformed to School Data Sync format; or “Data Collection App” used to collect Basic Data.
- Learning Resources: Digital curriculum content identified or planned.
- Educator Development: (Step 1) Define remote learning pedagogical model and plan educator development. Collect and Localize Documents and Videos Related to Pedagogical Model.

Week 2

- Access: Solutions and estimates developed; procurement requests made to funding sources (as necessary) or RFPs sent.
- Platform: Digital Identities and O365 Accounts Provisioned; sending username and passwords to staff and teachers; training links included.
- Learning Resources: Curriculum content storage source connected to Teams for teacher access.
- Educator Development: (Step 2) Set up PLC Teams for Educators with Training Materials and Process. Share Basic Teams Training Videos with Tech Leads to send with Logon Instructions.

Week 3 to 4

- Access: Connectivity and device plans continue.
- Platform: Teams-based help desk established. School Leader and Teacher training webinars; teachers collaborate online in staff Teams; teachers prepare first lessons; students and families receive usernames, passwords, and initial training.
- Learning Resources: Learning applications in local languages identified and connected to Teams.
- Educator Development: (Steps 3 and 4) Train local educator champions. Champions manage local educator trainings via Teams.

Week 4 to 6

- Access: Connectivity and device solutions continue.
- Platform: Teachers collaborate with students via Teams, assign learning, support students using Teams.
- Learning Resources: Training for teachers on using learning resources continues.
- Educator Development: (Step 4) Champions and local educators conduct student and family trainings.
- Reporting: Student digital activity reports for teachers in Microsoft Teams and a new digital engagement analytics pilot for system leaders.

Step 1: Define Remote Learning Pedagogical Model and Plan Educator Development

Remote learning can be implemented with different types of pedagogical models. When students directly collaborate with their teachers and peers in an online classroom, it can provide some of the social cohesion and patterns of engagement of a physical classroom. Microsoft Teams for Education enables “class teams” that provide this experience through Internet connected devices, smartphones, and has features for low bandwidth and offline contexts.

Remote Learning Pedagogical Model

The first step in working with an education system is to help them define the specifics of the remote learning pedagogical model that is both feasible, given the technology environment that teachers and students will have, and represent the curricular goals of the system. How the Remote Learning Pedagogical Model is designed will determine the content of the Training Plan, how Class Teams are structured in Teams, and things like curriculum content use, assessments, and attendance measures. Here are some of the key questions to be addressed in defining the Remote Learning Pedagogical Model:

Technical Questions:

- What type of technology will teachers and students have access to?
 - Will every teacher and student have a device, or will they have shared devices (e.g. with other family members)?
 - Will the devices be television, radio, desktops, laptops, tablets, or mobile phones?
- Will the devices be connected to networks (Internet, broadband, mobile networks) all the time, part of time, or never?

These questions will inform whether the pedagogical model can be:

Synchronous learning - when teachers and students are engaged in learning at the same time in the same virtual learning environment. With synchronous learning, educators set a specific time for students to meet and conduct class. They can meet every day as they would if the school campus were open. Students join the video call every day, and for every class, to engage with their classmates as well as their teacher. Class would be conducted similarly to how it is conducted when students meet face-to-face. When class is not in session, students would complete and submit homework to their teacher via online tools. Teachers can provide feedback on assignments and reach out to students who need extra support.

Asynchronous learning - when students complete work related to their course on their own schedule because students and teachers do not meet daily. Educators provide materials, video lessons, and assignments that students can review and complete within a designated period (for example, one week). Throughout the week, students may participate in discussion threads, collaborate on a Word document, or PowerPoint presentation for an assignment, or watch a video and respond to a prompt. Where technology access is strong, teachers can potentially organize one or two online meetings a week where they will teach concepts and connect with the class. Teachers can also set up virtual office hours where students can seek extra help or ask questions about the week's assignments.

Teaching and Learning Questions

- Are teachers expected to deliver a standard curriculum that is the same for each grade and subject across the whole country or system?
- Are teachers expected to create lesson plans and learning projects that are aligned with national curriculum but address students' more personal contexts and interests?
- Are teachers and students already familiar with using technology for teaching and learning in school?
- Are curriculum materials (texts, lessons, assessments) already in a digital format, or do teachers need to create them?

All these questions will inform what the content of the training plan needs to include, and how Teams are structured in the deployment.

Plan Educator Development

Based on the pedagogical model, the training plan can be outlined that:

1. Defines the types of training content needed for teachers, students, and families.
2. Identifies the teacher or school leaders who can be trained as “Local Educator Champions.”
3. Establish a timeline that aligns with the technical implementation of the Teams Platform.

Step 2: Set Up

Collect and Localize Documents and Videos Related to Pedagogical Model.

Microsoft content libraries include much of the training content needed for launching remote learning, from basic tool use to more advanced management of meetings, features, and apps. The implementation team should identify the most relevant content aligned to the Training Plan and ensure it is localized for the country’s needs.

Localization

For “how to” documentation, in most cases, support content can be easily localized by going to the bottom of a support.office.com webpage and selecting the language needed.

Office.com Worldwide

Office.com is available in a variety of countries/regions. Choose your language preference below.

Čeština (Česká republika)	Dansk (Danmark)	Deutsch (Deutschland)	Deutsch (Österreich)
Deutsch (Schweiz)	Eesti (Eesti)	English (Australia)	English (Canada)
English (India)	English (International)	English (Ireland)	English (Malaysia)
English (New Zealand)	English (Singapore)	English (South Africa)	English (United Kingdom)
English (United States)	Español (Argentina)	Español (Chile)	Español (Colombia)
Español (España)	Español (Latinoamérica)	Español (México)	Français (Belgique)
Français (Canada)	Français (France)	Français (International)	Français (Suisse)
Hrvatski (Hrvatska)	Indonesia (Indonesia)	Italiano (Italia)	Latviešu (Latvija)
Lietuvių (Lietuva)	Magyar (Magyarország)	Nederlands (België)	Nederlands (Nederland)
Norsk (Norge)	Polski (Polska)	Português (Brasil)	Português (Portugal)
Română (România)	Slovenčina (Slovenská republika)	Slovenski (Slovenija)	Srpski (Rep. Srbija i Rep. Crna Gora)
Suomi (Suomi)	Svenska (Sverige)	Tiếng Việt (Việt Nam)	Türkçe (Türkiye)
Ελληνικά (Ελλάδα)	Български (България)	Русский (Россия)	Українська (Україна)
עברית (ישראל)	عربي (المنطقة العربية)	ไทย (ไทย)	한국어 (대한민국)
中文(中国)	日本語 (日本)	繁體中文 (台灣)	繁體中文 (香港特別行政區)

The Microsoft Education YouTube library is [here](#).

Below is a list of the documentation and videos that are generally most relevant for initial launching of remote learning on the Teams platform.

Basics for Teachers:

Documentation: [Sign in to O365](#)

Documentation: [Set up Office apps and email on a mobile device](#)

Documentation: [Getting started in your Class Team](#)

Documentation: [Get organized in your Class Team](#)

Documentation: [Use Teams for schoolwork when bandwidth is low](#)

Video: [Microsoft Teams: Navigation in Teams](#)

Video: [Finding your way in Office 365](#)

Video: [This is Teams for Education](#)

Video: [Microsoft Teams Essentials](#)

Basics for Students:

Documentation: [Remote learning with Office 365 for students](#)

Documentation: [Getting started in your Class Team](#)

Video: [How to login and use Teams app from mobile phone](#)

Video: [Signing into Microsoft Teams for the first time if you are a student](#)

Video: [Connecting with Microsoft Teams as a student](#)

Basics for Families:

Documentation: [Remote learning with Office 365: Guidance for parents and guardians](#)

Other key resources to consider using:

- Teams EDU Quick Start Guide: <https://aka.ms/TeamsEDUQuickGuide>
- Microsoft EDU Remote Learning resource collection: <https://aka.ms/RemoteLearningWakelet>
- How to [Manage Class Meetings](#) in Teams
- How to create [Assignments in Teams](#)

Set up Staff or PLC Teams for Educators with Training Materials and Process

Once educators have logged on and navigated to Teams, then Teams can become a great digital learning platform for educator development. It is recommended to invite groups of teachers into these staff or PLC teams, organized by teachers within a school, teachers of specific grade levels, teachers of specific subjects, or teachers of students with special needs. These become collaboration groups for teachers and can be led or moderated by the “Local Educator Champions” who should have their own Team for collaboration as well.

- Set up a [staff team](#) or a [Professional Learning Community](#) Team.
- These can be used to Schedule a Teams meeting with all staff or educators.
- More ideas and insights for how to set up and leverage educator collaboration teams are [here](#).
- These teams can provide content and collaboration opportunities for educators on how to [deliver key teaching scenarios](#) in Teams, such as:
 - Communication
 - Lectures
 - Student engagement
 - Assignments and assessments
 - Small group discussion
 - Office hours
- Additionally, the more extended educator development opportunities provided by the Microsoft Educator Center can be provided here through adding a Team Tab that links to the [website](#).
 - [Transform Learning with Microsoft Teams](#)
 - [Staying connected with remote learning through Microsoft Teams and Office 365](#)
 - [Support learning initiatives with Staff Teams \(PLCs\)](#)

Share Basic Teams Training Videos with Tech Leads

As the technology team provisions O365 accounts, they will be sending communications to educators, students, and families about how to logon and use O365 and Teams. The key basic training and navigation to PLC or Staff teams should be provided to the technology team to be included in those communications. Include links to the specific steps these individuals should take after logging on, such as:

- How to open www.office.com in a browser and how to download the Teams app on a [mobile phone](#)
- How to navigate to Teams app inside office.com
- How to join a Team, and links to the specific Teams a teacher or student should join for initial training.
- How to ask for Help via phone/SMS, email, or through a Team channel.

Step 3: Train Local Educator Champions

Based on the Pedagogical Model developed in Step 1, the implementation team can train a network of Local Educator Champions who can work directly with educators and schools to build capacity for remote learning throughout the system.

The “[Modern Teaching and Learning - Training](#)” PowerPoint and [talk track document](#) as a template for training the Local Educator Champions. These materials should be:

1. Modified to align with the pedagogical model developed in Step 1 (e.g. the training of the Champions and of the Educators in Step 4 should focus on the specific teaching and learning scenarios defined by the pedagogical model). For example, it may be that curriculum from a localized digital curriculum portal is to be the base of work teachers assign. That portal should be embedded in the scenario that Champions and Educators learn.
2. Localized to ensure comprehension in the languages of the country or region.
3. Recorded in Microsoft Stream or PowerPoint Recorder so that teachers can learn asynchronously

A Team for the Champions should be set up so that materials can be shared, they can collaborate in what they learn, share best practices from their local trainings, and celebrate achievements such as training all teachers in a local school.

Records of Local Educator Champions participation in these trainings should be collected. This can be done either through 1) Creating Class Team and inviting Champions into the team and making the training an “Assignment” or 2) through using the Tasks App in Teams (find in left rail “Apps”) to assign the training within a Staff or PLC team.

Resource: [Ongoing Professional Learning for Educators on Remote Learning](#)

Step 4: Champions manage Local Educator Trainings via Teams

Champions manage Local Educator Trainings via Teams

The Local Educator Champions can engage with schools and teachers directly to develop capacities for remote learning. Using the same model and methods by which they were trained, they can:

1. Create localized training materials specific to the needs of their educator groups (e.g. combine the pedagogical model with subject or grade-specific curriculum links needed by specific groups).
2. Create Teams for sharing videos and materials and educator collaboration.
3. Continue to use these methods for more advanced capacity-building, using additional videos and courses from the [Microsoft Educator Center](#).

Champions and Local Educators Conduct Student and Family Trainings

In remote learning, the engagement of students' families in the learning model is crucial to the successful continuity of learning. Both Champions and educators should play a role in communicating with parents about how to prepare for and manage remote learning and ensuring students have access to equipment, workspaces, and are motivated to engage.

Resources for Families:

- Share [guidance for parents and guardians](#).

School leaders can play an important role in communicating with families about how remote learning is being deployed and what the expectations are for their students' participation. In the best cases, school leaders have or create a database with contact information for all parents and guardians, and then send daily or weekly messages and updates about remote learning.

Resources for School Leaders:

- [Shifting to Remote Learning for School Leaders](#)
- See [sample emails](#) used by a school in their transition to remote learning.

Step 5: Reporting—Monitor Participation in Training and Ongoing Capacity Building

As remote learning begins, educator and student participation and success with the model should be the focus of ongoing research and monitoring to identify the most effective practices in different contexts and to ensure those best practices are shared widely through the capacity-building programs.

Microsoft Teams can be leveraged for this reporting and research:

1. Use Teams' [Class Insights](#) for engagement, activity and attendance reports to monitor student participation levels in remote learning.
2. Research the teacher collaboration Teams to identify the challenges teachers are having, collect stories of success, and to directly ask teachers questions about their needs in transitioning to remote learning.

