



June 06, 2020 | 6th Edition of Online Educational Leadership Forum

### Online Panel Discussion

"Education in the times of Corona: COVID-19 impact on 21st-century skills and the future of education"

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## RECOMMENDED RESOURCES

### General Recommendation:

- When we see the Earth from space we see a single entity and unity, there are no divisions. The *International Space School Education Trust* has brought together a range of astronauts to discuss challenges facing our planet, and our tentative steps beyond it. The webinar series, featuring a different astronaut every week, will support online learning and independent and extension studies, as well as providing a **STEM resource for your school online** curriculum library in Science, Technology, Engineering, and Mathematics: <https://www.youtube.com/user/IntSpaceSchool>
- Read this Blog and **connect the dots!:** <http://persedblog.com/mesmerize/the-blog/>

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Panelist Recommended frameworks, reports, resources, tools, ideas etc  
**by David Hughes and Dr. Tony Devine**

Below are the recommendations by **Dr. Tony Devine** [Vice-President (Education), *Global Peace Foundation, USA*] that are relevant to the discussion held on June 06, 2020:

- **HundrED** has released a website and a summary report, *Quality Education For All During Covid-19*, in partnership with the Organization for Economic Co-operation and Development (OECD), expanding on the opportunities and challenges for education during this unprecedented time:

<https://hundred.org/en/collections/quality-education-for-all-during-coronavirus>

- **Chan Zuckerberg Initiative.** A collection of free online resources for Teachers and School Leaders and Families and Students:

<https://chanzuckerberg.com/covid-19/resources/education/>

Below are the recommendations by **David Hughes** (Author and *Director, Draig Community Enterprises, UK*) that are relevant to the discussion held on June 06, 2020:

<b>TABLE: Managing a whole-school learning initiative: integrating ICT into learning [Part 1: Conception and desired outcomes]</b>			
	<b>Type 1 organization</b> Results-led school	<b>Type 2 organization</b> Aspiring collegiate school	<b>Type 3 organization</b> Collegiate and culture focused school
<b>How head conceptualizes the problem</b>	Training	Professional Development	Culture Shift
<b>Desired outcomes of SLT from initiative</b>	Class-based use of the IWB by teachers Change is teacher inspired	Shared understanding of how IWBs can engage learners in more inspired lessons. Change is curriculum inspired and departmentally led	Step change in both learner engagement and academic outcomes from systematic use of ICT Change is pedagogically inspired and whole-school based
<b>Preferred solutions</b>	External expertise	Internal expertise	Internal capacity building to a minimum competence level

<b>Starting point for change</b>	INSET activity with no previous assessment activity or follow up	Training needs analysis based on staff self-assessment of competence	Current state analysis of the use of ICT by self-assessment questionnaire against statements of a competence model. Training needs to be met by support against a competence specification that is generic and focuses on learner gains
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Source: **Hughes D.** 2019 **Future Proof Your School** Critical Publishing ISBN:

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