What can we learn from remote learning pedagogies?

In a research project, that I was part of, after one of the first lockdowns in the pandemic, but in that space before we then later unfortunately had another lockdown I conducted a series of interviews with children who were talking about how they felt about going back to school after that period of remote schooling. One of the children in their interview said to me, "I don't want to go back to school because the teacher stops me from learning."

Now, when we unpacked that together, it was about the child having spent that period of lockdown learning, self pacing, their activities. They knew what they needed to do over the course of a day. They had access to the stimulus, the input and the teaching resources. They knew the kinds of learning activities that were expected of them. They knew how to get help, whether it's online, through re-watching videos, through engaging with their fellow students in other classes, or by the direct one to one conversations with the teacher; so they could organise their learning in a way that made sense for them. Moreover, this particular child had cleverly lined their day up, so they did something very physical and then something where they would be stationary. They'd got out of, in their words, got out of the way the activities they didn't really likes early on in the day, so they could move on to the activities that they felt more interested in. Giving them scope to extend their own learning. Now, that's pretty powerful stuff. But the issue for that child was when they went back to school, they needed to then fit in to the routine timetable. Now, as classroom teachers, that poses us both a challenge about how we respond and a problem in terms of how we tackle that in the parameters of everyday school life.

But we have the solution with us already. We have the technology available to enable children to access different aspects of learning at different times, both within lessons and across lessons. We've learned how to use 1:1 devices with children. This generation of children know how to use those devices effectively and we know how to provide resources in a whole range of different formats so that we can give those children the types of learning experiences that they want. And it opens up the challenges to us as a teacher. How are we going to respond to that challenge next?