

ARC Thoughtmeet™  
Summary  
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## Contact

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## System Highlights

ICELAND, IRELAND,  
NOVA SCOTIA,  
SASKATCHEWAN,  
SCOTLAND, URUGUAY,  
WALES.



# Iceland



- Pre-schools and elementary schools remain open to support children of essential workers and to support vulnerable pupils. This approach has ensured the health system remains strong.
- There is a collaborative approach in Iceland that has been established between the Minister and all key stakeholders (teacher unions, preschool, elementary, secondary, universities). Regular meetings are held with all members working together to make decisions about the educational strategy and response to COVID-19.
- There has been an adjustment in the timing of the school day to 8:00-11:30am and a change in the number of pupils per class (20) in order to ensure physical distancing is respected.

# Nova Scotia



- In addition to e-learning, bi-weekly learning packets developed by a volunteer network of teachers delivered through the newspaper flyer system (Current distribution is around 370 000). The learning packet approach was used in response to the WHO statement indicating newsprint was particularly safe and is helpful for students who struggle with online components. See updated versions under the parent section here: <https://curriculum.novascotia.ca>
- Use of the telephone to connect to all students and families, which includes conferencing between students to address the reality of limited internet access or for a significant percent of the population (35%)
- Mental health is a focus across the system. Also regions are using local family-run restaurants to support students who would usually access school meal plans, which helps local businesses from closing.

# Scotland



- Primary focus on vulnerable children with continued support of hot meals and a safe and supportive environment. Partnership between national organizations/ local authorities/ governments and data gathering is helping to ensure evidenced informed approaches to support.
- The focus is on as much educational continuity as possible (especially for senior secondary students) and empowerment of local authorities, schools and teachers to flexibly design and implement the learning approach (learning tasks by email or through online learning platforms like Glow and DigiLearn).
- Children of key workers, who do not have another parent or carer at home who can look after them during the day, have continuing access to all-age learning and childcare in hub schools.

# Uruguay



- Technology is universal, inclusive, public and developed through a government partnership with Plan Ceibal. There has been a large increase of use and sharing, which has secured the link between students and teachers on infrastructure and technology. See the response on the ARC website.
- Innovation is the focus of the approach, not only the technology
- Technology is developed to support teachers not to replace them. Critical support and professional learning provided. The future vision is that technology can be viewed as a complement to teaching and learning

# Wales



- Investment and infrastructure in technology was established before the pandemic, but there has been a significant increase in use and logins every day. All students and teachers have access to Microsoft, Google and educational tools such as mindcraft. Ongoing professional learning is being offered so teachers can get the best use of these resources.
- There is an established communication platform where the Minister is able to communicate with and inspire parents and families about how they can do daily learning through various home activities rather than students sitting at a desk all day with worksheets.
- New materials are being developed with national broadcasters in Welsh and English. Pre-University resources and materials are provided to support students in their upcoming transition into University and to keep students motivated with their studies.

# Ireland



- Covid-19 has increased positivity towards technology for educators and communities.
- Teachers are making significant progress in using technology to support student learning.
- Key stakeholders are all onboard and there is a collaborative approach to helping the system meet challenges.

# Saskatchewan



- Key stakeholders across the province are working collaboratively
- A pause (6 days) was implemented between schools closing and moving to at home learning, during which time all stakeholders worked together to develop a comprehensive and united supplemental learning approach across jurisdictions.
- As a result of COVID-19, consideration is being made to keep and maintain the current educational successes.