



Parenting in a Distance Learning World (for teachers with kids)

- Wake up super early to do my own thing before the day starts with my job and the kids education
- Super interesting to see how my own kids are actually learning
- Change background when online so not to get embarrassed by kids reality in the background
- Screen time is so very different and everything we do is screen based so how will this look like once we come out of distance learning? What will discussions with kids look like?
- During meeting times I have to plan full fun screen time for the kids, otherwise it is impossible to attend online meetings or classes
- I do feel guilty at times in regard to extended screen time but I have to let it go as otherwise it is not possible to manage it all
- Becoming ok with good enough, get over the fact you can not aim for perfection in any area of your life be it family or work.
- Pressure on having to replicate a “normal” school day while being a parent managing the kids schooling at the same time. Asynchronous lessons help with time management to balance work and family life. Full synchronous is not realistic to balance both lives and puts an enormous pressure and time effort on teachers.
- Many schools started with synchronous teaching but over extended time in distance learning more asynchronous scheduling is taking over.
- Schools where it has worked well was where time table was reduced to 50% of normal classroom time
- Find a good balance of screen time and off screen activities both for your own classes as well as your children
- My 4 yr old can make coffee now !
- Being ok that achieving the most within your family schedule is good enough and take pressure off being perfect
- Kids have the need to connect with teachers and other students, social connections are very important.
- In Primary School we use our synchronous time mainly for social interaction
- As we had some time to prepare before we closed, we created a lot of assignments that are off screen and only results are uploaded digitally
- Abandoned some of the unit plans and shared off screen assignments between grades
- Elementary school had very intentionally lessons only in the morning to keep afternoon as off screen time
- Upper school started on a normal day to day schedule but this was changed very quickly as it became impossible to maintain both for teachers and students . Lessons were shortened.



- We created a school wide lunch hour
- Early Years parents seem to be struggling the most
- Early Years teachers also feel quite disconnected with their students. Students get very unequal support at home which creates inequality. Some parents are able to spend a lot of quality time with their children, others have language hurdles or are both full time working parents.
- Give kids structured play time
- Assign an overarching learning objective and share specific activities as choices and not a rule to complete
- Feedback varies on scale from the parent body as situations and expectations are so varied as well.
- Our school has like three levels - expected - encourages - do if you feel like you want to do more
- The voice of non parent teachers at the beginning was at times creating expectations that were too high, however over time the balance has been struck much better. These expectations were also reflected from the parent body as some had more time available to support their kids than others.
- Kids overstretched with too many different platforms used by various faculty. Some higher school kids can have 11 teachers with 11 varied expectations and technical needs and will end up struggling or in need of parental assistance.
- Finding a balance remains to be hard and making sure my own kids remain a high focus.
- Becoming ok with the concept of being good enough