good morning to one and all

i like to speak out on the topic how kow

bit19 affected the sector of

education he knows that for the last two

years

the whole world is suffering because of

kobe 19.

many of the human life is vanished from

here in a sudden

because of this pandemic still many are

fighting with their lives

as we all knows there will be a good and

a bad side for everything

here also the conditionals sing

our government is doing their best to

overcome this current situation

they are doing everything to save each

and every human life

all of our community helpers are giving

their hundred percent

to get rid of this when they are doing

their responsibility with lot of risk

it is our responsibility to obey them so

while coming to the topic each sector of

the world is affected very badly

due to this dangerous condition even

it's our economic sector

health sector food education or whatever

it is

so coming to the education sector the

kovite 19 pantomic has affected

the worldwide education sector

so as i tell before there are some

positive impacts of kovic 19 on

education

that is we adapted many of the digital

technologies to deliver education

through this method of learning students

and teachers become more used to digital

technologies

and it make many to increase their

digital

literacy i think

in this method of learning students are

able to manage their time

more efficiently and the teachers also

adopted

different ways of teaching

now coming to the negative impacts of

kovit 19

education sector itself is the one that

suffered a lot

it has created a lot of negative impacts

on education

we knows that classes has been suspended

majority of the exams were post-bond

many exams got cancelled

and also the admission process got

delayed

coming to another issue is that the fees

to face communication with the teacher

and the student were lost

then while coming to the online learning

this is also a big problem

to poor or lower class students those

who do not have an internet connection

laptop computer or mobile phones

the lockdown has affected the poor

children's very badly

they can't explore much to online

learning

as the schools were closed there is no

midday meal program

which seriously impacted 117 million

children's many of the poor students

were

depended on this food when the condition

got worse for many of the parents their

girl child start to become a burden and

they are forcing their children

to get married the study says that 25

million girls around the world are at

the risk of

child marriage in the coming five years

students really miss the school life and

college life where they used to enjoy a

lot

were they really feel some relaxation

with their friends

apart from studying they also enjoyed

many of

types of extracurricular activities

[Music]

though they created an emotional

attachment between one another

another issue students are facing is

that

practical based learning then while

coming to the younger ones that means a

child of four or five years

they don't even knows what is a school

who is a teacher

friends means what learning means what

nothing

because of all this itself online

learning for those children

are very hard the parents are also

suffering a lot in giving them a

basic knowledge in school means they

will sit and play with other kids

along with that the teacher will provide

them what is

needed right yes

so this all are the major things that i

have noted

there are both good and bad but we all

like that all days to be back

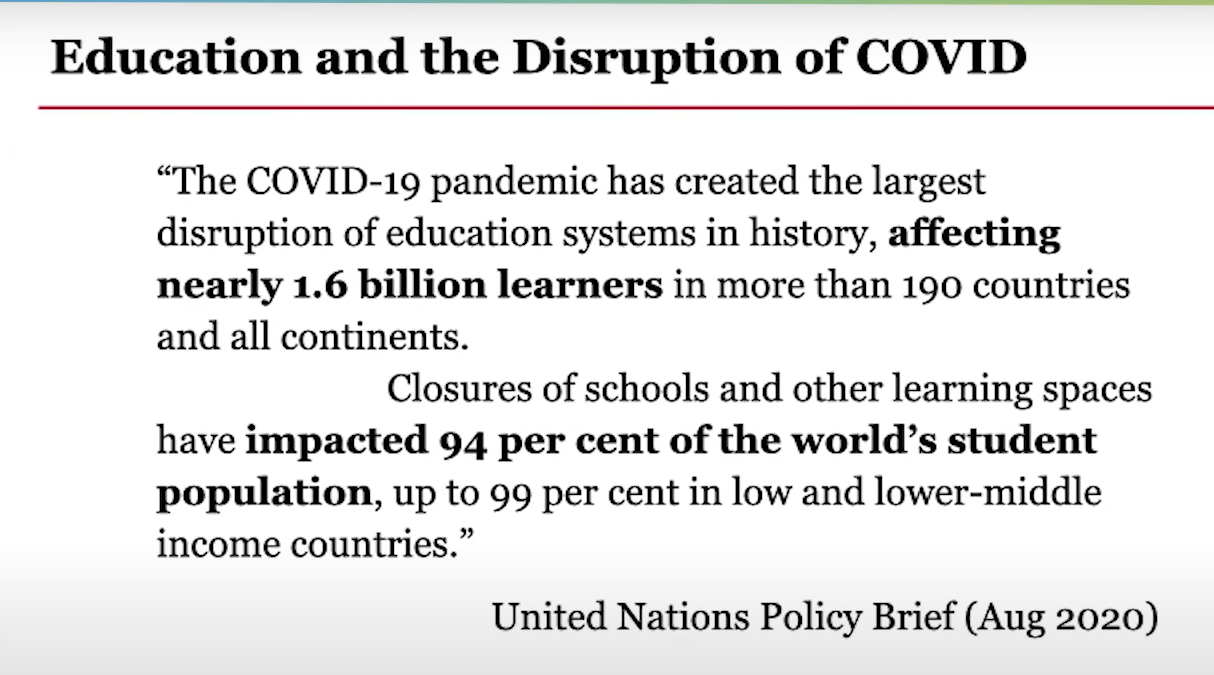
is it so let us not lose our hope we can

wait for those days to back again in our

life

thank you thank you all

you



So we quickly realized just how essential schools,

teachers, our system is, to making all of our lives work.

And now nearly a year later,

education has undergone rapid change.

Some would say education is in chaos.

We see a constantly evolving array of school models,

whether in-person, hybrid, fully remote

and there are continuous debates about

whether to open or close schools.

Will we ever return to normal?

Should we even aspire to do that

with all that has been exposed and all that we've learned?

What does the future hold?

Well, for the rest of my presentation, I'm going to first,

summarize the major challenges facing education

due to the COVID pandemic,

share some of the major lessons from the last year,

consider how the future of education

might be quite different,

and end by focusing on next steps.

What can we do now

to prevent this year from being a lost year?

So let's begin with the challenges.

I think at the for most of everyone's mind is learning loss

and this has presented itself in many ways.

Initially we were worried about missing students.

So last spring, when many schools had to very, very quickly

pivot to remote education, data showed us that many students

were not actually logging into their systems

and they could not be located.

In fact, in the Boston Public Schools, there were worries

that one in five students were virtual dropouts.

They did not register or log in

to their systems last spring.

And then as we started the school year last fall,

estimates suggests that students lost roughly

a third of a year in reading and half of a year in math.

Though this vary tremendously depending on individual

school districts and what families were able to do.

As we go forward with this school year,

predictions suggests that by next fall some students

will have lost as much as three months to a year of learning

depending on the quality of the remote instruction.

And it's not only happening in K-12,

in higher education, we see declining enrollment.

At community colleges in particular, the access point

for many first-generation low-income college students,

freshmen enrollment fell by 19%.

So we're certainly seeing fewer students, missing students,

and concerns about learning loss.

But in addition to academic concerns,

we are having growing concerns about mental health,

trauma and safety.

Hearing increasing calls for the need

of social emotional supports for students of all ages

as well as for educators and staff,

and I certainly know for our families at home as well.

As noted by many colleagues of mine,

certainly taking students out of school,

they lost an important source of stability, of support

an adult supervision to notice when things are going wrong.

Now, if you look at the slide,

it summarize those two main points of learning loss

and concerns about mental health,

but I really wanna emphasize a major implication of this.

What many are concerned about is the widening

of educational opportunity and support gaps

between children of different backgrounds.

This undoubtedly is one of the greatest risks

of the pandemic, and it stems from the fact

that some parents have more resources

and have been better able to supplement or even replace

what students have lost in their public schools.

Perhaps with the help of tutors, learning pods,

online activities, being more highly educated themselves

to be able to fill the gaps.

So unfortunately there was a lot of concern

in early evidence to suggest that closing opportunity gaps,

which so many have worked so hard for on decades,

that we're now actually going backwards

because of the pandemic.

In fact, research has found that disadvantaged students

are much more likely than others to be engaged

in remote schooling right now, and are less likely

to be able to have day-to-day contact with their teachers.

And this is certainly increasing the risk

of them having less effective instruction

and widening the achievement gap.

Another big impact that COVID though is having on education

is just straining the education system.

If we consider teachers for a moment,

and I know there are many in the audience,

first of all, there are the health risks.

Analysis by the Kaiser Family Foundation

estimates that 1.5 million teachers, nearly one in four,

have health conditions that increase their risk

for COVID complications.

We're seeing spikes in some areas of retirements

and resignations, according to Education Week,

and concerns about teacher strikes

in various areas around the country.

The implication of this is teacher shortages.

Do we have enough teachers in the classroom?

Do we have enough supports available for students

given the realities that teachers

and communities are facing?

And the same is true for early childhood care providers.

Many had to close their centers as we shifted to quarantine

and given very small margins financially,

real concerns about whether or not they can open.

And this is gonna have a tremendous impact on families.

So those are certainly major challenges,

but let's turn and realize that during the last year

there've been a number of new lessons learned.

And this may actually be a turning point for education.

One important lesson has been

that one size fits all does not apply here.

Now many realize this, but when you think about

so many of our investments in our policies, they really

treat students in schools as if they're the same.

But this pandemic has underscored what many educators

already knew, and that is just how much student needs vary.

When we bring students into schools

we're able to do so much to level the playing field,

but it matters greatly about what's happening

in their families and their neighborhoods,

and their full wraparound lives.

And certainly as now many students are working from home,

those conditions matter even more.

And so there has to be great emphasis

on meeting children where they are.

This is really the principle of equity,

not every student or family needs the same thing.

And so we have to be nimble and flexible enough

to be able to meet students and address

their specific needs if we're going to make progress.

Similarly, school context matters greatly.

All schools are not the same all districts are not the same.

And this has been underscored

as we look at different debates about whether or not

to open or close schools due to COVID.

What is right for one school may not be right for another

due to local public health conditions, buildings and spaces,

the ages and needs of the students they're trying to serve,

as well as their local teacher force.

It involves balancing trade-offs and risks

and situations are constantly evolving.

As my colleague at Harvard, Danielle Allens has written,

"We need to stop thinking talking about schools

"in a binary way, open or close,

"and instead assess the risks for in-school transmission

"and the quality of infection control in each school,

"and even in each classroom, and each hallway."

This is looking and making many, many micro decisions

rather than being able to say across the board

what is possible for a school.

So the first major lesson again,

has been one size does not fit all.

The second is just how important it is

to let go of old assumptions.

If you look at the slide, I wanna emphasize one thing

that I told my students this year during orientation.

And that is we're selling ourselves short

if we only think of a school or university as a place,

a spot on a map, rather than a group of dedicated people

working towards the important mission

of supporting learners.

What COVID has done is made us stop and think,

"What is education? What is a school?"

Stated another way, we have to think about it

more than just a physical building.

This has caused a number of conversations and letting go

of those old assumptions to say what really are our goals

and how do we want to accomplish them.

In many ways, COVID has pushed

one of the greatest interventions in education

for education of all sorts of students as well as staff,

other staff, about being really explicit

about the learning goals and supports we're trying to offer,

and what does it mean to be a community,

whether you're able to be physically together

or you're remotely apart.

It's also underscored importance of very quickly

being able to shift the assumptions that you're making

and to bring in new knowledge and creativity.

What we have certainly seen during the experience of COVID

is the schools, the principals the education leaders

who have been more proactive and moved more quickly

in realizing the new reality that we were in

have been the most successful in addressing students' needs.

Waiting to pivot was a recipe for disaster,

both in the K-12 and higher education level.

Leadership and flexibility matters.

And then the third lesson is that we really don't do need

to seize on this as an opportunity.

We're able to expand the boundaries of those we can reach

and also how we engage them.

And this personally has been an important lesson

for me as Dean of the Harvard Graduate School of Education.

As we had to make so many changes due to COVID,

shifting our mindset from looking at this as compromise

and instead as opportunity has been a very very important

realization for my community, for my faculty, staff,

and also my students.

Several things we've learned is that because we're remote,

distance no longer has to matter in the same way.

We did this when we opened up a missions

because we realized we could reach educators

around the world and give them access to our faculty.

We thought about new ways of teaching.

Now the physical space doesn't matter

you're hearing from many educators,

because of things like Zoom and other platforms

you can now easily create smaller discussion sections

and you don't have to worry

about finding classroom space for that.

As one of my faculty said too, with remote education,

now every student is in the front row.

He can see everyone's face clearly.

And the kinds of interactions that they can have

are different.

Important with all of this though, is that human connection.

Connection still matters greatly, we just have to think

about how we use technology to still do that

while again, capitalizing on the opportunities

of the fact that distance and physical space

no longer have to constrain us.

We've seen increases as well with guests lecturers,

bringing them into the classroom

now that people don't have to get on airplanes.

So in many respects, I think,

many districts and teachers and educators are learning

although we did not choose this and did not expect it.

If you take this on with the mindset

of it being an opportunity, you learn that there are

different things you can do with your classroom.

But again, still underscoring education oftentimes

is about people and it is about those connections,

we just have to change the way that we're doing them.

So this has certainly been a time for learning.

But what does the future hold?

Are we gonna go back to what we had in the past?

Well, there are many who think that this time,

the impact of COVID, all that we've learned actually

gives us opportunity for a whole new re-imagined future.

As you can see from the slide,

I have a quote from one of my colleagues, Paul Revvile,

who is also the former

Secretary of Education in Massachusetts.

He has written, "We are not returning

"to the status quo empty.

"The field will show permanent changes

"as a result of this crisis and our adaptations to it.

"Because of this experience, parents, students and teachers

"will be seeking profound changes

"in the way education operates in the future."

So I'd like to consider some of the ways

that education could be very different.

The longer that our schooling is interrupted,

the more likely that these new experiments,

that families, teachers, schools are doing,

the more likely that they're actually gonna take root.

One thing that has been happening as I emphasized earlier

with some of the lessons, is thinking clearly

about learning goals or refocusing on the essentials.

And drawing from something another of my colleagues,

Joel Meda, who's professor of Education

at the Harvard Graduate School of Education.

He's suggesting that Marie Kondo,

for those of you who are familiar with the organizing expert

actually that philosophy has something to give

to K-12 educators.

By focusing on the essentials, it allows opportunity

for teachers to go deeper, create space,

to form relationships, build communities,

just think very deliberately about how they are connecting

with students and how they're engaging in deeper learning.

It's also been an amazing time to learn from each other.

Now, so often what you find in schools and research is

we spend a lot of time focus within the U.S..

But this has been an unusual time

where we've looked across borders and around the world

as we've seen educators, districts, school systems

all across the globe having to contend with

how to manage through COVID.

And so unlike any other time, I've seen just increase

listening, learning, and discussion across these borders.

What if we could actually capitalize on those lessons

across our schools, across boundaries

so that we can actually learn how to do a better job

of personalizing education to the needs

of students and families?

And how we can use technology in combination

with an important emphasis on human connection

to support learners moving forward.

So we need to adapt our systems

to match the learning and support needs of our students.

But I'll underscore again, as shown on the slide,

a key question is going to be whether or not

these changes that we see, these new uses of technology,

of learning pods, of teaching, of emphasizing new skills,

whether these changes are going to exacerbate gaps

between students with different backgrounds.

I'm hoping that we can take a more optimistic look,

but that will take deliberate effort and commitment

to make sure that the lessons learned

and the gains are possible from this incredible time

are spread across all of our students.

So finally, next steps.

How do we ensure that this year is not a lost year?

I'm in concern by the fact

that so many have kind of written off this academic year

and accepted the fact that students may have learning loss.

We still have time, we still have months left in this year,

and you never wanna give up on a child.

There are so many things that we can do.

So let me outline some of those ideas as we look forward.

The first thing I wanna underscore

is that data are essential.

We've gotten away with so much testing

and that was absolutely for the right reason.

But as we look ahead, we have to think inclusively

about all sorts of data, so that we can assess the needs

of different schools, of different students,

so that we can meet them where they are,

so that we can prioritize

where we need to pay our attention first.

We also need data so that we can learn from each other.

Some schools, some classrooms, some educators

have learned amazing things that they can do

to support their students and continue to make gains.

We need to be able to identify them and learn from them.

So we need data to help us in our decision-making

and to really wrap our minds around

where can we put our best efforts

in order to help students, families, and schools?

So capturing our lessons, assessing our needs,

formative assessments for students,

not high accountability assessments

but formative assessments,

where we can assess where they are with their needs.

Because again, teachers are confronting the fact

that their students are not gonna all be at the same level,

depending on how they made the transition

to remote education, what additional supports,

what other things were going on

in their individual families,

so that we can again meet students where they are.

And the federal government and state government

have a unique role to play in this collection

and sharing of information across borders to help us

coordinate as we attack these very important problems.

The second thing we need to do is increase learning time.

Well, while we are remote, we're no longer constrained

by bus schedules and travel.

And I know for my own children,

the concern that there may be are not gonna be any

future snow days here in Boston, because they will always

have access to their teachers remotely.

Now, I'm not sure if that is going to be the case, but again

we do need to think outside our traditional boundaries

and let go of our regular assumptions.

And in fact, we've already seen some school districts

start to talk about extended school years.

And summer is gonna be a very important time

when hopefully, with vaccinations

and turning the curve with COVID,

along with more unstructured time, we'll be able to target

learning and supports and make up

for some of the learning losses during this year.

But again, that will take throwing out old assumptions

and thinking very creatively about how we extend

learning time, weekends, summers, in multiple ways.

Keep in mind though,

that this is more than just about academics.

We have to make investments in mental health

and trauma supports.

This includes those supports that we give to students,

the training we give to teachers,

the number of school counselors we have,

the training and supports we give to school nurses,

paraprofessionals, anyone who is in a school

being better prepared to provide these services.

But also realizing those teachers and staff

need those supports as well.

This has been a hard time for all of us,

and for all the parents

and grandparents and families at home.

Taking seriously the fact that we can't thrive academically

if we don't have a strong foundation in support

or mental health should cause us

to give attention and investment to the training

and space needed for those very, very important needs.

Next, we have to think really creatively about our capacity.

As you can see teachers are essential workers,

there's no question.

But we have to think beyond just teachers.

And in fact, many parents and grandparents

now are partners in this education system

in ways that they have not been before.

But let's think even more creatively than that.

To draw upon a conversation I had with Geoffrey Canada,

the founder of the Harlem Children's Zone,

who is also a Harvard Graduate School of Education alumnus.

One thing that was key in his model

isn't thinking beyond just those who were in the schools

to thinking about the communities.

And before I mentioned, community-based organizations.

Thinking about corporations and business.

Thinking about older students tutoring younger students,

college students in particular, many who took gap years,

how they can be into the system.

So we have to think creatively beyond schools to bring in

the many, many people who I know want to help.

So community-based organizations and partnerships,

afterschool programs tutoring.

This is a great way to bring people together

with the effort of supporting our learners

and helping them with their academics.

So there are many things we can do,

many approaches to make sure this isn't a lost year.

And I hope that these activities, these investments

will continue so that we can change

what the future of education is going to be.

But it will take commitment, it will take funding.

And that's why so many of the important discussions

right now are about how do we prioritize,

how do we invest in the future?

Because our students will determine what is ahead for us.

Certainly things like accelerated learning,

high intensity tutoring, have been shown, the evidence shows

that those work in supporting students.

But we have to make the commitment as a community

to make those investments.

And what I hope that we've all learned from COVID,

again, is just how essential our education systems

are for all of society.

Just how essential our teachers, our principals,

our instructors of all levels are to supporting families

and students and communities in multiple ways.

So that is my hope as we go forward,

that we don't lose sight of that important lesson

so that we can make the commitment

and give the support needed

to make sure we have a bright future ahead.