

Regina Public Schools - Temporary Remote Learning - Staff

Tuesday, February 09, 2021



Survey Demographics

1106/2898 staff = 38% of
staff completed the survey

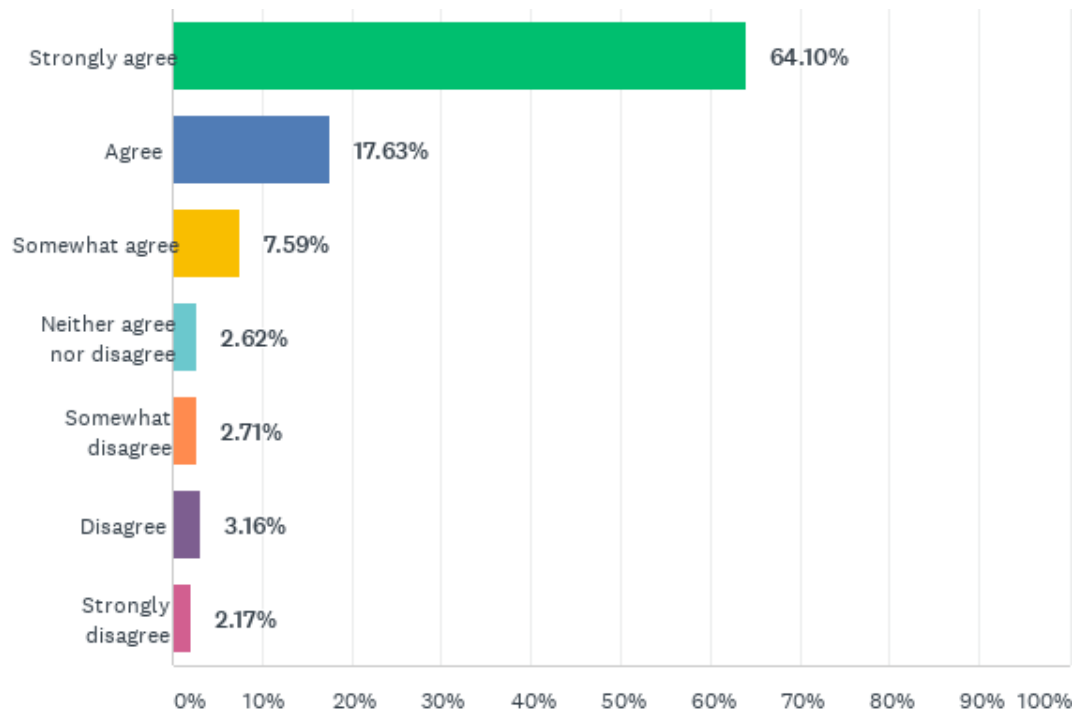
1106

Total Responses

Survey held from January 18th – January 29th

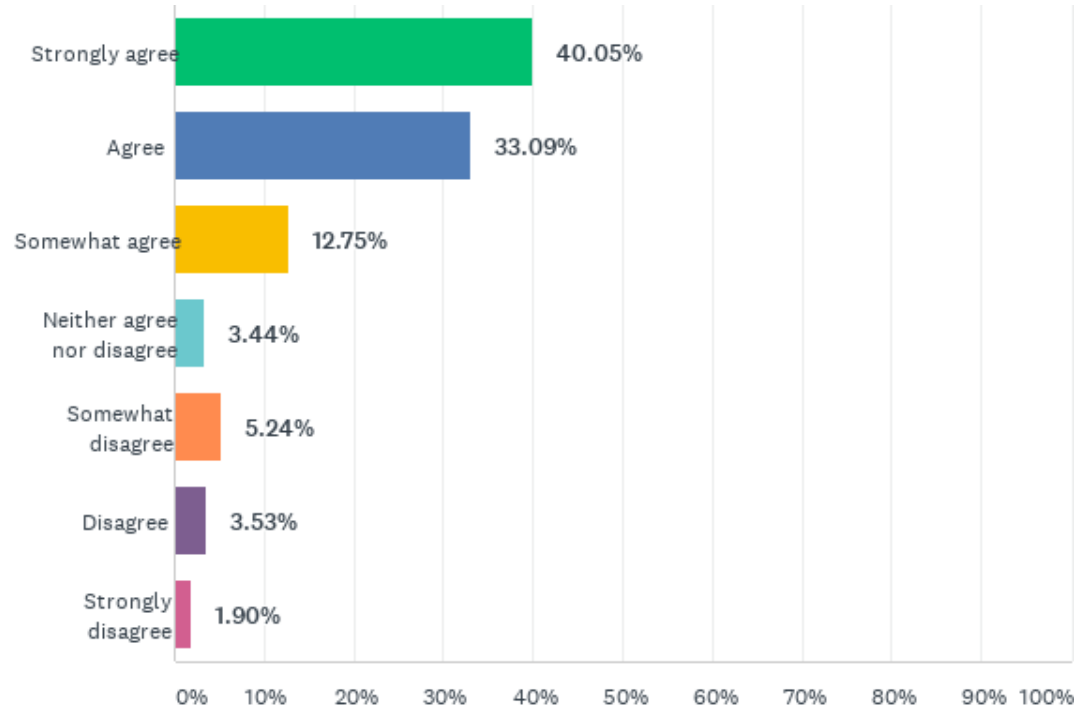
Q1: As Regina-area COVID-19 case numbers were increasing, temporary remote learning one week before the break helped contribute to a more stress-free holiday season, by removing the potential of being exposed to the virus.

Answered: 1,106 Skipped: 0



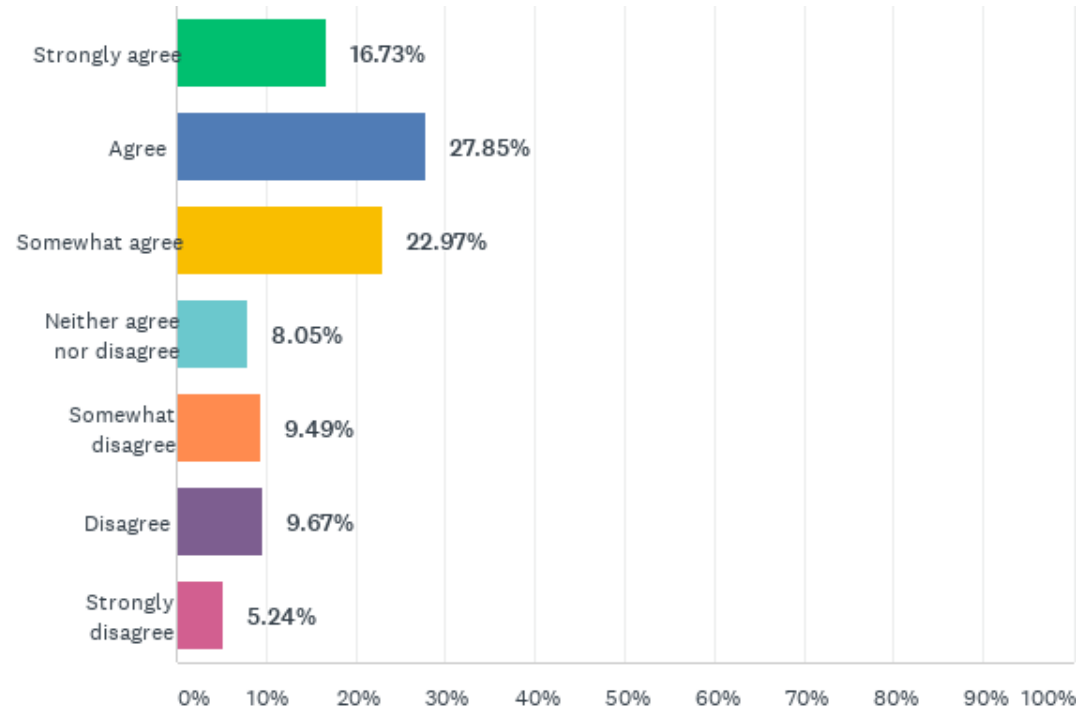
Q2: Regina Public Schools gave families adequate notice prior to the move to temporary remote learning on December 14th.

Answered: 1,106 Skipped: 0



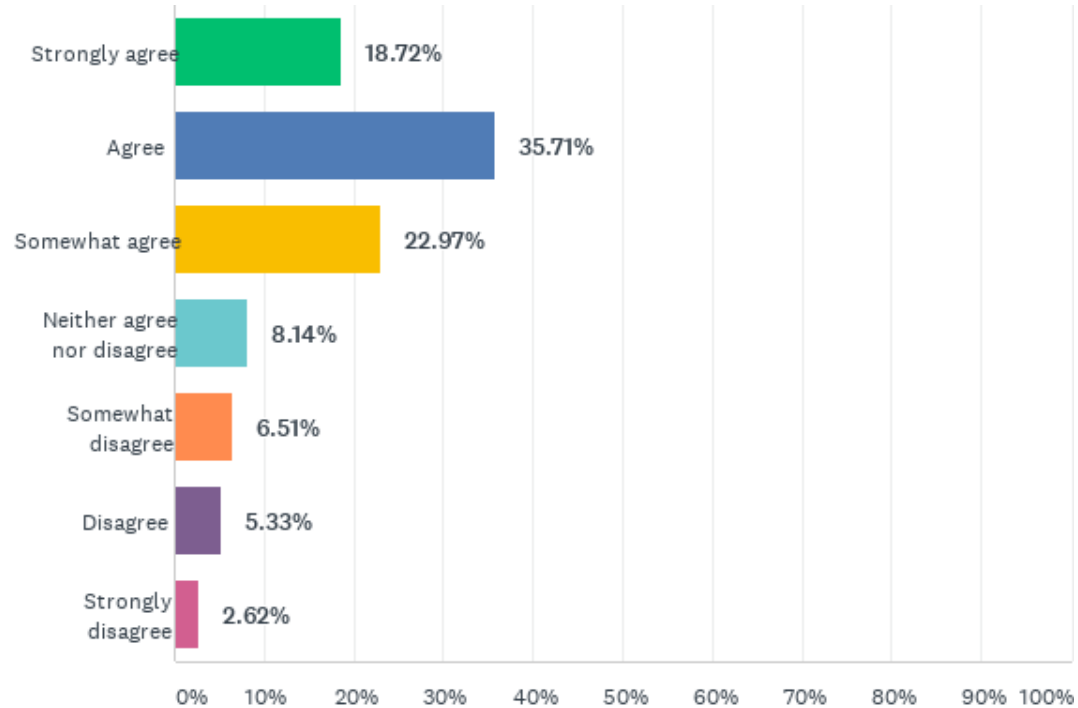
Q3: I am satisfied with the level of student engagement and student participation during temporary remote learning.

Answered: 1,106 Skipped: 0



Q4: I am generally satisfied with the quality of instruction, activities, and resources I can provide during temporary remote learning.

Answered: 1,106 Skipped: 0



Q5: What went well for you during temporary remote learning?

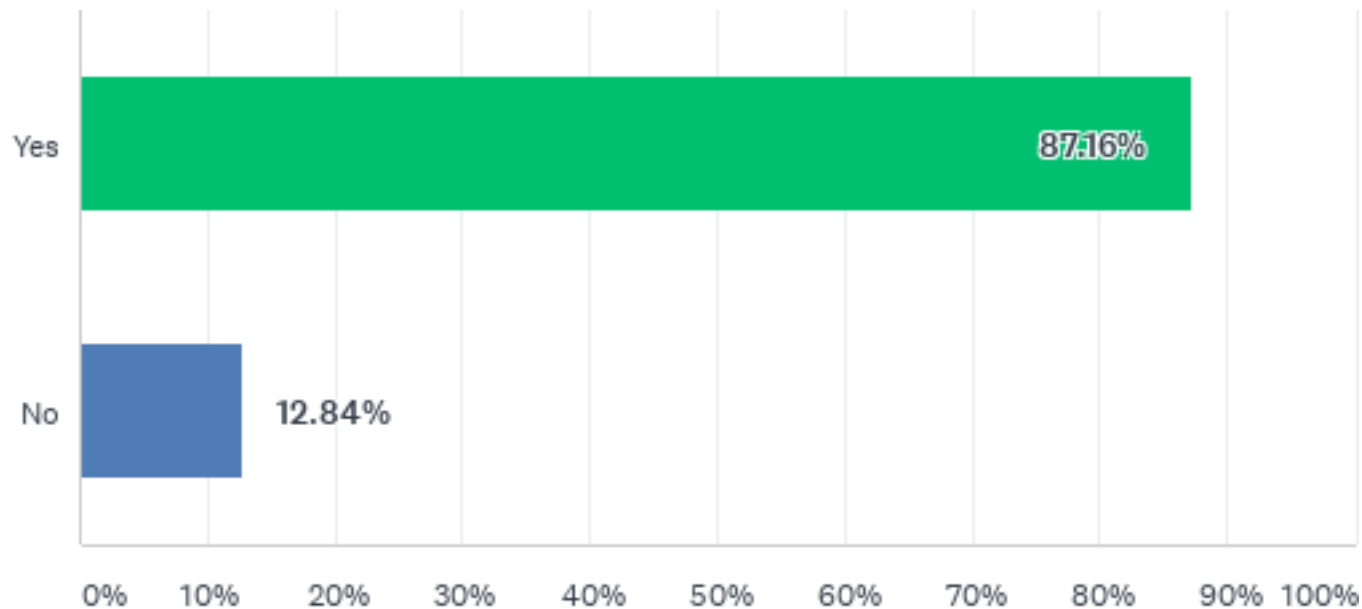
- Temporary remote learning reduced stress, anxiety, and fear by reducing the risk of COVID19 exposure making staff feel safer heading into the holiday.
- Student participation, attendance, and engagement was strong and much higher than what it was during supplementary learning last spring
- Staff and students used their familiarity with the technology tools (Seesaw, Google Classroom, video conferencing) to help create a smooth transition to temporary remote learning.

Q6: What challenges did you experience during temporary remote learning?

- Challenges with technology (lack of access to devices, connectivity, signing into services).
- Challenges with childcare, the need to stay home from work sometimes without pay, could not have other family members help due to restrictions.
- Challenges with students not signing in, having to turn their cameras off, and deal with distractions at home during learning time.
- Hours of preparation time required versus lack of work completed by students
- Unclear expectations and guidelines resulted in inconsistencies within schools, across the division, and also between elementary and high schools.

Q7: If COVID-19 case numbers continue to increase, would you support a similar measure again for temporary remote learning?

Answered: 1,106 Skipped: 0



Q8: Do you have any comments, concerns, or feedback to share regarding temporary remote learning

- Health and Safety First focus appreciated; a sign of respect, concern and acknowledgment of the toll on mental health.
- Need for flexibility and trust in teachers as professionals to work from home (or option of bringing their own children to their classroom), to facilitate their own children's learning.
- Consistent direction and expectations needed for all to reduce workload inconsistencies between schools and classrooms ie: subjects to focus on, amount of time required to be teaching lessons online.
- If returning to temporary remote learning, there is a need for more prep time without students ie: prepping paper packages of work and needing PD training on effectively making video lessons etc.
- Need for more equitable access to technology and internet/data for families.