



Teachers' voices and what are their exact needs in Post-COVID Era Education.

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School Context



Post Covid Era Education

- All schools in Thailand have fully reopened in May 2022
- Physical classroom Learning
- A Safe re-opening with
 - 3T1V standard; Thai Stop Covid Plus, Thai Save Thai, Test, and Vaccine
 - DMHT standard; Distancing, Mask wearing, Hand washing, and Testing
- Develop 21st Century Skills in New Normal Schools



FB: Wangsalaschool



National Education Target

Fostering 21st Century Skills through

- Active Learning Classroom
- Executive Function Development
- English for All
- STEM/STEAM Education
- Coding School Project
- Zero Waste School Project
- Etc.





Rural School Context: Wat Wang Sala School

- Located in Tha Muang District, Kanchanaburi, Thailand (approx. 110 km from Bangkok)
- 18 teachers
- 289 students
- K1-G9
- Opportunity Extension School
- Under Office of the Basic Education Commission (OBEC), Thailand





Collaboration: MUKA & School

Mahidol University Kanchanaburi Campus (MUKA), School of Interdisciplinary

- Sciences and Liberal Arts Division
- Agricultural Science Division
- Environmental Engineering and Disaster Management Division
- MUKA School Mentoring
- Under SCGP (SCG Packaging Public Company, Thailand) cooperation who supported the school Zero Waste School Project





Teachers' Voices and Needs



Meeting and Discussions; MUKA & Teachers



Teachers' Voices; students' ability

- "My students, they had difficulties to stay focus on the lesson and finish the classroom tasks."
- "They don't have enough self-responsibilities and motivation to complete their work."
- "I think they don't know how to learn or lack of some academic skills such as reading and note-taking, planning, group work, creative thinking, and so on."
- "Active Learning Classroom is very interesting, but my students are not the active learners. I'm worry about preparing them before learning will consume time, then the lesson would not finish on schedule."





Teachers' Voices; teaching methods

- "I think Active Learning can draw my students' attention. I'm trying to make more active classroom activities but I'm not sure whether my lesson plan, which I designed, were appropriate active classroom."
- "I cannot integrate English to my classroom, due to my language ability and I think I don't know how to teach English correctly."
- "I have attended how to apply STEM Education training course, but I had struggles to integrate them into my classroom. I think I need mentoring system to cope this problems."





Teachers' Voices; facilities

- "Developing students' creative thinking need to use various material, my school is an Opportunity Extension School which do not have enough budget. How can I do?."
- "I want to make an interesting VDO clip to teach Math, but I'm not good in making and editing it myself. I realized the IT teacher has lots of work loads, and this is not his job."
- "I have to develop Executive Function in my Kindergarten class. I need many learning toys or kits, but these are too expensive for our school."





Conclusions

Covid-19 Learning Loss

Students were forced to learn through online and/or remote learning during the lockdown. The isolation caused **the lack of socializing, learning motivation, and accessing teachers' feedback.** [3]

Low-income house-hold, disability, and girl who lack of technology access highly affected by the loss. [2]

- All age range students' study lost across three subject areas: math, spelling, and reading.
- Students from disadvantaged homes affected the loss in higher proportion than others. [1]

- At the end of the school year, **students' learning was significantly behind about 5 months in Math and 4 months behind reading** compared to the students in the previous year.
- Students in **majority Black School unfinished 6 months and low-income school unfinished 7 months learning** at the end of the school year.
- High school students in **low-income family had higher dropout rate.**
- **35%** of families highly concerned their **children's mental health.** [4]



The Mission [5]

1.

All children and youth are back in school and receive the tailored services needed to meet their learning, health, psychosocial wellbeing, and other needs.

2.

All children receive support to catch up on lost learning.

3.

All teachers are prepared and supported to address learning losses among their students and to incorporate digital technology into their teaching.

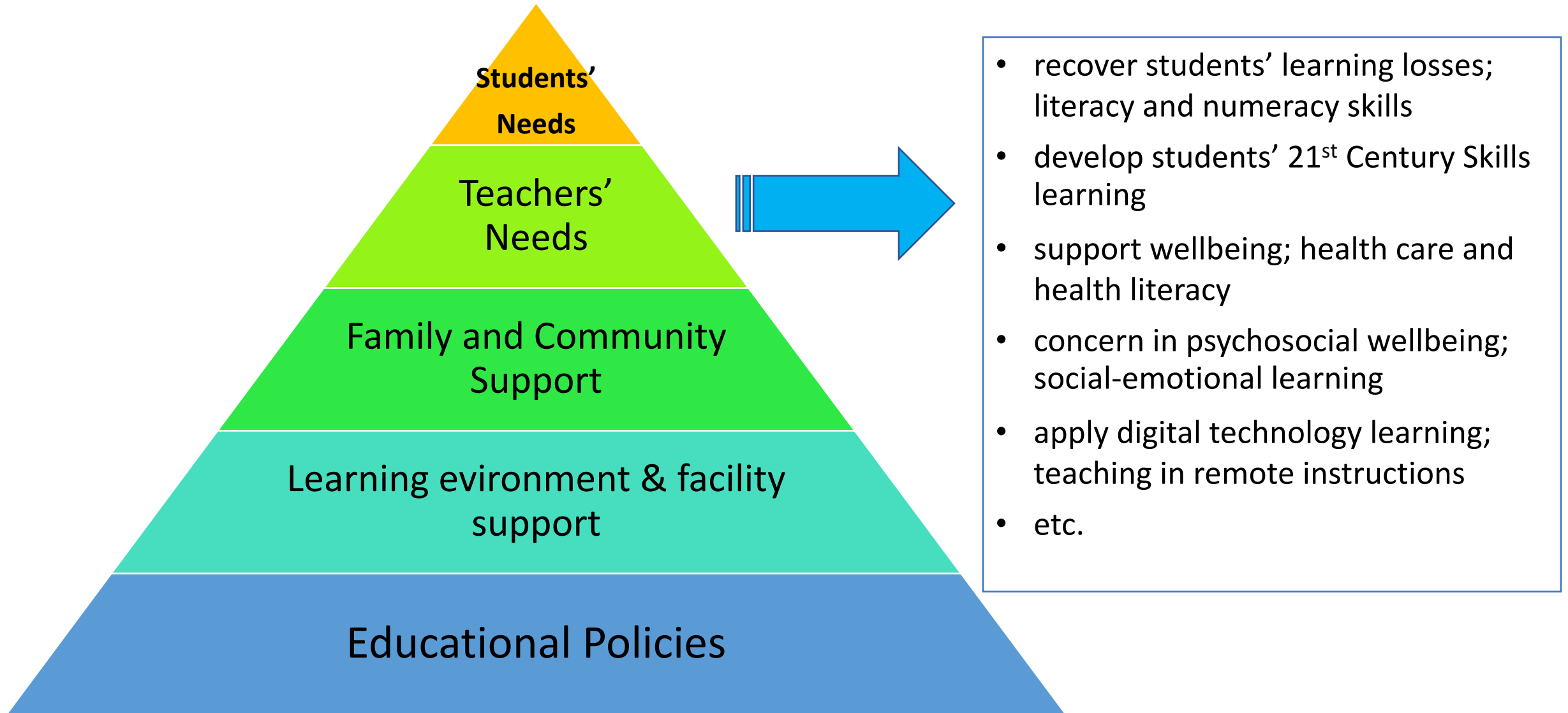
Three Priorities

**The Mission:
Recovering
Education 2021
(By end of 2021)**

The Mission [5]

Three Priorities	Target
1. All children and youth are back in school and receive the tailored services needed to meet their learning, health, psychosocial wellbeing, and other needs.	• Enrolment is back to pre-COVID levels. • All schools provide comprehensive services to recover learning losses and to promote wellbeing.
2. All children receive support to catch up on lost learning.	• All schools provide remedial education. • All schools incorporate social-emotional learning into their teaching. • All schools incorporate digital technology to improve foundational literacy and numeracy skills.
3. All teachers are prepared and supported to address learning losses among their students and to incorporate digital technology into their teaching.	• Teachers are prioritized for vaccination. • All teachers receive training or other support to incorporate remedial education approaches and social-emotional learning into their pedagogy. • All teachers receive training or other support to deliver remote instruction.

Teachers' Needs **vs** The Mission [5]





References

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- [2] Alhattab, Sara., Schrader-King, Kristyn., and Guttman, Cynthia. (2021). Learning losses from COVID-19 could cost this generation of students close to \$17 trillion in lifetime earnings: World Bank-UNESCO-UNICEF report lays out the magnitude of the education crisis <https://www.unicef.org/press-releases/learning-losses-covid-19-could-cost-generation-students-close-17-trillion-lifetime>
- [3] Jamilah, Jamilah., and Eni Fariyatul Fahyuni. (2022). "The Future of Online Learning in the Post-COVID-19 Era". in ICIGR Conference Proceedings, KnE Social Sciences, pages 497–505. DOI 10.18502/kss.v7i10.11251
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- [5] UNESCO. (2020) "Education in a post-COVID world: Nine ideas for public action". International Commission on the Futures of Education. UNESCO Education Sector, Paris.



Thank you for your attention
