



NATURAL SCIENCES_ SENIOR PHASE_ MWAZVITA CHIKOPO_ 18-02-2022

TO: Education Officials and Teachers

TOPIC: Building Back Better After COVID-19

MESSAGE OBJECTIVE(S):

- The principle of 'Build Back Better' uses the disaster as a trigger to create more resilient nations and societies than before. This can be done through the implementation of well-balanced disaster risk reduction measures, including physical restoration of infrastructure, revitalisation of livelihood and economy/industry, and the restoration of local culture, education and environment.

MESSAGE: Some 'Build Back Better' Strategies:

- **Assess how the context has changed:** To develop an effective strategy to educate learners during and after the pandemic, educators and policymakers must ground it in the characteristics of the local context. Interventions must be based on a specific understanding of how the pandemic has impacted the lives of learners, their families, teachers, school staff, the communities where they live. It is important to identify specific needs on a localised assessment of impacts on children and families, the absence of a local focus would make a response irrelevant.
- **Assess teacher and staff well-being, teaching readiness, and provide support:** Schools need to support teachers, administrators, and staff so that they are well prepared and emotionally disposed to support their students. Major sources of stress for teachers were their inadequate prior preparation to teach remotely and the suboptimal conditions in which they and their learners had to create the measures to continue learning remotely. At the school and system levels, assess teachers' readiness for digital instruction and use this information to design appropriate professional development, Identify needs for teachers' professional development and support them in developing the skills to educate and support their learners remotely.
- **Assess the operation of the education system:** Audit which functions of the education delivery system the pandemic has impacted or interrupted. The pandemic has created a new range of demands on schools. Social-distancing requirements and the financial burdens of the pandemic have had an impact on a range of functions essential to school operation. Examples span from delivery of services located in the school—including nutrition programs, mental health programs, regular student assessments, supervisory visits, and professional development. A systematic audit of which functions the pandemic has impacted is essential to developing strategies for continuity or recovery.

FROM: Mwazvita

REFERENCE:(LINKS TO WEBSITE DOCUMENTS)

<https://nect.org.za/materials/recovery-atps-trackers>