

## Identification and Analysis of Supports Required for Teachers Moving to Remote Teaching and Learning during Disasters and Pandemics

**Authors :** Susan Catapano, Meredith Jones, Carol McNulty

**Abstract :** Analysis of one state's collaborative effort to support teachers, in both public and private schools, as they moved from face-to-face teaching to remote teaching during the Covid pandemic to identify lessons learned and materials put into place to support teachers and families. Surveys were created, distributed, and analyzed throughout the three months of remote teaching, documents and lesson plans were developed, and training materials were created. All data collected and materials developed were analyzed to identify supports teachers used and needed for successful remote teaching. Researchers found most teachers easily moved to online teaching; however, many families did not have access to technology, so teachers needed to develop non-technology-based access and support for remote teaching. Teachers also reported the need to prepare to teach remotely as part of their teaching training, so they were prepared in the future. Finally, data indicated teachers were able to establish stronger relationships with families than usual as a result of remote teaching. The lessons learned and support developed are part of the state's ongoing policy for online teaching in the event of disasters and pandemics in the future.

**Keywords :** remote learning, teacher education, pandemic, families

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