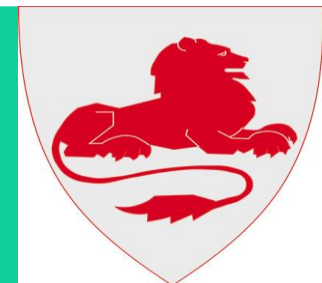# Fully divided classes in small schools

RØDØY 2 project

Rødøy municipality

- Small municipality with 1300 inhabitants
- A lot of small islands
- 6 schools
- 175 pupils
- 34 teachers

Challenges

- Decline in the number of inhabitants wich leeds to a decline in the number of pupils

- Cut in allocation to the school

- Offers in electives to pupils

- Competence requirements for the teaching staff

Equal right to education

Elective courses for pupils
at all schools

Online teaching

- English
- German
- Spanish
- French
- Mathematics
specialization

Professional development

Meld. St. 21
(2016–2017)
Melding til Stortinget

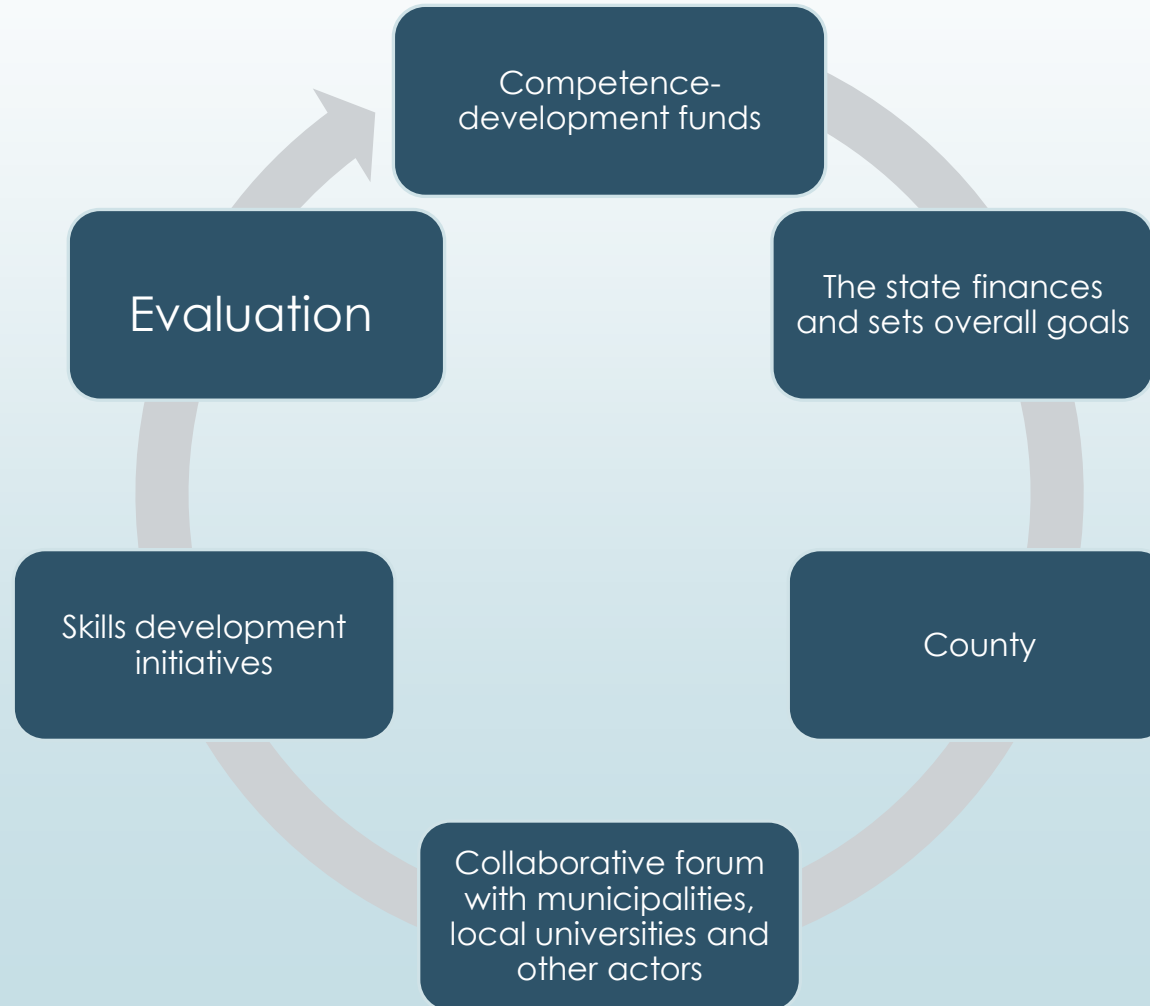Lærelyst
– tidlig innsats og kvalitet i skolen

New model for competence development decentralized scheme:

- Regional cooperation on competence development
- Guidance System
- Innovation System

- Competence System for schools and kindergartens (2018)

Decentralized scheme for competence development

Competence-development funds

The state finances and sets overall goals

County

Collaborative forum with municipalities, local universities and other actors

Skills development initiatives

Evaluation

Municipality- support
Norwegian Research Council

- Promote innovation competence in the public sector
- Fullfill intentions of Meld.st. 21
- The university collaborates with the municipalities on development and research
- My colleague Atle and I applied for research and development funding in collaboration with the municipality of Rødøy.

- Pilot project - allocated funds to prepare the project idea
- Allocated funds Norwegian Research Council 3.5 million partitioned over three years

Goal

- Identify factors that can inhibit or promote innovation

- Promote knowledge of how online teaching can be understood

- Find assumptions for maintaining and developing good quality and an equal education
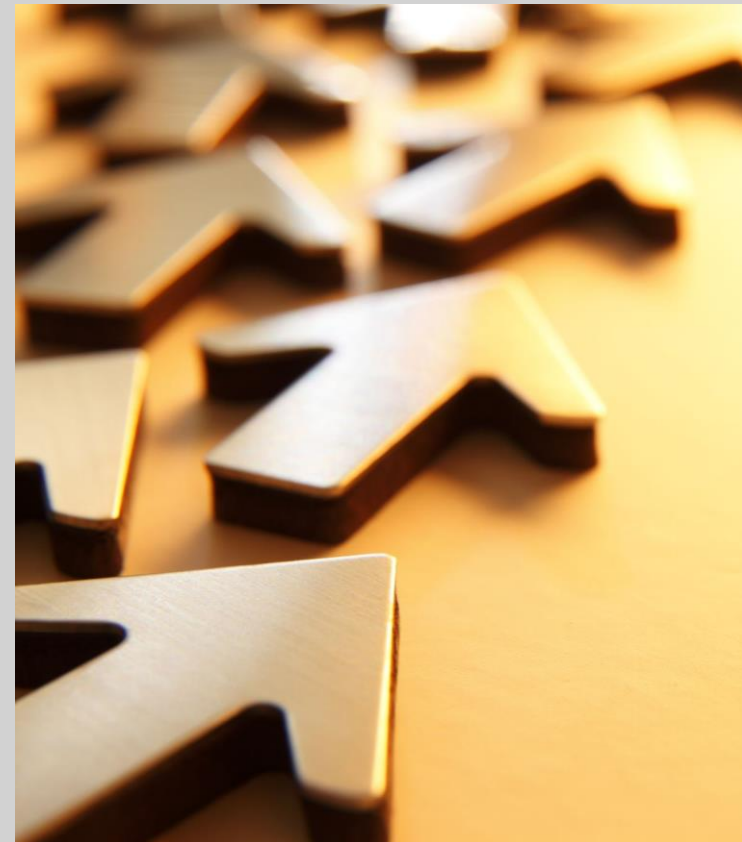
Contact with the practice field

- Regular meetings with school principals
- Meetings with parent group
- Meetings with FAU- parent representativ
- Regular meetings with project group - teachers who teach online
- Observations
- Interviews
- Document analysis; log, evaluation form, discussions in the meetings

Research partnership

- We participate in the innovation and we can do action research and learn for the teachers experience - action learning.

- We also have the role as external supervisors, and research- partner

- Teachers trying to gain experience gather knowledge and develop competence

- Students participate actively - co-learning and development cooperation

Developement in the project

Start-up - planning our 2019

Teachers were recruited based on subject competence not ICT competence

Technical difficulties - equipment that did not meet the needs - poor network connection

Skeptical parents and colleagues

Major improvements- new equipment- upgraded network

Methodological issues

Active students - co-learning

Interest from more teacher students more prepared

Experience so far

- Teachers find that students have the same learning outcomes from online teaching as from classroom teaching

- Teachers and students explore the possibilities together

- They are constantly expanding their digital competence using more varied teaching methods and forms of student collaboration

- Develops professional learning community - exchange of experience between teachers working online

- Turning points:

- Corona infection protection - closed schools - all over to online education. Web teachers became resource teachers - much praise from parents

Summary

Online Teaching

requires structural long-term planning

Extra time in advance of each hour - check all equipment

Physical collections must form the basis for further online collaboration

Teachers and pupils can develop common competence and student participation