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ADMINISTRATIVE ACTIVITY OF THE TEACHING INSTITUTION DIRECTOR IN CONDITIONS OF REMOTE LEARNING DURING COVID-19

Taking into consideration the deadly COVID- 19 and in its endeavour to avoid its spread governments worldwide have put in place stringent measures such as national lockdowns and social distancing initiatives. These restrictions have led many universities and higher educational institutes to opt for online learning to curtail the spread of Corona Virus. As such, it is recommended that:

– the concerns raised by the World Bank identified in this article needs to be taken into consideration when adopting online and remote learning;

- higher education institutions need to have basic information computer technologies infrastructure to effectively roll out online learning;
- staff needs information computer technologies tools and should have access to applications and learning platforms;
- staff members also need to have the capacity to use the information computer technologies tools effectively to offer lessons in such a mode; and
- staff and student readiness needs to be fathomed and supported accordingly.

Moreover, COVID-19 pandemic and social distancing requirement has presented undue challenges on all stakeholders to go online, as they have to work in a time constraint and resource restraint situation. It must be established that adopting online learning environment is not just a technical issue. It is a pedagogical and instructional challenge. As such, ample preparation in regards to teaching materials and curriculum and assessment knowledge is vital in online education. Technology is the means for delivery and requires a close cross-collaboration between instructional, content, and technology teams. Closing universities and taking students and lecturers out of the classroom is a pedagogical transformation that requires rapid mobilization across all university staff and resources (CoSN, 2020).

In essence, information computer technologies has become a potent force in transforming the educational landscape the world over. However, preparing to move education outside of traditional physical classrooms in response to COVID-19 requires thought, coordination and careful decision-making. This document is a starting point for planning and supporting a significant learning transformation. We need to be optimistic as literature entails a high level of student satisfaction and interest in information computer technologies immersed learning environment. There has obviously been a great influence of technology in the online lives of young people. This digitalised revolution can synergise the educational ambitions and interests of the students who have become digital addicts. In essence, COVID-19 has

provided us with the opportunity to adopt online learning as education systems need to be abreast with the rapid emergence of new technologies, thus making online, blended and remote learning a necessity at tertiary level not only in Fiji but also over the whole world.

During this time, teachers use an online platform and email to provide assignments to their students, consistent with the subject content standards of their respective classes. Teachers are expected to fulfill their responsibilities within the contractual workday. These responsibilities could, upon direction from the principal, include:

Student instruction during COVID-19:

- Communicate expectations to students and families about the instructional plan for the week, including learning objectives, required activities, assignments, links to resources, and assessments, along with any associated due dates.

- During designated time, to the extent possible, interact with students in real-time to deliver lessons, facilitate discussion, and lead other instructional activities.

- Archive lessons and other instructional activities for students to access later.

- Utilize agreed-upon communication plan determined by the school daily (Monday thru Friday during the contractual workday) to interact with groups of students and families, account for attendance, and respond to messages from students and families in a timely fashion.

- For any student that is not engaging, follow up with the school protocol to engage the Student Support Team.

- Monitor student participation in activities, grade assignments and assessments, and provide timely feedback on work submitted by students. Communicate with families about student progress.

- For students who need additional support or enrichment, identify appropriate activities and assignments to the greatest extent possible.

- Conduct all annual reviews timely for students with disabilities, to the greatest extent possible.

- Ensure that MLLs/ELLs receive language support as they learn new content through remote learning. Please refer to Supporting Multilingual Learners/English Language Learners (MLLs/ELLs) with Remote Learning in Response to the COVID-19 Pandemic for guidance.

Collaboration and Coordination in teaching during COVID-19:

- Co-teaching pairs should plan appropriately to support their students’ needs.
- Maintain ongoing communication with your colleagues who also serve your students (paraprofessionals, co-teachers, related service providers, counsellors, the SBST team, etc.) Participate in professional learning opportunities remotely during the contractual workday.

- Participate in IEP meetings (initial/revaluation/three-year evaluations) remotely at the request of the school psychologist.

- Monitor DOE email for guidance from supervisors and Central DOE. Forward messages to guidance counsellors, administrators, and other school staff (e.g., parent coordinator) as needed, per the expectations of the principal.

- Implement the school communication plan, which could include participating in virtual meetings with school administrators; respond to inquiries from school administrators in a timely fashion (Monday thru Friday during the contractual workday).