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Health crisis of 2020 and pedagogical continuity: results of a national survey of secondary school teachers

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↳ Résumé en anglais (Executive summary)

The Directorate of Evaluation, Forecasting and Performance monitoring (*Direction de l'évaluation, de la prospective et de la performance – Depp*), which is the statistical service of the French Ministry of National Education, conducted a survey of approximately 20,000 secondary school teachers (working in lower secondary and upper secondary schools) from mid-May to mid-June 2020, just after the period of confinement from 16 March to 11 May 2020 marked by the large-scale closure of schools in France. The survey, administered via an online questionnaire, aimed to describe the objectives and implementation of the educational continuity scheme, as well as the working conditions of teachers during this particular period.

The teachers' responses relate to a so-called reference class: the class in which they were the main teacher or, if this was not the case, the first class to which they usually taught from a randomly defined day of the week and time.

The following document presents the main results of this survey. It is organised in five parts.

The first part deals with the digital equipment and resources that were available to teachers during the lock-in period. It shows in particular that almost all teachers had a computer connected to the Internet for the implementation of distance education, but that the insufficient quality of their equipment or their Internet connection was for many of them a hindrance to the performance of their duties. For more than half of the teachers, most or all of the pupils in their reference class had a personal computer with an Internet connection at home, but their lack of digital skills was an obstacle to the implementation of educational continuity.

The second part of this document reports on the teachers' objectives and priorities during the period of distance learning. For all teachers, the priority in their schools was to maintain a learning link with the pupils. In general, the implementation of the objectives and priorities prescribed by the institution was a source of stress for the teachers during this period.

The third part presents the ways in which teachers communicate with pupils and families. In particular, we learn that the amount of time teachers spent on communication tasks during this period was double that of ordinary time and that the majority of teachers reported having communicated with their pupils at a distance every week. Whether directed at pupils or families, these tasks consisted primarily of transmitting activities and information on the modalities and expectations of the educational continuity scheme.

The fourth part presents the methods and practices implemented by teachers during the period of distance learning. They report that they spent less time on teaching but more time on other tasks. They reported that they frequently and mainly relied on personal resources or those of their colleagues to develop their sessions. More than half of them used the virtual classroom tool. Finally, most of them frequently ensured the regularity of the pupils' work.

The fifth and final part reviews the period of implementation of pedagogical continuity by looking at the proportion of pupils who could be monitored and the profile of those who could not be monitored, the place of collaborative practices between teachers during this period and the prospects brought about by this new period for teachers, pupils and families. About 90% of students were monitored during the lockdown, but this rate masks disparities according to the type of school. Approximately one out of two secondary school teachers identifies a potential positive effect of the educational continuity scheme on the sharing of educational resources with colleagues and on collaborative work between them. A very high proportion (eight out of ten) considered that the educational continuity scheme could have a positive impact on the recognition of teachers' work by families. A similar proportion considered that pupils' participation in the educational continuity scheme could have a positive impact on their autonomy in school work.

[Read the full document \(in French\)](#)