

DELIVERING CONTINUITY & QUALITY WITH LANTERNA'S
ONLINE TEACHING SOLUTIONSInternational
School of LondonINTERNATIONAL SCHOOL
OF LONDON

- Location: London, UK
- 400+ students
- 54 nationalities
- 24+ languages taught

SUMMARY

12+

hours of
delivery

8+

students
taughtSubjects taught
Psychology HL/SL

“Lanterna made our transition to online teaching smooth and effective. A trusted partner for IB teacher coverage.”

Dr El Kahina Meziane
DP Coordinator

CHALLENGE

ENSURING CONTINUITY IN PSYCHOLOGY TEACHING

ISL's DP Coordinator, Dr El Kahina Meziane, had previously worked with Lanterna when the school needed a substitute teacher for Psychology. So, when the need for a more permanent Psychology teacher arose she reached out for help.

“We had used Lanterna previously, but this year we specifically engaged Lanterna for the delivery of Psychology teaching. The goal was to ensure continuity and quality in subject delivery through online teaching solutions.”

INITIAL CONCERNS

HESITATIONS ABOUT ONLINE LEARNING ENGAGEMENT

As with many schools exploring online learning, there were initial concerns about how students would engage with virtual instruction compared to traditional classroom teaching. Would students stay motivated? Would the format meet academic expectations?

“Initially, we were concerned about online learning in general — particularly whether students would engage meaningfully with online teachers and platforms.”



SOLUTION

A FLEXIBLE AND PERSONALISED APPROACH

Lanterna worked closely with the school to deliver a tailored solution that prioritised continuity and minimised disruption. Understanding the importance of consistency for students, we were able to re-engage the school's previous Psychology teacher to work online. This allowed lessons to continue seamlessly, ensuring students received stable, high-quality instruction during a period of transition.

“Lanterna worked closely with us to accommodate our specific needs. They addressed all our concerns and tailored the package specifically for our situation.”



THE RESULT

IMPROVED ENGAGEMENT & SMOOTH OPERATIONS

Although students initially struggled with the concept of online learning, engagement steadily improved once expectations around self-discipline and independent work were clarified. The ability to maintain the same teacher greatly eased the transition for students.

“The students initially struggled with the idea of online teaching. Engagement was a challenge – some students found it difficult to adjust to the expectations of independent work and self-discipline. But with proper preparation, these challenges were overcome.”

Parents also expressed early concerns about the online format, but once the programme was underway, confidence grew and parental feedback stabilized.

“Parents, like students, had concerns with the online teaching format. They struggled with the transition and questioned its effectiveness in the early stages.”



KEY LEARNING

IMPROVED ENGAGEMENT & SMOOTH OPERATIONS

The school emphasised the importance of preparing students in advance for the self-directed aspects of online education. Clear communication about expectations around independence and engagement helped students succeed in the virtual classroom.



CONCLUSION A POSITIVE, ONGOING PARTNERSHIP

Despite initial concerns, Lanterna's flexibility, professionalism, and personalised support allowed the school to overcome challenges and successfully deliver high-quality online teaching.

“Lanterna has been a fantastic partner. They understood our needs, provided an experienced IB teacher, supported us throughout the process, and helped ensure uninterrupted learning.”

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