Learning Continuity Guidelines

Purpose

The purpose of these guidelines is to outline the processes and expectations for students, staff and parents for the ongoing delivery of education in the event of a school closure or other major disruption to the teaching and learning programme. Teachers will be required to continue delivering high quality education. Students are expected to complete all assigned work under the direction of teachers and under the supervision of parents.

Underpinning the Learning Continuity Guidelines is a commitment to enabling students to engage in a Catholic Education that is Christ-centred where students continue to be engaged, challenged and progressing. Guiding the decisions and actions articulated in this document is the dignity of each member of the school community.

Procedures

1. Class Teachers: Pre-kindergarten to Pre-primary

    1.1 Teachers shall prepare an activity guide to share with parents via SeeSaw. The activity guide will outline appropriate play-based activities for students covering Early Years Learning Framework (EYLF) outcomes and key focus areas such as fine and gross motor skills.

    1.2 Teachers are to regularly check SEQTA for communication from parents and respond within the same day of the message being initiated.

2. Class Teachers: Year One to Twelve

In keeping with College Policy all students from Year One to Year Twelve will have an iPad.

    2.1 Teachers shall provide lessons to students using a school approved iPad application that is familiar to students. Such applications may include SEQTA, Google Classroom, SeeSaw, iTunes-U, OneNote, Stile and other approved platforms.

    2.2 Teachers are required to be online and following their normal timetable alongside students. This will enable teachers to respond to students' needs in a timely manner and maintain a structure to the day.

    2.3 Teachers of students in the Junior and Middle Schools should keep to text and audio communication only. Video communication should be pre-recorded.

2.4 Teachers of students in the Senior School may use video conferencing to support lessons where appropriate. When using video conferencing, teachers must be professionally dressed in line with the Staff Dress Policy. Background settings should be considered and in line with the College Code of Conduct.

2.5 Work allocated should reflect the length of the regular lessons.

2.6 Teachers must clearly state the learning intention and success criteria for each lesson. This includes a statement describing exactly what must be completed by the end of the lesson.

2.7 Wherever possible, work set should reflect the normal curriculum learning intentions and success criteria. Learning activities may differ from those in a classroom setting to reflect the nature of the lesson delivery.

2.8 Homework set during remote learning should not exceed normal guidelines.

2.9 Teachers must first follow-up students not completing work with parents and report non-compliant students to the House Tutor Group (HTG) teacher or Junior School (JS) class teacher.

2.10 Teachers must ensure that all student queries have been dealt with in an appropriate manner on the day in which they were initiated.

2.11 As per normal classroom practice, Teachers must differentiate learning content and activities to meet the individual needs of students.

2.12 Teachers are to complete attendance via SEQTA for each period, as per normal. Students' attendance will be be recorded as present when students join the lesson.

2.13 All staff are required to check LIFE Support regularly as this will be the main point of contact for communication to all staff and students.

2.14 Staff who are unwell must follow normal processes in advising the College in respect to absences.

3. Learning Area Coordinators and Learning Innovators

3.1 Learning Leaders shall have access to the online communication platforms being used by their team members in order to oversee the consistency and quality of work being set.

3.2 Learning Leaders shall regularly check-in with their team members to ensure smooth delivery of lessons and minimise potential concerns early-on.

3.3 Learning Leaders shall provide support and appropriate professional development to team members to ensure they have the capacity to deliver lessons as required.

4. Learning Enrichment Team

   4.1   Learning Enrichment teachers shall connect with parents and/or students under their care and monitor students' work and wellbeing to ensure that they are engaged, challenged and progressing.

   4.2   Learning Enrichment teachers shall engage Special Needs Education Assistants assigned to particular students in the delivery of education programmes wherever possible.

5. House Tutors and Junior School Class Teachers

   5.1   House Tutors and Junior School Class Teachers shall message students at the start and end of each week offering support.

   5.2   House Tutors and Junior School Class Teachers shall follow up students not regularly completing work and address issues that arise. This includes contacting parents where necessary. Remember to set phones to 'no caller ID' when calling parents using personal phones.

6. House Coordinators

   6.1   House Coordinators shall maintain a House communication platform to provide positive messages and support to their House staff.

   6.2   House Coordinators shall work with HTG teachers to oversee student engagement with home learning; intervening and resolving issues as appropriate.

   6.3   House Coordinators shall support with their team members on matters of concern, including attendance, pastoral care and completion of work.

7. Senior Leadership Team

   7.1   Together with the Principal, the Senior Leadership Team is responsible for ensuring a continuity of learning for students.

   7.2   The Senior Leadership Team will meet each morning at 9.00am via Teams video conferencing. Further meetings will be scheduled as required.

   7.3   Members of the Senior Leadership Team (SLT) will be available for staff each day from 3.15pm - 4.15pm via a Teams Video Conference to provide support and offer guidance to staff.

   7.4   Together with the Principal, the Senior Leadership Team will update the College community on the status of the school closure or disruption to normal programmes, as appropriate.

8. Parents

   8.1   Parents are required to support their child's learning – including providing an appropriate place to work and access to a reliable Internet service; checking that set work is completed by the end of each day; and ensuring that the normal school timetable for the day is followed.

8.2 Parents must contact the appropriate teacher via Direct Message should any concerns arise.

8.3 Parents must ensure home Internet filters are set to ensure student safety and that students demonstrate good digital citizenship and adhere to the College's acceptable use of Information and Communications Technology (ICT) policies.

9. Students

9.1 Students must follow their normal timetable and be online to enable teachers to respond to student needs and keep structure to the day. This includes checking-in to HTG each morning to record attendance and view notices on LIFE Support.

9.2 Students must check the relevant online communication tools to see the posts for each lesson.

9.3 Students must complete all set work and communicate with their class teachers if they experience difficulties completing the required work.

9.4 Students must use Direct Messages and other school approved platforms to communicate individually with teachers and ask questions if they do not understand.

9.5 If participating in a video conversation, students must be suitably dressed, and located in a communal room. For example, kitchen, lounge room or family room.

Meeting Requirements

10. All Junior School Clusters and Learning Areas Teams are required to meet weekly via a video conferencing platform to review the effectiveness of lesson delivery with the aim of making improvements and monitoring student progress.

Child Safe Framework

11. In order to ensure the Key Practices of the Child Safe Framework, including extended guardianship, healthy and respectful relationships and situational prevention, are at the forefront of all communications, staff are asked to adhere to the following protocols

11.1 Communication must be on school agreed platforms, take place at appropriate times and be limited to interactions related to student learning.

11.2 Video conferencing is restricted to Senior School only.

11.3 When using video conferencing teachers must ensure the location and background setting is appropriate or use blurring and masking options remove backdrops. Where this cannot be done teachers must use audio conferencing instead of video conferencing.

11.4 Furthermore. when recording video lessons in a non-school environment for student use teachers must again be mindful to blur or mask private backdrops.

11.5 Apart from collaboration activities using classroom applications all individual messaging shall only be undertaken using SEQTA direct messages.

11.6 As per the Code of Conduct, staff must report to the Principal behaviour that is not in keeping with the Code.

Support

Support staff will undertake a regular workday from home, being mindful of the protocols outlined in these guidelines, especially when using personal phones and other devices. Students, staff and parents may contact support staff using the following avenues:

College Administration
Email: admin@holyross.wa.edu.au
Phone: (08) 9297 7600

ICT Help Desk
Email: helpdesk@holycross.wa.edu.au

Wellbeing Services – St James Centre
Please use SEQTA to Direqt Message the Social Worker or College Psychologist