**Background**

Emergency Teaching and Learning Framework

Procedural Steps for Teachers and Administrators

This document provides the procedural steps that will be taken by teachers at North Lake Senior Campus in the event of an emergency situation requiring school closure, such as closure attributable to COVID19.

A number of key considerations have guided the development of these steps. These include respecting:

• continuity of learning providing students with ongoing access to the learning and the curriculum

• quality of learning identifying the best available resources to ensure the ongoing quality of learning

• connectivity keeping students, parents and the community connected to all sites of the campus

• equity ensuring learning is available for all students

• teacher wellbeing rationalising workload and supporting teachers to deliver in a new and perhaps unfamiliar environment

• student engagement and

wellbeing ensuring conditions are in place for students to participate in their education program

• collaboration and

reciprocity harnessing the intellectual capacity of our organisation for the benefit of all.

**Isolation Contexts**

Individual Student Isolating

*In the case where a student is isolated from school for a period of time due to COVID 19*

* No structural or operational changes to the delivery of curriculum. Course information, lesson content, assessments and additional resources placed on *Connect* for the isolated student to access to continue their learning offsite

Individual Teacher Isolating

*Self-Isolation as a precaution or preventative measure or as a requirement but still able to work from home*

* Inform HOLA, Line Manager and DP of the need for self-isolation
* Provide relief materials and resources as per usual
* In the case of re-arranging teaching staff, the isolated teacher is to provide resources to the teacher covering their classes

*Self- Isolation as a requirement and unable to work from home due to illness (evidence provided)*

* Inform HOLA, Line Manager and DP of the need for self-isolation
* HOLA, Line Manager and DP to discuss how the teacher’s classes will be provided for, including support arrangements for the relief teacher if required and what communication to students and parents will be provided and what frequency

Multiple Teachers Isolating

*Multiple teachers in self-isolation as a precaution/preventative measure or as a requirement*

* Inform HOLA, Line Manager and DP of the need for self-isolation
* HOLA, Line Manager and DP to discuss how the impact of the absences and determine how teachers’ classes will be catered for, including support arrangements for the relief teachers if required and what communication to students and parents will be provided and what frequency. Other considerations may include combining classes, running online classes, and the reallocation of classes.

**Delivery Modes**

Depending upon the circumstances, teaching staff may be asked to modify their teaching delivery mode. A ***modified onsite learning environment*** will be activated where students are able to be on school site, but a proportion of the student population/teacher population is self-isolating. A ***full offsite/online learning environment*** will be enacted where a mandated closure is in place or where a significant number of the school population is self-isolating and is offsite/online.

Onsite Modified Learning

There are three phases to this adjustment, all of which are based upon student/staff population.

*Phase 1: There is a reduction in the student/staff population, but not sufficient enough to require an adjustment and that can be covered by relief structures.*

* Timetable structures will remain the same
* Teachers will attend timetabled classes
* HOLAs in consultation with the DPs will make a decision on delivery mode (e.g. onsite face to face with resources provided on *Connect* or other platform

*Phase 2: There is a reduction in the student/staff population, enough to instigate a slight adjustment to timetable structures.*

* Timetable structures and classrooms will remain the same
* Timetable structures will remain the same but will meet COVID19 rules around spacing and crowd sizes
* HOLAs and Line Managers in consultation with the DPs will make a decision on delivery mode (e.g. onsite face to face with resources provided on *Connect* to offsite learners or other mode)

*Phase 3: There is a reduction in the student/staff population, significant enough to warrant or create large scale change*

* Timetable structures and classrooms will be collapsed to meet COVID19 rules and address reduced staff numbers
* Students will be supervised by LAs during scheduled times. HOLAS and Line Managers will work with their staff to determine a process and roster to provide sufficient student supervision, care and learning
* The mode of learning will switch to offsite/online learning mode with students present accessing classes virtually

Offsite/Online Modified Learning

The management team will meet on a weekly basis to discuss how offsite/online learning is progressing and will make adjustments to the processes and procedures outlined below to ensure the needs of teaching staff and students are addressed. HOLAs and Line Managers will be in regular contact with teachers regarding student progress and course delivery.

|  |
| --- |
| Requirements of Teachers |
| All class communication must be traceable through *Connect*. Please monitor the frequency of your posts so as not to inundate (and overwhelm) students |
| Lesson instructions and resources are placed on *Connect* in the Contents section and additional information in the Library section of the *Connect* class, or a singular *Connect* notification for the week (as to reduce connect notifications). Should teachers require students to access another platform, this will be communicated via the *Connect* class in the Contents section with step-by step instructions on how to log into the approved platform provided. Students should know what content to access for each lesson and how to access it |
| Work is placed on *Connect* in a sequential order on a regular basis |
| Teachers are to provide support to students engaging in the lesson on days in which the course is timetabled. The teacher will communicate to the class how they will be supported (e.g. a teacher may be available during the normal scheduled timetable period to provide support, or they may provide feedback through the *Connect* Discussion page throughout the day or have a consistent time within the day where they will respond to, and support, student learning if they can’t provide support during the timetabled period |
| Assessments and Course Outlines will be modified if required to ensure sound assessment processes are in place. Where a modification to an outline is made, amended outlines are first approved by the HOLA and then copies sent to students, and the DP Curriculum. |
| Requirements of Teachers |
| Changes to outlines will be reflected in RTP and published in the Library section of the *Connect* class. |
| Health and Wellbeing and Study Skills resources, advice and links can be provided by the Student Services Team through the established *Connect* community |
| Lessons are structured to engage students for approximately 30-45 minutes with independent work and/or study assigned in addition to this time, where required |
| Feedback is regularly provided to students about their learning and teachers will provide communication home within a week if they have concerns about a student’s engagement in online learning. The appropriate referrals to SST and HOLA or Line Manager are also made. Where possible, the regular referral processes should be maintained and appropriate communications maintained and recorded. |

Students also must take responsibility for their learning in offsite/online learning environment. Teachers should discuss with their class members the requirements and responsibilities of our students. Students should also know that regular codes of behaviour when interacting online still apply and are enforceable.

|  |
| --- |
| Requirements and Responsibilities of Students |
| Follow Digital Citizen Guidelines when participating in online learning (i.e. use appropriate language in discussions, wear appropriate clothing when live) |
| Log into *Connect* to access lessons and follow instructions as per your teachers’ instructions |
| Participate in online learning during the same time your normal timetabled class would occur unless otherwise advised by your teacher |
| Submit activities, tasks and assessments based on your teachers’ instructions |
| Seek feedback from your teachers and engage in online learning – be an active participant in your education and learning |
| Ask for help when you need it – seek assistance and advice from your teachers |

**Resources**

Provided overleaf are checklists and reference sources to support you with offsite/online learning. Included in the resources are links to online courses designed to assist teachers plan for online learning.

All staff are required to complete the *Preparing for Distance Learning* online course available through PLIS.

**Appendix 1**

**Teacher Checklist for Online Delivery**

|  |  |
| --- | --- |
| Preparation |  |
| I have looked at my Course and Assessment Outlines and constructed a modified series of lessons based on my current program in conjunction with my HOLA or Line Manager |  |
| I have modified the lessons to meet the parameters of 30-40 minutes with time to practice and review |  |
| I have organised and added supporting material to my work package that supports my modified lessons |  |
| I have provided an item of work that students can return to school for formal and informal feedback on their learning |  |
| I have differentiated the lesson so that all students within my class can engage in the lesson |  |
| I have advertised to students how to access lessons and resources for either an individual lesson or for a series of lessons |  |
| I have organised my *Connect* Library for lessons/resources or information about where to access information (e.g. *onenote* or another platform) in a sequential lesson order |  |
| I have notified students on how they can receive support if I am unavailable during the timetabled class time |  |
| During |  |
| I am available for online discussion via *Connect* for 30-40 minutes of my timetabled class |  |
| I am monitoring student activity and those who may or may not be accessing *Connect* to view course material |  |
| I am encouraging students to provide responses to activities or class discussions to gauge their level of understanding |  |
| I am providing students with feedback around their guided and independent practice |  |
| Where possible, I am collecting evidence of learning either formally or informally |  |
| Post Lesson |  |
| I have made preparations for future classes and shared any pre-lesson tasks with students at least 3 days ahead of online delivery |  |
| Formal feedback has been provided to students every week |  |
| I have returned items of work completed by students, assessed, marked and recorded scores and returned work to students with feedback within 5 days. |  |

**Appendix 2**

**Resources and Support**

Starter’s Guide to Distance Learning

<https://apps.det.wa.edu.au/docserver/?key=XCaaJ9LXJ91NB3BwZaRuxa>

Department Training on Connect and Microsoft 365

[Events Calendar - Search Results (det.wa.edu.au)](https://plis.det.wa.edu.au/EventResults.aspx?q=0&k=strategy+and+project&t=0)

[Use Microsoft 365 cloud services, help and support - Ikon - The Department of Education](https://ikon.education.wa.edu.au/-/access-office-365-services)

[Videos - Staff - Connect (det.wa.edu.au)](https://connect.det.wa.edu.au/group/staff/ui/learn/videos)

Connected Learning Hub

[Senior Secondary - Staff - Connect (det.wa.edu.au)](https://connect.det.wa.edu.au/group/staff/ui/connected-learning/learning-packages/senior-secondary/)

WebEx tutorials

[Teacher Version : Webex Teaching and Learning Support (det.wa.edu.au)](http://ecm.det.wa.edu.au/connect/resolver/view/WBXK12T001/latest/index.html)

Support for parents and carers

[Support for parents and carers - Department of Education](https://www.education.wa.edu.au/learning-at-home/support-for-parents-and-carers)

Translation service for schools

[Access translation services - Ikon - The Department of Education](https://ikon.education.wa.edu.au/-/access-translation-services#toc5)

Support for students – setting up a learning environment

[Set up a learning environment - Department of Education](https://www.education.wa.edu.au/learning-at-home/learning-environment?redirect=%2Flearning-at-home%2Fsupport-for-parents-and-carers%3Fredirect%3D%252Flearning-at-home)

The *Preparing for Distance Learning* course available through PLIS ([Events Calendar - Event Details](https://plis.det.wa.edu.au/EventDetails.aspx?EventID=33258)) needs to be completed by all staff. Please share this information and link with each other.