REMOTE TEACHING AND LEARNING PLAN V3 *(Updated 05/04/20)*

MARIAN AND LAVALLA CAMPUSES
Term 2, Weeks 1-4

Rationale

Newman College is a Catholic school educating in the Marist tradition. The learning for all students PK-12 is our highest priority as is the support of teachers to provide a meaningful and purposeful learning experience.

The purpose of this Plan is to enable Newman College to continue to deliver curriculum and learning experiences in the event of a school closure or other major disruption.

Newman College's responsibility is to support its students, irrespective of their learning environment. Our teaching and learning program is underpinned by a commitment to the dignity and wellbeing of each member of our College community.

Modes of Delivery and Working from Home

In the event of a school closure or other major disruption the remote teaching and learning plan will be implemented to ensure the continued delivery of the curriculum for all students across the College.

Our students and teachers are currently using digital platforms such as the Microsoft Suite, Education Perfect, Seesaw and SEQTA to support their learning. Therefore, the impact of any disruption to teaching and learning should be reduced.

In the event of a school closure or major disruption, teaching staff and education assistants will also be working from home. When working from home, teachers must adhere to the following:

- Present in smart casual yet professional dress if video conferencing
- When video conferencing, ensure the conference is free from distraction
- Only using the agreed platforms to collaborate with students and parents

CHALLENGE….

Newman College we continually challenge ourselves to boldly embark on a learning pathway of discovery beyond the classroom to contribute to and become agents of change in the world.

In an ever-changing society, people need the skills, experience, knowledge and confidence to face all of life's challenges in order to become resilient learners who are willing to take risks to achieve their goals.

Within a safe and positive environment, students feel confident to challenge themselves in developing their faith and learning.

Newman College
Vision for Learning
- Shine Through Discovery
Let your light shine Matt 5:16

Ministry and Faith Formation

The Ministry Team will continue to develop and share prayer, spirituality and faith formation experiences for the College Community. These resources will be shared across different platforms and can be accessed via Year group TEAMS, Seesaw and the College website.
Activities and resources to be accessed will be:

- Student prayer will be offered weekly, led by our Faith and Liturgy captains.
- Transforming Mission web series invites families to reflect on our Faith and our Marist Spirituality.
- Service opportunities for staff and students through working with parishes to support the local community.
- Families are invited to contact Simon Martino if they would like additional prayer, spiritual or faith resources.

Student Wellbeing and Attendance

It is important that during school closure students can seek support, remain connected and continue to feel a deep sense of belonging and purpose to the College community. To facilitate this, students are expected to check in daily with their Classroom Teacher. Details of how students will check in will be shared with students and parents by their teacher and will also serve as school attendance.

If a student is unwell and can't participate in the learning activities scheduled, parents are asked to send an email to primary absentees (absenteeprimary@newman.wa.edu.au)

Wellbeing activities and resources will be communicated via Seesaw. Our Counselling and Wellbeing Team will continue to support Leaders of Wellbeing and the wider College community by having resources accessible on the College website.

School: Roles and Responsibilities

Executive	• Policy and Governance • Liaising with MSA, CEWA and AISWA • Staff • Communication • Compliance
Senior Leadership Team	• Develop plans for remote learning. • Communicate with teachers/staff and parents. • Support teachers/staff and parents during Remote Learning. • Ensure effective implementation of Remote Learning plan and accountability to student learning.
Leaders of Wellbeing	• Create developmentally appropriate content regarding self- regulation, anxiety and/or wellness strategies that students can practice during this time of Remote Learning. • Create wellbeing content that students could complete "at home" based on the current curriculum. • Provide developmentally appropriate resources that include information regarding anxiety, isolation, health and wellbeing particular to individuals. • Collaborate with College Psychologists and Counsellors to plan for return to school programs.
Leaders of Learning	• Remain in contact with the Senior Leadership Team. • Communicate information from the Senior Leadership Team to teachers, parents and students, as it becomes available.

Teachers	• Collaborate with colleagues to design Remote Learning experiences for students in accordance with unit plans. • Develop online student learning experiences. • Communicate with and provide timely feedback to students. • Communicate with parents, via email, as necessary. • Maintain an achievable and sustainable program of learning experiences that follow the College's Learning Cycle.
Classroom teachers	• Attendance. • Pastoral care for students and families. • Support Year group activities under the direction of the Leader of Wellbeing.
Learning Support	• Modify curriculum to align with IEP outcomes for diverse learners as coordinated by the Leader of Learning Diversity and Teacher Leaders. • Support teachers as required.
ICT Support Team	• Provide timely response to student, family, and department requests regarding technology issues. • Monitor and ensure uptime and reliability of service for online platforms.

Lavalla Campus

Years 3-6	

Curriculum continuity	• Teachers will provide learning experiences for key learning areas:
	   o Religious Education
	   o Literacy
	   o Numeracy
	   o Science
	   o HASS and
	   o Health
	   o Specialist classes
	
	• Teachers will provide a suggested weekly timetable to support families and students.
	• Teachers will provide learning intentions and rubrics for units of work.
	• All communication and tasks will be provided through the Seesaw App and teachers will be available via email for parents.
	• Teachers will, where appropriate will use Teams to support video conferencing, collaboration and sharing digital resources.

Assessment	• Formative Assessments will continue to be distributed and collected in a variety of platforms used to gather data including Microsoft Forms, Kahoot, Quizzizz. • Teachers will provide learning intentions and success criteria for various units of work allocated, and this will be formatively assessed
Feedback	• Feedback can include, but is not limited to, verbal feedback via Teams conference call, written/voice feedback answering questions, group feedback via markers report, automatically marked content via SEESAW, sample answers • Daily feedback on one learning area per student • Rotate through learning areas across week • Daily check-in via Teams conferencing (Yr 4-6.)
Delivery	• Follow weekly timetable as prepared by the teacher • Complete task set by the teacher • Upload work examples to SEESAW • Teams conferencing

Marian Campus

PK-Year 2 Early Childhood Education	
Curriculum continuity	- Engagement and participation should aim to foster a sense of belonging, community and maintain meaningful relationships with teachers and peers. - Play-based learning experiences are encouraged - Teachers will provide explicit numeracy and literacy video content with supporting play-based consolidation activities. - PK – PP will provide suggested gross and fine motor activities. - Year 1 – 2 classes will receive project-based tasks to integrate other learning areas. - Specialist Teachers will deliver 1 learning task per Unit, per week.
Assessment	- PP - Year 2 Teachers will utilise RazKids for Reading assessment using Reading Benchmark tool. - Teachers will provide rubrics with learning intentions at beginning of each unit of work allocated and will formatively assess to this rubric. - Educational Assistants will utilise teacher-devised checklists to formatively assess specific pieces of work.
Feedback	- Teachers will provide targeted, formative feedback - Educational Assistants will support feedback by providing comments on Seesaw at teacher's direction. - Support Teachers will provide feed-forward to support groups and weekly written feedforward to parents via SEESAW.
Delivery	- All communication and tasks are to be provided through the SEESAW App and teachers will be available via email for parents. - Students at the Marian Campus will be provided with home learning packs designed to support remote learning outcomes.

Student Routines

Years 3-6	- Follow weekly timetable as prepared by the teacher. - Complete tasks set by the teacher. - Upload work examples to Seesaw.
Early Childhood	- Engagement and participation fosters a sense of belonging, community and maintains meaningful relationships with teachers and peers. - Play experiences are encouraged. - Students are encouraged to participate in learning experiences designed by the teacher.

Parent Communication

Years 3-6	• All teaching staff will be available to check in with all families between the following times, each day using Seesaw:
	
	   o 9.00am – 9.30am
	   o 11.00am – 11.30am
	   o 1.00pm – 1.30pm
	
	• Years 3 - 6 teachers will be available for any communication from parents using email with 48 hour turnaround.

Early Childhood	• All teaching staff will be checking in with all families between the following times, each day using Seesaw:
	
	   o 9.00am – 9.30am
	   o 11.00am – 11.30am
	   o 1.00pm – 1.30pm
	
	• Kindy – Year 2 teachers will be available for any communication from parents using email with 48 hour turnaround.

Touchstones - Remote Learning

Feedback	• Timely feedback is essential to student learning; this is especially so in online learning environments when/where students are unable to ask questions as they normally would in a classroom setting. Group feedback is more efficient to deliver than individual feedback. • Clear communication regarding where/how students should ask questions and seek clarification specific to learning targets, task requirements, and/or deadlines. Active monitoring of Teams or Seesaw for questions and communications from students.
Offline work	• Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures, and/or making a video.
Deadlines and Assessment	• Provide students ample time to complete assignments. More time than you would usually provide in class may be necessary for students. Keep tasks simple and directions clear to make sure students understand what they are required to do. • Assessment during school closure is exclusively formative.
Bandwidth	• Consider the size of the files to be downloaded by students; students' WIFI access may have limited bandwidth. If you embed videos, keep the size of the files small and avoid HD quality.

Primary Students: Roles and Responsibilities

Behaviour	• Students are expected to follow the College policy on behaviour expectations when online. Breaches to these rules will be subject to the same sanctions as outlined on the College behaviour management policy.
Device	• Students are expected to use their device in appropriate ways and only communicate with their teachers to facilitate their learning on approved platforms. • Students should only contact teachers through SEESAW or TEAMS during normal school hours.
Communication	• Students must be mindful of communicating using appropriate, formal language, addressing their teachers correctly, and must be mindful of how they are speaking if they have their microphone on their device turned on. • Students should only contact teachers through the approved platforms (SEESAW) and during normal school hours. • Video contact should not be one on one between teacher and student, it should reflect classroom situation

Child Safe Framework

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

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

2. The Code of Conduct and Child Safe Framework applies for communication between all members of our community. Students and teachers can communicate via Direqt message, where formal and professional communication standards still apply. Teachers are not permitted to use unofficial platforms, such as Skype, to communicate with individual students or parents. This includes one-on-one telephone conversations with students.

3. Online conferencing will be for groups not individuals. Online conferencing will be recorded for reference

4. As per the Code of Conduct, staff must report behaviour that is not in keeping within the Code to the Vice Principal.

5. Newman College recommends parents actively supervise all children, especially primary aged students whilst working online and establish boundaries to ensure responsible digital citizenship.

6. Students must present themselves in communal family spaces and in a dress code appropriate to a classroom setting.