

REMOTE/DISTANCE LEARNING MODEL



A Guide for Parents, Students and Teachers
GRANT HIGH SCHOOL

Table of Contents

RATIONALE	3
Purpose	3
Definition	3
TECHNOLOGY	4
Digital Communications	4
Technology Support	4
DELIVERY OF TEACHING & LEARNING	5
Timetable	5
Lesson Delivery for Year 8 to 10:	5
Lesson Delivery for Senior Classes	5
Lesson Materials & Instructions.....	5
ATTENDANCE	6
Expectations.....	6
Attendance Follow Up & Concerns	6
BEHAVIOUR	7
Student Expectations	7
Parent Expectations	7
Protective Practices	7
HOMEGROUP & WELLBEING	8
Kunga Course (homegroup)	8
Wellbeing Monitoring	8
Case Management	8
PARENT CONTACTS	9
Initial Concerns	9
Ongoing Concerns.....	9
Unresolved Concerns	9
APPENDIX #2 – ASSESSMENT DECLARATION.....	10
FLEXIBLE LEARNING CENTRE (Nunkula).....	Error! Bookmark not defined.
Case Management	15
Lesson Delivery	15
Enrolment Expectations.....	15

RATIONALE

Purpose

The purpose of this document is to outline the procedures for continued delivery of programs at Grant High School in the event of prolonged school closure, and the need for online delivery.

The aim is to:

- articulate clear processes and expectations for managing teaching, learning and wellbeing
- ensure continuity of learning for all students
- ensure integrity and fairness in assessment

Definition

In the event of prolonged closure or the need for online delivery of teaching and learning, Grant High School teachers will utilise online platforms (DayMap & Google Classrooms) to allow real-time, authentic and rich learning for all students.

Students and teachers will connect, collaborate and learn in online classes. All students will have the same opportunities to excel.

TECHNOLOGY

Digital Communications

The following digital platforms will underpin the teaching and learning process:

- DayMap – for Communication between students, parents and teachers, sharing assignments, handing up completed work, sharing resources and providing feedback.
- Zoom and Google Meetings/Hangouts for live face-to-face teaching and learning. (please record all Zoom/Hangout/Team meetings for protective practice purposes.

Technology Support

In the event of a locked account, forgotten password or the need for general support, please complete the form (link provided on DayMap – 'IT Support'). If unable to follow the link, please email

Evan.Dent47@schools.sa.edu.au or call 8726 3197.

DELIVERY OF TEACHING & LEARNING

Timetable

Lessons will run according existing DayMap timetables. The line structure is provided below:

Commences	Lesson	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45	1	1	4	2	6	5
10.05	Recess					
10.25	2	Homegroup	5	3	1	PIP
11.45	Lunch					
12.15	3	2	6	5	3	4
1.35	Recess					
1.55	4	3	1	4	2	6
3.15	Dismissal					

Lesson Delivery for Year 8 to 10:

- Teachers will provide at least ONE lesson per week (whole class) 'face to face' teaching via video conference (e.g. in the case of a 7 day lockdown, this would equate to only 1 video call).
- The teacher will be available for the remaining lessons via DayMap, Google Classroom or other negotiated methods to provide assistance with work and answer student questions.

Lesson Delivery for Senior Classes

- During allocated lessons, teachers will maintain a flexible approach in order to balance their time between students working online.
- Students will be required to maintain contact with teachers at least TWICE per week.

Lesson Materials & Instructions

The following supplementary learning materials will be made available via DayMap or Google Classroom:

- Course Outlines
- Assessment Tasks and activities, including timelines and due dates
- Published results/grades and the provision of ongoing feedback to support learning improvement.

ATTENDANCE

Expectations

Students will sign into their lessons on DayMap.

Attendance Follow Up & Concerns

Parents are required to monitor DayMap attendance for each student:

In the event of an ongoing attendance concern: (absence for 2 lessons or more for a subject):

- Follow up will initially be undertaken by the subject teacher via phone to parents. This is to be recorded in 'Parent Contact' on DayMap.
- In the event of an ongoing attendance concern, follow up will be undertaken by the Community Leader via phone or email.

BEHAVIOUR

Student Expectations

For online lessons, students are expected to:

- Join lessons on time
- Respectfully engage with teacher and peers
- Actively participate in group discussions/collaboration
- Students must be located in designated study spaces for all live lessons
- Students must be in appropriate attire which could be school uniform
- All school behaviour expectations apply for online learning
- It is recommended students take a 20-minute break away from screens between lessons.

Students behaving inappropriately online will be removed from the live forums and parents contacted as required

Communication Expectations:

- Students need to attend the minimum two online lessons per week
- Respond to any communication via DayMap during lesson times
- Complete work and submit it by due dates

Parent Expectations

Parents should:

- Respond to Emails in timely manner
- Respect teachers work hours
- Supervise Internet use
- Monitor attendance and work completion

Protective Practices

To ensure online safety of staff and students:

- All digital contact must only relate to teaching and learning or wellbeing
- No sharing of personal internet locations, correspondence of a personal nature via social media, internet postings, or use of private online chat rooms
- No uploading or publishing still/moving images or audio recordings of students to any location other than DayMap or Google Classroom.
- Teachers to record ALL video conference calls and advise students that this will occur.

HOMEGROUP & WELLBEING

Kunga Course (homegroup)

Year 8-10 Kunga Course teachers will:

- establish an online platform for students to access materials and submit work
- continue to deliver the Kunga Course curriculum, including task design and assessment
- continue to collect and assess evidence as required by the Kunga Course
- establish a dedicated timeslot for face-to-face or interactive sessions with students each week, for example: zoom, being available to respond instantly to messages (e.g. Google Classroom/Hangout).
- regularly check and respond to e-mail, DayMap messages and other communication from students and parents
- track and monitor student attendance, wellbeing and access to relevant school information

Year 11 and 12 Kunga Course/Homegroup teachers:

- will track and monitor student attendance, wellbeing and access to relevant school information
- will support students with strategies to help manage their 'learning from home', e.g. organisation; engaging/communicating with teachers; general wellbeing/self-care; accessing materials and supports with work
- will regularly check and respond to e-mail, DayMap messages and other communication from students and parents
- may establish an online platform (individually or collectively) that provides materials and supports for students to help them manage 'learning from home.'

Wellbeing Monitoring

All staff will record wellbeing, other concerns & follow up action in DayMap.

Wellbeing & Community Leaders will:

- Be available for consultation and referral of students at risk via DayMap
- Monitor DayMap and follow up wellbeing / behaviour concerns as required
- Identify a list of 'students at risk' and follow up with parent/caregivers as required

Case Management

Case Managers will continue weekly contact with case managed students through Email, Google Hangouts or phone as required.

PARENT CONTACTS

Parent should contact the following people if any concerns arise:

Initial Concerns

- Subject teacher – academic
- Home Group teacher – attendance & wellbeing

Ongoing Concerns

Curriculum Leaders – ongoing academic

- Mathematics- Jason Yates
- Science – Brianna Lush
- English – Jacqui Poumako
- Health & Physical Education – Craig Donaldson
- HASS & Languages – Bekkie Houston
- The Arts – Abbey Marsten-Kleeman
- Technologies – Matthew Kurzman
- Cross Disciplinary – Maddie Whaites

Community Leaders/Managers & Wellbeing – ongoing wellbeing

- Kabir - Donna Wild/Liam Goodfellow
- Kurang – Scott McCulloch/Natalie Radlamir
- Kurra – David Thompson/Amy Holmes
- Marma – Caroline Davey/Ben Tremelling
- Triyn – Cambell Baker/Crystal Phillips
- Wellbeing – Mathew Hubber

Unresolved Concerns

In the event that concerns cannot be resolved please contact: (see email contact list)

Community Leaders

- Kabir - Donna Wild
- Kurang – Scott McCulloch
- Kurra – David Thompson
- Marma – Caroline Davey
- Triyn – Cambell Baker

APPENDIX #2 – ASSESSMENT DECLARATION



GRANT HIGH SCHOOL STUDENT DECLARATION SUPERVISED TASK AT HOME

STUDENT NAME: _____ SUBJECT: _____

TEACHER: _____ ASSESSMENT DATE: _____

Assessment Conditions	Declaration
Age appropriate supervision available for the duration of the assessment	<input type="checkbox"/> YES <input type="checkbox"/> NO
Assessment completed within allocated time limit	<input type="checkbox"/> YES <input type="checkbox"/> NO
Evidence of adherence to assessment conditions: <i>Provide 2 forms</i>	
- Parent/Caregiver signature	<input type="checkbox"/> YES <input type="checkbox"/> NO
- Photographic	<input type="checkbox"/> YES <input type="checkbox"/> NO
- Audio	<input type="checkbox"/> YES <input type="checkbox"/> NO
- Video	<input type="checkbox"/> YES <input type="checkbox"/> NO
- Live Stream (Teacher Supervision)	<input type="checkbox"/> YES <input type="checkbox"/> NO
- Other	<input type="checkbox"/> YES <input type="checkbox"/> NO

If 'No' was declared in the table above, provide an explanation

I hereby declare that I have completed this assessment under the required conditions (as per evidence above).

Signed _____ Date _____

I hereby agree that the assessment task was completed under supervision under the required conditions (as per evidence above).

Supervisor Name _____

Relationship to Student _____

Supervisor Signature _____ Date _____

PATHWAYS/FLO Students

Case Management

Case Management meetings will occur via phone. These meetings will occur weekly and will continue to be a requirement of enrolment in the Flexible Learning program. Meetings may be up to an hour long, but will depend on student needs.

Lesson Delivery

- Teachers will be available for optional video conferencing; they will communicate the timing and frequency of these lessons directly to students.
- All assessment material and student resources has been provided via Google Classroom. Codes have been shared.
- Students that don't have access to reliable internet can request a hard copy of assessment materials.

Enrolment Expectations

Student:

- Access Google Classroom to access assessment activities at least ONCE per week.
- Monitor assessment due dates and submit in Google Classroom (using the 'Turn In' function) by the deadlines provided
- Check emails daily and respond to emails in a timely manner (within 72 hours)
- Seek assistance from subject teachers as required via email

Teachers:

- Access Google Classroom during allocated lesson times and provide ongoing feedback and support.
- Respond to student messages in a timely manner (within 72 hours)