

# Yr 7-10 Remote & Flexible Learning Teaching & Learning Framework



## Vision

To inspire in all students a commitment to personal, social and academic growth as individuals and members of an inclusive learning community. To develop students' responsibility as global citizens and celebrate initiative, effort and success. To continue to be a high performing secondary school which is a world leader in education.

## School Values during Remote & Flexible Learning

**P - Perseverance:** Persevere during challenging times.

**R - Respect:** Have respect for the environment you are working in, your teachers working remotely, the needs of others in your household and the needs of your community as a whole.

**I - Integrity:** Being present at every class and engaging with the teacher and your peers.

**D - Diversity:** Understanding and acknowledging the diverse school community, acknowledgement of the different needs of their peers in this learning environment.

**E - Excellence:** Being your best, completing all tasks to the best of your ability.

## Rationale

Strathmore Secondary College is a high performing school. As we prepare to undertake another period of remote and flexible learning we have reviewed the research around best practice in teaching and learning structures for remote and flexible learning. We value our school community and have reflected on feedback from students, teachers and parents from Term 2. This has informed our approach for the upcoming period of remote and flexible learning, beginning for Year 7 and 10 students on Monday 20th July. The changes are outlined below.

## Structure of the 7-10 Teaching and Learning Program

1. Students will follow their regular timetable during the school day. The day will commence with a form assembly where the roll will be marked and student wellbeing activities will be provided.
2. The roll will be marked each period. Students must attend every class. Students who are working in an alternative arrangement can be marked 'Parent Choice' on Compass (for example, if they are working during different hours to allow for parent work to be completed at particular times, or are unwell).
3. Each lesson will commence with a short video conference (approximately 10 minutes) with the classroom teacher, introducing the learning goal of the lesson and explaining the concepts that will be covered.
4. Students will then work independently on the resources and application tasks that are provided on Google Classroom / Compass platforms. The teacher will remain online, available during their class time via the chat functionality of the video conference. Teachers may return to video or audio

throughout or at the end of the lesson as required.

5. Work will continue to be set in weekly blocks.

Increased video conferencing will enable teachers to engage with the students and build positive relationships whilst they are learning at home. This approach will also enable teachers to explain concepts in more detail during timetabled classes. Students also have the opportunity to ask clarifying questions of the teacher.

Work will continue to be set in weekly blocks. Students can continue to work asynchronously during this period, in these instances parents are able to mark students absent on daily class roles using the 'Parent Choice' code.

### **Technology Tools Used**

Teachers are using Google Classroom and/or Compass to communicate the work that is being set for this period of remote and flexible learning. The video conferencing will be done on either Google Meet (integrates with Google Classroom) or WebEx. Attached are the video conferencing protocols for your reference.

Parents/carers will be able to access a snapshot calendar of topics and upcoming learning tasks for each subject on the school website. This will be uploaded next week.

### **Parent Engagement & Communication**

We understand the importance of effective communication and how vital it is during the upcoming term. As we have outlined above, teachers will be communicating with their students regarding their academic progress using video conferencing, live chat, email and Google Classroom / Compass.

To ensure that communication between parents/carers and school happens in an efficient and timely manner, all communication with the school should be directed to the team coordinator in the first instance. The central role of Team Leaders and Coordinators is to work with students and families to ensure students are happy and successful at school. Teams are led and overseen by a Leading Teacher Team Leader with two Coordinators in the Year 7-10 teams. As a result of some changes in the leadership structure there are some changes to team leader and student coordination positions for semester two.

### **Junior School - Years 7 to 10:**

<b>Team</b>	<b>Team Leader</b>	<b>Coordinators</b>
Argyll	Claudia Phillips	Lachlan Deale
		Jennifer Lee
Burnet	Matthew Roberts	Teagan Fraser
		Erica Trahar
Chisholm	Marisa Pezzimenti	Travis Foster
		Emma Pasierbek
Dunlop	Egmond Molenaar	Gayle Shaw
		Alysha Harkins
Napier	Matthew Downie	Kim Lim

		James Manning
Stirling	Yolanda De Santis	Hayley May
		Tim Girgin

A roll will be taken each period to ensure students are engaging with the school day. If a child is unable to 'attend' their class the parent/carer should enter an approval for their absence on Compass as usual.

Parents are encouraged to actively monitor student participation via the daily class rolls on Compass and contact the student team if they have concerns about their child's progress and engagement.

### **Strategy to Monitor Student Participation with Remote and Flexible Learning**

At the end of the first week of remote learning, a learning task will be uploaded to Compass to indicate the participation of each student with the work set for the week. After this, these progress checks will occur fortnightly. This will enable parents/carers to log in and get a timely snapshot on how their child is participating with learning from home. Assessment task feedback and results will also continue to be uploaded as Learning Tasks on Compass.