



## Saint Patrick's Primary School Staff Utilising Remote Learning Guidelines

As partners with parents in Catholic education and open to God's presence, Saint Patrick's Primary School pursues fullness of life for all its students and the school community. The school ensures the care, wellbeing and protection of its students in keeping with the Catholic tradition, which celebrates the sanctity and unique dignity of each person.

Saint Patrick's Primary School is committed to providing a safe and supportive environment for people of all ages, with special concern for children and young people. Child safety policy and practices support a proactive role in the care, wellbeing and protection of children and the provision of child safe environments.

### Principles:

The role of staff is to partner with your students and their parents to create and maintain a safe learning environment. It is important to mitigate risks and follow all child safety practices that are currently in place at School.

Please ensure that your Mandatory Reporting eLearning Module is up-to-date and that you are aware of your legal responsibilities to report child abuse and neglect to Child Protection. All information regarding reporting must be communicated with your school Principal. Please ensure you have provided a copy of the Certificate of Completion to Cathy Whelan (Deputy Principal/ Child Safety Officer.)

If you form a reasonable belief that a child is in need of protection from physical injury or sexual abuse you must make a report to your Principal/ Child Protection as soon as practicable. It should be noted that although it is not mandatory to report suspected incidents of emotional abuse or neglect, mandatory reporters should make a referral to Child FIRST where they have a significant concern for a child's wellbeing, or a report to Child Protection where they form a reasonable belief that a child is in need of protection.

*Learning from home means using or adapting important features of your school to support and enable remote curriculum delivery. This includes working out:*

- *how teachers will design and plan, individual and collectively*
- *what curriculum content you'll deliver*
- *how you'll deliver curriculum content during the day and across the week(s), which may include using technologies*
- *how you'll assess student learning*
- *which cohorts are likely to need additional support, and how you'll support them*
- *what school and other leaders' roles and responsibilities will be*
- *what existing structures, processes and resources in the school you might leverage*
- *the relationships the school currently has that you might successfully leverage, including relationships with other schools and with community and/or industry partners.*

*Research and practise tell us that students are likely to learn best from home when teachers:*

- *give students and parents/families information about how and when they can contact teachers*
- *make regular contact with students and families*

- *create and communicate a schedule or calendar that shows what's expected of students – for example, what students will be asked to do, by when*
- *give regular feedback to students and families on student learning progress*
- *avoid overwhelming students by giving them too many learning activities at once – for example, a whole month's work*
- *plan learning activities to address agreed goals of Individual Education Plans (IEP) for students in your class, where appropriate*
- *ensure that parents are provided with materials that align with the appropriate level of the Victorian Curriculum Foundation - Year 10 (F-10) and including A-D*
- *plan for a blend of synchronous (in real time) and asynchronous (not in real time) online learning opportunities, if students have access to technologies*
- *balance individual activities/tasks with collaborative ones that support students to engage with each other online – if appropriate and technologies can facilitate it*
- *include a variety of activities/tasks – for example, creative, reflective, analytical, shorter and longer*

*Some students may experience greater challenges in learning remotely and need extra support in a home learning environment.*

*Resources available to help schools plan remote and flexible learning experiences can be also used for students with more complex learning needs. As their teacher, you will be best placed to determine learning activities that will align with learning needs and the goals identified through their Individual Education Plan (IEP).*

*When planning for all learners, including those with complex needs, you may need to consider:*

- *level of instruction required for parents to be able to support completion of tasks, remembering that just as in the classroom, some learners need more adult support*
- *order of learning activities*
- *indicating time expected to take to complete the task*
- *ways to keep motivated or track progress*

*(Taken from <https://www.coronavirus.vic.gov.au/understanding-remote-teaching-and-learning>)*

Remote learning is a beneficial tool for learning and provides opportunities to:

- Collaborate and connect staff in your own school and with staff across schools.
- Connect staff in your school with students in your school.
- Connect students with other students in your school and across schools.
- Reach students who cannot get to school due to pandemic, illness, hospitalisation or isolation.
- Record your lesson for playback later (**It is recommended that students are not recorded and any recordings would only involve staff members**)
- Allow students to review recorded lessons after the fact. (**It is recommended that students are not recorded and any recordings would only involve staff members**)
- Bring experts into the classroom.
- Connect with other schools to collaborate across schools.

## General guidelines

These guidelines have been developed to assist the staff as they develop, implement and maintain remote learning opportunities for the students of Saint Patrick's Primary School and as they communicate with parents/care givers of these students.

- Ensure the Saint Patrick's Primary School Acceptable Use of Devices Policy is up-to-date, outlines expectations regarding behaviour and participation in online learning, and includes parental agreement to the use of online learning.
- Inform parents of the tools and services that will be used for remote learning, including information regarding data hosting.
- Seek specific parental permission to use online tools and services where data is stored offshore. This may have already been sourced via the school ICT Policy.
- Schools should make students and parents aware of the [Saint Patrick's Primary School Student & Parent/Care Giver Remote Learning Responsibilities](#).
- If you notice that a student is in a private or unsupervised space for example a bedroom, request that they move to a shared space during online video conferencing.
- Video conferences involving students should not be recorded (unless the school has express permission from parents/care givers to do so and (as part of the permission process) the school has advised parents/care givers what the recordings will be used for and where they will be stored).
- Schools may seek independent legal advice to ensure they have addressed legislative requirements.
- 1:1 video conferences are not recommended (unless supervised in some way by another adult)
- Pre-recorded lessons (staff only) are permissible.
- Recording of students is not recommended.
- Consider your surroundings, remembering students will likely be viewing this space on their devices. Ensure that the remote learning environment that you establish is appropriate and that you are dressed appropriately.
- Staff should consider disabling student audio when managing student participation
- Staff should adhere to their school's ICT/Social Media and Privacy Policies.
- Staff should refer to adhere to all school and VIT Code of Conduct and Child Safety policies and procedures.
- Regularly remind students to adhere to their Responsible Use of ICT/Social Media Agreement and Guidelines
- Schools should recommend correct ergonomics for teachers and students.
- The eSafety Commissioner resources has a range of resources for online safety awareness.
- Staff should adhere to copyright requirements.
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#### **DOBCEL preferred VC systems**

- There is a range of suitable video conferencing systems that schools may utilise for delivery of remote learning. Google Meet, Office 365 apps (eg Teams, One Note) and Zoom and are VC platforms used by schools of the Ballarat Diocese. Some schools may access other VC platforms
- The use of online learning systems are only as secure as the protocols that are adopted by users of the systems and should ensure they meet privacy and safeguarding standards,
- While each school has a high level of security protocols all staff working at home must ensure that they maintain appropriate online security eg filter, a school endorsed security provider.

#### **Other options for schools**

- Schools should also consider asynchronous options such as creating screencasts or recording videos to support student learning. Screencastify or [Camtasia](#) are the preferred option for DOBCEL schools. Please contact Kevin Cummins (CEB) for information about these options.

### **Best practice in Video Conference settings**

- Add all VC meetings with students to your school's calendar (Google Calendar, SIMON etc.)
- Ensure recording is **not** enabled in settings. Click here to find out how to do this.

### **Reflective Material**

Catholic Education Office Ballarat HIVE <https://hive.ceob.edu.au/>

Department of Education and Training, Victoria

<https://education.vic.gov.au/school/teachers/teachingresources/Pages/coronavirus-home-learning.aspx#link72>

Catholic Education Diocese of Parramatta

<https://sites.google.com/parra.catholic.edu.au/continuityoflearning/home>