

Remote Learning - St Patrick College Guidelines



The following guidelines are to support teachers in delivering remote learning. Please note this is a working document and will be updated as we adapt to teaching remotely.

When developing or conducting online lessons, please adhere to the EREA Employee Code of Conduct expectations around confidentiality and student protection. For Child Safe Code of Conduct Section 3.9 - Use of Technology, [click here](#).

Factors to be mindful of include:

Keeping all contact with students and families to services within the College that can be logged and monitored e.g. Email, MS Teams, SIMON etc.

Ensure online resources are accessible and appropriate. Check for advertising and other embedded media, particularly in YouTube videos. Ensure you have watched the entire clip before sending the link to the students. You will also need to “approve” it for St Patrick’s College students in YouTube. Click the approve button in the blue banner below the clip.

Professional presentation

Be mindful of your presentation and surroundings when using your laptop microphone and video camera. Ensure your office space is as free as possible from distraction and noise - other members of the household, general noise such as cooking, cleaning, dog barking etc. No personal items/photos etc should be captured and no views into other spaces (e.g. bathrooms and bedrooms). The background blur function should be on at all times.

If it is not possible to achieve this at home, teachers can work onsite.

Maintain a professional standard of dress. A collared shirt for men and smart attire for women.

Don’t forget, you are effectively ‘broadcasting’! You must assume that every word is being listened to and every instruction being interpreted by every member of the household that each student belongs to. Be assured, it will not be just the students listening to your remote learning classes. More than at any other time, considered thought must be given to every word that is spoken, every email sent and every interaction that takes place.

If you need to record lessons for instructional, assessment or accountability purposes, ensure you have informed people you are recording them. MS Teams will prompt you to do this. For further details about the College’s privacy statement [click here](#). For further details about video lesson protocols and a checklist for using MS Teams, [click here](#). For Online Classroom rules, [click here](#).

Expectations for remote learning

Weekly Tasks –Recorded in Class Tasks in SIMON for *students and parents* to see via PAM. This will outline the week’s learning goal/s and tasks. It can be released/adjusted weekly. The first two weeks will be uploaded by faculty heads. For an explanation of how to Class Tasks and other features in SIMON, [click here](#).

Weekly Planner – This is an outline of all that is required for a subject’s lessons for *class teachers*. It documents learning intentions - skills and knowledge, class tasks, activities and resources for the week. It can be released/adjusted weekly as we learn what works well and what doesn’t. This document will ensure that we have a consistent approach for all classes in a subject. Subject Teams will work on this document and it will be stored in the OneDrive Faculty Library.

Lesson preparation:

- Learn how to use Microsoft Teams. Trial using Teams with colleagues so you will be proficient in communicating through Teams with your students. For a communicating in MSTEams etiquette document, [click here](#).
- Follow the Weekly Planner.
- Develop learning opportunities
 - Direct instruction by teacher (MS Teams – uses a lot of bandwidth so keep it brief)
 - Direct instruction via pre-recorded video/presentation. To learn how to convert your PowerPoints into videos, [click here](#).
 - External video (TED Talks, Ed Perfect, YouTube etc)
- Develop formative tasks.
- Meet with your subject team weekly. Share resources, trials and tribulations.

During each session:

- Classroom teachers must be available online through MS Teams for the duration of every session they are timetabled to teach. While internet access and/or bandwidth might be limiting factors for some teachers and students, MS Teams is to be considered the primary tool for the delivery of remote learning.
- Class contact will be through MS Teams or email.
- As per our usual practice, student attendance must be recorded for every session. Use SIMON to mark as ‘present’ any student that you have contact with during the session and ‘absent’ for any student that you had no contact with.
- Class materials and assessment are to be delivered through a combination of MS Teams, email, Google Classroom, OneNote, and SIMON.
- Identify weekly learning intentions/goals
- Teach according to the Weekly Planner
- Ensure that the end of each session includes some type of closing – a simple “Goodbye” or some other type of sign-off.
- Make sure that each participant, including yourself, ‘hangs-up’ from each MS Teams session

Class work

- Weekly tasks will be set for each subject – there may be more than one depending on the subject and coursework.
- This will be recorded in **Class Work** in SIMON. The first two weeks will be uploaded by faculty heads. These will be prepared collaboratively by the subject teachers.

Each week/cycle (as appropriate per subject):

- Present learning opportunities
- Set formative task/s – these may be in the weekly tasks
- Provide feedback to parents and students via SIMON of student work completion
- MS Teams and email may also be used for individual feedback and instructional conversations.

Follow up

- Monitor student progress through Class Work in SIMON
- Inform parents about incomplete work via email - CC Pastoral Care teacher
- Add note of parent contact to student profile

Assessment

- Assessment for reporting may be conducted while students are learning remotely. The assessment task in SIMON will have “remote” in the title. This will pull through and display in the End of Semester Statement of Attainment report clearly indicating that the assessment was not done under teacher supervision.

Contact (as appropriate per subject):

- If no contact has been made with a student after three classes, contact the individual student via email and CC Pastoral Care teacher.

Teacher absence - Pinkies

- As much as possible, we will continue to follow our current lesson cover practices. If you are unable to be present online for your timetabled lessons, inform Daniel or Miff via email before 8.00 AM so they can arrange a replacement teacher. Please email pinkie details with a class list and tasks. For a Pinkie (Supervision Classes) template [click here](#). For further details [click here](#).

Role of LSO

- LSOs will work according to their timetable supporting allocated students
- LSOs have been assigned to students/classes. Teachers need to ensure LSOs are in relevant subject MS Teams. LSOs may also request to join MS Teams of relevant classes.
- LSO will be available online for the duration of the lesson to support the student. This may be done by contacting the student directly through the chat function (not the whole class chat) or via email.

Role of the Pastoral Care Teacher

- Pastoral Care Teacher will contact their groups through MS Teams twice a day between 8.45 am and 9.00 am and again between 1.40 and 1.55 pm. For further details [click here](#).

FAQs

The following questions are adapted from the *How St Patrick's College will work through COVID-19 FAQ* document sent to parents. To see this document, [click here](#).

Can I record the lesson or ask students to record themselves and upload it to me?

You may want to use recording for instructional, assessment or accountability purposes. For more information about recording protocols click here.

Will students be able to speak with other students?

Microsoft Teams allows for teacher managed class discussions. Students will also be able to contact each other to chat and call through Microsoft Teams and email to allow for collaborative learning tasks.

Will homework be assigned?

The weekly tasks set by each subject will require students to complete work that can be done during timetabled class time but may also need to be done at other times. This will vary according to subjects and year levels.

What happens if students don't have reliable internet access?

Parents have been asked to notify the school if they have internet issues.

Students with no internet:

There are currently not many families in this situation and teachers have been informed of students in their classes with no internet access. Teachers will continue to be informed via email so they can make adjustments accordingly. Hard copies of work or USBs with weekly tasks will need to be prepared for these students. Contact the relevant Director of School to discuss options.

Students with limited internet:

Many families will be in this situation as there may not be enough bandwidth for all members to be online at the same time. These students may contact teachers via email to check in to their lessons. Please inform students ahead of time if you need them all to be able to interact with the class during a lesson. This will allow families the opportunity to prioritise access for family members. Recording class meeting will give students to see the content at a time when they have reliable internet access.

How will boys who behave poorly and disrupt online classes be handled?

Teachers will monitor and manage student behaviour during classes. When conducting class discussions through Microsoft Teams, teachers are able to mute and remove students who do not follow online behaviour guidelines. Poor behaviour will be tracked using our current procedures. Repeated poor behaviour will be addressed by the Year Level Coordinators. Restrictions may be placed on a student's ability to contribute to online discussions

How will work be assessed?

Assessment for reporting can be conducted while students are off-campus. We will continue to record results and any relevant feedback through Learning Areas in SIMON as is our current practice. "Remote" will be included in the Assessment Task

title to clearly indicate that the task was not conducted under teacher supervision. i.e “Macbeth Text Response Essay – Remote”.

For Years 7 to 10 Victorian Curriculum assessment will be ongoing throughout the semester as much as possible, and will be submitted online as directed by the teacher in each instance.

For more information about VCE, VET and VCAL, [click here](#).

Thank you for all the preparation and planning you have done to provide continuity of learning for our boys. All the best for Term Two.

Director of Teaching and Learning

Julia Petrov