

# Wenona Distance Teaching and Learning Plan

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## 1. Distance Teaching and Learning at Wenona

This document is designed to describe the actions and approach Wenona will take in the event of a campus closure. The Wenona (“the School”) Distance Teaching and Learning Plan (DTLP) aims to provide a flexible distance learning framework with guidelines that can be implemented in a variety of circumstances.

Circumstances will vary when the School might close its campus and implement the DTLP. If the School’s campus is closed and the DTLP is instigated, a communication will be sent to both parents and faculty/staff making this announcement and delineating a timeline for implementation.

The School’s approach to distance learning begins with the assertion that the learning experiences teachers design when school is in regular session cannot be simply replicated through distance learning. In particular, the invaluable social interactions and mediation that occurs naturally among students and between teachers and students cannot be recreated in the same way. Additionally, teachers must find new methods for providing timely and specific feedback to support student growth and learning. Accordingly, this DTLP provides guidelines and insights about how the School’s faculty can leverage digital and experiential learning in ways that bring curriculum to life.

Teachers are encouraged to think differently about the opportunities and possibilities that may result from the challenging circumstances associated with any school closure. As teachers reflect on how to best design or redesign their units, lessons, or courses, we encourage them to consider the following questions:

- How can I leverage digital platforms to provide learning experiences rich in engagement, social interaction, and feedback?
- How can I help my students manage the worry, fear, or isolation they may be experiencing as a result of this emergency or crisis?
- What are the most important understandings and skills I can help my students develop at this time, and how can I help my students construct their own understandings?
- What are the authentic learning opportunities that have resulted from this emergency or crisis, and where might my students’ curiosity and motivation open other new possibilities?
- How can I design learning experiences that address the needs of different types of learners?
- Who need different kinds of support and guidance?
- How will I assess student learning in meaningful ways?

## 2. Scenarios for School Closure

<p><b>Scenario 1</b></p> <p>Total School closure</p> <p>No staff or students on site</p>	<p><b>Scenario 2</b></p> <p>School Closure</p> <p>Staff onsite and students offsite</p>
<p><b>Scenario 3</b></p> <p>Partial School Closure</p> <p>Staff and Students onsite and offsite due to self-quarantine measures and/or Health Dept. requirements</p>	<p><b>Scenario 4</b></p> <p>Higher level of student and staff absence due to illness</p>

## 3. Technology Systems to Support Distance Teaching and Learning at Wenona

The School sought recommendations from several leading organizations and agencies as it developed this DTLP, including the NSW Department of Education and the Association of Independent Schools NSW. School leaders have also carefully studied the DTLPs of other leading international schools. Regarding the School's core technological and communications systems, the following table describes how we will communicate and manage learning in the event this DTLP is implemented.

## 4. Questions

### Question 1

**How will the School communicate with parents, students, and faculty/staff in the event of an extended campus closure?**

### Answer

The School will continue to use the same channels it employs for normal day-to-day communications with parents, students, and faculty/staff. All these systems are remotely accessible and will function in an emergency. They contain auditing tools that will allow the School to ensure that all students and parents are receiving important communications.

The Table below describes these systems:

Channel	Audience	Description and Access
Email	Staff, Parents, Students	Email will be used for all major communications and announcements, including those from the relevant Heads of School and the Principal. Faculty will also use email to communicate, although they will use other platforms to interact with their students as well.
Portal	Staff, Parents, Students	Communication sent via email will also be posted to the Portal alongside other corresponding information that can be accessed by the school community.
Canvas LMS	Staff, Students	Staff and students will continue to use Canvas for teaching and learning resources.
MessageYou	Parents, Staff	SMS Communication will be sent to Parents and Staff in the event of a critical event. Currently, Reception and ICT have access to MessageYou via <a href="https://mgmoutreach.com">https://mgmoutreach.com</a>
Microsoft Teams	Staff	Staff will utilise Microsoft Teams and SharePoint Online for departmental communication and collaboration of files.
Zoom.us	Staff, Students	Zoom.us will be utilised for video conferencing with students in the event where staff and students are not able to attend physical classrooms.
Public Website	General Public	The School will maintain general information on its closure status for the public at <a href="https://wenona.nsw.edu.au">https://wenona.nsw.edu.au</a>

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## Question 2

**Are the learning management systems (LMS) employed in this DTLP the same as those used during normal school operations?**

### Answer

Students in Years 5 to 12 take their devices home every night. Most of our technology tools are not device-specific, which means students will be able to access learning through parental devices, phones, etc. if they cannot access their School owned Laptop or iPad.

## 5. The Structure of the School Day

### Senior School

**Students in Years 7 to 12** are expected to follow the normal structure of the school day as closely as possible.

### Junior School

**Students in Kindergarten to Year 2:** 30 minutes daily each for Literacy, Numeracy, and Inquiry based learning. Over the course of a week, 60 minutes to Art, Music, and PE.

**Student in Years 3 and 4:** 45 minutes daily each for Literacy, Numeracy, and Inquiry based learning. Over the course of a week, 60 minutes to Art, Music, and PE.

**Students in Years 5 and 6:** 60 minutes daily each for Literacy, Numeracy, and Inquiry based learning. Over the course of a week, 60 minutes to Art, Music, and PE.

**For all students in Kindergarten to Year 6,** a menu of interest and leisure based tasks will be provided to support parents in directing activities that support experiential learning and wellbeing across the week, including daily reading, in addition to the time allocated to formal Literacy tasks.

## 6. Roles and Responsibilities

School Personnel Roles and Responsibilities	
<b>Principal</b>	<ul style="list-style-type: none"> <li>Determine the nature and level and anticipated timeframe of the School closure and activate the School's Distance Teaching and Learning Plan (DTLP) FAQs.</li> </ul>
<b>Deputy Principal (Teaching and Learning)</b>	<ul style="list-style-type: none"> <li>Create and distribute the School's DTLP and in so doing, communicate to various stakeholders the expectations for distance learning and associated roles and responsibilities</li> <li>Establish clear channels of communication between faculty, staff, families and students in the event of this DTLP being activated.</li> </ul>
<b>Director of Enrolments and Marketing</b>	<ul style="list-style-type: none"> <li>Support the development of the DTLP Communications Plan.</li> </ul>
<b>Heads of School</b>	<ul style="list-style-type: none"> <li>Liaise with families and be available to access any additional support that may be provided from the School, Professional Services staff, and continue to assist with planning and the implementation of the DTLP.</li> </ul>
<b>Academic Team</b>	<ul style="list-style-type: none"> <li>Support all teachers and teams in the implementation of the School's DTLP</li> <li>Ensure the School continues to comply with NESA requirements through our implementation of the DTLP.</li> </ul>
<b>ICT</b>	<ul style="list-style-type: none"> <li>Ensure the School's technology systems support the intent and practice of quality distance teaching and learning</li> <li>Supporting staff and students in the online system delivery of distance learning.</li> </ul>
<b>Heads of T/L and JS Curriculum Coordinator</b>	<ul style="list-style-type: none"> <li>Support faculty and students/families shifting to a distance learning environment.</li> </ul>
<b>Digital Learning Leader</b>	<ul style="list-style-type: none"> <li>Source models and examples of outstanding distance learning</li> <li>Coordinate the curation and distribution of models and examples of outstanding distance learning tools, techniques and lessons.</li> </ul>
<b>Heads of Department JS Curriculum Coordinator</b>	<ul style="list-style-type: none"> <li>Determine the approach to lesson design and delivery</li> <li>Establish a communication plan to facilitate team collaboration/sharing of resources</li> <li>Support teachers and teams as they design new methods to assess student learning</li> <li>Support teachers and teams in developing strategies to differentiate their instruction</li> <li>Check in with teachers daily</li> <li>Raise any concerns to Deputy Principal (Teaching and Learning)</li> <li>Delegate tasks to Assistant HoD, as required..</li> </ul>

<b>Classroom Teachers</b>	<ul style="list-style-type: none"> <li>• Collaborate with other members of the team or department to design distance learning experiences for students</li> <li>• Communicate frequently with students and their parents, as required</li> <li>• Provide timely feedback to support student learning</li> <li>• Use frameworks, guidelines and suggested lesson structure, as guided by the School, to design the teaching and learning for classes.</li> </ul>
<b>Pastoral Care teacher</b>	<ul style="list-style-type: none"> <li>• Provide guidance and support for students to aid in the monitoring and supporting of student wellbeing</li> <li>• Use virtual platforms (such as surveys and Canvas) to conduct check-ins each morning and afternoon</li> <li>• Ensure a 1:1 check-in via video or phone at least weekly (more frequently for vulnerable girls).</li> </ul>
<b>ESS Team</b>	<ul style="list-style-type: none"> <li>• Communicate regularly with classroom or subject teachers who teach students you work with</li> <li>• Offer to scaffold or adjust tasks as necessary</li> <li>• Support teachers and teams in developing strategies to differentiate their instruction</li> <li>• Communicate regularly with students you work with and/or their parents</li> <li>• Provide access to the regular program or relevant supplementary learning activities for students you work with who may benefit from extra practice.</li> </ul>
<b>Psychologists</b>	<ul style="list-style-type: none"> <li>• Communicate regularly with high-needs students and/or their parents</li> <li>• Be available for phone consultations with parents/students</li> <li>• Be available to support staff in monitoring and nurturing the wellbeing of students through Pastoral Care or academic interactions</li> <li>• Disseminate psychologically sound resources for supporting mental health at home.</li> </ul>
<b>Kindergarten to Year 6 Specialist Teachers</b> <b>PE</b> <b>VA</b> <b>Music</b> <b>Languages</b>	<ul style="list-style-type: none"> <li>• Design a combination of tasks that continue the academic program as closely as possible, as well as options for tasks that provide opportunities for exploration / interpretation and expression in the student's home (or community) environment</li> <li>• PE – develop a bank of exercises, physical activities and wellness tasks</li> <li>• Communicate regularly</li> <li>• Collaborate with classroom teachers.</li> </ul>
<b>Librarians</b>	<ul style="list-style-type: none"> <li>• Work with colleagues to find resources</li> <li>• Check-in</li> <li>• Maintain and update Canvas Library page</li> <li>• Be available online for teachers and students who need support.</li> </ul>
<b>Teaching Assistants</b>	<ul style="list-style-type: none"> <li>• Liaise with teachers to assist in curating a menu of interest and leisure based experiences and online resources to complement the learning experiences each week</li> <li>• Possible project development for when the School reopens.</li> </ul>

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## 7. Tools for online Teaching and Learning / Suggested pedagogies

### March 2020 – Short term measures

- Showcase with examples (at Staff Meeting)
- Links provided via ICT Guides on Canvas
- Sessions on Thursday and Friday Techie Time, focusing on key needs, for Kindergarten to Year 12 teachers
- Extra session for Kindergarten to Year 12 teachers exploring options.

### PL Session – Staff Meeting

*Broad plan for Wednesday, March 11 2020: **DRAFT***

1. Canvas – Virtual Classrooms – Elements for interaction and engagement
  - a. Files – need to be organised for easy access
  - b. Pages – for better curation of resources – going beyond Modules
  - c. Discussions – for interaction, sharing and recording
  - d. Quizzes, Assignments and external tools – used for collecting and assessing
  - e. Conferences - for live real-time audio, video, screen and document sharing
  - f. OneNote Class Notebook
2. Sustainable approaches – Canvas Commons, Use of Blueprints
3. Department files “N” drive from home but with collaboration and on all devices
4. PL and support if we were virtual.

## 8. Daily Reflection Survey

Year Level	Questions
Kindergarten to Year 2	<p><i>Smiley face rating 1 to 5</i></p> <ol style="list-style-type: none"> <li>1. I finished my tasks today</li> <li>2. I had fun learning today</li> <li>3. I tried something new today</li> <li>4. I did things to keep my body healthy today</li> </ol>
Years 3 and 4	<ol style="list-style-type: none"> <li>1. My learning was a good challenge level for me today</li> <li>2. I enjoyed working on one of the tasks in the Wellbeing Menu today</li> <li>3. I enjoyed achieving one of the options on my PE Menu today</li> <li>4. I would like some help with ..... for tomorrow</li> </ol>
Years 5 and 6	<ol style="list-style-type: none"> <li>1. My learning was a good challenge level for me today</li> <li>2. I am happy with my progress on extended tasks</li> <li>3. I am pleased with my action today to support my sense of wellbeing</li> <li>4. I have been in contact with a teacher for support with one of my tasks today</li> </ol>
Years 7 to 12	<ol style="list-style-type: none"> <li>1. How have you managed the work outlined for today?</li> <li>2. Was your home environment suitable for learning and free from distractions?</li> <li>3. Have you been able to access all the work for all subject areas today?</li> <li>4. What problems have you encountered with your work today? (If you answered no to Question 3 this must be completed)</li> <li>5. Have you been in contact with friends from Wenona today?</li> <li>6. Did you have a break from working online today and what activities were included in your break (physical activity, social interactions, art, music practice)?</li> <li>7. Do you need any support with the work you are completing?</li> <li>8. If you answered yes to question 7 detail the help required below.</li> <li>9. Are there any concerns you need to bring to a staff member's attention? Please detail these.</li> </ol>

## Related Documentation

This document has been adapted from *The American School in Japan Distance Learning Plan* (February 2020) and other publicly shared online resources.

### Appendices:

- DTLP: Guidelines for Teachers
- DTLP: Assessment Guidelines for Teachers
- Distance Learning at Wenona for Students: Kindergarten to Year 4
- Distance Learning at Wenona for Students: Year 5 to Year 12
- Distance Learning at Wenona for Parents.