

# Wenona's Distance Teaching and Learning Plan

## Guidelines for Teachers

### 1. Remember the school values of Grace, Courage, Strength and Wisdom

In the event of a crisis that leads to implementation of this DTLP, students may be stressed or worried. Before diving into the curriculum, take the time to assess students' mental, physical, and emotional wellbeing. How are they doing? How are their families? Continue regular check-ins with students as long as the DTLP is in place.

### 2. Be aware of students' conditions for distance learning

While most students will have reliable online access at home and the necessary devices to shift to distance learning, others will not. Teachers should remember that each family's circumstances will vary and they should avoid assumptions about limitations or restrictions students are facing. Open a dialogue with families and avoid assumptions that all students' circumstances are the same.

### 3. Stick with the familiar

Especially in the first weeks after moving to this DTLP, teachers should continue using existing communication channels and learning management systems. In other words, stick with what's familiar to your students. Teachers should remember that while many students will thrive with distance learning, others will struggle. In the event that the school remains closed for a longer period of time, it may become necessary to explore new or different learning platforms that provide different experiences. In the beginning, stick with the familiar.

### 4. Less is more

Should Wenona implement this DTLP, one challenge confronting teachers will be how to best streamline content and elevate the most essential learning for students. In other words, teachers need to take a less-is-more perspective, including the pacing of lessons and tasks. It can also be hard to know exactly how long school closure might last, which makes longer-term planning difficult.

### 5. Designers of Experience; facilitators of learning

In shifting to distance learning, it is especially important for teachers to think of themselves as

designers of experiences and facilitators of learning (as opposed to distributors of knowledge). Distance learning places a premium on a teacher’s ability to think more deeply about how to introduce content, design experiences, and coach students with thoughtful, specific feedback. Teachers need to establish conditions where students have a clear sense of purpose, opportunities to express themselves, and experiences that allow them to work toward mastery. This will help students stay motivated and engaged in learning, even when they are not physically at school.

## 6. Requirements of Teaching Staff

Teachers will assumed to be at work, unless they have applied for Leave through the usual channels. If teachers are at work, they will:

- Be working normal school hours 7.50 am to 3.45pm.
- Contact their PC/homeroom class group at the beginning and end of each day
- For Senior School, post an announcement in Canvas on each day lessons are scheduled for each class outlining the learning intention, activities and requirements. Links to resources should be posted in the announcement. Video conference (at least twice a week) with classes during timetabled lesson time
- For Junior School, communicate daily in a manner that meets students at their point of readiness and experience with online learning and technologies. This may include email with printable tasks for K-2/4, reference and links to relevant online tools and the use of Canvas as the main mode of delivery for Stage 3. For all year levels, learning experiences should reflect our pedagogy that learning is relevant, engaging and differentiated. A range of explicit, open-ended and experiential tasks should be included.
- Maintain records of student participation and contact parents if participation becomes a problem
- When videoconferencing, teachers are asked to dress appropriately and locate yourself in an appropriate space.

If teaching staff have questions relating to leave and employment issues, refer to the FAQs sheet available.

For queries about	Contact
lesson design and delivery	Your HOD
an upcoming assessment	Your HOD and then the Academic team
collaborating with my team	Your HOD
a technology-related problem or issue	email <a href="mailto:ICTHelp@wenona.nsw.edu.au">ICTHelp@wenona.nsw.edu.au</a>
HR issues eg. Leave requirements	Wenona Human Resources Team