

# St Philip's Christian College

## DALE and DALE Young Parents

The 2020 remote teaching period highlighted the need for educators to develop a broad and inclusive set of digital practices to support student learning. Their approaches needed to enable learning across formal spaces (physical and virtual) such as classrooms and learning management systems, as well as home learning environments. Educators also needed to cater for the needs and circumstances of all students, including those with additional needs, and those with home technology access or connectivity limitations.



### School priorities for the remote teaching period:

- Maintaining student wellbeing.
- Providing flexibility and individualised approaches.
- Ensuring core values informed whole-school decisions.

### Key factors affecting remote teaching practices:

- Staff collegiality enhanced staff wellbeing and provided support.
- Staff collaborative problem-solving enabled positive solutions to challenges.
- Innovative hybrid teaching approaches supported simultaneous on campus and remote teaching.

### Effective digital practices during the remote teaching period:

- Providing continuity of learning through effective use of the Learning Management System.
- Assisting students through explicit teaching practices and scaffolded instructions.
- Using participatory online class discussions to support learning and connection.
- Using technologies to enable practical lessons.
- Providing a balance of guided and self-paced activities.
- Strategies to improve digital literacy and confidence.

### Practices to support student inclusion:

- Offering a clearly structured dual delivery mode.
- Adoption of creative strategies to address digital access challenges.
- Adoption of strategies to assist families and carers.

### Approaches to support wellbeing for students and staff:

- Wellbeing assistants provided important additional support for students and families.
- Regular wellbeing checks provided individualised and targeted support.
- Activities were designed for learning and maintaining student social networks.
- Engagement was supported through incorporating games and fun activities.
- Setting realistic workload expectations.

### Practices continuing beyond school lockdown period:

- Continued use of learning management system to support a hybrid (dual delivery) approach.
- Future planning to maximise beneficial effects of remote learning for some students.
- Improved wellbeing systems maintained.
- Ongoing use of virtual teacher professional learning opportunities.

### Participants' recommendations and lessons learned:

- Separate work and home life to support wellbeing.
- Ensure effective training to elevate staff confidence.