



Aquinas College

Teaching Remotely ***Guidelines for Staff***

Introduction

First and foremost, we must all accept the situation. We must accept that things are going to be different for a while; how long is unknown. We must accept that some compromises need to be made. Accept that there will be a learning curve in teaching remotely and that we are not going to get everything right from the outset. It is OK to make mistakes!

We must adapt the business of teaching and learning to the circumstances. It's not just a case of 'here's some work to keep you occupied'. We must focus on teaching and delivery of the curriculum in a way that still leads to progress over time. The fundamentals of teaching must remain the same – plan, teach (acknowledging this is a different prospect remotely), check students' understanding and give meaningful feedback.

There are two key points to take away from remote learning research along with anecdotal evidence and feedback from teachers with experience in this space:

1. It is impossible to reply to every student query immediately. Don't even consider this. Research has demonstrated, unsurprisingly, this led to exhaustion and burnout, and teachers ended up working even longer than usual.
2. Be wary of setting too much work. The research highlighted that many teachers inexperienced at facilitating remote learning felt pressure about not setting enough classwork and ended up setting far too much. You are going to have to slow down your curriculum delivery considerably.

Plan your working day as you would typically, as far as possible, but this does not mean teaching to your timetable. You will need to ensure you continue to develop consistent routines as part of your workday. This will vary tremendously based on your circumstances – whether you have children to look after, whether you're self-isolating or if others are ill around you. Whatever your situation is, you must plan your day and let others in your household know when you're going to be working.

If you are unwell or unable to work for another valid reason, you will need to call Isabel as you usually would. The Senior Leadership Team will then communicate this to your students. Any critical staff-wide communications will be circulated from Matt by 9:00am each day.

Expectations for Teachers

1. Put your health and your family first.
2. Students may have ongoing work or projects such as the Year 7/8 Bingo Board. If not, work is to be made available to them by 10:00am. We expect that you will endeavour to reply to student requests/queries within 24 hours within the regular school hours.
3. You do not need to take class rolls. Monitor engagement by providing feedback and feedforward. Contact caregivers if there are issues. Be empathetic; we don't know what may be happening in a household. Kamar this contact/concern as a pastoral record so that Deans are kept informed and can contact home if necessary.
4. Be consistent by using one platform for your class to share information, generate tasks and to schedule meetings.
5. Prioritise and focus on what is essential for learning. You will not recreate your classroom, and you cannot hold yourself to that standard. Provide good learning opportunities, engaging activities and work of value.
6. Consider a source of content/stimulus (screencast, video, podcast, article etc.) for learning then activities to support/expand on this. You won't be planning for 50 or 100 minutes worth of learning tasks.
7. Focus on keeping up connections and relationships as far as the environment will allow - that's what matters.
8. Don't stress our learners out about high stakes assessment. There will be plenty of naturally occurring evidence we can curate later if we do the above well. If the nature of your NCEA assessment(s) allows students to progress the work at home, and this is realistically achievable, then continue to do so.
9. There is to be no sharing of personal contact details. All communication should be through school channels - we can email out though Kamar, College email or Google Classroom/Microsoft Teams.