

Continual Learning Discussion Breakout Room Notes – Week 4 22/04/20

Main Room Notes – Primary

Thanks to: Tania Whitehead

Student Check Ins

Morning Meetings each day for Junior School Classes via Teams

- Morning mentor calls (5 mins a day – Senior School)
- Parent/Teacher/Student check ins via Teams, phone calls, Zoom.
- Video chats.
- Change of programs/timetable completely – flexible learning timetables.
- Change of lesson length.
- Regular live classes which allow for check ins with whole class, small groups and individuals.
- Surveys – staff, students, parents
- Chat function used on Teams by both staff and students. (Can be a problem with students using this platform when learning should be going on – can turn off to a degree).
- Extra Curriculum Days, Pop-Up Days and No new content days included in the timetable throughout the term.
- 'Passion Projects' to get the students off the screen.
- Focus on promoting wellbeing in every school – highlighting importance of 'balance' on screen vs off screen/health eating/exercise.

Emotional Thermometer

- Generally good.
- Some students struggling, but not necessarily the ones you might have thought would.
- Towards the end of the week, the anxiety starts to rise – general observation.

Group 1 Notes

Thanks to: Gabrielle Costin

- Check ins were largely done in morning tutor group. Email/ question / poll (eg: will Richmond win the GF?) Forces a response.
- Compile data and decide who to ring.
- Middle leaders/ DPs/ Mentors follow up with phone calls when students don't respond.
- Wellbeing afternoon – ring and check in Twice a week WB tute activity with PERMA structure
- ZOOM links for the week are added to student weekly plan and emailed to parents so they know when kids should be checking in.
- Invite parents to a session.
- 4 Parent only ZOOMs a week with different leaders as facilitators.
- Learning Diversity students – how are we reaching them?
- Audio & screen casting. Moving to synchronous stage with trepidation.
- Wellness Wednesday – no curriculum material – give staff time down. Kids can do House activities and place based learning. TIK Tok with middle leaders.
- Families – Sunday sit down where they make a family plan for the week.

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Staff ideas:

- Coffee club for staff @8.30 am.
- Staff Teams/ WhatsApp groups/ cheese & wine session?
- Leaders drop in to lessons to provide support/ reassure. Share practice.
- Staff need support with planning and time management.
- Provide online learning for staff.
- Staff juggling family responsibilities – how to alleviate pressure?
- Send out screencasts to teachers with videos and tips.

Group 2 Notes

Thanks to: Renee Maloney

- most schools are doing "roll call" as per usual in the first 10 minutes
- some schools are using cameras for this purpose or doing fun "check-in" to improve connectedness
- one school reported that the main office is sending a Google Form out each morning to collect attendance data
- another great suggestion was using a "daily learning journal" to measure the students' goals and what work they were working through
- project-based learning was an initiative some schools were implementing during remote learning
- some schools had collapsed senior classes. rather than running timetabled classes, they were running online tutorials for the cohort that study those subjects.

Group 3 Notes

Thanks to: Lauren Perfect

- Daily pastoral care / homeroom checks
- 30 – 40 minutes lessons, maximum!
- First 10 minutes wellbeing check in for each class, see each student
- Wellbeing Wednesday – a common feature
- Chunked time within each week for peer check ins
- May be hosted by the Health / PE Department – support wellbeing activities
- Every fortnight – wellbeing survey (staff, students, parents)
- Through this survey identify those who are struggling and thriving
- Follow ups using this data by psychologists / counsellors / Individual Needs departments
- Expedition Learning Programme to support wellbeing
- Circle discussions
- Suggested lesson structure template provided to all staff, with bookended wellbeing check ins
- MS Teams – pin students and make sure you look at students each day
- Positive primers
- Brain breaks, screen free time
- Survey system – use PULSE (free platform)
- Focus on asking every student a question in each session to monitor
- Overall consensus to shorten each lesson
- Call on students to ensure the students that remain silent are checked on
- 'Less is More'
- Staff won't make it until the end of the term if staff do not do less!

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Chat Session 22/04/20 (names removed for privacy)

Dream a Dream (India) and Prospects Schools (New York) will be in series three of Game Changers

We've made the teacher centred rule of thumb - the age of the student is about the most time a teacher should have speaking. Trying to be realistic with guidelines.

Staff you didn't expect struggle have and others haven't.

All the attendance data from victorian public schools clearly shows very high attendance - more that when on campus

Chat question: How are you managing student check-ins?

Teams allows you to easily see who has been online during a certain time.

Coffee club for us

Trying to chat with each student during the periods, setting up 'rooms'

Strava tracked exercise challenges for staff and students

We are having theme day every Monday - Munday Funday - Hawaiian Day on Friday...

Insights app on Microsoft Teams tracks participation

We take the roll - every lesson - send an email at the end of the day - if students missed more than one lesson.

Microsoft Teams

What are you finding is the emotional thermometer of students?

I am going to email Janine examples of schools doing schooling differently during the iso period. NONE are doing a "normal" timetable - it is unsustainable.

We are moving away from our timetable next week so will be interested to hear what schools do

A normal timetable just does not make sense - we need breaks during the day

VCE is a challenge....

Chat question: What two emotions describe how you are feeling at the moment?

- Tired and excited
- Hopeful, excited
- Curious and open
- Tired and inspired
- Inspired and tired
- Tired and pleased
- Overwhelmed, but excited!
- Excited and tired
- Tired and optimistic
- Tired, excited

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- Tired yet optimistic
- Tired but supported
- Energised and tired - if that's possible
- PRIDE (OF STAFF AND STUDENTS); EXCITED
- Concerned and proud
- Anxious & excited
- Inspired and optimistic
- Tired and concerned
- Calm and ok
- Tired and anxious
- Frustrated and hopeful.
- Somewhat concerned for capacity to continue this overtime work, also excited at connecting to staff students and other teachers (like this)
- Exhausted. Challenged
- I do that with a Google Form to get them to let me know how they are feeling

Chat Question: What support are you finding staff need?

Just listening in

Each other; technical

Technology support

Most staff appear to need a lot of tech support

Human contact especially for those living on their own

Help with using the tech available, positive encouragement

Interesting tired comes up often. Change is often tiring until it becomes the new norm

They need to know that they are being looked after.

Clear, calm and consistent messaging

I am spending a lot of time helping staff with resources or little tips via one on one meetings which should be delivered via PL times

Consistent messages

Contact with others - support

To be listened to, to not have extra put on to them and that they need to be kind to themselves as they place a lot of expectations on themselves to deliver great lessons

Helping them let go of the old method of delivery to one that is better suited to an online space

Balance, especially those who are trying to support their children learning at the same time

Some of those kids are thriving too

With audio and screen casts

We are as a leadership team ringing every member of the teaching staff to have the conversation - connect and listen. Been incredibly valuable.

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They have really responded well - and been surprised at the contact. Been a bit emotional.

We have a calendar of social events eg cheese club with zoom invites for any staff to join.

I think our staff would really appreciate that support and will suggest this strategy tomorrow

I have a couple of teachers that I'm concerned will burn out. Very high on stress levels - nerves stretched.

Our leaders rang us too, and I really appreciated the opportunity to share with them what is really like.

I am still running my weekly team meeting - everyone has to bring lunch and chat, and we do Friday night drinks together and de-brief.

We also developed a support tree with leadership and POL holders checking in with a core group of staff.

Core needs of our students come first but one size does not fit all. There are no stereotypes for this situation

Same. working well

The plan is to return to everyone at the end of the second cycle of two weeks - continuous feedback and opportunity for their voice - do not want anyone feeling they are not appreciated/valued.

We do that

We do that as well with leadership buddies

Love the idea of a support tree

We are following a similar model. Communication tree - focus on connecting with every family via phone in the first fortnight and alongside this regular check in with all staff via communication tree, ensuring we do not forget anyone (including non-teaching staff).

I am concerned about our non-teaching staff

Some younger teachers could be good buddies with more experienced teachers as they are more comfortable with the technology

Yes, they may often be the forgotten ones in all of this

Teaching filming from the board isn't very engaging... but it is hard to change habits.

Great opportunity for them to contribute where perhaps they may not have been able to in the conventional setting

I have taken a lot of time to ensure my non-teaching staff have been involved in the discussion about their work and sustaining work for them for 11 weeks. Many feel guilty that they are being paid and not completing the same amount of work as usual. Most have been very flexible.