# ROADMAP TO return to on-site TEACHING AND learning

**INTRODUCTION**

*As we plan to return our students and teachers to on-site teaching and learning it is essential that we do this in a way that is sensitive to their different experiences of remote and flexible learning. Students and teachers may require different support to settle back into on-site teaching and learning and it is essential that our whole school planning reflects this. Focus on re-establishing routines and social connections and, as always, ensure that our health and wellbeing and teaching and learning approaches are reinforcing and supportive of each other.*

| **HEALTH AND WELLBEING OF PRINCIPALS AND STAFF**  | **TEACHER PLANNING AND COLLABORATION**  | **ASSESSMENT AND REPORTING** |
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| Principals, teachers and education support staff will have all had different experiences during the time of flexible and remote learning. Upon a return to site our priority is to ensure the physical and emotional safety of all staff and students. **Principals consider:*** Maintaining a focus on their personal health and wellbeing, connect with colleagues to share and solve problems and seek advice and guidance from SEILs and regional colleagues.

**Schools consider:*** Minimising requests made of staff, to allow them to focus on retuning and resettling students. Strategies could include:
	+ providing time for planning
	+ engaging CRT to support temporary teaching and learning arrangements while there is a mix of on-site and remote and flexible learning taking place.
* Providing opportunities for staff to talk about:
	+ their experiences of remote and flexible learning
	+ the potential challenges associated with students and staff returning to site and how they might address these together.
* Utilising the range of DET supports available.
 | Allowing time for staff to work together, within social distancing guidelines, to raise challenges, solve problems together and share experiences will be integral to helping teachers feel supported by each other and to establish consistent approaches. **Schools establish:** * Meeting times and protocols for teacher collaboration, focussed on processes to gauge students’ wellbeing.
* Collaborative processes to review the curriculum and determine the adjustments required following remote and flexible learning.

**Schools determine:**  * Whether adjustment is required to teaching and learning plans or timetables for students.
* The best use of teaching and non-teaching staff and whether additional staff resources (CRT) can support students and staff during this transition.

**Schools ensure:*** Access to collaborative planning for teachers to create shared understanding of students’ experience and progress.
* Teachers are provided with, and supported to use the most up-to-date curriculum, assessment and reporting advice, and that teaching and learning programs are aligned to this.

**Teachers:** * Provide students with learning opportunities to practise, create, apply and evaluate the knowledge and understanding of skills acquired during remote and flexible learning and to connect these skills with new learning.
* Consider how the school’s health and wellbeing approach can be connected to the teaching and learning program e.g. using VCAA guidance on Personal and Social Capabilities and the Health and Physical Education learning area.
 | **Teachers have been provided with:** * Reporting advice from the Department.

**Schools ensure:** * Teachers are supported to work with the updated reporting advice from the Department (for example, consider engagement of CRTs to provide time for report writing).

**Schools consider:*** How teachers will establish students’ experiences of remote and flexible learning, including:
	+ how they have coped during this time
	+ what they have enjoyed
	+ what they have found challenging
	+ the extent of independent learning during this period.

**Schools determine:*** assessment planning, including assessment schedules and common assessment tasks.
* How assessment evidence will inform the next stage of teaching and learning.
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| HEALTH & WELLBEING AS PART OF THE TEACHING & LEARNING PROGRAM - TEACHING AND LEARNING ENVIRONMENT  | HEALTH & WELLBEING STRUCTURES AND PROCESSES  | AT RISK / VULNERABLE STUDENTS AND STUDENTS WITH DISABILITY  |
| **Schools ensure:*** Whole-school wellbeing programs to support all students through the teaching and learning program are provided alongside targeted support for individual students.
* Staff feel supported and confident of how to respond to students as they return to school:
	+ checking in on student wellbeing is part of their teaching practice
	+ providing realistic, age-appropriate information about what is occurring and address misconceptions.
* Staff are aware of individual effects of learning from home on students, recognising that some students will be excited to return, while some may be anxious. For some students these effects may be immediately apparent, but for others these may emerge over time.
* Schools establish a procedure that assists in monitoring students’ engagement and wellbeing over an extended period.
* Teachers provide time and space to discuss students’ concerns and fears about what is occurring, involving school and regional Health and Wellbeing expertise and supports as required.
* Teachers maintain and monitor health and wellbeing support for students who are still accessing remote and flexible learning.
* Where possible, students engage in activities such as play and sports, while adhering to advice of the Chief Medical Officer.
* Students have the opportunity, choice and time to share their experiences of learning remotely and returning to on-site learning to assist in developing strategies to support them through their transition back to school. For example, time to draw, play and talk is provided.
* Students are protected from inappropriate or repetitive discussions, media and images.
 | **Schools establish:*** Communications Plans for parents, families and carers, including re-sharing/publishing their Student Wellbeing & Engagement Policy within their communities and how adjustments have been made for current context.
* A structured and predictable environment, including utilising their established whole-school learning, health and wellbeing processes, such as School Wide Positive Behaviour Support (SWPBS).
* Clear routines and structures to the school day, environment and learning programs to help students re-establish routines. This could include:
	+ adequate time for students to re-adjust to school routines, values and expectations of behaviours
	+ ongoing, consistent care with predictable routines
	+ explaining changes to routines in advance and reassuring students about arrangements.

**Schools determine:*** Whether any changes need to be made to their Student Wellbeing and Engagement Policy in order to respond more effectively during the transition period.
* How they will support effective communication with students, parents, families and carers.
* Appropriate staff and allied health professionals who can contribute to a Return to School Health and Wellbeing team.
* Processes to plan, monitor and respond to students’ learning and support needs in a return to on-site learning, including students with disability, and students with health and wellbeing support needs.

**Schools ensure:** * All staff support the health and wellbeing of all students as they return to on-site learning.
 | **Schools ensure:*** Support structures for students with known vulnerabilities are continued.
* They work closely with parents, families and carers to ensure the needs of students with disability and additional needs can be accommodated.
* Student Support Groups (SSGs) and Individual Education Plans (IEPs) for students with disability and additional needs are continued and adjusted where appropriate, to take into consideration their needs in returning to on-site learning.
* SSGs and IEPs for students in out-of-home care and Aboriginal and Torres Strait Islander students are continued and adjusted where appropriate to take into consideration their needs in returning to on-site learning.
* Students most at risk are identified and triaged for support (using the Students at Risk Planning Tool where appropriate).
* Students who are vulnerable or identified as at risk are monitored and supported through processes such as an SSG.
* Students are provided with support and strategies to enable them to express and manage feelings such as anxiety, fear, excitement, sadness, anger and frustration.
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| RESOURCES – HEALTH, WELLBEING AND INCLUSION  | DET REGIONAL SUPPORTS - HEALTH, WELLBEING & INCLUSION WORKFORCES AND SCHOOL IMPROVEMENT | RESOURCES  |
| **DET:*** [Managing Trauma – A guide to managing trauma following an incident](https://edugate.eduweb.vic.gov.au/sites/i/Shared%20Documents/Managing%20Trauma%20Resource.pdf?Web=1)
* [Students at Risk Planning Tool](https://edugate.eduweb.vic.gov.au/sites/i/_layouts/15/WopiFrame.aspx?sourcedoc=/sites/i/Shared%20Documents/students-at-risk-planning-tool.docx&action=default)
* **School Incident Management Policy** – [SIMS policy](https://www.education.vic.gov.au/school/principals/spag/management/Pages/reporting.aspx)
* [Resilience, Rights and Respectful Relationships Teaching and Learning Resources](http://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=2JZX4R)
* [Health and Wellbeing Inclusive Workforces Practice Model](https://edugate.eduweb.vic.gov.au/edrms/collaboration/HWIP/Pages/default.aspx)
* [Mental health support at times of an emergency or natural disaster](https://www.education.vic.gov.au/school/teachers/health/mentalhealth/Pages/mental-health-support-after-emergency.aspx)

**Counselling services*** Kids Helpline: 1800 551 800 or [kidshelp.com.au](http://www.kidshelp.com.au/)
* headspace: 1800 650 890 or [eheadspace.org.au](http://www.eheadspace.org.au/)

**Resources designed for students*** ReachOut: [coping during the coronavirus](https://au.reachout.com/collections/coping-during-coronavirus)
* headspace: [How to cope with stress related to Novel Coronavirus](https://headspace.org.au/young-people/how-to-cope-with-stress-related-to-covid-19/)

**Other resources for teachers to support students*** Emerging Minds – [supporting children during the coronavirus outbreak](https://emergingminds.com.au/resources/supporting-children-during-the-coronavirus-covid-19-outbreak/)
* Be You – [COVID19: supporting educators, children and young people](https://beyou.edu.au/resources/news/covid-19-supporting-schools?utm_medium=email&utm_campaign=BY_202003_IE_news&utm_content=primary+and+secondary+schools&utm_source=www.vision6.com.au)
* ReachOut – [Deal with bad world news resource](https://au.reachout.com/)
* Lifeline – [Mental health and wellbeing during the COVID-19 outbreak](https://www.lifeline.org.au/get-help/topics/mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak)
* Beyondblue – [Looking after your mental health during the coronavirus outbreak](https://coronavirus.beyondblue.org.au/?gclid=EAIaIQobChMIgtS3-NmH6QIVzCMrCh0y9QIyEAAYASAAEgIGbvD_BwE)
* World Health Organisation – [Mental Health and Psychosocial Considerations During COVID-19 Outbreak](https://www.who.int/docs/default-source/coronaviruse/mental-health-considerations.pdf)
* World Health Organisation – [Helping Children cope with stress during the COVID-19 Outbreak](https://www.who.int/docs/default-source/coronaviruse/helping-children-cope-with-stress-print.pdf?sfvrsn=f3a063ff_2)
* Centres for Disease Control – [Manage Anxiety and Stress](http://www.cdc.gov/coronavirus/2019-ncov/prepare/managing-stress-anxiety.html)
* Centres for Disease Control – [Helping children cope with Emergencies](https://www.cdc.gov/childrenindisasters/helping-children-cope.html)
* COVID Safety Management Plan
* Intensive OHS Support for schools
 | **Health and Wellbeing*** Schools can link with their Regional Health and Wellbeing Key Contact to plan and respond to the needs of:
	+ students who may be at risk from disengaging with school during the transition back to on-site learning
	+ students who require additional supports and adjustments
	+ students with health and wellbeing concerns.
* Schools engage with specialist staff, such as Student Support Services (SSS) and school based allied health professionals, to discuss any students whose presentations are causing concern
* Schools engage and seek support where appropriate from the Regional Health and Wellbeing Inclusive Workforce such as Senior Education Improvement Leaders (SEILs), Koorie Engagement Support Officers, Visiting Teachers, School Nurses and SSS.
* The Regional Health and Wellbeing Key Contact Guidance – available from your Regional Health and Wellbeing Key Contact**.**

**School improvement*** Schools can link with their Regional School Improvement Teams to consider which components of their Annual Implementation Plan (AIP) are most useful and important to adjust/maintain.
 | **Resource for Teaching and Learning** * [Learning from Home in a school setting](https://www.education.vic.gov.au/school/teachers/teachingresources/Pages/coronavirus-home-learning.aspx?&Redirect=1)
* [Learning from Home resources on FUSE](https://fuse.education.vic.gov.au/pages/learningfromhome)
* [Online tools for collaboration and learning](https://www.education.vic.gov.au/school/teachers/teachingresources/Pages/accessingdepartmenttechnologies.aspx)
* [DET software resource page](https://fuse.education.vic.gov.au/pages/techsupport)

**Resources for Professional Learning** * [Bastow Continuity of Learning Hub](https://www.bastow.vic.edu.au/continuity-learning-hub)

**Resources for Assessment** * [Assessment, theory and practice within the teaching and learning cycle](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/insight-portal.aspx)
* [Practice principles for excellence in teaching and learning](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/principlesexcellence.aspx)
* [VCAA Formative Assessment Guidance](https://www.vcaa.vic.edu.au/assessment/f-10assessment/Pages/FormativeAssessment.aspx?Redirect=2)
* [VCAA updated advice on curriculum and assessment following transition to flexible and remote learning](https://www.vcaa.vic.edu.au/news-and-events/latest-news/Novel%20coronavirus%20update/Pages/default.aspx)
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