



Kolbe Catholic College Remote Learning Plan Maintaining Continuity in Student Learning – COVID-19

Aspiring To Be More...



In light of the current situation involving COVID-19, the College has formulated a response in the event of a school closure via a Remote Learning Plan. In the event that the Remote Learning Platform is activated, the plan provides clarity in relation to the roles and responsibilities of College staff, students and parents/guardians as well as an overview of learning related guidelines and the remote learning vehicles employed by the College. Included in the plan is also a sample day structure which could be employed when Remote Learning Structures are activated.

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CONTEXT:

The Kolbe Catholic College Remote Learning Plan operates in conjunction with the College Learning and Teaching Charter aiming to maintain continuity in student learning in response to:

- Potential extended school closure.
- Potential changes in College Operational Structure/s.
- Extended Student Absence.
- Extended Staff Absence.
- Other.

ROLES AND RESPONSIBILITIES – COLLEGE STAFF:

STAFF MEMBER/TEAM:	ROLES AND RESPONSIBILITIES:
Leadership Team	<ul style="list-style-type: none"> • Develop protocols and plans for remote learning. • Communicate with staff, parents/guardians, students etc. • Support staff, parents/guardians and students during periods where the College Remote Learning Plan is activated. • Ensure effective implementation of the College Remote Learning Plan and accountability for student learning. • Maintain College Child Safe Standards.
Curriculum Leaders and Curriculum Team	<ul style="list-style-type: none"> • Remain in contact with the College Leadership Team regarding parameters and platforms for Learning and Teaching. • Lead staff collaboration, the development of online platforms/vehicles and provide support related to the development of learning experiences, resources etc. • Work collaboratively with governing bodies (Example: VCAA) and external providers to accurately execute protocol and processes to ensure compliance, student support, the awarding of certifications etc. • Brief staff, students and families as required.
Learning Leaders and Subject Teachers	<ul style="list-style-type: none"> • Collaborate with colleagues to design highest yield remote learning experiences for students in accordance with the relevant curriculum standards, unit planners etc. • Develop high quality student learning experiences, including online resources that maintain continuity in student learning. • Communicate with and provide timely feedback to students to inform next stages of learning. • Communicate with parents/guardians as required. • Maintain College Child Safety Standards.
Learning Support Officers and Learning Enhancement Teachers	<ul style="list-style-type: none"> • Be available via SEQTA for students who are involved in programs and/or receive regular support for adjustments in learning. • Maintain College Child Safety Standards.
Impact Coach Team	<ul style="list-style-type: none"> • Support staff in the development of remote learning experiences and the activation of remote learning vehicles. • Provide user guides, resources and tutorials for staff to assist with the use of key resources, platforms and vehicles.
Library Staff	<ul style="list-style-type: none"> • Curate resources, learning platforms etc. to support the development of student learning experiences.
IT Helpdesk	<ul style="list-style-type: none"> • Monitor online platforms and systems for learning, ensuring they are operable. • Provide timely responses to staff, student and family requests regarding technology, platform accessibility, devices etc.
Wellbeing Services Team	<ul style="list-style-type: none"> • Create developmentally appropriate content regarding self-regulation, anxiety and/or wellness strategies that students can practice during periods of Remote Learning. • Create wellbeing content that students can access during periods of Remote Learning. • Where appropriate, respond to the counselling needs of students. • Maintain College Child Safety Standards.

ROLES AND RESPONSIBILITIES – STUDENTS:

Students	ROLES AND RESPONSIBILITIES:
	<p>Where appropriate, students are required to:</p> <ul style="list-style-type: none"> • Take responsibility for their own learning. • Dedicate an appropriate time to learning, comparable to a normal school day or as indicated by Subject Teachers. • Where possible and appropriate, engage with Subject Teachers and classmates at the scheduled class time as indicated by the College Timetable. • Check appropriate online platforms for learning (Example: SEQTA) for information, coursework, assessment and resources daily. • Attend (as much as possible) the online forums, live streams etc. offered by Subject Teachers. • Work with parents/guardians to identify an appropriate space to study/learn. • Engage in all learning offered in accordance with the normal College Values and Responsible Student Behaviour Guidelines. • Submit and participate in all assessment as per the stipulated College Guidelines. • Access the support mechanisms available: <ul style="list-style-type: none"> ○ IT Helpdesk – Technical Support. ○ Assistance with Learning – Subject Teachers. ○ Wellbeing Support – Wellbeing Services Team. ○ Other.
ACCESS POINTS FOR QUESTIONS AND/OR CONCERNS	
Assistance with Learning	<ul style="list-style-type: none"> • Subject Teacher via SEQTA Direct Message and/or Email.
Technical Support	<ul style="list-style-type: none"> • IT Helpdesk via SEQTA Direct Message and/or Email – itsupport@kolbecc.catholic.edu.au

ROLES AND RESPONSIBILITIES – PARENTS/GUARDIANS:

Parents/Guardians	ROLES AND RESPONSIBILITIES
	<p>Where appropriate, parents/guardians are required to support student learning by:</p> <ul style="list-style-type: none"> • Providing an environment conducive to learning. • Engaging in conversations regarding lessons, resources, assessment, timelines for submission, online tools etc. • Monitoring student daily schedules and learning activities. • Encouraging engagement and attendance in online sessions offered. • Promoting the support avenues available to students: <ul style="list-style-type: none"> ○ IT Helpdesk – Technical Support. ○ Assistance with Learning – Subject Teachers. ○ Wellbeing Support – Wellbeing Services Team. ○ Other.
ACCESS POINTS FOR QUESTIONS AND/OR CONCERNS	
Assistance with Learning	<ul style="list-style-type: none"> • Subject Teacher via SEQTA Direct Message and/or Email.
Technical Support	<ul style="list-style-type: none"> • IT Helpdesk via SEQTA Direct Message and/or Email – itsupport@kolbecc.catholic.edu.au

GENERAL GUIDELINES FOR THE DESIGN AND EXECUTION OF REMOTE LEARNING – STAFF:

Staff are encouraged to consider the following when designing remote student learning experiences:

LEARNING DESIGN

- Staff are to maximise the use of online learning platforms and College systems when designing learning for students.
- Lessons should be designed in line with mandated VCE, VET, VCAL and Victorian Curriculum Guidelines.
- Where appropriate and applicable, the necessary adjustments to learning are to be made for individual students.
- Where possible, staff are asked to minimise printing and are to design activities that cater for a range of different learning styles.
- Ensure lessons and online activities are compliant with College Child Safety Standards.

FEEDBACK FOR STUDENT LEARNING

- Timely feedback is essential to student learning, particularly in the absence of a standard classroom environment.
- Clear communication strategies and vehicles for students are required.
- Active monitoring of emails and SEQTA Direct Message are required to assist with communication from staff, students and families.

SUBMISSION TIMELINES

- Provide students with ample time to complete coursework and assessment.
- Ensure guidelines and parameters for submission are clear, consistent and easy for students to understand.
- Submission of work should be via SEQTA and/or other vehicles normally employed by staff.

BANDWIDTH AND DATA

- Consider the size and type of the files to be downloaded by students (Some students' internet access may have limited bandwidth and/or data.).
- If embedding videos into lesson content please be conscious of data limitations and bandwidth.

DRESS CODE

- Staff are to maintain the standard College Dress Code.

AVENUES FOR STAFF SUPPORT AND ASSISTANCE

- Assistance with Learning Design and Remote Learning Vehicles: Curriculum Team and Impact Coach Team.
- Technical Support: IT Helpdesk.
- Learning Adjustments: Learning Support Team.
- Health and Wellbeing – Leadership Team, Access Counselling etc.

Please Note:

- Execution of the College Remote Learning Plan assumes staff are in good health. Staff struggling with health or requiring leave are to make contact with a member of the College Leadership Team so the relevant support mechanisms can be activated.
- Staff are to put the appropriate mechanisms in place to manage their wellbeing and balance their workload. Staff requiring assistance with this are to contact a member of the College Leadership Team.

REMOTE LEARNING PLATFORMS AT KOLBE CATHOLIC COLLEGE:

Kolbe Catholic College has a robust ICT infrastructure which has the capacity to deliver online learning for students within a range of contexts. The range of tools actioned and level of the platform implementation will be dependent upon the nature and extent of the amendment to standard classes. Each element of the platform operates in conjunction with the 1:1 ICT Device Scheme, enabling students to access learning using a range of methods and/or vehicles.

PLATFORM:	LINK/ACCESS:	PURPOSE/USAGE:
<p>SEQTA LEARN AND SEQTA ENGAGE</p>	<p style="text-align: center;"></p> <p>Student Access Link: https://student.kolbecc.catholic.edu.au/</p> <p>Parents/Guardians Access Link: https://parent.kolbecc.catholic.edu.au/</p>	<ul style="list-style-type: none"> • Communication between staff, students and families. • Access to coursework, assessment, learning resources, lessons, online portals etc. • Submission of work and delivery of feedback. • College communication and notifications.
<p>EMAIL</p>	<p style="text-align: center;"></p> <p>Access Link: www.gmail.com</p>	<ul style="list-style-type: none"> • Communication between staff, students and families. • All official communications between staff, families and students must use the formal College email accounts provided or SEQTA Direct Message. • Coursework and assessment should be distributed and submitted via SEQTA rather than email.
<p>GOOGLE SUITE</p>	<p style="text-align: center;"></p> <p>Access Link: https://gsuite.google.com.au/intl/en_au/</p>	<ul style="list-style-type: none"> • Collaboration, online learning, planning, shared document storage, feedback etc.
<p>ZOOM</p>	<p style="text-align: center;"></p> <p>Access Link: https://zoom.us/</p>	<ul style="list-style-type: none"> • Live streaming of classes, online conferencing, demonstrations, feedback etc. • Students will be sent a secure link for activation for any online sessions hosted.
<p>MACBOOK APPLICATIONS/PROGRAMS</p>	<p style="text-align: center;"></p> <p>Access via Student MacBook</p>	<ul style="list-style-type: none"> • Students are to use the suite of tools available via the App Store for the presentation and documentation of learning. • The relevant apps and programs have been loaded onto student devices and are available for use.
<p>SUBJECT SPECIFIC ONLINE LEARNING RESOURCES</p>	<p>Subject eBooks and Interactive Learning Platforms:</p> <p>http://edrolo.com https://pearsonplaces.com.au https://www.jacplus.com.au/ https://www.oxforddigital.com.au/ https://nelsonnet.com.au/ https://emac.hotmaths.com.au/ https://educationperfect.com/ https://stileeducation.com/ https://app.literacyplanet.com/login https://clickview.com.au</p>	<ul style="list-style-type: none"> • Students are to use the usernames and passwords issued to them upon collection of their resources at the commencement of 2020 for access to all eBooks and Interactive Learning Platforms.

APPENDIX A – SAMPLE DAY STRUCTURE FOR THE ACTIVATION OF THE REMOTE LEARNING PLAN AT KOLBE CATHOLIC COLLEGE:

TIME	STAFF	STUDENT
8.45am	Learning Advisor: <ul style="list-style-type: none"> • Sign into SEQTA. • Check messages and correspondence. • Make contact with Pastoral Care Group. • Other. 	<ul style="list-style-type: none"> • Sign into SEQTA. • Check messages and correspondence. • Access Student Memo. • Other.
9.00am	<ul style="list-style-type: none"> • Work is set for students via SEQTA and other vehicles normally employed. • Check messages and correspondence for class, inclusive of answering questions etc. • Provide feedback on learning and assess student work. • Lead discussion forums, live demonstrations etc. • Other. 	<ul style="list-style-type: none"> • Commence tasks allocated by the relevant Subject Teacher. • Use vehicles available to interact with staff/students, seek feedback, ask questions etc. • Submit relevant tasks. • Other.
9.50am	<ul style="list-style-type: none"> • Work is set for students via SEQTA and other vehicles normally employed. • Check messages and correspondence for class, inclusive of answering questions etc. • Provide feedback on learning and assess student work. • Lead discussion forums, live demonstrations etc. • Other. 	<ul style="list-style-type: none"> • Commence tasks allocated by the relevant Subject Teacher. • Use vehicles available to interact with staff/students, seek feedback, ask questions etc. • Submit relevant tasks. • Other.
10.40am	Morning Tea Break	
11.05am	<ul style="list-style-type: none"> • Work is set for students via SEQTA and other vehicles normally employed. • Check messages and correspondence for class, inclusive of answering questions etc. • Provide feedback on learning and assess student work. • Lead discussion forums, live demonstrations etc. • Other. 	<ul style="list-style-type: none"> • Commence tasks allocated by the relevant Subject Teacher. • Use vehicles available to interact with staff/students, seek feedback, ask questions etc. • Submit relevant tasks. • Other.
11.55am	<ul style="list-style-type: none"> • Work is set for students via SEQTA and other vehicles normally employed. • Check messages and correspondence for class, inclusive of answering questions etc. • Provide feedback on learning and assess student work. • Lead discussion forums, live demonstrations etc. • Other. 	<ul style="list-style-type: none"> • Commence tasks allocated by the relevant Subject Teacher. • Use vehicles available to interact with staff/students, seek feedback, ask questions etc. • Submit relevant tasks. • Other.
12.45pm	Lunch Break	
1.35pm	<ul style="list-style-type: none"> • Work is set for students via SEQTA and other vehicles normally employed. • Check messages and correspondence for class, inclusive of answering questions etc. • Provide feedback on learning and assess student work. • Lead discussion forums, live demonstrations etc. • Other. 	<ul style="list-style-type: none"> • Commence tasks allocated by the relevant Subject Teacher. • Use vehicles available to interact with staff/students, seek feedback, ask questions etc. • Submit relevant tasks. • Other.
2.25pm	<ul style="list-style-type: none"> • Work is set for students via SEQTA and other vehicles normally employed. • Check messages and correspondence for class, inclusive of answering questions etc. • Provide feedback on learning and assess student work. • Lead discussion forums, live demonstrations etc. • Other. 	<ul style="list-style-type: none"> • Commence tasks allocated by the relevant Subject Teacher. • Use vehicles available to interact with staff/students, seek feedback, ask questions etc. • Submit relevant tasks. • Other.
3.15pm	<ul style="list-style-type: none"> • End of formal class time. 	<ul style="list-style-type: none"> • End of formal class time.
Evening		<ul style="list-style-type: none"> • Home Study.