

Roadmap to return to onsite teaching and learning

As we plan to return our students and teachers to onsite teaching and learning, it is essential 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 onsite teaching and learning; therefore, our whole-school planning must reflect 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.

This roadmap has suggestions and guidance for schools, which should be implemented and adapted within the context of each school.

Health and Wellbeing of Principals and Staff	Teacher Planning and Collaboration	Assessment and Reporting
<p>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.</p> <p>Principals consider:</p> <ul style="list-style-type: none"> maintaining a focus on their personal health and wellbeing, connecting with colleagues to share and solve problems, and seeking advice and guidance from diocesan and regional colleagues. <p>Schools consider:</p> <ul style="list-style-type: none"> minimising requests made of staff to allow them to focus on returning and resettling students. Strategies could include: <ul style="list-style-type: none"> providing time for planning engaging casual relief teachers (CRTs) to support temporary teaching and learning arrangements while there is a mix of onsite and remote and flexible learning taking place providing opportunities for staff to talk about: <ul style="list-style-type: none"> 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 diocesan education office support available. 	<p>Allowing time for staff to work together, within social distancing guidelines, to raise challenges, solve problems and share experiences will be integral to helping teachers feel supported by each other and to establishing consistent approaches.</p> <p>Schools establish:</p> <ul style="list-style-type: none"> meeting times and protocols for teacher collaboration, focused on processes to gauge students' wellbeing collaborative processes to review the curriculum and determine the adjustments required following remote and flexible learning. <p>Schools determine:</p> <ul style="list-style-type: none"> 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 resources are available to support students and staff during this transition. <p>Schools ensure:</p> <ul style="list-style-type: none"> 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. <p>Teachers:</p> <ul style="list-style-type: none"> 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 the Victorian Curriculum and Assessment Authority (VCAA) guidance on Personal and Social capabilities and the Health and Physical Education learning area. 	<p>Teachers have been provided with:</p> <ul style="list-style-type: none"> reporting advice from their local diocesan education office. <p>Schools ensure:</p> <ul style="list-style-type: none"> teachers are supported to work with the updated reporting advice from their local diocesan office. <p>Schools consider:</p> <ul style="list-style-type: none"> how teachers will establish students' experiences of remote and flexible learning, including: <ul style="list-style-type: none"> how they have coped during this time what they have enjoyed what they have found challenging the extent of independent learning during this period. <p>Schools determine:</p> <ul style="list-style-type: none"> assessment planning, including assessment schedules and common assessment tasks how assessment evidence will inform the next stage of teaching and learning.

Health and Wellbeing as Part of the Teaching and Learning Program – Teaching and Learning Environment	Health and Wellbeing Structures and Processes	At Risk/Vulnerable Students and Students with Disability
<p>Schools ensure:</p> <ul style="list-style-type: none"> • 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, including: <ul style="list-style-type: none"> – checking in on student wellbeing as part of their teaching practice – providing realistic, age-appropriate information about what is occurring and addressing 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 Health Officer • students have the opportunity, choice and time to share their experiences of learning remotely and returning to onsite 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. 	<p>Schools establish:</p> <ul style="list-style-type: none"> • a structured and predictable environment, including utilising their established whole-school learning, health and wellbeing processes • clear routines and structures for the school day, environment and learning programs to help students re-establish routines. This could include: <ul style="list-style-type: none"> – allowing adequate time for students to re-adjust to school routines, values and expectations of behaviours – providing ongoing, consistent care with predictable routines – explaining changes to routines in advance and reassuring students about arrangements. <p>Schools determine:</p> <ul style="list-style-type: none"> • whether any changes need to be made to their student wellbeing and engagement practices in order to respond more effectively during the transition period • how they will support effective communication with students, parents, carers and families • which appropriate staff and allied health professionals can contribute to a return to school Health & Wellbeing team • processes to plan, monitor and respond to students' learning and support needs in a return to onsite learning, including students with disability, and students with health and wellbeing support needs. <p>Schools ensure:</p> <ul style="list-style-type: none"> • all staff support the health and wellbeing of all students as they return to onsite learning. 	<p>Teachers have been provided with:</p> <ul style="list-style-type: none"> • return to school advice through the recently updated Students at Risk Planning Tool and Frequently Asked Questions related to students with diverse learning needs. <p>Schools ensure:</p> <ul style="list-style-type: none"> • support structures for students with known vulnerabilities are continued • they work closely with parents, carers and families to ensure the needs of students with disability and additional needs can be accommodated • Program Support Groups (PSGs) and Personalised Learning Plans (PLPs) for students with disability and additional needs are continued and adjusted, where appropriate, to take into consideration their needs in returning to onsite learning • PSGs and PLPs 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 onsite 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 a PSG • students are provided with support and strategies to enable them to express and manage feelings such as anxiety, fear, excitement, sadness, anger and frustration.

Resources for Health, Wellbeing and Inclusion	Support with Health, Wellbeing and Inclusion	Other Resources
<p>CECV and diocesan education offices:</p> <ul style="list-style-type: none"> • Family Engagement and Support • Students at Risk Planning Tool • Supporting Learner Diversity • Wellbeing Resources • Frequently Asked Questions about Learning Remotely and Transitioning Back to School • AccessEAP (all dioceses). <p>Counselling services:</p> <ul style="list-style-type: none"> • Kids Helpline: 1800 551 800 or kidshelpline.com.au • headspace: 1800 650 890 or headspace.org.au. <p>Resources designed for students:</p> <ul style="list-style-type: none"> • ReachOut: Coping during coronavirus (COVID-19) • headspace: How to cope with stress related to coronavirus (COVID-19). <p>Other resources for teachers to support students:</p> <ul style="list-style-type: none"> • Emerging Minds: Supporting children during the coronavirus (COVID-19) pandemic • Be You: Coronavirus (COVID-19): supporting educators, children and young people • ReachOut: Dealing with bad world news • Lifeline: Mental health and wellbeing during the coronavirus (COVID-19) outbreak • Beyond Blue: Ways to look after your mental health amid the coronavirus pandemic • World Health Organization: Mental health and psychosocial considerations during the COVID-19 outbreak • World Health Organization: Helping Children cope with stress during the 2019-nCoV outbreak • Centers for Disease Control and Prevention: Coping with Stress • Centers for Disease Control and Prevention: Helping Children Cope with Emergencies • Positive Partnerships: Returning to School – Preparing for Change. 	<p>Health and wellbeing:</p> <ul style="list-style-type: none"> • Schools can link with their diocesan education offices and regional leadership or principal consultants to plan and respond to the needs of: <ul style="list-style-type: none"> – students who may be at risk from disengaging with school during the transition back to onsite learning – students who require additional supports and adjustments – students with health and wellbeing concerns. • Schools engage with their local diocesan education office, specialist staff and school-based allied health professionals to discuss any students whose presentations are causing concern. • Schools engage and seek specific support or general advice where appropriate from regional Wellbeing and Learning Diversity staff including psychologists, speech pathologists, and learning consultants for diversity, ASD and behaviour, gifted, vision, hearing, chronic health and physical disability, and Aboriginal and Torres Strait Islander. • Schools engage with their local diocesan Student Wellbeing staff to: <ul style="list-style-type: none"> – develop and implement wellbeing initiatives and policies focused on creating safe, inclusive and respectful learning environments – identify strategies to effectively support and respond to issues that impact the safety, wellbeing and engagement of children and young people (including attendance, child safety, PROTECT reporting obligations, out-of-home care, Navigator). 	<p>Resources for teaching and learning:</p> <ul style="list-style-type: none"> • Learning from Home resources on FUSE • #teachCOOL2020 • Advice in your language about returning to school (from the Department of Education and Training (DET); in 22 languages). <p>Resources for assessment:</p> <ul style="list-style-type: none"> • CECV Curriculum and Reporting Semester 1, 2020 • VCAA Formative Assessment guidance • VCAA updated advice on curriculum and assessment following transition to flexible and remote learning.