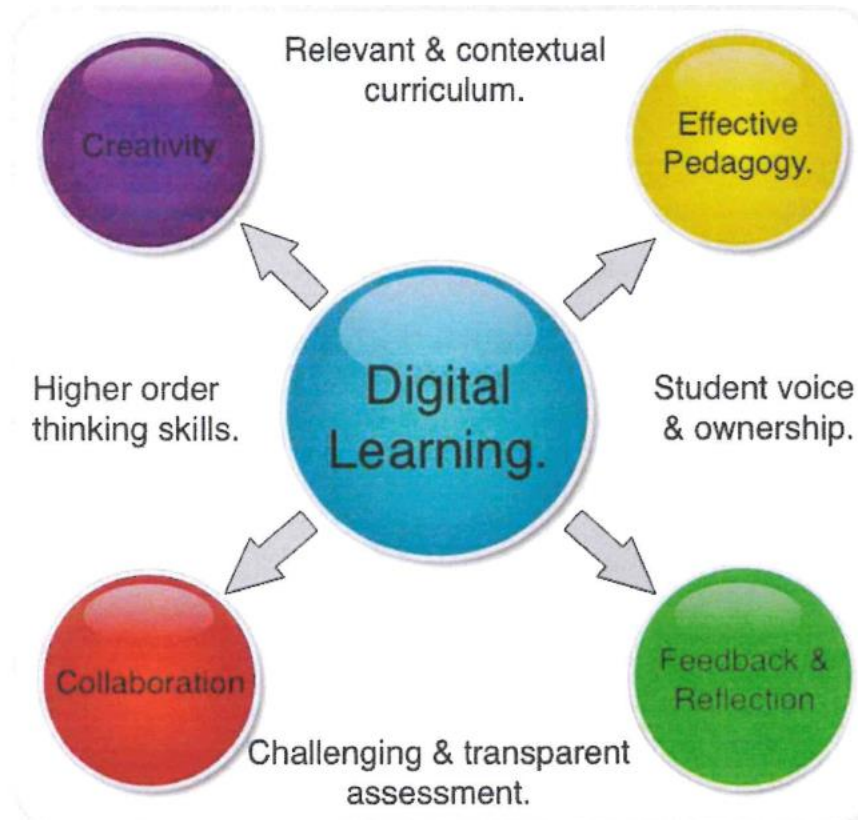


## Tips & Takeaways: Strategies for Highly Effective Approaches for Digital Learning



### What's Our Vision?

What is highly effective digital learning for your school's community?



(Andrew Church, 2007)

### How Will We Ensure Digital Equity?

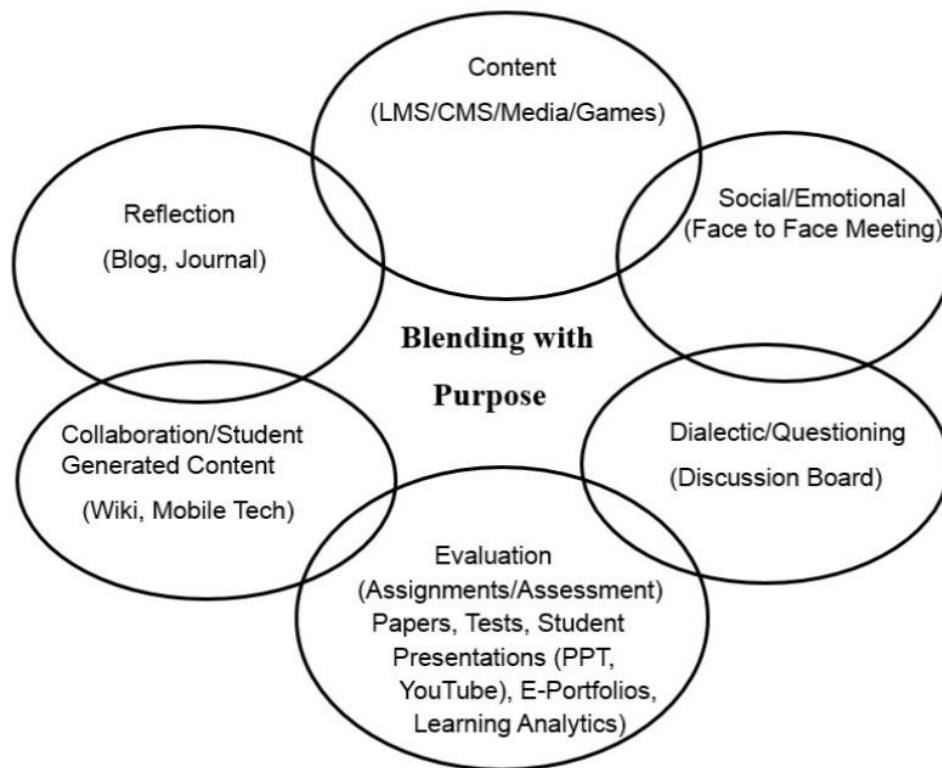
It is essential that we work actively to reduce any digital divide. For example:

"At Christies Beach HS we provide devices for each student across years 8-12 for in-school use and extend this to home use for students if needed. I agree with Ruth, the degree of respect and appreciation shown by students has meant we have been able to sustain this model for 3 years with very little loss or damage. Dell computers are used at a cost of under \$400 per device. A small deposit system applies but inability to pay this never excludes access. In these times barriers need to be lifted. We need to budget for loss and damage, but it is still manageable - benefits far outweigh cost." (Graham Clark) \*Thanks also to Karen Bond & Ruth Mussger who provided inputs.

### How Will We Teach Digitally for Learning?

- What do we need to consider in the way we organise learning in a digital context?
- What methods will we use for checking student understanding digitally?

The article, "Theories and Frameworks for Online Education: Seeking an Integrated Model" (Anthony G. Picciano, 2017) provides a good balance between theory, research and effective practice. See: <https://files.eric.ed.gov/fulltext/EJ1154117.pdf>



Blending with Pedagogical Purpose (Picciano, 2017)

**How Will We Manage the On-line Environment?** (e.g., use of chat-bots, use of videos, permissions to record etc.)

Here's some considered thinking from Jayne Heath (Principal, ASMS) sourced from the SASPA chatlist:

"What we have tried to be clear about is that learning online from home is a different experience to learning in a physical space such as a school classroom. The expectations students have of their teachers in working this way is important to clarify. We are trying to put the responsibility on students to be familiar with the learning materials before going online, this is for them to ask questions and to collaborate. We are preparing a statement of aims and protocols for our online program to get some clarity about expectations. Something along the lines of:

Our online learning program aims to:

- Connect students and teachers with each other to support wellbeing for learning
- Support continuity of learning for our students who are learning from home due to COVID-19

Protocols:

- There will be a current schedule of learning on each subject Portal landing page, this to be used to navigate the materials made available online in the subject portal page
- Assessment overviews will continue to be provided
- Students are advised to have a look at the materials for the session prior to the lesson, this way they can use the time while online to ask questions, do collaborative work and connect with others in their class
- Teachers will use the online time to check for student's understanding
- Seek permission to record before commencing any recording
- Respect each other in the MSteam Class Chat rooms & in any videoing conversations, just as you would in a face to face environment
- "attend" session when scheduled on your timetable, teachers will be available then to support you in your learning. Teachers are not expected to be available outside of these timetabled sessions.
- Teachers will not expect students to be online for the entire 100 min session, but may negotiate a specific time during the timetabled 100 mins
- Video will not be essential part of the online learning program, some students may not be able to access this amount of data while at home."

(Jayne Heath, ASMS)

Thank you, also, to Jeane Schocroft, Kristen Masters, Karen Bond and Neil Hendry who contributed to this extremely interesting and important discussion.

### **How Will We Build a Digital School Culture?**

How do we enable highly effective staff team-work in this new way of working?

I'd like to acknowledge Clayton Disley (Deputy Principal, Reynella East College but currently seconded to the Year 7 into High School team) for this contribution to our thinking.

- How are schools using Microsoft Teams (or similar) to supplement face to face meetings with leaders and teachers?
- How could schools adapt existing meeting structures to provide continuity of leadership/ management, communication and support as the situation changes?
- How can we provide quality connection for our leadership teams, teaching teams, support staff? When? How often? How could we scale this in large schools?
- How could we monitor the wellbeing and performance of staff working remotely? (Possibly through a daily checking meeting with a line manager or team meeting?)
- How can we continue to plan ahead for when things return to normal operations? (Quick plug here for Year 7 into High School. How will the digital experience help prepare you and your school for 2022?)

- How can we use the current events as an opportunity to transform our leadership and management in schools as well as the teaching and learning in schools?

#### **Other topics for consideration?**

- **Scheduling** - Should we change the school's timetable to be a more purposeful fit for digital delivery?
- **On-line Session Duration** – If a session is scheduled for 100 minutes, how much of that time do all students need to be on-line? (This goes to how we manage the personalisation of student learning in a digital context.)
- **Student Wellbeing** – see the article “Mindfulness at Home” (Informed Sources No. 5, 2020)
- **Relational Learning (referencing the work of Dr George Otero):**
  - Who are the students? (Generation Z living in the times of COVID 19)
  - What is worth learning (and, therefore, worth teaching)?
  - How will we do this (digitally/remotely)?