

# TEACHERS OF THE FUTURE



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**Rachel Pollitt**

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**Rachel Pollitt**

# Early Learning Centre

- Researched and discussed options for remote learning in ECE
- Gathered feedback and ideas from educators –what is essential
- Prepared home learning experiences linked to the program plan
- Took photographs/short videos of the ELC learning environments
- Practiced using Zoom to deliver short learning experiences



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**Rachel Pollitt**

# Early Learning Centre

- We learned which aspects of online learning are engaging
- Collaboration is key to success – natural leaders
- Preparation and planning are critical – exploring digital pedagogy/assessment
- The importance of children connecting with their peers
- Communication with and feedback from all stakeholders



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**Rachel Pollitt**

# Early Learning Centre

- We will sustain engagement with our ELC community
- Maintain a sense of belonging for our ELC children - connectedness
- Continue to provide differentiated learning opportunities in the home environment, reflect on and adapt the program design
- Respond to feedback, focus on wellbeing, education and care
- Continue to reflect on our core values and how they inform our program and pedagogy



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## Grenville Green

# Junior School

- What is possible? What is important?
- Blended program – Zoom classes and self-directed online materials
- Built teacher competence and confidence
- Focus on and facilitate teacher collaboration
- Provided hands on resources and manipulatives to support quality teaching and learning

## Grenville Green

# Junior School

- Great teachers in 'normal' classrooms are also great teachers in virtual classrooms
- Movement is essential
- Connection and relationships are key
- Collaboration builds collective capacity
- Providing pathways for feedback



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## Grenville Green

# Junior School

- Focus on **quality teaching and learning** in a virtual classroom
- Wellbeing and connection
- Structured and interactive specialist program
- Resource packs mailed to students fortnightly
- Adjust to a new normal

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**Lauren Sayer**

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**Lauren Sayer**

# Digital Learning

- Robust **Digital Learning Team**, all ages and stages
- Schoolwide philosophy of **blended learning**: all subjects have a Canvas presence which includes academic feedback
- Agile principles
- Focused on the **pedagogy** not the **technology**
- Offered lots of support in a range of formats

**Lauren Sayer**

# Digital Learning

- Students are capable of more than they are given credit for, as are our staff
- A **central point for assistance**, triaging through our team ensured everyone felt supported
- A well-developed **LMS** really helped
- **Daily feedback** to iterate and provide support for all
- Just in time **in-class support** critical to success



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**Lauren Sayer**

# Digital Learning

- Continue to iterate, **offer support in multiple formats**
- Continue to improve our student support resources to facilitate **self-troubleshooting**
- Provide material on how to **redefine the curriculum**
- Offer more team teaching and in-class coaching opportunities
- Develop a **platform to share experiences across the school**



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**Melissa Allen**

# Middle School

- Provided a student checklist and guidelines
- Ran online classes as timetabled
- Offered opt-in student sessions
- Trialed online assessments
- Gathered student, teacher and parent feedback



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**Melissa Allen**

# Middle School

- Calmness and confidence was vital
- Need for increased student connection was evident
- Greater opportunity for movement during the day/lessons
- Rethinking the structure of the day
- Online classrooms were embraced



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**Melissa Allen**

# Middle School

- Staff remain focused on curriculum delivery and pedagogy
- Offer greater opt-in student activities
- Introduce smaller breaks into the day
- Continue to prioritise pastoral care
- Remain flexible; respond to stakeholder feedback



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**Sabine Partington**

# Senior School

- Stopped cross-campus travel
- Learned from this - hybrid f2f and online model
- Latin zoom classes
- Guidelines for online learning



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**Sabine Partington**

# Senior School

- Overwhelmingly positive experience
- Trialling a wide range of assessments online
- Modes of delivery for variety of assessments
- Variety of tasks within lessons



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**Sabine Partington**

# Senior School

- Development of online courses in LMS
- Offering cohort revision lectures and helpdesks
- Time for 1-1 support
- Embed blocks of time to run assessments for whole cohorts

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**Derek Scott**

# Whole School

- Tried to see ahead of collective decision-making time frame
- Started preparation four weeks out
- Prepared for worst case scenarios – hoped for better
- Maintained high expectations on all aspects



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**Derek Scott**

# Whole School

- Don't underestimate capacity of teachers and students for flexibility and agility in a crisis
- Support and training the front line very important
- High focus on communication – regular and clear
- Keep working on parent understanding and expectation



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**Derek Scott**

# Whole School

- Review all aspects every two weeks
- Expect it to get easier for delivery but harder for morale and mental health – so big support in this area
- Keep it agile and fresh through adjusting
- Deliver on what promise



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## Q&A

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