

Teaching and Learning in Transition and Beyond: A Guide for students, parents and guardians:

2020-03-18

It is acknowledged that times of transition are often challenging. Challenges may include fears for personal and family safety, insecurity about missing classes while travelling, possible moves into and out of online/F2F learning owing to Covid protocols, feelings that expectations have changed (once again) and that more is being required. It is a fact that we are going to have to live with Covid, and all the challenges it brings, going forward.

It is also acknowledged that despite the many challenges of 2020 and the first part of 2021, as a College we adapted extremely well, we found our path and (hopefully) our balance and we have no doubt that the same will be true for this next phase. It is unprecedented so we do need to find our way together.

This document is intended to provide an overview and some guidelines for parents/guardians and students about what to expect and how to manage transition to face to face learning.

Transition:

1. When we reopen with face to face classes, there will be time when we are “in transition” as we wait for all our students to arrive back on campus. This is the phase being referred to as “Transition”.
2. Transition will be characterised by the phased return of students to campus. First the IB2s and Form 5s, then the IB1s and Form 4s and finally the Lower School. This has been designed to facilitate a smooth and safe return to campus. We have been closed for nearly 12 months so there is much to learn and relearn.
3. During Transition, it will be necessary for focused and particular training and education around safety protocols, behaviours and responses. It will be necessary to use some allocated academic time for this.

Teaching:

4. The words “hybrid” and “blended” are well known in education and are particular in definition:
Hybrid learning and teaching: “no separation is made between digital and on campus student cohorts. Students are brought together by the way **teaching** is designed and students are able to move easily between digital and classroom-based **learning** activities” <https://www.ed.ac.uk/institute-academic-development/study-hub/learning-resources/hybrid-learning-and-teaching>

Blended learning and teaching: “a portion of the traditional face-to-face **instruction** is replaced by web-based online **learning**”. <https://web.uri.edu/teachonline/what-is-blended-teaching/>

5. During Transition, it will be necessary for us to adopt an approach that allows students off campus, to access content, materials and support which those students on-campus are able to access face to face.
 - 5.1. This means that we are going to have to adopt a new approach, neither hybrid nor blended, both during transition and beyond, until we navigate the inevitable quarantines and isolations of our Covid context.
 - 5.2. The “default setting” for lesson delivery will be face to face. All teachers will be teaching on campus and all students, who are able to do so, will attend classes.
 - 5.3. Those students who cannot get to campus will have access to course materials and content via our online classrooms.
 - 5.4. Google Classroom has been a major success and development for teaching and learning, and so it will continue to be used as the main repository for teaching and learning's planning and resources so that both face to face students and online students have access to the planning, materials and content.
 - 5.5. Our approach will therefore be referred to as “Symbiotic”: denoting an as mutually beneficial as possible relationship between different people or groups.

6. What teaching will look like during Transition:

Online learning during Transition will be far less “teacher dependent” than it has been to date. We do not want teachers to be teaching content and skills online and then repeating it face to face or vice versa. Students who are not able to be at school will have to work independently through the materials and tasks posted on the Google Classroom.

- 6.1. Teachers will be on campus and teaching in their classrooms.
- 6.2. Students on campus will physically be in classes being taught by their teachers.
- 6.3. Teachers will post plans of content and skills to be covered each week, in their Google Classrooms, for those students who are unable to be in face to face classes.
- 6.4. Lessons will not be recorded. This is a logistical as well as a safeguarding factor.
- 6.5. Teachers will post materials, assignments and instructions for “group work” onto Google Classrooms for students working remotely, to access.
- 6.6. Teachers will schedule a time to check in with their remote students at least once a week to answer questions or explain concepts that have been more difficult to understand. In order to avoid clashes and to help online students plan and manage their time, teachers may consider scheduling occasional lessons or parts of lessons specifically for this, at times when face to face students have been set some work, especially in a learner-centred environment. It is acknowledged however that alternative times such as 2:30 to 3:30pm may need to be used. To complement (but not replace)

teacher support, those working online could also benefit from peer tutoring/support, whether this be formally or informally organised.

6.7. Teachers will respond to questions on the Google Classroom from students working online who may want clarity. Students will be made aware that this will not be an instant response.

6.8. Assignments will be uploaded to the GC and marked online by the teacher.

6.9. As far as possible, teachers will look for opportunities for on-campus students to engage with off-campus students online. Each class will still be a discrete unit and inquiry-based learning, student discussion groups, project work, collaborative exercises etc must still be key components of our approach to teaching and learning at WK.

6.10. As prep begins to return, students will be encouraged to collaborate outside of class. The extent to which they manage this (recognising that some issues such as internet connectivity and time zones may be outside their control) will inform assessment of the Learning Skills and Behaviours (LSB) evaluations.

7. What learning will look like during Transition:

The importance of Google Classroom during Transition cannot be over-emphasised. It will be vital and essential and is a vehicle for ensuring equal access to many aspects of learning.

7.1. Students on campus will physically be in classes being taught by their teachers. This will be the preferred approach.

7.2. Students who are unable to be in classes on campus, will need to access lesson materials and tasks on their Google Classrooms. Ideally students should be able to structure their day/week according to the timetable and access content during or soon after lesson time. If content can be pre-loaded, this will be more feasible.

7.3. Students working remotely will have to work independently as there will be less teacher- engagement and more self- directed study involved.

7.4. As far as possible, teachers will look for ways to include remote students in class activities.

7.5. Off-campus students will need to access lesson materials as they are posted, work through the content and practise the skills, post questions on the GC for the teacher and attend a contact session each week in each subject.

7.6. Assignments will be uploaded to the GC and marked online by the teacher

8. Managing travelling:

8.1. Teachers have been asked to be sensitive to the stresses and strains travelling students might experience and to be accommodating and flexible as much as possible so that learning is not compromised by your unavoidable absence from classes while preparing to travel and while travelling.

8.2. Teachers have been asked:

- to excuse students who are preparing to travel as well as those travelling from attending online classes.
- to post material on the GC which students can work on in their own time. Try to reduce the amount of work posted so we don't inadvertently create a 'pile up" for travelling students.
- to avoid tests and be flexible with deadlines - if possible, delay those (not on the IA Calendar) until the student is settled back at school. We want our students to be able to hand in their best work for teachers to look at rather than rushed work done under difficult circumstances in an airport or on a plane.

8.3. It remains the responsibility of every student to be in contact with their teachers to inform them personally of a planned absence from classes and a planned deferral of work due. This is just good manners if nothing else but it also means that both students and teachers are actively engaged in talking to each other - communication is key to a happy and successful working relationship.

8.4. Boarders returning to Campus before we have permission to open with face to face lessons, will continue to work online on Campus. Internet provision is being substantially strengthened to support online learning.

8.5. If students have their own devices, they should bring them with them to campus so that they are able to work in a variety of locations. Students without devices will have to work in the IT Centre until face to face teaching resumes.

8.6. Please bring all your textbooks from last year (and those of your siblings if possible as well) back to school. We need them!

9. Return to Face to Face classes:

9.1. Once the Ministry of Education says we can re-open as a face to face school there will be no more lessons online. Teachers will be teaching face to face in their classrooms, on campus. They will post materials online for students, who are remote, to work through but lessons will not be recorded or "live streamed". We will, of course, continue to support those students unable to be on campus, but it will not be the OTL to which you have become accustomed.

9.2. Stationery packs will be provided to all students as is usual at the start of each academic year.