

Learning a New Way at Mater Dei



**MATER DEI
PRIMARY SCHOOL**

Mater Dei Primary School

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Welcome

We find ourselves in a unique time of challenge in our local and global context, with COVID-19 affecting many people in our world.

This unique challenge requires a unique way of collective thinking and action to keep people safe and enable our basic services to continue. At Mater Dei Primary School, our staff have been preparing for a different mode of educational provision to enable student learning to continue while schools are in full or partial closure.

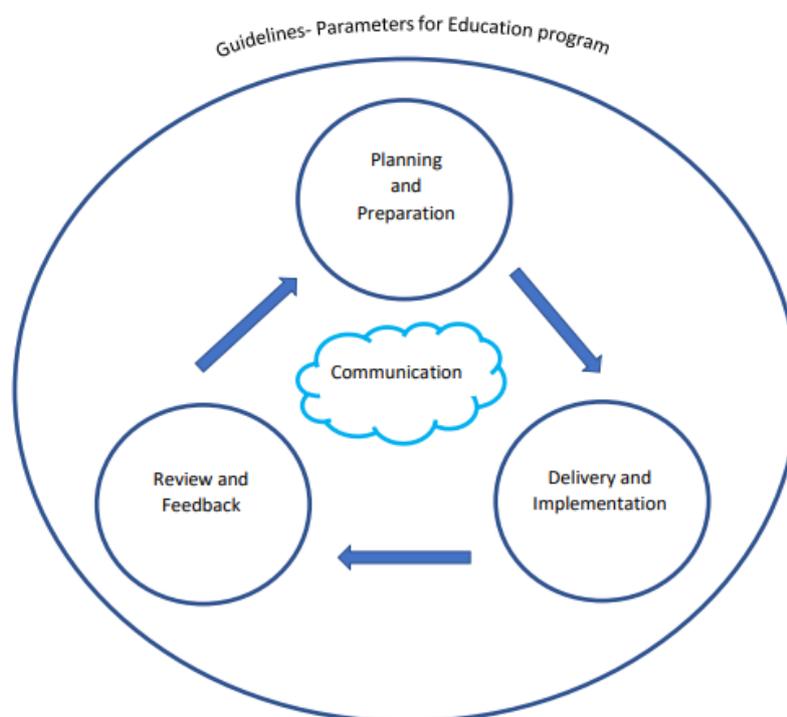
This document will develop your understanding of the Mater Dei Home Education Framework we have developed to enable the learning process to continue and guide you in the implementation of the education program. The staff have collectively contributed to information in this booklet during the Pupil Free Days to enable consistency in the delivery of the educational program.

We thank you for your overwhelming support of the school to assist our staff in playing their part in the communal response to managing COVID-19. These difficult times require everyone to play a part. It is a time when we can focus on behaviours in our Dispositions to navigate the “Mater Dei New Way of Learning”

- Listening Lou – “Think of myself as a learner”
- Including Iggy – “Inspire others to learn”
- Growing Gilbert – “Persist to be successful”
- Honouring Otis – “Adapt and Respond”
- Together Terry - “Be a team player”

*“When we are no longer able to change a situation – we are challenged to change ourselves”
(Viktor E Frankl)*

Remote Education Framework



Guidelines: Parameters for Education Program

This section outlines the whole school understandings and expectations for staff, parents and students to implement and ensure the most efficient delivery of the Remote Learning Program. Learning is expected to continue as per our syllabus requirements. A team partnership between home and school is required to enable the most effective learning that will inform assessment and reporting at Mater Dei Primary School.

Remote Learning:

This process is not to provide home schooling, but rather home learning with a teacher who is supporting students with online and hard copy materials. The following points provide further clarification.

- On-Line Activities:
 - Home access to the internet is not protected by the school internet security.
 - Please ensure that a capable adult is in constant check of what the child is viewing and searching while performing on-line activities.
 - Examples of on-line activities include: Live chats or conferences / You Tube / Emails / On-line Apps / Links to online videos, pictures, books, any other reading, listening or viewing resources.
- Staff provide the tasks that will occur during each day over the period of a week.

On Site Supervision:

This is supervision for those children of essential workers who attend school. These students will participate in the same learning programs that are delivered to students learning from home.

Any child who is sick should not attend school.

Learning Experiences at Home and School:

The same learning activities will be provided regardless of whether a child is at home or at school. It is therefore important that if your child is attending school for part of the week that they bring the materials they have already been distributed with them.

- Typical learning activities will include: some online, some paper-based materials, some support from classroom teachers and some independent work.
- The recommended amount of time spent on learning activities each day is between 2 and 3 hours.
- The program will be delivered to enable a flexible approach from home to complete the learning activities.
- The flexible delivery will assist parents who are also working from home and / or have to juggle multiple children in the household with varying needs.
- Teachers may provide some scheduled "live interactions" but they are not compulsory to join. Where possible teachers will provide pre-recorded videos that can be accessed at times convenient to families.

Who Attends School and Who Doesn't:

In order for all of us to play our part to support the COVID-19 response from our Health and Government officials, we are all asked to follow these guidelines:

- Remote learning: is for all students who:
 - Have a parent at home or are able to be supervised and learn from home. These students are expected to be at home to allow minimal social contact in the school community.
 - have a medical a condition that places them at a greater than average risk for infection.
- At school learning: is on site supervision for -
 - *Children of essential workers**: on days when they are not able to be supervised at home and no other arrangements can be made. Essential worker means any worker who must continue to attend their workplace for essential business during this time.
 - *Vulnerable children*: include children who are currently receiving services from Child Safety, including children who are subject to a child protection order or are subject to a youth justice order.

- Students attending school will be required to wear school uniform:
 - Prep – Yr 1 sports uniform
 - Yr 2 – 6 formal uniform (Winter uniform compulsory at the start of week 3, Mon 4 May)

Roll Marking and Attendance

- Registering your child for school attendance if you are eligible* (see definition above):
 - The school must be notified as soon as you know you will need to send your child to school.
 - Email – materdei@twb.catholic.edu.au
 - Phone 4637 6100
 - If your work is roster based or casual, please notify the school as soon as you know you will be required to work (the morning of the school day is fine in these cases).
- It is anticipated that all other students are in attendance by following the program at home.

Learning Process:

The Learning process is embedded under the Guidelines and outlines the steps that will take place to enable the learning for students. These steps will be implemented over the course of a week.

- Planning and Preparation
- Delivery and Implementation
- Review and Feedback

An overview of each of the steps is provided:

Planning and Preparation:

- Staff have planned units for the term as per the usual termly planning process
- Staff will allocate time to gather evidence of where students are at against the Syllabus
- Staff will design the learning program for the day / week based on what the students need to learn.

Delivery and Implementation:

- Staff will communicate the weekly learning program digitally to parents and students with tasks and instructions to be followed to facilitate the learning.
 - This will occur on Monday in Week 1 of term 2
 - Every other week the new work will be communicated on the Wednesday morning of each week at 8:30am
 - The learning tasks are set out in days for ease of delivery
- Staff will provide opportunities for:
 - Check ins with students – eg, emails or online chats
 - Feedback regarding tasks
 - Pre-recorded or live videos to clarify messages
- Parents and students will have Wednesday – Monday to complete the tasks for the week.
 - The completion of work over the 6 day period is flexible to cater for families (this means you do not have to follow day by day if it does not suit your family circumstances)
 - Work is to be submitted to the teacher:
 - Electronically – Monday afternoons by 6:00pm
 - Hard Copies – Tuesday mornings 8:30am (dropped in class boxes in the drive through pick-up zone)
***Please note that this is not a time for 'check in' with your child's teacher, or to gather in the drop off zone. Please adhere to social distancing guidelines.*
 - Tuesdays are dedicated to the specialist education program – Visual Arts, Drama, Music, Physical Education and Japanese
 - If the weekly learning program is complete, parents are able to submit it earlier than the deadlines following the same drop off procedure. However, new work will only be released on Wednesday morning at 8:30am.

Review and Feedback:

- Staff will provide opportunity for reciprocal feedback: teacher - teacher, teacher - student, teacher – parent.
- The review and feedback evidence informs the next cycle of learning
 - This will be completed on a daily basis.
 - The main review cycle will occur on the Tuesday of each week as staff review submitted work against the syllabus and set the new tasks for the week.

Communication:

Communication is central to all aspects of the Framework. Opportunities for communication will be provided on a daily basis by staff. Examples of communication that will occur:

- Regular teacher – parent / student E-mail correspondence
- Pastoral telephone calls
- Live online interactions
- Pre-recorded video communication
- Fortnightly Class Blurbs and Newsletters
- Skoolbag App notifications

Wellbeing

Routine is a critical factor to enable effective learning. During this time of change, learning routines will be significantly different for all families. This learning, along with other pressures created by the impact of COVID-19, will have out reaching implication on all of our community. Mater Dei Primary School highly values the wellbeing of all of its members.

As a result, we ask you to make use of the resources provided in this section, to assist you in maintain a positive mindset to navigate the challenges that lie before us.

Our school counsellor, Anne Woodcroft-Brown, has compiled an online resource – linked below. Please continue to check it as it will be continually updated.



Online Etiquette

Learning the Mater Dei Way

Video conferencing etiquette

Be on time



Be on time

Be prepared with your device charged and connected

Check your tech before the meeting

Mute yourself



Mute yourself right away to eliminate background noise

Presentation



Consider your surroundings

Find a good spot in the house with few distractions

Make sure you're wearing something appropriate for school

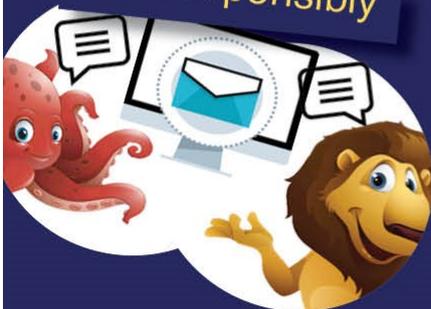
Headphones



Use headphones if you have them

If they have a microphone even better

Chat responsibly



Use the chat function responsibly

Only type when needed so the teachers can respond promptly

Signals



Use hand signals:

Thumbs up = yes; thumbs down = no

hand by ear = can't hear; raise hand = have a comment

Students

Effective learners can learn in any context. To assist our students to maintain their great learning habits, the following points have been developed outlining the responsibilities for students in each phase of our Remote Education Framework.

Planning & Preparation

Be ready for learning

- Eat breakfast
- Brush teeth
- Get dressed
- Be organised with materials and workspace
- Be in the Green zone

Use the designated learning area set up with my parents

Plan my day with my parents/carers

Be on time for scheduled video conferencing sessions

Delivery & Implementation

Cybersafety

- Follow agreed protocols from Mater Dei [Acceptable Usage Agreement](#)
- Have a parent/carer supervising me when I go online

Be an effective learner

- Know what I'm learning, why I'm learning it and where to next in my learning

Complete 'Must do' tasks in required time, complete "Can do" tasks when I have finished the "Must dos"

Ask clarifying questions

When in a video conference stay focused and follow the Mater Dei Video Conferencing Etiquette

Contact my teacher if I am having trouble or don't know what to do.

Review & Feedback

Seek and act on feedback

Set goals based on feedback

Parents

Mater Dei has always worked in close partnerships with parents/carers to ensure the best learning opportunities for our children. During these unique times, this partnership will be essential to effective learning. We recognise that different times require different things and that each family will be impacted by COVID-19 differently. The level to which you will be able to engage in your child's learning from home will vary depending on your own circumstances. We want to reassure you that while we will provide learning opportunities, it is up to you and your family's context how much and when your child engages with learning; times will vary among families. We trust your judgement that you will make the best decisions for your family. The wellbeing of your family comes first, and this should underpin Home Education decisions.

Planning & Preparation

Notify the school if your child is not participating in learning – as you would an absence.

Create a positive learning environment for your child

- At a desk or table
- Quiet area without distractions (TV, other devices, siblings playing, loud music)
- Frequently used items are readily accessible (pencil, eraser)
- Well-lit but without glare

Ensure parental supervision for online interactions

Plan day to include breaks

Delivery & Implementation

Cybersafety

- Review Mater Dei [Acceptable Usage Agreement](#) with your child
- Ensure your child's online workspace is in an open area in your line of sight
- Use parental controls
- Limit screen time
- Check your privacy settings
- Know what your child is doing online
- Structure your child's learning time to ensure you are present when they are online
- Contact your child's teacher if you need support with the use of apps

Support and encourage your child's learning

- Help where required to access video conferencing sessions
- Use timetable provided to flexibly structure learning times to suit your child/family
- Be available to help with learning tasks that may require some adult help

Review & Feedback

Communication

- Use email as the initial means of communication with your child's teacher
- Maintain regular communication with your child's teacher

Check in with your child at the start and finish of each session

- What did you learn?
- Why are you learning that?
- Where to next in your learning?

Each week, your child’s learning opportunities will be communicated by their teacher. The learning will change and evolve each week to meet changing needs. A typical weekly timetable will include both ‘Must Do’ and ‘Can Do’ elements to assist you in prioritising learning.

The school will operate on a Wednesday through to Tuesday weekly timetable. This will allow greater flexibility for families to find learning time that suits their own situations. Each Wednesday morning a new week’s learning program will be communicated to students via either OneNote (years 4-6), email and/or Seesaw (Prep -Year 3). By the following Tuesday, students will be expected to complete and return for feedback the ‘Must Do’ elements. How these are to be returned will be communicated by your class teacher. Tuesday will be an opportunity for class teachers to review and give feedback leading into the next week’s learning and for the delivery of specialist lessons.

A typical student’s weekly timetable may look like:

Year 3 Home Education Timetable

		WEDNESDAY DAY 1	THURSDAY DAY 2	FRIDAY DAY 3	MONDAY DAY 4	TUESDAY DAY 5
Daily Must Do	Reading	PROBE Keys Inference – Teacher Modelled	PROBE Keys Inference – Independent	Inference Questions – Unfamiliar Text	Readers and free choice books	Specialist Lessons
	Writing/Literature	Literature Circles – Reading Session	Literature Circles – Role Worksheet	Writing Stamina Prompt	Weekly Journal Entry	
	Spelling	Soundwaves Booklet – 2 pages	Spelling List Activities – Word Work Grid	Spelling/Grammar Lesson – Teacher Modelled	Literacy Planet – Spelling & Grammar	
	Maths	Concept Introduction – Teacher Modelled	Concept Activity – Worksheet/Mathletics	Concept Activity – Worksheet/Mathletics	Concept Activity – Worksheet/Mathletics	
Weekly Must Do						
Religion – Concept activity			Science – Concept activity			
Handwriting book – 2 pages per week			HASS – Concept activity			
Weekly May Do						
Soundwaves www.soundwaveskids.com.au		Literacy Planet https://www.literacyplanet.com/au/		Mathletics LIVE – 9am each day https://www.mathletics.com/au/		

A typical class teacher’s weekly timetable may look like:

Teacher Timetable					
Time	Monday – Day 4	Tuesday – Day 5 Specialist Delivery Day	Wednesday – Day 1	Thursday – Day 2	Friday – Day 3
8:30	Preparation of Seesaw links for the day. SQ collaboration	Parent Drop off (Hard copies if needed)	Parent Pick up (Hard copies if needed) Preparation of Seesaw links for the day. SQ collaboration	Preparation of Seesaw links for the day. SQ collaboration	Preparation of Seesaw links for the day. SQ collaboration
9:00	Opportunities for student and teacher interaction.		Opportunities for student and teacher interaction.	Opportunities for student and teacher interaction.	Opportunities for student and teacher interaction.
09:20	Year 1 Teacher PLT Planning and Preparation for Delivery and Implementation of learning.	Weekly learning review PLT (adapt and respond)	Year 1 Teacher PLT Planning and Preparation for Delivery and Implementation of learning.	Year 1 Teacher PLT Planning and Preparation for Delivery and Implementation of learning.	Year 1 Teacher PLT Planning and Preparation for Delivery and Implementation of learning.
10:00					
Morning Tea					
11:00	Delivery and Implementation of daily PowerPoint including recording clips.	Review and Feedback Review submitted work samples and provide students with feedback about their work	Delivery and Implementation of daily PowerPoint including recording clips.	Delivery and Implementation of daily PowerPoint including recording clips.	Delivery and Implementation of daily PowerPoint including recording clips.
12:00	Review and assign online learning (eg. Literacy Planet, Mathletics, Wushka)		Review and assign online learning (eg. Literacy Planet, Mathletics, Wushka)	Review and assign online learning (eg. Literacy Planet, Mathletics, Wushka)	Review and assign online learning (eg. Literacy Planet, Mathletics, Wushka)
12:30	Review and feedback on planning with colleagues. Email of differentiated activities/tasks to students.		Review and feedback on planning with colleagues. Email of differentiated activities/tasks to students.	Review and feedback on planning with colleagues. Email of differentiated activities/tasks to students.	Review and feedback on planning with colleagues. Email of differentiated activities/tasks to students.
Lunch					
From 1:45	Planning and Preparation Collection of student work sample due via Seesaw Monday afternoon for review Tuesday.	Review and Feedback Review submitted work samples and provide students with feedback about their work	Optional teacher/student conference time		

Staff

Teachers at Mater Dei will design, deliver and implement learning experiences that encourage students to *Learn the Mater Dei Way*.

Teachers will:

- Plan for units for the term and draw learning experiences from this planning to drive the Remote Learning and At School program
- Plan short cycle learning opportunities that are responsive to feedback and evolve to meet the needs of their learners
- Collate evidence to satisfy semesterly Assessment and Reporting requirements

Planning & Preparation

Timetabling

- Distribute Year level weekly timetable to students and parents/carers and save to MDD.
 - Flexible structure to allow for individual family contexts
- Distribute teacher timetable to students and parents/carers and save to MDD
- Include designated time for collaboration with PLT

Design engaging learning experiences that provide

- Challenge
- Opportunity to experience success
- Online and Offline learning experiences to ensure access for all learners
- Flexibility to accommodate differing family situations

Plan for Personalised Learning

- Consider curriculum modifications and adjustments in line with NCCD and to meet the needs of all learners

Delivery & Implementation

Communication

- Daily opportunities for communication between home and school

Delivery of curriculum

- Responsive to the emotional and social wellbeing of all stakeholders
- OneNote (Years 4-6)
- Email communication and Seesaw (Prep – 3)
- Clear guidance given via above platforms of expectations and LISC
- 'Must do' and 'Can do' elements indicated
- Short cycle learning programs of 'must do' elements (4 day) to allow for review and feedback before new cycle

Review & Feedback

Communication

- Scheduled time each day for phone/email/video conferencing chat between teachers and students and parents/carers.

Short cycle learning programs reviewed at least weekly to inform future learning

Resources

To enable us to assist with delivery of Remote Education, we will be utilising educational apps for our students to use on home devices.

Should you require IT support in downloading and using these apps please contact your child's teacher.

Years 4 to 6 will be already using their iPad, and all apps being utilised have been deployed and are being used.

From Prep to Year 3, we are asking our families to download the following apps, which are free and available for both iOS and Android devices.

Seesaw: The Learning Journal



CLASS

Please download the Seesaw: The Learning Journal App

We have created some videos on our school's own [YouTube channel](#) to assist with navigation around Seesaw.

Both Literacy Planet and Mathletics are programs already being used by all of our students. Log in details for each student have been distributed via email or in take home packs at the end of Term 1.

Literacy Planet



Mathletics



Zoom



To enable an interactive check-in with our families, we will be utilising the Zoom app. A log on is not required, and conferencing links will be sent by the Class Teachers via OneNote, email and Seesaw. Please follow this [link](#) to our website for easy to follow reference guides for students.