Joseph Banks Secondary College

Online and Distance Education Strategy

Education is Open

Case for Change: What's our vision?
Every student, every lesson, every day, anywhere!
Every staff member, every day, anywhere!
Every family, every day, anywhere!

Opportunities	Change	Actions
Joseph Banks Secondary College can consolidate priorities as established in our Business Plans. License to do things differently, including, but not limited to: • Learning how to learn • Increased digital literacy • Flipped learning • Learning based on ability rather than age • Less contact at school, thereby more hands on experience • School timetable more like a university timetable. Time to review practices under the guidance and leadership of Leading Teachers. Increased accountability for staff and students. Stronger community engagement. Joseph Banks Secondary College developed as a hub within the community.	Teaching, learning, assessment and feedback moves to an online environment. Teaching, learning and assessment accessible anytime, anywhere. Students will be learning more independently. Parents as real partners in education. Online, collaborative learning environments.	Develop professional learning plans: • To support staff with learning online tools • In response to teacher, support staff, parent and student needs. • For students and families. Identify staff who require more support and further training. Maintain a focus on our Business Plan, priorities, and Targets 2020. Maintain a focus on effective teaching and learning, developing this to include, independent learning skills and learning how to learn in an online and distance environment. Develop Joseph Banks Secondary College Online and Distance Education Plan. Develop guidelines for parents to support student learning at home.

How do we care for the people in our organisation and community?

Relationships, Relationships, Relationships!

Communicate, Communicate, Communicate!

Opportunities	Change	Actions
Increased care and compassion, and awareness of mental health and wellbeing. Staff may be able to work from home. Staff who are parents may be able to bring their children to school. All of our staff may be able to work in a collaborative, online environment. Increased scope to support our students. We have more opportunity to communicate with everyone in our community. Support staff may have more responsibility in communicating and working with families, students and staff. Staff may have a new sense of job satisfaction, and may be able to develop their role according to strengths and abilities. Communication can be more immediate using tools such as Webex. Diversifying guidelines for responding to students at risk.	More communication and regular updates via traditional means and social media. Regular check-ins via email and phone, and personally when onsite. Stronger focus in health and wellbeing. Protocols for working in an online and distance education environment, including making sure students and staff are safe. Protocols for bringing children to work. Protocols for working from home. Family profession learning and engagement evenings offered online. Responding to disclosures received online.	Develop protocols for working from home. Seek regular feedback from staff, students and families. Communicate regularly with the community – to begin with, at least on a weekly basis. Use social media to 'shout out' and celebrate. Develop ways to connect the whole college while working remotely. Learning Community and Domain meetings remain compulsory. Redesign our Support Webs to suit an online environment. Manage workload and communication expectations in an online environment. Establish routines and flexibilities for staff, students and families. Undertake a resources audit and turn on OneNote plug-in in SEQTA. Manage anxiety and other wellbeing concerns as they arise. Develop plans to support our vulnerable community members. Long term – rethink our timetable to reflect new flexibilities.

Processes and Procedures
Maintaining consistent teaching and learning protocols in an online and distance education model.

Opportunities	Change	Actions
New ways of learning may be established. Online teaching and learning tools, supported by DoE, will be consolidated. Students will have consistent access to essential learning, assessment and feedback. Feedback to students will be more personalised and on a more regular, frequent basis. System compliance mechanisms may be reduced. For example, report comments may no longer be warranted.	Step by step lesson planning will be included in SEQTA. SEQTA, Webex, OneNote and Microsoft 365 will be the agreed tools for online learning at Joseph Banks Secondary College.	Develop further guidelines for lesson design and lesson planning for adaptation in SEQTA. Develop communication protocols. Establish daily routines for students, staff and families. Publish non-negotiables for teaching and learning in an online environment. Create a working from home agreement for staff, students and parents. Define staff roles for teaching and working in an online or remote learning environment. Identify high risk and vulnerable students who may require additional or different support in an online environment.

Opportunities	Change	Actions
Our Unions are working closely to support staff as conditions change. Engagement in learning may become a focus rather than attendance. Parent and community support may increase. WACSSO may play an increasing role in supporting parents to be more involved in student learning. SCSA and ACARA may shift focus from delivery and exams to teaching and learning. Universities and community groups may shift emphasis away from external ATAR exams and National testing regimes. Networks and connected schools may have more significance in an online environment. Teachers may have more time for preparation. We are preparing students for a future that is unknown.	More staff sign up to join Unions. There may be changes to the Education Act and/or Guidelines (attendance, teacher duties and work conditions). College profile is raised through increased and targeted communication. Changes to ATAR/WACE requirements Universities change entrance requirements. Teachers more focussed on student learning.	Stay up to date with communications from the Department, Government and Unions, and other organisations. Communicate with SCSA about inequities in relation to student learning in an online environment versus distance education, versus face to face. Continue to communicate with families – start by providing planning for online and distance education. Identify what supports our families need to be able to assist student learning at home. Respond to changes from SCSA in relation to courses, reporting and assessment. Develop ways for teachers to collaborate in an online environment.