



ST BRENDAN'S COLLEGE

REMOTE LEARNING GUIDELINES

**EXPECTATIONS &
PROCESSES**

TERM 2, 2020



Remote Learning – Overview

In the event of a school closure the College will endeavour to continue learning that is relevant, meaningful and engaging. Digital technologies will be used in these circumstances to provide sustained elements of curriculum delivery and communication.

Lessons will be delivered on-line via the “Teams” platform. Teachers will communicate learning tasks, instructions, timelines and assessment requirements through this program. While all teachers will utilise “Teams”, there may be individual variations in the use of the applications. As a rule, teachers will use the “Assignments” tab to present resources and materials and correspond with students and parents. An information package about accessing and using “Teams” is provided in addition to this document.

Our remote learning model is premised on the fact that each family will have different needs, different levels of digital competence and different levels of digital connectivity. It also takes into consideration that this process will be a new experience for all members of the community and will require time for people to accustom. To avoid stress on families (and teachers) but still deliver a quality curriculum, we have tried to keep our model as flexible as possible. For these reasons the following are fundamental principles:

- Teachers will provide schoolwork/lessons, reflective of a reduced (*) weekly teaching timetable.
 - * Reduced means 75% of regular contact time:
 - For subjects with 240 minutes of contact time per week, 180 minutes of structured learning materials will be available online (or in hardcopy).
 - For subjects with 180 minutes of contact time per week, 120 minutes of structured learning materials will be available online (or in hard copy).
- Teachers will provide written weekly feedback to your son’s responses to the learning tasks.
- Students are not expected to log into lessons at the times indicated on their regular school timetable. Students can undertake the learning tasks at their own pace at times that suits the family routines and circumstances - while still meeting the deadlines indicated by the teacher.
- Practical subjects will address the theoretical components of their syllabuses.

There is no doubt that the decreased structure of remote learning will be challenging for some boys. Despite the support and encouragement of our teachers, there will be a level of self-discipline and independent learning required on your son’s part to ensure successful outcomes.

Expectations of Students – Remote Learning

- Check Teams and your College email each morning, Monday to Friday for information on schoolwork/lessons, courses, resources and assessment.
- Dedicate appropriate time to learning, reflective of a school day including classwork and study time, as guided by your teachers.
- Contact your teacher for advice or guidance using the correspondence options available in “Teams”. Restrict contact to regular school hours, 8.30am-4.00pm.
- Return completed work and learning activities via “Teams” as communicated by your teacher.
- Submit formalised assessment tasks via “Student Café” as per the dates indicated in “Student Café”.
- Access electronic textbooks through the Campion application on the library website.
- Attend a “live” online learning event at a set time in order to collaborate with your teacher (if requested).
- Follow the guidelines for participating in a live event (if required):
 - Wear appropriate clothing – this includes shorts/trousers and a shirt that covers the shoulders and does not contain offensive images, slogans or prints. No singlets, pyjamas or onesies.
 - Avoid live conferencing from your bedroom.
 - Avoid live conferencing in rooms with mirrors. These may reflect other parts of the family home or other family members.
 - Mute your microphone when not directly speaking.
 - Do not run other digital devices - televisions, ipods or mobile phones.
 - Do not stream other services or applications.
 - Be polite and respectful – do not interrupt and acknowledge your name before speaking.
 - Be aware of your tone and choice of language.
 - Do not record, film or copy images or video of your teacher or students participating in the event.

Expectations of Parents – Remote Learning

- Assist your son in scheduling appropriate times for learning. This means establish routines and regular hours for his schoolwork, exercise/recreation and bedtime. Avoid letting him stay up late and sleep in.
- Check in with your son often to help him manage and pace his work
- Allow him to have regular breaks away from the computer and his lessons. While our lessons will generally be chunked into 60-minute learning blocks, 30 minutes is probably a more reasonable time to expect him to sit in an e-learning environment.
- Define the physical space for his study. He may have a regular place for doing home learning under normal circumstances, but this space may not be suitable for an extended period. Try to establish a space/location where he can learn and where you can be present to monitor and assist. Avoid, where possible, his study location being a bedroom.
- Monitor communication from your son’s teachers via email, Student Café and “Teams”.
- Familiarise yourself with the “Teams information package for Students and Parents”.
- Communicate with your son’s teachers regularly but allow up to 48 hours for them to respond, during working hours. Remember, your son may be one of over a hundred students that his teacher may have to correspond.

Teacher Contact Details – Remote Learning

Teacher	e-mail address	Teacher	e-mail address
Art Faculty		IT Faculty	
Mrs Jodie Cooper	CooperJ@sbc.qld.edu.au	Ms Sheridan Simms	SimmsS@@sbc.qld.edu.au
Ms Lee-Ann Handley	HandleyL@sbc.qld.edu.au	Mr Michael Jensen	JensenM@sbc.qld.edu.au
Manual Arts		Science Faculty	
Mr Brian Barry	BarryB@sbc.qld.edu.au	Ms Charlotte Benstead	BensteadC@sbc.qld.edu.au
Mr Warren Campbell	CampbellW@sbc.qld.edu.au	Ms Danielle Emery	EmeryD@sbc.qld.edu.au
Mr Aaron Cooper	CooperA@sbc.qld.edu.au	Mrs Joanne Gardiner	GardinerJ@sbc.qld.edu.au
Mr Robert Green	GreenR@sbc.qld.edu.au	Ms Kristyn Jones	JonesK@sbc.qld.edu.au
Mr Paul Grove	GroveP@sbc.qld.edu.au	Ms Sheridan Pugh	PughS@sbc.qld.edu.au
Mr Trevor Guinane	GuinaneT@sbc.qld.edu.au	Mr Wayne Wall	WallW@sbc.qld.edu.au
Mr Peter Hayes	HayesP@sbc.qld.edu.au		
English Faculty		Mathematics Faculty	
Ms Tracey Deasy	DeasyT@sbc.qld.edu.au	Mr Matthew Couper	CouperM@sbc.qld.edu.au
Mr Jason Hirning	Jason@sbc.qld.edu.au	Mrs Karen Doherty	DohertyK@sbc.qld.edu.au
Mrs Monique Jorgensen	JorgensenM@sbc.qld.edu.au	Mr Adam Diefenbach	DiefenbachA@sbc.qld.edu.au
Ms Lorraine McLeod	McLeodL@sbc.qld.edu.au	Mr Nathan Doyle	DoyleN@sbc.qld.edu.au
Mr Jason Merrifield	MerrifieldJ@sbc.qld.edu.au	Mr Bill Grieve	GrieveB@sbc.qld.edu.au
Ms Shani Smith	SmithS@sbc.qld.edu.au	Mr Tony Hooper	HooperT@sbc.qld.edu.au
Mrs Roanne Waratini	WaratiniR@sbc.qld.edu.au	Mr Paul Horan	Deputy@sbc.qld.edu.au
Mr Matthew Willson	WillsonM@sbc.qld.edu.au	Ms Tiffany King	KingT@sbc.qld.edu.au
		Mr Aaron Jorgensen	JorgensenA@sbc.qld.edu.au
		Mr Connor Williams	WilliamsC@sbc.qld.edu.au
Religion Faculty		Physical Education Faculty	
Mr David Burke	BurkeD@sbc.qld.edu.au	Mr Luke Guinane	GuinaneL@sbc.qld.edu.au
Mr Daniel Caldwell	CaldwellD@sbc.qld.edu.au	Mr Blake Henley	HenleyB@sbc.qld.edu.au
Mr Jonathan Gill	GillJ@sbc.qld.edu.au	Mr Paulo Picoto	PicotoP@sbc.qld.edu.au
Mr Damien McLuskie	McLuskieD@sbc.qld.edu.au	Mr Bjorn Prince	PrinceB@sbc.qld.edu.au
Mr Shane Peers	PeersS@sbc.qld.edu.au	Mr Peter Reddy	ReddyP@sbc.qld.edu.au
Mr Brendan Skuthorpe	SkuthorpB@sbc.qld.edu.au	Mr Cameron Watson	WatsonC@sbc.qld.edu.au
Mrs Niamh Timlin	TimlinN@sbc.qld.edu.au	Mr Dallas Williams	WilliamsD@sbc.qld.edu.au
Music Faculty		Humanities Faculty	
Mr Jack Ingram	Jack@sbc.qld.edu.au	Ms Ainsley Ballinger	BalingerA@sbc.qld.edu.au
Mr Corey Owens	OwensC@sbc.qld.edu.au	Mr Matthew Cullen	CullenM@sbc.qld.edu.au
Ms Alyssa Priddle	PriddleA@sbc.qld.edu.au	Ms Adrielle Pottle	PottleA@sbc.qld.edu.au
		Mrs Kaye Morley	MorleyK@sbc.qld.edu.au
Learning Support Faculty		Vocational Education Faculty	
Ms Sharon Sheales	ShealesS@sbc.qld.edu.au	Mr Andrew Lawrence	LawrenceA@sbc.qld.edu.au
Mrs Inga Koops	KoopsI@sbc.qld.edu.au		
Agricultural faculty			
Mr Bill Oram	OramW@sbc.qld.edu.au		

Pastoral and Technology Contact Details – Remote learning

Position	Name	e-mail address	Phone
Head of Learning Support	Ms Sharon Sheales	ShealesS@sbc.qld.edu.au	(07) 49399446
College Counsellor	Ms Sharon Thiele	ThieleS@sbc.qld.edu.au	(07) 49399463
Careers Counsellor	Mrs Jacki Russell	RussellJ@sbc.qld.edu.au	(07) 49399423
Head of Year 7	Mrs Tracey Deasy	DeasyT@sbc.qld.edu.au	(07) 49399477
Head of Year 8	Mr Bjorn Prince	PrinceB@sbc.qld.edu.au	(07) 49399482
Head of Year 9	Mr Paulo Picoto	PicotoP@sbc.qld.edu.au	(07) 49399483
Head of Year 10	Mrs Karen Doherty	DohertyK@sbc.qld.edu.au	(07) 49399440
Head of Year 11	Mr Cameron Watson	WatsonC@sbc.qld.edu.au	(07) 49399434
Head of Year 12	Mr Trevor Guinane	GuinaneL@sbc.qld.edu.au	(07) 49399402
TASS Administrator <ul style="list-style-type: none"> • Student Café • Parent Lounge • USI Numbers 	Ms Melissa Smith	SmithS@sbc.qld.edu.au	(07) 49399388
IT Help Desk (MOQ Digital) <ul style="list-style-type: none"> • Teams • Passwords • SharePoint 	Mr Simon Keen Mr Karl Anderson	KeenS@sbc.qld.edu.au AndersonK@sbc.qld.edu.au	(07) 49399454

Student Laptop Repairs and Maintenance – Remote learning

Should your son's laptop require maintenance or repairs follow the steps below.

- Step 1 – Phone Simon Keen or Karl Anderson on the numbers provided. Alternatively, send an email to the IT Help Desk – Help@sbc.qld.edu.au
- Step 2 – If you send an email, be sure to provide your son's name, a mobile number and outline the nature of the problem.
- Step 3 – The IT Help Desk staff will contact you with instructions to resolve the issue online or provide details for repairs.

General Expectations of Teachers – Remote learning

- Create units of work using the existing curriculum documentation to guide and scaffold schoolwork/lessons.
- Provide schoolwork/lessons, reflective of a reduced (*) weekly teaching timetable.

* Reduced means 75% of regular contact time.

- For subjects with 240 minutes of contact time per week, 180 minutes of structured learning material should be created.
- For subjects with 180 minutes of contact time per week, 120 minutes of structured learning material should be created.
- Provide associated homework and study resources indicative of a reduced teaching load.
- Provide assessment tasks reflective of the reduced contact time and align with the existing curriculum documentation.
- Post formalised assessment information in TASS Teacher Kiosk, for students to access in “Student Café” and for parents to access in “Parent Lounge”.
- Utilise “Teams” as the on-line learning platform to deliver lessons and instructions.
- Clearly identify the point in the regular learning cycle that the schoolwork/lesson corresponds. In other words, group the learning activities into lessons and label each lesson.
- Correct student work and provide weekly feedback through the various options available in “Teams”. The reduced contact lesson should be thought of as a correction and feedback lesson.
- Make schoolwork/lessons available at the times reflective of the student’s timetable but understand that students may not be able to access or undertake the lessons at those time.
- Provide students a minimum of 24 hours’ notice to participate in a live event, or to submit set work.
- Provide hardcopy resources to students who are not able to virtually attend or who do not have access to a live event.
- Use the existing timetable as a guide for scheduling any “live” event.
- Respond to communication (outside of the weekly feedback) from students and parents within 48 hours Monday to Friday.
- Contact the parents of any students not engaging in the learning material to offer additional support and guidance. Contact should be via email using the generic template provided to all staff.
- Provide one opportunity for feedback at the conferencing or due dates within 7 days.
- Check school email and “Teams” daily, Monday to Friday.

In providing on-line learning, we need to be flexible in our approach to year level and unit plans and **may need to reorganize the curriculum**. This may be particularly important in the following cases:

- subjects with a significant practical component.
- subjects with examinations (assignments will be easier to implement and deliver).
- the nature of Year 11 formative materials in General and Essential subjects.

Pedagogical considerations for teachers – Remote learning

- The ASPIRE framework should be utilised in the construction of online activities.
- E-Learning (E)
 - Online learning puts you in the position of learning facilitator, not lecturer. Lecturing should be limited and you should create tasks that ensure Active Processing. Passive activities like reading, videos, and standard presentations won't engage. Consider how you can enhance remote learning with more active tasks, such as:
 - completing graphic organisers, cloze exercise, three level guides and digital mashups
 - importing articles or information and using highlighting tools to summarise
 - annotating text, photos or PDFs
 - re-ordering or recreate instructional steps, timelines, sequences, or images
- Structure (S)
 - Identify the learning goals - "What the student will understand and be able to do today".
 - Segment each lesson into phases:
 - **Orientate**
 - Immerse with a "Smart Start" or warm-up activity.
 - **Enhance the knowledge base**
 - ❖ Deliver the content knowledge or a "Critical Input Experience".
 - ❖ Deepen new knowledge with "Guided Practice" and feedback.
 - ❖ Generate and test ideas and theories.
 - **Culminate**
 - Wrap-up with a "Smart Finish", or review (Digital Flash Cards, online quiz, Kahoot)
- Instruction (I)
 - Be intentional and explicit about timing and pacing.
 - Chunk "Declarative and Procedural Knowledge" into clear teaching steps.
- Parents should not be placed in the role of teacher. The lessons and activities you design should enable students to independently carry out the tasks assigned, including access to the materials and resources.

Technological Considerations for Teachers – Remote learning

When designing and delivering on-line learning activities teachers need to consider the technological difficulties that individual students and families may experience. To reduce the impacts of technological competence or capacity, teachers should:

- Limit the use of video responses, or streaming activities.
- Utilise PDF or Word as the preferred software.
- Avoid requiring students to print or scan.

Child Protection Considerations for Teachers – Remote Learning

- The variety of methods to communicate within “Teams”, or the College email, are the only platforms to use when corresponding with students.
- Teachers are not to:
 - Use social networks such as but not limited to Facebook, Twitter, Instagram, Snap Chat, Whatsapp or Tic Tok to engage with students.
 - Use personal mobile phones, SMS or personal e-mail accounts to contact, access or engage with students.
- When providing feedback or communicating with students, avoid personal salutations, nick names and personal commentary. Keep the feedback concise and related to the topic of the work.
- Follow the guidelines for participating in a live event (if required):
 - Wear appropriate clothing – as per regular attendance at school.

Male Staff

- Dress trousers or shorts and a collared, buttoned shirt.

Female Staff

- Dress slacks and a collared, buttoned shirt.
- Dresses or skirts with hem lines near the knee.
- Avoid tight fitting or revealing clothes, tops with spaghetti straps or low-cut necklines.
- Do not live conference from your bedroom.
- Avoid live conferencing in rooms with mirrors. These may reflect other parts of the family home or other family members.
- Avoid conferencing in family or recreational areas.
- Avoid visible corridors or open spaces which could allow distractions to come into the video.
- Be very aware of what background images the students can see e.g. the content of bookshelves etc.
- Be aware of camera angles and how they might distort your features or compromise you in any way.
- Ensure that the space used for live conferencing has plenty of light, clear walls, and a desk to place the computer.
- Preferably blur the entire background using “Microsoft Blur”.