Remote Learning Expectations For Teachers:

WHAT IS EXPECTED

Staff who are medically vulnerable or live with a medically vulnerable person must not work on-site. Staff should seek their own medical advice to determine if they are medically vulnerable.

Similar to students, if any staff member is even slightly unwell, they need to stay home.

The number of staff members required to work on-site, is dependent on the number of students in attendance and the type of work required. All willing and able staff will be placed on a roster to assist with supervising students who need to be at school.

The Department guide on physical distancing measures includes a maximum of 10 children per room and a minimum teacher-to-student ratio of 1:8 to ensure staff can assist their colleagues with breaks, relief and other support where required. This staffing ratio can include the use of relevant support staff.

Teachers will need to work in their teams and organise their work in a way that shares the load across those working from home, with a heavier curriculum planning role than those working at school who will have 10 students to supervise. The curriculum planning duties will be organised by the sub-school leaders with the Teaching and Learning Assistant Principal's support.

Staff at school will either have a class or be on release duties.

Class staff will supervise up to 10 students in their own classrooms. If there are less than 10 students from a teacher's regular class, they may have students from other classes attend their classroom so that we don't have more staff working on-site than we need to.

For every 4 staff members with a class there will be a staff member dedicated to providing release for those staff. Those providing release will be rostered to do so from 10am which allows those with a class to consistently monitor and record attendance over time and get the day started. Kylie will timetable the rotation of release. Those who have a class will be released for 1hr for four days and 1/2hr for 1 day each week. By comparison, the average teacher usually has 165mins of release per week but under this model will have 270mins per week.

Specialist teachers will not be running their classes at school. Specialists will provide 1 remote learning lessons per year level that they currently teach, per week.

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Classrooms are to be set up with 10 desks and ten chairs, spread out in the room. Students will need to be allocated a desk and chair. Excess chairs and desks can be neatly stacked in gallery spaces to create more space in the classroom. There is to be no group work other than virtual collaboration. Supervising staff should avoid having students sitting on the floor together, unless they can mark with tape, spots for students to sit two meters apart. Where students need to line up, there should be tape on the ground two meters apart to indicate where students are to stand or sit.

The junior playground is out of bounds. We will supervise students on the courtyard, basketball courts and hockey field.

Depending on the role, staff working from home may, in addition to the heavier curriculum development responsibilities, be required to assist with meeting the well-being needs of students at home by making contact with families as directed by sub-school leaders. The type of well-being work will depend on how many PSD students are remote learning and how many students are at home but not engaging with remote learning.

The following have been copied from relevant Department documentation.

REPORTING CHILD ABUSE

During online school learning, if school staff become aware of an incident, receive a disclosure or form a reasonable belief that a child has been abused or is at risk of abuse, they must follow all normal procedures for responding to and reporting child abuse, including the Four Critical Actions for Schools.

More information about responding to incidents, disclosures and suspicions of child abuse can be found on the PROTECT website or at Child Protection - Reporting Obligations.

Mandatory reporting

Mandatory reporters' obligations under law remain the same. Mandatory reporters must make a report to the Department of Health and Human Services (DHHS) Child Protection as soon as practicable if, in the course of practising their profession or carrying out their duties, they form reasonable belief that a child or young person is in need of protection, as a result of physical injury or sexual abuse, and the child's parents are unable or unwilling to protect the child from that abuse.

Reportable Conduct Scheme

Principals' obligations under the Reportable Conduct Scheme remain the same. Please see the PROTECT website or School Policy Advisory Guide - Reportable Conduct Scheme.

Child safety in online learning environments

Child Safe Standards

All Victorian schools are required to comply with the Child Safe Standards.

To comply with the Child Safe Standards in an online learning environment, schools should:

- Consider any risks of child abuse that might arise in an online school learning environment, including grooming, and implement strategies to reduce or remove risks where possible

- Remind all staff that they are required to comply with the school's Child Safety Code of Conduct when engaging in their work online

- Remind all staff of the school's procedures for responding to and reporting suspected child abuse

- Ensure that students have access to online safety education, such as:

  o Bully Stoppers Online Toolkit – supports principals, teachers, students and parents in working together to address cyber safety and cyberbullying.

  o Classroom resources – links to online classroom activities, videos, interactive learning modules, advice sheets and other useful resources to promote the safe and responsible use of digital technology.

  o The eSafety Commissioner – provides a range of tips and resources to help school leaders create safe online learning environments. The Office have also released an online safety kit, which includes evidence-based suggestions and trustworthy links to support parents and carers to stay informed and keep their children safe online.

The PROTECT website provides guidance and information about complying with the Child Safe Standards.

Duty of care in online environments

Where a school is not providing face to face supervision, including where students are learning remotely rather than on school grounds, the school is not responsible for students' general safety at home or elsewhere.

Principals and school staff must still:

1. identify risks which are reasonably foreseeable for students who are learning at home

2. take reasonable steps which are in the school's control to prevent reasonably foreseeable harm to students.

For example, if a school knows that a student learning remotely is affected by a disability or mental health condition, particularly a condition that might be exacerbated by being alone at home, or has other vulnerabilities (for example family violence or substance abuse), the school must take reasonable steps to address those risks, which may include offering additional supports and ensuring students can access their learning outside the home, where appropriate.

Supporting student wellbeing and safety when teaching in a remote online learning environment

Under the Child Safe Standards and as part of their duty of care, teachers should identify and mitigate known or foreseeable risks to student wellbeing and safety.

Reasonable steps to support student safety and wellbeing might include (but are not limited to):

- notifying parents about students moving to remote online learning

- school uses Department-approved technology to teach remote online learning

- school staff continue to comply with their existing obligations to behave appropriately and professionally online. For example, only using work email addresses to contact students, not revealing personal information like a home address, having appropriate working and learning spaces, professional dress and presentation, contacting students only during school hours, and complying with the Acceptable Use of Technology Agreements

- school staff respond to inappropriate student behaviour online (for example, inappropriate language or behaviour in a videolink) in the same way they would if the behaviour occurred on school grounds

- school staff consider any students with disabilities or behaviours of concern that might be the underlying cause of any online behaviour

- school staff follow the school's procedures for responding to/reporting suspected child abuse

- school staff act within DET's Using Social Media Policy

- school staff develop and update Student Safety Plans and Individual Learning Plan where appropriate

- school staff provide students with advice/details of school staff they can contact if they have any concerns or issues, including about inappropriate online behaviour (by both other students and school staff)

- reminding parents about how young people are impacted by long periods alone and the responsible and safe use of online platforms and the internet

- school staff provide students with details of mental health and wellbeing support available for students to access remotely, including emergency numbers and non-emergency counselling services.

Health and wellbeing staff contacting students online or via phone

Where possible, if school or DET health and wellbeing staff need to contact students as part of their work, (for example mental health support) they should get a parent's permission before contacting a student directly, unless the student is an adult or mature minor.

Staff should continue to follow the school's Child Safety Code of Conduct and maintain appropriate boundaries, including only using work phones/email addresses to contact students, maintaining appropriate notes and records, contacting students during school hours and providing community emergency numbers (such as Kids Help Line) to students and families for out of hours support.

HEALTH AND WELLBEING

As the situation with coronavirus (COVID-19) unfolds, increasing levels of worry and unease may be expected. Please remember to access some extra professional support through the Employee Assistance Program (EAP) counselling service during this time.

For additional information and support, see:

- [Employee assistance and support](#)
- [Family violence support](#)