We know that many of you will be working with your colleagues and community to ensure the return to school or kura is as smooth as possible. We have put together some points that may be helpful as you work through your planning. All points shared in this document are intended as guidelines for your consideration. This document is editable so that you can make changes that reflect the needs of your school or kura.

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| What’s important / Ngā āhuatanga matua | |
| **Hauora, Relationships, and Well being** / **Hauora, whanaungatanga, oranga hoki** | |
| It may be helpful to:   * Identify and nurture your own key relationships, with SLT, your Board or external support * Expect a range of reactions and provide emotional support to staff, students, and all members of your wider school community * Ensure clear expectations for staff, whanau and learners are shared and reinforced regularly * Monitor individual well-being, check in with people, reduce distress, meet needs identified, support self-efficacy and coping, provide opportunities to regularly connec.t * Address recent social isolation by building opportunities for students and staff to reconnect into each day * Identify, through student voice collection, which learners need additional wellbeing support, and develop plans around needs identified * Re-establish who students can turn to when they need assistance | For example   * Follow routines of checking in with your important support people * As needed, calm people, reduce distress, make others feel safe and secure, identify and assist with needs, establish a ‘human connection’ * Prioritise the routines of a ‘normal’ school day but ease into previous learning expectations slowly * Identify the significant adult for each student. Remember as that adult it is sometimes enough to be physically present, listen and re-establish that connection * Invite learners to share their stories of fun things from the lockdown, concentrate on what they have been looking forward to, find connections to build shared experiences * Have regular, timetabled ‘check and connect’ opportunities * Have regular ’pits and peaks’ discussions where the sharing of high and low points in a small group is normalised * Ensure simple phrases like ‘Tell someone’ are widely used and promoted |
| **Teaching and Learning** / **Te whakaako me te ako** | |
| It may be helpful to:   * Recap and reinforce with everyone your school culture including your; mission, vision and shared language of learning * Establish previous routines but ease into previous learning expectations slowly * Use the lockdown experience as a springboard for developing new learning contexts and opportunities * Leverage off and strengthen your schools homeroom time or advisory time * Identify, through student voice and assessment for learning strategies, which learners were impacted disproportionately by the shift to distance learning * Review the teaching and learning that occurred during term one, and identify gaps that may require revisiting * Develop learning development plans for students, to ensure learning gaps are addressed * Leverage off the recent increased use of digital technologies, by both teachers and learners * Review the aims of your existing intervention programmes (e.g. ALiM) and consider new intervention programmes, learning support and agency support to meet newly identified needs (including wellbeing focused interventions) * Create a special implementation plan in case of a possible COVID-19 case in your school, a closure of your school and a return to distance learning | For example   * Don’t talk about the need to ‘catch up’ with learning but take time to re-establish relationships and build the learning from there * Focus the initial days of learning on your shared language of learning e.g. focus on your school values and school learning dispositions * Create activities to produce and deliver ‘thank you’ items and messages for parents, whanau and essential workers * Identify those who have engaged with distance learning and those who have not, and be prepared to differentiate the teaching and learning accordingly * Be patient and calm in giving instructions and be prepared for the need to repeat instructions * Revisit student to teacher feedback e.g. what do the students identify as gaps that have occurred in their learning? * Consolidate and embed digital fluency gains and the implementation of the new digital content in the technology curriculum, be aware of students who have not been able to access technology. * Work as a team and develop plans to meet the needs of ‘at risk’ students affected Access external supports, as needed |
| **Curriculum and Assessment** / **Ngā Marau me te Aromatawai** | |
| It may be helpful to:   * Recognise the learning achieved during distance learning e.g. learning dispositions, digital skills, key competencies (especially self-management) * Prioritise assessment for learning strategies over formal assessment activities * Review when and how teachers and learners will assess academic learning * Review your local curriculum and consider any changes that may be required for term two and the remainder of the school year * Increase opportunities for discussions and sharing to re-establish social and academic confidence (and use of academic vocabulary) * Consider a degree of flexibility in planning and curriculum delivery to meet the diverse needs of returning students * Review any upcoming expectations for reporting to parents (e.g. will school reports be sent home during term two?) | For example   * Capitalise on the content, contexts and successes of the learning done at home when considering any changes to your term two units of learning * Prioritise collaborative teaching strategies and create oral feedback opportunities * Be explicit in sharing learning intentions and success criteria with learners to support them in continuing to develop as self-directed learners * Revisit your school curriculum for term one and consider how to revisit and assess this learning that occurred previously * Provide increased opportunities for social interaction, provide activities to address any social isolation experienced by learners |
| **Self-review (systems and processes) / Te arotake i ā koe anō (ngā pūnaha me ngā hātepe)** | |
| It may be helpful to:   * Review what has been learnt as a school as a result of the distance learning opportunity * Identify the changes worth keeping, previous practices that now need to stop, and new developments to be included in your local school curriculum * Report your self-review findings and recommendations to your BoT and community | For example   * Review the equity of distribution of IT hardware and the effectiveness of your IT infrastructure * Develop ways of continuing to engage parents and whanau as teachers and resources for your local school curriculum * Capitalise on Whanau engagement through continued discussions, surveys etc, as appropriate to your community. |