

Responding to COVID-19 and its Impact on Education - Research-based Measures for Consideration

Ongoing Measures		
★ Prioritise the wellbeing of students and staff. ★ Keep student needs at the centre of all decision making. ★ Focus on building and maintaining positive home-school partnerships. ★ Provide particular support to learners and families who may be vulnerable or likely to disengage during periods of remote learning. ★ Maintain an optimistic and reassuring outlook.		
Short Term Measures	Medium Term Measures	Long Term Measures
★ Recognise that there will be a higher level of variability in student achievement as a result of remote learning. ★ Build an understanding of students' home lives and the needs of each family. ★ Action additional assessment to determine the students' immediate needs. ★ Prioritise social engagement and peer connection. ★ Address psychosocial challenges and issues of inclusivity. ★ Establish a future-oriented infrastructure for online, remote learning that can be actioned as needed. ★ Prioritise the Personal and Social Capabilities curriculum and use face-to-face teaching time to equip students with the requisite skills to self-manage during periods of remote learning. ★ Support realistic and achievable time management practices. ★ Consider reallocation of staff as necessary (e.g. some teachers focus on building online content, while others provide student support or solve technological problems).	★ Provide small-group tutoring to struggling students (consider using graduates or preservice teachers as tutors if possible). ★ Prioritise digital technologies-based professional learning that will improve teacher capacity to deliver high-quality online learning. ★ Focus on high-quality pedagogy and universal design for learning that can be generalised across all areas. Select professional learning that supports this. ★ Build and maintain communities of practice beyond the school walls. ★ Embed a mental health program across the school. ★ Develop and teach remote learning skills and expectations during face-to-face teaching times. ★ Include self-care strategies such as breathing exercises or other cultural practices in the school day. ★ Provide ongoing education for parents about the system, platforms, pedagogies and communication requirements of remote learning periods. ★ Explore ways to maintain learner engagement during online learning.	★ Consider 'looping' opportunities where possible (i.e. keeping the same teacher with the same student cohort across subsequent years). ★ Build an evidence-base of successful practice and ensure that the positives from periods of remote learning are used to inform face-to-face teaching. ★ Investigate and embed appropriate trauma response programs. ★ Develop resources for culturally diverse populations. ★ Implement a 1:1 device program (and associated infrastructure) for all students, F-10. ★ Continue to prioritise the infrastructure and capacity to provide online learning as required. ★ Build the school's capacity to respond to the needs of different families.