**Distance Learning Review Tool**

**Purpose:**

* to reflect on distance learning and your COVID-19 experiences, leading to improvement in teaching and learning including next steps for PLD and building on the gains made during this time.

Thank you to teachers, leaders and support staff on the flexibility, creativity and innovative teaching practices you have shown in delivering distance learning to students in your school during COVID-19. This review tool is to deepen leaders and teachers’ thinking about how well distance learning worked for their students and teachers, and what new learning and innovative practices can be applied to classrooms, further developed and integrated into your school’s local curriculum. This tool will also highlight areas needing professional learning and development which can be provided by the Ministry of Education PLD system.

This tool could form the basis of your reporting to your Board of Trustees or contribute towards the evidence for a future proposal for PLD.

The use of this tool is entirely voluntary and there is no expectation that any of your observations, evaluations etc. will be shared with the Ministry of Education. The tool is available in both PDF and Word versions so that you can edit to suit your needs where necessary.

We encourage school leaders and teachers to start their distance learning review by discussing what worked well, what didn’t work well and what worked well for some but not for all. Then work through the three sections of this tool, considering each aspect of distance learning and your next steps. The three sections of the review tool are: processes, people and platform/resources, leading to a coherent and shared understanding of our school approach to distance learning.

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| Focus Area: Processes | Establishing | Developing | Embedding | Fully Functioning |
| Approach and Planning for Distance Learning | We are planning to develop a distance learning plan.  Outdated or inaccessible resources.  Our leadership team is identifying the needs and capabilities of our staff to deliver distance learning.  Our school systems for measuring and reporting student progress and achievement need reviewing. | Our plan for distance learning, that reflects our school vision, values and localised curriculum, is being developed.  A variety of learning resources are available.  Our leadership team has identified the needs and capabilities of our staff and is developing a PLD plan; and have started to apply for PLD online as supported by the MOE.  Our school has started investigating systems for measuring and reporting student progress and achievement. | A distance learning plan is developed and being implemented consistently across the school, based on sound pedagogy, with shared guidance and expectations evident.  Learning resources generally reflect the needs of the students.  Our leadership team have developed a PLD plan to improve teacher capability and our staff are accessing PLD through providers or internally.  Our school has developed a system for measuring and reporting student progress and achievement. | Our distance learning plan is based on sound pedagogy, strongly reflects our school vision, values and localised curriculum with staff able to clearly articulately our approach.  Learning resources are current, culturally relevant, reliable, accessible and fit for purpose, meeting local and personal needs.  There is evidence that staff capability outcomes are being achieved and staff are confident to develop capabilities with new staff.  We review and refine the way that we improve teaching practice and have systems in place to measure and report student progress and achievement. |
| Wellbeing | Our leadership team plans to identify the wellbeing needs of each other, our staff, students and family/whānau.  The school has little understanding of cultural responsiveness. | Our leadership team is developing a plan to meet the wellbeing needs of each other, our staff, students and family/whānau.  The school is aware of the need to be culturally responsive and is planning to upskill staff in their understanding. | Our leadership team is implementing our wellbeing plan for each other, our staff, students and family/whānau.  Cultural responsiveness is practised across the school in a variety of contexts. | Robust and consistent systems are in place to meet the wellbeing needs of leaders, teachers, support staff, students and family/whānau, with ongoing review.  Cultural responsiveness is demonstrated throughout the school through a wide range of practices which value students’ beliefs and values; and meet diverse learning needs. |
| Teaching and Learning | The programme is fully designed by the teacher, with similar learning outcomes and activities delivered to all students, in similar ways with similar content.  Our teachers have basic knowledge of digital technologies, tools and resources, and apply what they can in their teaching and learning practice. | Teachers are considering ways to design different learning activities for groups in their class.  Our teachers have a reasonable ability to use some digital technologies, tools and resources, in the teaching and learning practice. They use them sporadically in their classes with some sharing online.  Our teachers are beginning to self-reflect on their practices. | Teachers provide some learning outcomes and activities based on needs and interests; with some input from students. Students have some choice in completing learning activities.  Our teachers are competent in the use of a number of digital technologies, tools and resources, and interaction with students in their teaching and learning practice. They use them to connect, interact, collaborate and provide feedback on a regular basis.  Our teachers are developing ways to self-reflect on their practices. | Students make active choices, in collaboration with the teacher, in designing their own learning outcomes, which include rich learning tasks and activities. A high level of personalised learning takes place in different contexts.    Our teachers have a high competence in the use of multiple digital technologies, tools and resources, and are able to provide in-school PLD for those who need support. They use digital technologies to connect with students, provide feedback, collaborate, create and discuss learning, and to assist collaboration between students.  Our teachers are regularly self-reflecting on their practices and identifying areas for further development. |
| Inclusion and  Accessibility | We have established the need to develop a plan to facilitate teaching and learning of students with identified needs.  We know that we need to consider the accessibility and relevance, particularly cultural appropriateness, of the learning resources we are providing to students and family/whānau. | We are developing a plan to facilitate teaching and learning of students with identified needs.  We are developing a system for providing accessible and relevant, particularly cultural appropriateness. | We are implementing our plan to facilitate teaching and learning of students with identified needs.  We have a number of learning resources that are accessible, relevant and cultural appropriate to students and family/whānau. | Our students with identified needs are well supported and teaching and learning needs are met, including regular feedback and sharing with students and family/whānau.  We have a range of learning resources that are accessible, relevant and cultural appropriate to students and family/whānau. |
| Student Agency | Students have no input into their learning, with all the learning decided and controlled by the teacher.  There is no opportunity within the teaching and learning programme for student agency. | Students have a small amount of input into their learning, with a limited amount of opportunities to decide what or when to do things.    Students are beginning to take some responsibility for their own learning and have some agency. | Students have input into their learning, with many opportunities to decide what or when to do things.  Students are responsible for their own learning and have agency, most of the time. Students are beginning to know themselves as learners and starting to advocate for their own success. | Students collaborate with their teacher in developing teaching and learning opportunities. A shared sense of responsibility for learning has been developed.  There is a high level of student agency, and students know themselves as learners and advocate for their own and others’ success. |

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| Focus Area: People | Establishing | Developing | Embedding | Fully Functioning |
| Teachers | Teachers are unsure of the school’s approach to distance learning and don’t know how to plan and teach for distance learning.  Our teachers aren’t familiar with the tools and systems used for distance learning, and teaching plans tend to focus on a classroom style of delivery. | Teachers are developing an understanding of our school’s approach to distance learning and have modified some lessons to meet the needs of students.  Teachers are familiar with the tools and systems used for distance learning and are building their capability in using them, with support. | Teachers are able to articulate aspects of our school's approach to distance learning and there is evidence of modification in their planning.  Teachers use a variety of tools for distance learning and have set up useful systems. There is some reviewing of programme effectiveness. | Teachers are able to clearly articulate our school's approach to distance learning and there is evidence of consistent modification to meet learning needs in their planning.  School distance learning is well established and set-up, links to the school’s approach, with regular reviews of programme effectiveness. |
| Students | Students are not clear about what to do and are not clear about the expectations of them.  Students’ engagement in distance learning is low. | Students are mostly clear on what distance learning means for them and the expectations of them.  Students’ engagement in distance learning is developing.  Students, with support, can access and use the tools and resources for distance learning. | Students are clear on what distance learning means for them and the expectations of them; they are mostly confident in undertaking the distance learning activities planned for them.  Students, with support, are beginning to choose their own learning outcomes, in line with agreed goals.  Students can access and use the tools and resources for distance learning. | Students are able to articulate their own learning outcomes, in coordination with their teacher and are confident in undertaking the distance learning activities planned for them.  Students are regularly choosing their own learning outcomes, in line with agreed goals, and designing their own learning plans to meet these goals.  Students are sharing their learning and communication with the teacher and other students is regular and on-going, with the ability to lead their own feedback sessions. |
| Parents  Caregivers  Family  Whānau | Engagement with family/whānau on distance learning has not yet occurred.  Communication with family/whānau about distance learning is limited. | Engagement with family/whānau on distance learning is developing, with expectations established.  Communication with family/whānau about distance learning is developing. | Family/whānau are following the distance learning guides from school regularly and supporting their children in the tasks.  Regular communication between family/whānau and school is established and is ongoing. | Family/whānau, teachers and students are working productively and collaboratively together in partnership.  Family/whānau and teachers are in regular and well-established contact regarding distance learning tasks. |

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| Focus Area: Platform / Resources | Establishing | Developing | Embedding | Fully Functioning |
| Digital Infrastructure  Devices management  Accessibility | Our IT system is unstable with connecting to the internet, viewing emails or using online programmes not always available. It cannot be relied upon to work.  Support when things do not work is not available.  Teachers have access to computers. There are very few computers and devices for students or support staff to use.  We do not currently have a plan for the purchase, maintenance and updating of computers and devices in our school. | Our IT system is stable some of the time. Connecting to the internet, viewing emails or using online programmes cannot be relied upon to work when needed.  Support when things do not work is sometimes available, although not always timely or easy to access.  Teachers have access to computers. Students & support staff can access computers & devices sometimes.  We have started to develop a plan for the purchase, maintenance and updating of computers and devices in our school. | Our IT system is stable most of the time. Connecting to the internet, viewing emails and using online programmes can be relied upon to work when needed, most of the time.  Support when things do not work is available most of the time, access to help and timeliness is variable.  Teachers, support staff and students have access to computers and devices they need, most of the time.  We have a plan for the purchase, maintenance and updating of computers & devices in our school, and are in the process of implementing it. | Our IT system is stable all of the time. Connecting to the internet, viewing emails and using online programmes can be relied upon to work when needed.  Timely support when things do not work is available for all the staff and students, all the time.  Teachers, support staff and students have ready access to computers and devices they need.  We have a fully functioning plan for the purchase, maintenance and updating of computers and devices in our school. |
| Software  Digital tools  Usage and confidence | Teachers are not confident users of software, i.e. programmes, apps and digital tools. Software is used in a limited way, and not usually for teaching and learning purposes.  Students are not regular users of software, i.e. programmes, apps or digital tools. | Teachers are developing in their knowledge and confidence when using software and digital tools, e.g. video, conference calls, etc. Software and digital tools are starting to be considered and used for different purposes.  Students use a small number of programmes, apps and digital tools, e.g. computers, devices, cameras, voice and video recorders. Often with supervision. | Teachers are confident users of some software and digital tools, and are developing and widening their knowledge and confidence in using them. The use of video lessons, conference calls, video clips, telephone calls, online programmes, etc. are being trialed for teaching and learning purposes.  Students use a number of programmes, apps and digital tools independently. Their understanding and independence in using them for a range of purposes is developing. | Teachers are confident users of a range of software and digital tools, e.g. including using software to enhance and improve teaching and learning.  Students are knowledgeable and active users of a range of software and digital tools. They know different options and select the most appropriate to align with purpose. |
| Safety online | Safe online practices are not well known. Teachers and students are unsure of any online safety policy, if one exists. | Teachers are beginning to understand safe online practices e.g. Internet user agreements. Our school policy is in place, but not known by everyone. Student knowledge is limited. | A shared understanding of safe online practices is developing. Policies, procedures and checks are in place. Students taking more responsibility is desired. | Teachers have a shared understanding of safe online practices, which are used throughout the school. There are robust online safety policies, procedures and checks in place. These are all regularly reviewed and are part of induction for anyone new to our school. |
| Non-digital  Off Online Resources | Teaching and learning resources for a distance learning context are unorganised and untried. | Teaching and learning resources are starting to be organised and trialed, including both digital and non-digital resources. | Teaching and learning resources are being developed and adapted, including both digital and non-digital resources. Appropriateness for all students is being considered. | Teaching and learning resources are in a range of formats to suit all students and all distance learning situations. This includes a range of digital and non digital resources appropriate for the cultural, context, ability and motivation of each student and their family//whānau. |