



CONTINUATION OF EDUCATION POLICY

Developed 2020

Background

The 2020 Covid-19 pandemic has meant that schools and kura around the country need to work differently to prevent the spread of COVID-19.

At Alert Covid-19 Level 4 schools are closed fully. At Alert level 3 schools that are affected by local outbreaks are closed for a period. The details of the alert system is here:

https://covid19.govt.nz/assets/COVID_Alert-levels_v2.pdf

Policy Intention

The aim of this policy is to support our school community to respond to the new situation we find ourselves in as educators and governors so that we can support children and young people to continue learning and connecting at home.

The policy is divided into two parts: Part 1: Continuation of Governance, and Part 2: Continuation of Educational Opportunities

Legislation

In the instance of a physical closure the board and school is subject to all the same legislative requirements as when operating normally, for example, The Vulnerable Children Act 2014, Safety at Work Act 2015 and so on. This policy will help to provide guidance and a framework for ensuring that these continue to be met when operating from a distance.

School Vision

During a physical closure the vision of the school remains the same: *Allandale School will be a school where all are healthy in mind, body and spirit; are proud of who they are and where they come from; and are able to fulfil their individual potential.*

Vision for Continuation of Education Policy

In the event of a school closure our first priority, in alignment with our vision, is the health and wellbeing of our students, whānau, staff and community. Once steps have been taken to support well-being, we will endeavour to provide as full as possible the range of educational, sporting, social and cultural opportunities and supports that we do when operating normally. We will develop rich and meaningful programmes that can be completed with as little support from parents and caregivers as possible, given many children will not have support available, and we will take active steps to reduce potential inequalities in delivery.



A Living Document

Given the rapidly changing situation with this pandemic, and the potential to change Alert levels in response to the changing risk of the virus over time, this policy should be considered a living document. It will be reviewed and updated as needed to ensure it stays relevant and provides a strong policy framework to guide the school's ability to continue to provide educational opportunities and support for our staff, tamariki and whānau.

Support for Online Safety

The issue of online safety is very important and warrants significant attention given the potential risks. This issue is one that the whole nation will need to address given the large scale of the lockdown. For these reasons our school will look to, and advocate for, support from the Ministry of Education on this matter.

We will develop processes based on MoE advice and advise parents in line with the advice we receive. We will encourage parents, caregivers and whānau to discuss internet safety with their children of all ages. Caregivers will be encouraged to agree with their children what they can do online including sites they can visit and appropriate behaviours. Additional details will be developed in procedures supporting this policy.

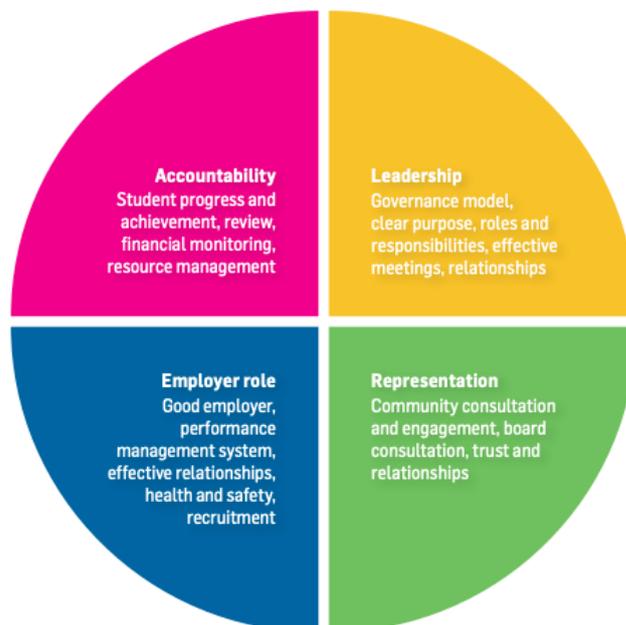
Delegations

The Board delegates to the Principal the responsibility for ensuring that a thorough and responsive Continuation of Educational Opportunities Plan reflecting this policy is developed, implemented, reviewed, and amended as needed.

Part 1: Continuation of Governance



In the event of a physical closure of a school in response to a pandemic, the Board of Trustee’s governance roles remain the same. The key focus areas are Accountability, Leadership, Employer Role and Representation, as summarised in the diagram below.



Accountability

Physical closure of a school presents challenges to staff and in turn the board in fully understanding student achievement. It may also require different resources to a standard school environment. The board should be realistic that it may not be possible to achieve the same rates of progress as in a normal school setting. The board needs to consider guidance provided by the Ministry of Education and ensure expectations of the Principal are both reasonable and clear. All normal steps should be taken to ensure good oversight of finances and resources.

Employer role

The Board’s role as employer will present additional challenges during a physical closure. The Board may need to establish new ways of communicating with staff to ensure it is aware of and responsive to the needs of staff. Additional actions are likely to be required to ensure staff feel supported and have the resources needed to execute their changed roles effectively. The Board should be clear that teachers are not expected to be available 24/7 and communicate the support services available to those who need them.

Leadership

The Board may need to meet more regularly in order to ensure that it is fulfilling its governance responsibilities effectively in a changed environment. The Board will need to consider how to engage with stakeholders to get input into planned work. Where practical joint communications from the Board and Principal should be delivered to ensure consistent and clear messaging. The Board should agree and communicate the activities and opportunities it thinks are reasonable to be provided for in a home learning setting and work with the Principal to ensure these are being delivered.



Representation

Ensuring effective representation during a physical closure will present challenges to the board given usual methods of engaging stakeholders will no longer be possible. The Board will need to develop new ways of engaging with stakeholders and building and maintaining trust with the school community.

Guidelines for the Board of Trustees:

In the event of a physical closure the board should:

- decide on and communicate a vision to guide development of the Continuation of Education Plan
- take steps to make sure it understands any changes to resources needed to reallocate resources as necessary
- develop a strategy to monitor and support staff wellbeing.
- ensure there are reasonable expectations of student achievement during the closure and consider what steps might be needed to help accelerate post resumption of normal schooling
- ensure good communication with regional and national Ministry of Education Offices to understand requirements and seek support where needed
- ensure we provide opportunities for stakeholders to engage with this policy and provide feedback
- seek evidence from the Principal that appropriate steps have been taken to ensure the maintenance and security of school property during a closure.
- seek evidence from the Principal to ensure the implementation of this policy is meeting the needs and expectations of whānau.

Part 2: Continuation of Educational Opportunities

Assessment of Core Opportunities and Services Allandale School Provides Staff, Whānau and Students

The Board and Senior Management Team have considered the range of opportunities and services our school provides tamariki, whānau and staff in a normal school setting, as detailed below. An assessment of each opportunity or service has been made as to whether it is 'Core' or 'Additional'. It is expected that the Continuation of Education Programme provide appropriate alternatives for home-based options for all the 'Core' activities, and as many of the 'Additional' opportunities as resources and constraints allow. Delivery of these opportunities will likely look very different in many cases in a home setting, compared with a school setting.

For students

School opportunities	Type
Opportunities to build relationships with peers	Core



Opportunities to build relationships with teachers	Core
Pastoral care	Core
Key Competencies	Core
Allandale Kind of Kid	Core
Cultural Responsiveness and Relational Pedagogy	Core
Te Reo	Core
Tikanga	Core
Literacy	Core
Maths	Core
Health & Physical Education	Core
Science	Core
Social Science	Core
Technology	Core
The Arts	Core
Health curriculum	Core

For Whānau

School opportunities	Type
Opportunities to build learning partnerships	Core
Opportunities to get feedback about their child's learning	Core
Opportunities to provide feedback to teachers about their whānau's needs	Core
Opportunities to build relationships with other whānau	Additional
Opportunities to build relationships with other tamariki	Additional

For Staff

School opportunities	Type
Opportunities to build learning partnerships with children	Core
Opportunities to build learning partnerships with whānau	Core
Opportunities to build learning partnerships with BOT	Core
Collegial Support	Core
Performance Feedback	Core
Opportunities to be active	Additional
Social collegial interactions	Additional

Guidelines for Principal, Leadership Team and Staff



In the event of a physical closure the Principal, leadership team and staff should:

- Identify and communicate regular contact methods and times with tamarki and whānau to stay connected by seeking feedback from whānau on what would best, and reviewing these plans once implemented.
- Identify children and whānau who are vulnerable to 'slipping through the gaps' and work with them to modify support provided and seek specialist support as needed
- Ensure measures are undertaken to reduce inequities are minimised, for example in access to devices and the internet are taking (e.g. by loaning school devices and providing hard copies of materials to those who need it)
- Provide clear expectations around delivery of CEP from all stakeholders perspectives and detail expectations around timeframes and resources.
- Give a clear outline of what you want school-age students to do over the week or fortnight and provide the supporting material (digital or physical) whānau and children need. Ensure that a range of options for delivery are provided to cater to varying needs
- Prioritise things that you want children to do. Give simple reasons why so whānau understand what is important and what - i.e. provide the learning rationale.
- Provide suggestions to whānau on what a home routine might look like and consider options for those whānau that will be either working or not in good mental health position to provide much oversight of their children's learning.
- Provide appropriate options for students with learning difficulties or disabilities.
- Give advice on keeping students safe online in line with advice from the Ministry of Education.