

# ST LAURENCE'S COLLEGE

*A Catholic School for boys in the Edmund Rice Tradition*



## LEARNING AND PASTORAL CARE @ HOME FRAMEWORK

for Years 5-6

*Parent & Student User Guide*

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The program outlined in this document is intended to provide continuity in student learning while at home. A number of factors have been considered, including (but not limited to):

- Student access and capability to independently learn
- Logistics to create a manageable program, using digital platforms that are familiar to students
- The availability and capability of adults who will be supporting students off-site
- An opportunity to change best practice into the future
- Prioritising essential curriculum and the development of core skills

## STRUCTURE & CONTENT

- A Weekly Summary Sheet will continue to be posted to Sloodle under the Learning at Home toggle. These will be accompanied by video / audio overviews to match the summary sheets and to assist students with navigating the learning resources on Sloodle (posted by 9:00am each Monday).
- The course provides opportunities to connect with peers and staff regularly to collaborate and provide support.
- Accountability and Assessment measures will be used to track student progress and engagement.
- The content has been organised into the following three main sections:

### Essential Content

### Optional Content

### Lauries Journey Curriculum

- Students are required to complete the *Essential* content each week, utilising both the Weekly Summary Sheet and Overview Videos as a guide. Students will also be able to find all of the required resources and subject specific instructional videos in the respective subject folders in Sloodle. This is consistent with the process of face to face learning in Term 1. Students are encouraged to work through the optional content after completing the essential tasks.
- Students will be provided with an extensive list of *Lauries Journey* content that they will be encouraged to engage with. This list will be “Dynamic” with boys, staff and parents encouraged to send suggested activities to Katie Jordan [kjordan@slc.qld.edu.au](mailto:kjordan@slc.qld.edu.au)
- Specialist classes may also design and contribute activities to the *Lauries Journey* Curriculum. These activities will vary depending on the subject and they will be included on the summary sheet.

## CONNECTION & ENGAGEMENT

- To assist students with course work and to maintain a connection, two check in sessions per day will be offered to students when they will be able to connect with staff. These sessions will utilise the class forums set up in Sloodle for each class and subject. Teachers will be regularly available during each of the two-hour sessions to answer questions and contribute to the forums. We encourage the boys to log into **English and Maths in Session 1 (8:30am-10:30am)** and the **FLC forum in Session 2 (1:00pm-3:00pm)** if possible. Teachers will not be at computers monitoring forums for the entire session times, but they will be regularly connecting. If boys choose to work on subjects in a different order to the above session times, they will still receive feedback, however they might just need to wait a little longer for a reply from staff.
- The middle session will be a time for staff to continue to develop resources and connect with other staff to plan future lessons etc. Some staff might still be available on forums during this time depending on meetings and planning.

- It is an expectation that boys are **responsible and engaged** whilst online. The class forums are an opportunity to ask questions and discuss activities and content. All boys need to be aware of their **responsibility to contribute positively, respectfully and conduct themselves as they would in a face to face setting.**
- We encourage the boys to support each other on the forums to share ideas and help answer questions to ensure teachers can assist and guide the learning as they do in classrooms.

## ACCOUNTABILITY & TRACKING

- We understand how important it is for the boys to see purpose and value in the work they are completing. This course is designed to maintain continuity of learning at home as best as possible. It is not designed “just to keep the boys busy”.
- The usual tracking methods used at school will still apply. Teachers will monitor engagement and work quality using a number of the programs used at school which have monitoring and tracking components. These include: IXL, Maths Trackers, Quizzes, etc. The forums will also demonstrate student participation in activities and understanding.
- Should the College remain closed to students for an extended period, a more formal assessment component will be added and communicated to students at that time (if required).
- We hope that by including regular informal assessment as well as potentially more substantial assessment options if required, the boys will be self-motivated and focused. It should also assist parents if they need to provide some motivation and focus at home.

## ADDITIONAL INFORMATION

- We understand that this change in learning context and some family circumstances will provide some challenges to both boys and parents. The College Counselling Team will be available to assist boys or families should it be required, and they will maintain appointments for boys receiving support already. In addition to this, should you require some pastoral support or would like to discuss a family situation, please email Cameron Wigan [cwigan@slc.qld.edu.au](mailto:cwigan@slc.qld.edu.au).
- Primary Staff can be contacted via email [HERE](#) if you require further detail or additional support.
- We hope to make the online learning experience meaningful, effective and achievable for all families. Staff will do everything possible to facilitate a high-quality educational experience for the boys.
- We ask students and parents to be understanding that staff may also have unforeseen circumstances to balance during these difficult times.
- While this situation will have many challenges, it will also provide many growth opportunities.
- Over the page you will find a one-page document that summarises all the key information and details for the Learning at Home program, it can be printed off and placed in the learning space at home to assist with planning.

## WEEKLY ACTIONS

- Each week go to the Learning at Home toggle on your year level Sloodle page.
- Read the Weekly Summary Sheet and watch the Weekly Overview Videos posted by your Head of Year (this can be done several times).
- At the top of each Weekly Summary, there will also be a link to a video posted by Mr Wigan or your Head of Year covering general information (watch these videos).
- Watch the videos for each subject and then complete the tasks.
- Actively engage with the class forums to connect with staff and peers. Ensure your contributions are positive, thoughtful, and respectful.
- Complete the “Essential” activities each week and if possible, attempt the “Optional” activities as well.
- Attempt some of the suggested tasks listed in the “Lauries Journey” curriculum to keep active, creative and learn some valuable life skills.

## TIPS FOR SUCCESS

- Develop and commit to a study routine (an adult at home could help).
- If possible, set up a clearly defined, distraction free study space.
- Be prepared: have your laptop charged or close to power, have any books or pens etc. close by, have some headphones so that others nearby aren't interrupted by your work.
- Read the Summary Sheet and watch the Overview Videos several times before attempting the activities.
- Apply the Learning Dispositions from school to the Learning at Home context. There are so many ways you can be Self-Directed, Persistent, Reflective, Resilient and Engaged from home. There is a poster of the Primary Learning Dispositions on the next page that you can print and put up in your study space if you wish.
- Check your email regularly.



*We pick ourselves back up*

### RESILIENT Learners

- We bounce back from challenges, issues and mistakes.
- We move on and build bridges with our relationships.
- We own our behaviour, choices and responsibilities.
- We are willing to try new things.



### PERSISTENT Learners

- We stay calm, focused and tough it out.
- We know that challenges help to grow our brains.
- We are determined to reach our goals.
- We know being collaborative helps us get out of "the pit".

*We show grit*

*We are problem solvers*



### SELF-DIRECTED Learners

- We show initiative.
- We own our learning.
- We look for solutions to problems.
- We understand ourselves as learners.

## IN PRIMARY WE ARE



### ENGAGED Learners

- We can work independently and in groups as a team.
- We actively participate to demonstrate our learning.
- We are organised so we are ready to learn.
- We stay focused and avoid distractions.

*We are enthusiastic about our learning*



*We think about our learning*

### REFLECTIVE Learners

- We can talk about our learning intentions and success criteria.
- We can be flexible with our thinking.
- We can set goals and work towards them.
- We have a growth mindset about developing as learners.