



Kindlehill School

KINDLEHILL AT HOME

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In Term 2 we will deliver learning at home that is well supported, and that will contribute to maintaining a stable, positive and productive experience for families despite the difficulties.

We acknowledge how disruptive this move to learning at home is for families amidst the backdrop of a social crisis, affecting both health and the economy. We know that many of you are experiencing huge challenges. Managing children and young people's learning at home will for many, feel like an added stress. This is the time to feel ourselves as a community, supportive of each other, together holding the space for growth, for kindling those qualities we value so highly of kindness, generosity, resourcefulness and resilience.

Rich, supportive and sustainable learning

Our intention is to bring the best of learning at school into the "learning at home" context. Our teachers will deliver learning that meets the expected standards in rich, engaging and supportive ways.

PARENTS AND CARERS

While the teachers will be providing the content for learning at home, the implementation is a partnership with parents and carers. We recognise that parents and carers will need flexibility in how they support their children's learning and our teachers will be able to support and offer advice to you. Here are some general ways parents can set up a positive learning environment in their home.

- Provide an environment conducive to learning
- Engage with children and young people about their learning, through conversation and involvement in activities
- Monitor and supervise the balance of offline and online learning for students who are using online modes
- Set up a routine for the learning at home part of the day
- Support children and young people to stay connected socially

TEACHER COMMUNICATION

Teachers will be available via their Kindlehill email. They will from time to time check in by phone with parents, and parents can email to request calls. Some teachers will also use platforms such as the chat feature and video call on Microsoft teams. We will endeavour to be flexible according to your support needs.

DIGITAL PLATFORMS

OFFICE 365 – Outlook and Teams.

Zoom

We have chosen these digital platforms with a view to resourcing the teachers for delivery of learning and communication within a secure and private context.

Parents can support by:

- Keeping online work in common spaces (not in bedrooms)
- Supporting the balance of online and offline learning
- Checking emails daily for communications from the school

Students can support by:

- Working in online modalities - must be school related
- No social messaging
- Comments written and verbal must be courteous and relevant to the topic and context
- Where a Zoom or conference is timetabled, students need to be prompt and ready

For students required to use digital resources, we will loan school laptops where these are not accessible in the family home.

KINDY AND PRIMARY – KINDLEHILL AT HOME

Kindy

Kindy families will be provided with a booklet that can guide them through daily activities and rhythm while learning from home. Kirsty will provide audio recordings of the daily stories, songs and verses and these will include literacy and numeracy learning experiences. Parents are encouraged to spend time reading and telling stories to their children.

Each week new resources and crafts will be added to a Kindy pick up box. Here, craft can be left for completion and drawings may also be left for feedback and messages from Kirsty. Photos of craft, paintings and drawings can also be provided to Kirsty.

Kirsty will hold a weekly ZOOM conference for parents and carers to share ideas, struggles and support for each other during this time. Kirsty will be available for check ins. Please contact her via email to set up a call.

Class 1 – 2

Parents will be given a daily morning lesson with audio of the story and images of the writing and drawing via email, with updates about how to support their children.

Parents will be emailed audio collections of morning circle verses and songs.

Parents will also be given projects to do with their children.

The children will be provided with a resources box with paper, their crayons and craft activities (weaving, knitting, needlework); their recorder; and morning lesson support materials.

Written work will be returned to the teacher periodically. Photo updates will be provided to John.

Encouragement will be given for other family activities. There will be some online networking between parents, sharing resources and keeping connected.

Parents will be encouraged to give email feedback to John. John will also make phone contact with families.

Class 3 – 4

Parents will be provided with a weekly overview table which gives information about regular lessons or Key Learning Areas such as CAPA, PDHPE, spelling and numeracy consolidation. There will be learning activities provided for these KLA's with suggested time allocations.

Each day, Erica will send an email which details the main lesson work and provides a regular check in point for parents. This will include the story written/provided by her to be read to students by parents or a member of the family.

Following the story, the children will complete the main lesson learning activity such as the drawing and writing task.

There will be a regular daily/weekly check in with parents regarding the lessons and any difficulties they may be experiencing. This can be via a phone call, zoom and/or emails as per parents' preferences and needs.

Work packages with resources will be available to collect from school on a weekly basis or as needed – main lesson books, numeracy materials, handwriting books, drawing paper, pencils and crayons. This is also a point of submission where students' work is given to the teacher for review and feedback.

Class 5 – 6

At the beginning of the week parents will be given an outline of the work to be covered. Each Key Learning Area will have outcomes, information and activities listed including Literacy and Numeracy practice sessions.

S'haila will send a daily email with the finer details of the day's lessons including a story, main content, learning and artistic activities.

There will be regular daily/weekly check in with parents regarding the lessons and any difficulties they may be experiencing through phone call, zoom and/or emails as per parents' preferences and needs.

All associated learning material and resources will be available from school on a weekly basis or as needed – including main lesson books, numeracy materials, spelling rules books, drawing paper, pencils and craft. Student's work can be brought in at this time for S'haila to check over, appraise and provide feedback.

Learning Support

MAQLIT will be offered to Class 4 students as online learning. A teacher or teacher assistant will provide the structured lesson program through a platform such as Zoom, 4 or 5 times per week.

MINILIT will not be offered to the Class 2 students as online learning. Given the age of the students there are more challenges in using a computer-based delivery. MINILIT program will be rerun for Class 2 students when school reconvenes on campus.

SPELL IT support will be offered as online learning lesson on Thursdays and Fridays for relevant students.

Instrumental Programme

The instrument programme will be offered remotely through weekly video or Zoom lessons. The video resource can be used to support daily practice.

Gardening

Through the term there will be weekly activities that involve the cycle of growing: weeding, seeding, feeding, planting and harvesting. For upper primary there will be a theory component and regular observations recorded in a Gardening journal.

Japanese

Sayoko will provide support for the language programme. This may include audio and activities that will be sent to parents by email.

Playgroup

Playgroup is suspended until Kindlehill at school resumes. Susan will provide playgroup families with suggestions about seasonal stories and activities, as well as a forum for sharing and support.

After School Care

After School care is suspended until Kindlehill at school resumes.

HIGH SCHOOL – KINDLEHILL AT HOME

Learning will provide a balance of online and offline modalities. Our fundamental aim is to provide learning that is engaging, purposeful, relevant and social. This is something we do well at school, and we will endeavour to do so in the home learning environment. There will be direct teaching as well as support for learning and learners from Chat, Video and telephone.

Digital Learning

Students will use Microsoft Office 365 Teams which is a private and secure cloud-based platform. Each student will have a folder for submitting their work and the teachers will provide ongoing feedback. Through Office 365 they will access Outlook, Teams, Word, Excel, Powerpoint and Chat. They will also use Zoom for some online classes.

Sustainable

Less is more. We won't try to reproduce all the class work for the term, it will be less in quantity and more targeted. We want to leave space for learning and experiences other than school requirements. We will also be mindful that an individual student must juggle the demands of 8 teachers! Having said this, if the student is powering through the work we can provide more.

Routines and Timetables

There will be a weekly timetable with subject time allocated; both for teaching/delivering work and for feedback. We will also suggest a daily routine which will include mindfulness, movement, academic work, creative, practical and social elements. A timetable is important in providing structure to the day and we ask parents to support the implementation of this, with flexibility that may be needed for individual students.

Breathe, Be Social and Be Helpful

We will leave space for other things.....Year 10 may use the time to work on their Big Project, other students may develop a skill or craft that is of interest to them. We can support with ideas for this.

We want students to be healthy, social and feel they are contributing positively to the home and community. We suggest a family conference to discuss chores, social time and how to implement learning at home.

We will set up some kind of friendship connection so that all are in the social loop, and especially mindful that those without social media may feel the isolation more.

Teaching Staff

Finally, I wish to acknowledge the teaching staff who in many ways stand behind those in the frontline of managing this crisis. They are doing all they can to make learning at home engaging, productive and supportive for families. It has been said that empathy, solidarity and coordination have proved in the past to be the most rational responses to managing a pandemic. As a school community, we want to do our part in this. I also acknowledge the staff who stand behind the teaching staff, the administration and maintenance team who are also working extremely hard to chart a course for our school through this time.

THE SOCIAL EXPERIMENT

2020 is the year we as a school embarked on a journey to explore and restore to our lives, some of the necessary traditions that are culturally and historically behind our ICT world. In my view, though much has been put on hold due to the Covid 19 pandemic, we need more than ever to work with mind, heart and hands.

Millions of school children from 5 years old and upward are now sitting at screens for long hours, their data being mined for commercial interests. In our approach to “at home learning”, we seek to navigate a path that protects childhood and cultivates the best of our humanity.



Learning from home – the opportunity to learn new skills and to contribute to the household chores.

