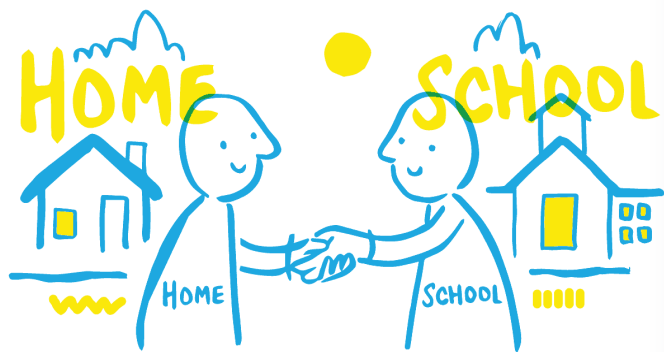## 8. Keep parents & guardians informed

Brief parents and guardians on the simple guidelines of online learning and provide support in getting them on board. Establish a protocol for reporting to parents and guardians on their children's attendance, participation and performance.

NB: Online and other resources are available:

Visit www.svgcdu.org for access to CPEA and CSEC interactive quizzes, a data bank of worksheets for all levels of primary and lower secondary school in different subjects, e-books, CXC specimen papers, curriculum guides (primary and lower secondary)

View VC3 Channel 114 on Cable TV, SVGTV (no cable required) and https://www.facebook.com/vincycultureconnectionchannel/ for remote learning facilitated by our very own educators - Monday to Friday, Primary and Secondary levels from 9:00 a.m. to 12 noon.

Request a "School in a Bag" of worksheets and note sheets from the Curriculum Development Unit - 457-1466 or svgcurriculumunit@gmail.com

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Guidelines for
Online Instruction

(For principals & senior management teams in primary and secondary schools)

Dear School Leaders...

The temporary closure of schools, due to the COVID-19 pandemic, requires us to re-think and re-strategize suitable ways of continuing our students' education through remote learning. As we do so, let's keep in mind the guiding principles of learning and the multi-faceted ways in which our students' needs are met. Here are a set of suggestions to guide you as we meet our students ONLINE.

Best wishes,
CEO

1. Stay motivated

As school leaders, your responsibility as a motivators is essential, more so with the realities of teaching and learning during this pandemic. Leaders should remain level-headed, encouraging their staff, and ensuring that teachers receive the requisite support. If deemed necessary, designate a point person or a designate a point person or a team responsible for the implementation of the school's remote learning plan. There will be bumps and glitches but remain focused and help to inspire your team.

2. Work out suitable time-tables

Time / period	Monday	Tuesday	Wednesday	Thursday	Friday

Time-tables should be designed to engage students in at least 2 to 3 hours of live classes per day (2 for primary/3 for secondary). These sessions should include the core subjects: Mathematics, English Language (with a focus on reading and writing), Science and a Social Science. The goal is not to replicate the entire school day at home but to provide students with a base and a sense that they are still connected to the school community (fourth and fifth formers would require a different arrangement). Time-tables should also include breaks so as to create a sense of normalcy for the students. At least a 10 or 15-minute break between classes is recommended to allow students to stretch and join sessions on time.

3. Settle on duration of lessons

Between 20 and 40 minutes is recommended for a primary school session and approximately 45 minutes to 1 hour for a secondary school session

4. Support teachers in planning and developing high-quality content

Determine with staff the number of new topics that can be covered reasonably this term (one new topic per subject is suggested) and set clear deadlines for the submission of teacher plans. As with in-class lessons, all online sessions must have ingredients and structure that align with the appropriate levels of the national and regional curriculum frameworks.
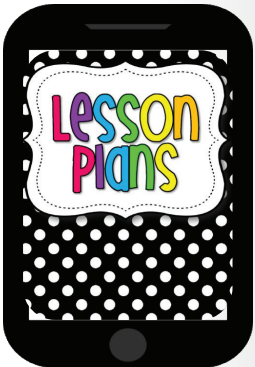
5. Encourage teachers to plan for a blend of synchronous (in real time) and asynchronous (not in real time) online learning opportunities

A good mixture is likely to create a balanced and enriching experience for the students. Examples:

A virtual classroom experience on *Microsoft Teams* or a video conferencing experience on *Zoom* (synchronous online learning)

A discussion on a social media outlet or an eLearning platform, an instructional video uploaded to a *Edmodo* or an emailed assignment for students to complete (asynchronous online learning)

6. Maintain contact with teachers and continue to monitor instruction

Implement protocols and structures for staff to remain in contact with you and with each other. This includes determining a reasonable number of online staff meetings per week. One session per week is recommended and a general record of teachers' attendance should be maintained. Continue to monitor instruction and have grade heads/ heads of departments do the same. This will mean having a presence in the virtual spaces from which teachers operate.

7. Engage teachers, parents and students in a discussion on appropriate dress code and selection of suitable spaces especially when participating in a virtual classroom

Participants in a virtual classroom environment should dress comfortably but presentably. It may not be necessary for a teacher to wear a blazer and dress pants, but the choice of attire should maintain respect and credibility. At all times, focus should be on the transfer of knowledge and skills, rather than on a participant's appearance. In addition, participants should select spaces that have as few as possible noises and images that may distract other participants.