

Title: Digital and Online teaching policy		Version/Revision	1 of 2020
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IN CRUCE SALUS

HOLY CROSS HIGH SCHOOL

Digital and Online teaching and learning Policy

This policy is underpinned by:

- Policy on Social Media for Employees (Holy Cross High)
- The Religious and Educational Philosophy and Constitution of the Board of Governors of the Holy Cross Sisters Schools 1995. Revised in 2012.
- The Child Safeguarding Policy
- South African Schools' Act
- The Code of Conduct for Learners (of Holy Cross High)
- AMENDED IN LINE WITH:
 - THE NATIONAL HEALTH ACT 61 OF 2003
 - THE DISASTER MANAGEMENT ACT 61 OF 2002
 - THE STATE OF EMERGENCY 64 OF 1997.
 - THE RECOMMENDATIONS OF WHO AND THE NCCC.

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BACKGROUND

Due to the sudden change in teaching which has been thrust upon us in 2020, all stakeholders in the teaching and learning community had to adapt to a new paradigm. What many thoughts would be a future development, became an immediate necessity. This all-in response to the international coronavirus pandemic resulting in historic changes. Despite the negative aspects of the COVID-19 outbreak, a very exciting opportunity presents itself in the future of education.

This policy looks at a two-fold development of digital teaching and learning:

Online and offsite teaching and learning	Digital teaching and learning at school
<ul style="list-style-type: none"> • Educator is at home and delivers a lesson to learners either at home or at school • Learners submit work mainly electronically • Ideal for those who perform well academically and have sufficient resources to work off site 	<ul style="list-style-type: none"> • Educator is in front of a class at school but is filmed and broadcast to another class which is managed and supervised by another educator or teaching assistant • Work may be submitted electronically or in hard copy • Ideal for all learners and those who do not have required hardware or networks at home for online teaching & learning

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1. Common portal

- 1.1. The School online teaching page is to be used as a common portal for all the school's online activities. It allows management, and all other stakeholders to have a standard point of reference.
- 1.2. From the online portal educators can engage in various platforms. The list of platforms here is not exhaustive, however currently the following methods seem most effective:
 - 1.2.1. Google Classroom and associated Google applications.
 - 1.2.2. WhatsApp.
 - 1.2.3. Regular email communications.
 - 1.2.4. Tasks, resources and activities embedded in the school's online portal.
- 1.3. Despite the platforms being made use of, the school's online portal must have a copy of all tasks, assessments and resources, where reasonably possible, so that learners having difficulty logging into a platform can access the information from the Schools website directly.

2. Intellectual property

- 2.1. At all times educators need to be cognizant of copyright of various materials. Where excerpts attachments to published works are used, they must be acknowledged.
- 2.2. Work created by the educator while in the employ of Holy Cross High School will become the shared intellectual property of the individual and the school. Even when the educator leaves the employ of Holy Cross High School any notes, exams, videos, slide shows, applets or simulations may be used by the school.
- 2.3. Point 2.2 also applies where financial gain is made from such media or association to persons by the school.

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2.4. The school portal will often make use of work prepared for the purpose of education by the Department of Basic Education and its provincial departments. This includes NGO education initiatives affiliated to government programs. The associated intellectual property rights are to be respected.

3. Presentation & Quality

3.1. All materials that are created or used must meet the same quality as printed media used at the school, as follows:

3.1.1. The standard header must be used for assessments.

3.1.2. Language use needs to be of a very high standard.

3.1.3. Visual presentation needs to be very good.

3.1.4. Poor copy and paste techniques will not be tolerated.

3.1.5. Handwritten corrections on official tasks and assessments will not be tolerated.

3.2. With regards to video presentations, the following is applicable:

3.2.1. Educators are to be dressed professionally.

3.2.2. The background should be plain.

3.2.3. There is a need for headphones with a built-in microphone.

3.2.4. There is a need for a high-quality HD Webcam.

3.2.5. A high-quality stream would be required for proper audio and visual transmission.

3.2.6. The working system would be a “work from desk scenario”. (Meaning educators cannot work at the board, they will need to be seated behind their desk, and make use of a Flip Screen method)

3.2.7. Video presentations are to be recorded via a third-party application which will be supplied. (This will be for the purposes of assessment of educators/ Protecting the school and educators against any statements made against either the educator a learner or the school. Also in lieu of the need for advocacy of instructions given; information that has been shared as well as to assess learner’s participation and their presence in the classroom for record purposes.)

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- 3.3. Under no circumstances are educators allowed to pass negative commentary on any learner or person.
- 3.4. All communication with learners and parents must be civil and not in any way offensive.
- 3.4.1. All interaction between parents and learners should be monitored by an additional party at school for compliance as well as to avoid any miscommunication.
- 3.5. Do not assume that all learners have adequate access to online facilities or devices which always allow access.
- 3.5.1. Alternative arrangements should be made for learners who cannot/ or do not have adequate access.
- 3.6. There will be a set of rules for engagement between educators and learners, as follows:
- 3.6.1. Set hours of engagement are between 08:00am and 16:30pm.
- 3.6.2. Therefore, the set hours for online engagement is set and educators are not to help learners beyond the hours of engagement.
- 3.6.3. Set hours would generally expect no interaction after 04:30pm.
- 3.6.4. After the set hours educators should disengage from personal discussions or communication with learners.
- 3.7. Educators would require the following equipment for online engagement:
- 3.7.1. A quiet working environment with no disruptions.
- 3.7.2. A plain background, with no distractions.
- 3.7.3. A high-quality headset- Headphones with a built-in microphone.
- 3.7.4. A high-quality HD Web camera for high resolution transmission.

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4. Online safety

- 4.1. All educators at Holy Cross High school need to have indicated their acceptance of Child safeguarding policy.
- 4.2. Educators will be required to follow a new method in reporting for duty in both the on-site and off-site settings, namely:
- 4.2.1. Educators will be required to login to teams and submit a “signed-in” greeting at the start of the day before the first lesson and a “signed-out” greeting at the end of the day after the last lesson for the day on teams and then submit a full screenshot to the additional IT email address on the daily for vetting and recording.
- 4.2.2. Educators are required to be logged on 30 minutes prior to the start of their first lesson to conduct the daily speed test and audiovisual tests.
- 4.2.3. A daily speed test for quality assurance purposes. (a minimum Upload Speed of 5mb/s and Download Speed of 5mb/s). - This will need to be submitted via a screenshot to the additional IT email address for vetting and recording.
- 4.2.4. A daily audio and visual quality assurance test will need to be conducted to ensure that equipment is in working order and to avoid the loss of teaching time. A third-party system will be made available online for this- and the screenshot is to be submitted to the additional IT email address for vetting and recording.
- 4.2.5. A daily electronic timetable is to be made available for all educators and learners as per the current timetable.
- 4.2.5.1. Educators and learners are to be online during their set learning times, and records will be made and kept as stipulated above.

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- 4.2.6. Daily electronic class rosters will be mandatory for all educators as to assure quality learning and the presence of all learners for their learning time. - This will be made available on teams.
- 4.2.6.1. Any learner who cannot attend will be required to submit reason for such as well to make up for the missed lesson and time. - These records should be submitted to teams for vetting and recording purposes.
- 4.2.7. Educators will be required to submit the following for vetting and processing of lessons and material in advance via teams:
- 4.2.7.1. A daily lesson plan detailing the lesson layout; material used and methods for achieving objectives for the lesson.
- 4.2.7.2. Material used is to be submitted for vetting purposes; adherence to quality measures under section (3).
- 4.2.7.3. All materials and lesson plans are to be kept for record purposes alongside lesson recordings which will be stored and sent to IT via the additional email address.
- 4.3. Educators need to be cognizant of their digital footprint and keep that in mind with their virtual presence and its affiliation to the organization. Namely regarding:
- 4.3.1. Presentation and its relation to quality for assessment purposes of educators and learners overall.
- 4.3.2. Conduct online when working with learners; fellow colleagues and parents.
- 4.3.3. The educators conduct for both the on-site and off-site operation is to be of a very high quality.
- 4.3.4. Quality assured learning is to take place as to avoid non-payment of school fees.

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4.3.5. All interaction is to either be recorded/refer to management/ be kept for record purposes and to avoid any hearsay between either interacting parties.

5. External sites

5.1. Educators are discouraged from enrolling students *en masse* to external sites, not ratified by the school and without parental consent.

5.2. Educators are further discouraged from basing their own teaching on external sites especially those which charge fees. This will be an unfair burden on parents.

5.3. Educators may direct learners to external learning sites, but only in the interest of leading to self-engaged enrichment.

6. Educator preparedness

6.1. Educators need to become competent in the shift toward digital presentation. To aid this process the following will need to be conducted:

6.1.1. An educator preparedness survey.

6.1.2. Educator training, and preparation assessments.

6.1.3. The rolling out of educators' preparedness in the form of daily check-ins and continuous evaluation via Google Submission Forms.

6.1.4. Readiness surveys in order to ensure compliance and to negate hearsay.

6.2. With regards to equipment and readiness, the following would apply:

6.2.1. Educators who are ready and can conduct lessons online with the appropriate materials and the appropriate methods are to do so, under the guise of:

6.2.1.1. Professionalism at the highest standard.

6.2.1.2. Accountability and reliability regarding the following:

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- 6.2.1.2.1. Stable connectivity of at least- (5mb/s Upload and 5mb/s download)/
These can be conducted via third party services online.
- 6.2.1.2.2. A functional; quiet and professional environment in which to operate.
- 6.2.1.2.3. Functional equipment in the sense of their devices in all aspects of
operation- from their laptop; webcam to headset.
- 6.2.1.2.4. Off-site educators are still to comply with the daily tasks of preparedness,
submission and handing in of quality work that complies with both the
standards of the establishment as a whole and that of the Department of
Basic Education and its subsidiaries.
- 6.2.2. Educators who do not have a stable connection; as well as reliable equipment to
participate online from home, will need to use report to school and make use of the
equipment at school.
- 6.2.2.1. Educators who operate from school will be required to submit prepared work
in advance, and should the requirements not be met, additional on-site time
will be required as to ensure work of a high caliber.