Resources for home-supported learning

Implementing your home-supported learning plan

All Australian schools are currently managing change in response to the unprecedented COVID-19 situation. As with any change, thoughtful preparation is key to impact. While schools work quickly to respond, the evidence of effective implementation suggests that developing a clear plan will assist in building a shared understanding and consistency across your school.
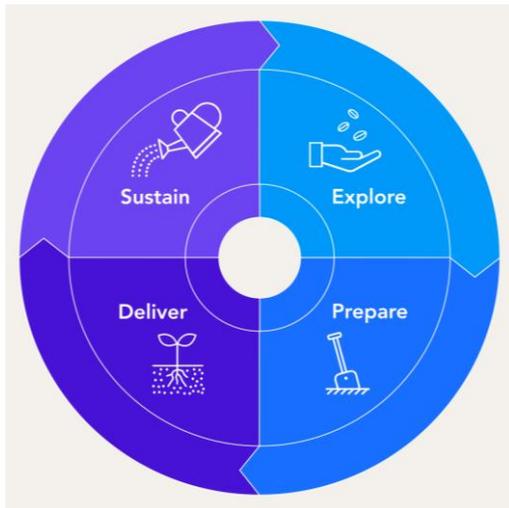
[Putting evidence to work: a school's guide to implementation](#), is designed to support schools in thinking about good implementation and developing a plan to support change.

This resource will support schools to develop a tailored implementation plan in response to the changing nature of learning and teaching prompted by COVID-19. An example is provided on page 2 and an editable template on page 3. Schools should note that ordinarily an implementation process would occur over a longer period than is explored in the example, however, this situation require a more rapid response.

We welcome any feedback that you have. Please contact info@evidenceforlearning.org.au

This resource has been developed from E4L's Guidance Report *Putting evidence to work: a school's guide to implementation*.

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Example home-supported learning plan

Problem (why?)	Intervention description (what?)	Implementation activities (how?)	Implementation outcomes (how well?)	Final outcomes (and so?)
The COVID-19 pandemic means that existing teaching and learning models no longer meet the needs of students. Many students are now learning at home and there is considerable variation in the supports that they have (including access to a learning space, technology, connectivity and family support). The urgency of this situation means that schools have had to rapidly respond and in many situations are accommodating two cohorts of students - those in home-supported learning, and those who remain in the classroom. Staff (leadership / teachers / teaching assistants) have varying experience and confidence with delivering home-supported learning.	**Professional learning for staff** to build confidence with new pedagogies, tools and techniques to deliver home-supported learning. **Communication with families and students** to build trust and ensure clarity of approaches and expectations. **Development of a consistent approach for home-supported learning that is tailored to your context.** This will look different for all schools and may include a variety of approaches.	**Professional learning for staff** • Identify staff in your school who are confident with technology and pedagogies that support learning at home as mentors for other staff. • Schedule professional learning around pedagogies that support learning at home. • Schedule professional learning around platforms that are being used to communicate with parents and students (e.g. LMS), and have follow up coaching available for staff. • Tailored support for staff that require it. **Communication with families and students** • Establish a communication protocol (this is particularly important where students have multiple teachers). • Consider how communication will be received by parents (e.g. will a text message be more effective than email?), and that the means of communication might change depending on the nature of the message. **Development of a consistent approach for home-supported learning that is tailored to your context** • Share the learning at home model with staff with opportunities for questions, clarifications and feedback. • Unpack what the model looks like across different learning areas or year levels. • Create a shared language around the learning at home model. • Consider whether protocols need to be updated in response to a new approach.	**Short term (0 – 4 weeks)** A consistent approach for home-supported learning is developed and shared with staff, families and students. Staff report increasing confidence with platforms and pedagogies that support learning at home. Students continue to engage with learning as measured through interactions with teachers / meeting due dates or milestones. Students remain connected to their school, peers and teachers. **Medium term (4 – 12 weeks)** Students have a consistent learning experience across all learning areas and understand what is expected of them. Staff use a shared language around the home-supported learning approach. Families feel supported and understand what is expected of them and their child(ren). Students remain connected to their school, peers and teachers.	**Long term (weeks 13 and beyond)** Learning for all students continues at home, directed by schools. Staff acquire new skills and knowledge that will add to their professional identity beyond this immediate change. Students are supported to continue to learning during this period of uncertainty, and all students continue to progress. Students remain connected to their school, peers and teachers. Families are more deeply engaged with their child's learning than they were previously. Students return to school settings ready to learn.

Home-supported learning plan

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