



Diversability@Home

Secondary - Term 3 2021

Diversability Support for Secondary Students

Secondary students who normally receive regular adjustments to their classwork and/or assistance from teacher's aides will continue to receive support whilst engaged in School@Home learning.

Diversability Groupings and Classrooms

Some teacher's aides will each be assigned a small group of students to support. These students will be grouped in a Google Classroom named "[Teacher's aide's name]'s Diversability Classroom". The TA will create the Classroom and be assigned as the teacher in that space. The subject teacher/s, Diversability Leader – Secondary (Cassie Dixon), and Head of Diversability (Lyndal Mitchell) will also be included as teachers in these Google Classrooms for the purpose of transparency, accountability and collaboration. New work will **not** be posted in these Classrooms. All tasks and content will come directly from subject teachers within their own Google Classrooms. The Support Classroom will, rather, provide a convenient place for students to ask questions, discuss problems and receive help and feedback from their designated teacher's aide. It will also be a place to create and run timely and targeted Google Meets, both small group and 1:1 where necessary. Students in the diversability classes will be encouraged to request contact from their TA before tasks begin to overwhelm them.

Not all TA's will be assigned a small group of students. Some will need to remain free to devote their whole attention to supporting the students who need to come to school to engage with their online learning.

Juggling school-based student supervision and online Google Classroom support

Unlike teachers, teacher's aides will almost always be on site on their workdays. While there will be some TA's designated solely to supervision work, others will be juggling this supervision with their online Diversability classroom. This will need to be managed in a gracious and agile manner, one day at a time.

Online (Google Meet) lesson delivery by subject teachers

Teacher's aides will, when possible, attend any live Google Meet lessons that include the students they are supporting. Priority will be given to English and Maths classes, especially

at the beginning of a new week or topic. Subject teachers will advise TA's when there is a lesson that would be particularly helpful for them to attend, bearing in mind the days that the TA is rostered to be working. Subject teachers will need to give some notice (one day is enough) when they would like a TA to be present in a live Google Meet lesson. When possible, the teacher's aide will remain online with their group immediately after these lessons to go over instructions, simplify tasks and/or scaffold activities further.

Protocols for staff-student phone calls and Google Meets: Visibility

As with all staff, if a student requests a phone call or a 1:1 Google Meet with their teacher's aide while the TA is working from home, the aide will first speak with the parent/carer, then request that they remain within earshot for the duration of the call or Google Meet. Calls will not proceed if a parent/carer is not present and available. This complies with our school policy regarding phoning students at home. If the call or Google Meet occurs while the TA is at school, within earshot and visibility of other staff, this requirement becomes redundant. For ALL Google Meets (whether small group or 1:1) involving the TA and their students, the TA will invite at least two other staff members to be part of the meeting. This could include another TA, Lyndal and/or Cassie, a member of the exec team, or the subject teacher. These invitees will not *necessarily* join the call but, just like an open door or window at school, they will have the option of popping in to see how things are going and to check that everyone is positively and cooperatively engaged.

NB A good option in place of a phone call is a Google Meet with the video switched off. This way, screens (and work) can still be shared and seen. It also removes the issue of personal phones being used and private numbers being accidentally shared. When phoning a parent from school, the school landline should be used.

Documentation

TA's will continue to keep detailed notes regarding their assistance, just as they do when school is operating normally. These notes provide important evidence to support our NCCD submissions, as well as being a helpful record for our own purposes.

Differentiation of classwork

Secondary teachers are working hard to make their online lessons accessible to the range of learning needs within their classes. Most lesson material is being differentiated (made appropriate for the learning needs of each student) before it is posted in Google Classrooms. It is hoped that this will provide a good base level of support that, combined with the Support Classroom and regular contact with a teacher's aide, will make learning accessible and achievable for all students.

Parent communication

The parents of each student invited to one of these Diversability Classrooms will be advised that this support is being provided. They will be reminded to contact either subject teachers or Core teachers with any questions or concerns, *not the teacher's aide*.

Referral to subject teachers

Subject teachers are the experts in their field. When there are questions relating to course content that the TA is not equipped to answer, they should refer the student back to the

subject teacher. Alternatively, the TA could follow up with the subject teacher and communicate back to the student.

Non-completion of work by students

If students are not accessing, completing, or submitting work tasks, it is *not the responsibility of the TA to chase them up*. Instead, they should alert the subject teacher, who will plan a course of action with the student's Core teacher. TA's should not be contacting parents about incomplete work or lack of attendance by students. They need to be referring these issues to the subject or Core teacher.