**Framework for delivering curriculum in case of school closure – K-6 template**

Teachers may use this template to create weekly learning experiences for their class. Use the sample documents provided for ideas and to guide you.

|  |  |
| --- | --- |
| Guiding question | Consideration and ideas |
| What are your students going to learn? | This framework allows for continuity of student learning and should not be considered as an ‘add on’ to your existing teaching and learning program. Use what you have. What would your students be learning if they were at school? What is scheduled in your scope and sequence? What planned activities could be used in an alternate learning environment? What syllabus outcomes and content are your students working towards? |
| How are they going to learn it? | What existing tools and resources are available to you? Are all students able to engage with online tools? If not, how will you accommodate different levels of access in your class? What online platforms are your students familiar with? Consider expected timeframes for task completion (as a rough guide, think about doubling the time for task completion). Where possible, include a realistic balance of synchronous and asynchronous learning strategies. Synchronous – students learn at the same time which allows for instant feedback and clarification. An example of synchronous learning is video conferencing via Adobe Connect or Microsoft Teams that takes place in real time. Asynchronous – students learn at different times which provides greater convenience and flexibility and allows students to work at their own pace. Examples of asynchronous learning include emails, screencasts and blog posts.  |
| How will you ‘check in’ with students?  | In consultation with parents/ caregivers establish routines that support regular communication with students. This may include using a digital platform to support a virtual lesson break or to review work completed. |
| Collecting evidence of student learning (Verification)  | What evidence of student learning will you collect and how will you evaluate it? How will you regularly monitor and support progress in student learning? |
| Feedback (Evaluation) | What existing tools and methods for providing feedback are available to you? What feedback tools and methods are your students familiar with? How might students provide feedback to each other on their work? How might students share their work and celebrate their success with a parent/ carer? |
| Communication  | How will learning experiences be introduced and supported? How can students ask questions about their learning?How will you share and display information for learning activities with your students and their parents/carers? How will you plan for student-teacher interactions? How will you provide opportunities for students to interact with each other through their learning? How will you ensure students with and without online access are able to communicate effectively for learning? |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Morning | KLATask 1Task 2Task 3 | KLATask 1Task 2Task 3 | KLATask 1Task 2Task 3 | KLATask 1Task 2Task 3 | KLATask 1Task 2Task 3 |
| Break |  |  |  |  |  |
| Middle | KLATask 1Task 2Task 3 | KLATask 1Task 2Task 3 | KLATask 1Task 2Task 3 | KLATask 1Task 2Task 3 | KLATask 1Task 2Task 3 |
| Break |  |  |  |  |  |
| Afternoon | KLATask 1Task 2Task 3 | KLATask 1Task 2Task 3 | KLATask 1Task 2Task 3 | KLATask 1Task 2Task 3 | KLATask 1Task 2Task 3 |