

# Principles of Remote Learning

***“Think about your most vulnerable and complex learners...”***

This document provides a general overview of remote learning during Greater Victoria School District’s response to the COVID-19 pandemic. It is important that collectively we move slowly and provide flexible learning opportunities. We want to ensure that continuity of learning is not adding further stress during a time where anxiety may already be heightened. Remote learning differs significantly from in-class instruction and managing our own instructional expectations as well as how students respond to learning opportunities is essential.

## 1. General Overview



### Overview of Remote Learning

- Prioritize flexible instruction knowing that student learning times will vary
- Maintain flexible, ongoing connection between student and teacher(s)
- Communicate with other teachers to avoid student overload and stress
- Focus on essential curricular competencies, not only content
- Provide an opportunity for learning that encourages a student’s response



### Remote Learning Doesn’t Mean Increased Screen Time

- If choosing to use technology, it should be the source of connection and communication, not the main source of learning
- Ask: “How can tech be used to promote learning away from the device?”
- Technology supports learning but is not the main source of it

### [Ministry of Education Continuation of Learning Guide](#)

Key considerations when developing instruction and lessons:

- Provide intrinsically-motivating opportunities
- Encourage a growth mindset in students; encourage and model vulnerability
- Provide realistic expectations given the circumstances



### Review Resources

- Work with your Teacher-Librarian to validate resources
- Collaborate with other teachers to ensure learning opportunities are authentic and meaningful

# Principles of Remote Learning

## 2. Choice of Technology & Resources



### Two main ways to use technology

- **Preferred:** Flexible-time connection (asynchronous learning)  
Example: Google Classroom, FreshGrade
- **Optional and if equitable:** Real-time connection (synchronous learning)  
Examples: Video-conferencing, phone calls, GSuite chat

### Technology Tools



- NOTE: Our use of digital tools that require students to sign in, or share personal information, is governed by FIPPA. **Greater Victoria School District is launching an online consent process** to help onboard students into GSuite, FreshGrade, and other district-supported services.

### Use tools that are district-vetted and supported

- [GSuite for Education](#)
- Videoconferencing: Work is underway to rapidly deploy a supported solution. Not yet approved for student use; awaiting Ministry guidelines.
- [FreshGrade: Acquiring a District Account](#)



### Online Learning Resources

- Greater Victoria School District Learning Resources
  - Library websites – access to vetted resources
  - [Technology for Learning website](#)
  - [Supporting Vulnerable Learners Framework](#)
    - Password to be sent by email, sent by email 3/31

### Province of British Columbia Resources



- [FocusEd](#): accessible through school Library websites
- [KeepLearningBC](#)
- [TeachBC](#)
- ShareEdBC - coming soon
- [Western Canadian Learning Network](#)

# Principles of Remote Learning

## 3. Ongoing Support



Series of Webinars (live and recorded)

- All Staff
- Principal and Teacher-Specific
- Parent and Teacher Connections

## 4. Who can you connect with?

### [District Learning Team](#)

Curriculum connections to remote learning and technology:

- Elementary Team: **Louise Sheffer, James Hansen, Carey Nickerson**
- Middle Team: **Tammy Renyard, Denise Wehner, Dave Shortreed**
- Secondary Team: **Jon Hamlin, Simon Burgers**

### [Information Technology For Learning Department](#)

Technology needs and privacy considerations with remote learning:

- Primary Contact: **Josh Barks**

## Learner Support

Supporting vulnerable and complex learners with remote learning:

- [Counseling](#): **Jenn Chambers, Dana Marchant, Jen Aston, and Monique Moore**
- [Indigenous Education](#): **Shelly Niemi and Craig Schellenberg**
- [School-Based Teams and Learning Support](#): **Sean McCartney and Pam Halverson**