5 THINGS TO CONSIDER WHEN PLANNING FOR SOCIALLY DISTANT CLASSROOMS:
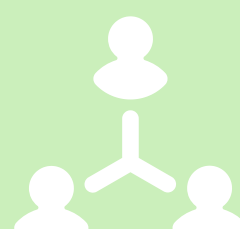
ENVIRONMENT

Time

Children and adults will need time to move from classroom to classroom at a safe distance. Simple routines, e.g. picking up water bottles, bags or resources will take much longer as they will be done in rotation and small group model.

How will you plan for longer transition times?
How can you create effective classroom routines that won't "eat up" too much of class time?
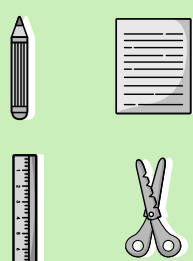
Space

For everyone's health and safety children and adults cannot gather in crowded spaces. Classroom layouts need to be re-arranged to allow for work in small groups of 3-5 sitting at a safe 1-2 metre distance.

How will that affect your table, carpet and breakout seating?

How will you support small and big group inquiries and transitions between areas of the classroom and learning lounges?
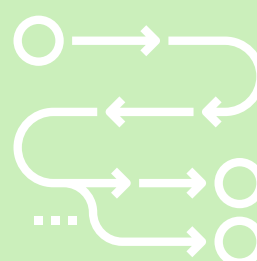
Resources

The new normal classrooms may not permit students to share communal resources or exchange items and manipulatives before disinfecting them.

How will you build classroom routines and agreements around keeping our resources clean and tidy?

What factors do you have to consider when sharing out resources?

Flow

The socially distant classrooms may have to incorporate the norms of social distancing into their regular collaboration, inquiry, self-directed learning, sharing, communicating and facilitating learning routines.

How will you engage teachers and students in re-imagining the new normal classroom routines and best practice?

Flipped - classroom

The new normal/socially distant school model and practices may require smaller cohorts of children and/or teachers to learn and work from home and at school in rotation.

How will you support the flipped/blended classroom model?

What resources and type of support will your teachers and students need to thrive in this model?