Returning to face-to-face learning

NB: The information and recommendations in this document come from resources provided by Volunteering Victoria, and the Department of Health and Human Services. Information about restrictions changes rapidly, so please keep checking these resources for current information.

Planning for return

- Make a risk-assessment and COVID safe plan for your program. Find a template plan here, and a risk register template here.
- Use a checklist to determine if you are ready for volunteers to return to face-to-face learning. Find an example here.
- Communicate with venue managers and stakeholders, and make time to have phone or video calls with families and tutors to communicate your plans.

Re-engagement

Families and students

- Reach out to existing families and students to gauge their interest in returning.
- Make a clear plan that you can communicate to families and students. You might need pictures, videos, or translated documents. These posters and videos might help.
- Allow families and students to ask questions, contribute ideas and voice their concerns

Tutors

- Communicate with your volunteers to see if, and in what ways, they are comfortable retuning to face-to-face learning. What provisions can you make for volunteers who aren't comfortable returning to your venue? Could they continue tutoring remotely?
- Consider what practices you'll put into place to ensure the safety of your tutors, including provision of PPE and physical distancing requirements. You could ask volunteers to compete a checklist before returning. A template is available here.
- Allow time to discuss questions and concerns that arise with your volunteers.

Do you have further questions? We're here to help at: myeducation@cmy.net.au **or call (03) 9340 3700**

Returning to face-to-face learning

Tips for physical distancing and hygiene practices

Hygiene practices

- Ensure all tutors, staff, students, and parents/carers wash their hands with soap and water, or use hand sanitizer on arrival to the venue.
- Keep hand sanitizer and tissues available on all desks, and rubbish bins nearby.
- Ensure tutors and students have appropriate PPE, such as masks, and consider if you need to supply these for them.
- Clean and disinfect high touch surfaces regularly, such as desks, doors, and keyboards.
- Reduce the amount of shared resources where possible. Where this is not possible, ensure you clean and disinfect materials thoroughly in between uses.
- Ensure excellent hygiene practices for food handlers.
- Consider putting together separate resource packs (stationary etc.) for each student, to limit sharing.
- Consider having separate bowls or snack packs for students, rather than having shared platters of food.

Physical distancing practices

- Ensure that you have the names and contact numbers of everyone who comes into the session, and that you make note of the times they arrive and leave.
- In an enclosed space, try to have no more than one person per four square metres of floor space on average.
- Try to keep physical distancing practices of 1.5 metres to reduce person to person contact for tutors/staff and students.
- Try to limit movements and contact between different groups, such as primary and secondary students.
- Consider the setup of the room and try to have fewer tutors and students at each table, and use more tables to make space between students.
- Try to set up activities at the end of tables, and place resources such as books and pencils around the room to avoid rushes of people in one space.
- If possible, think about taking some activities.
- Try to keep congregations of people to a minimum, consider staggering arrival and departure times, or having multiple entry and exit points to reduce people standing in groups.

Returning to face-to-face learning

Focusing on wellbeing

- Consider dedicating more time to shared activities and group activities, to building strong relationships between students, and with students and tutors.

- Lower your expectations. Student's learning may not have progressed much during remote learning, and in some cases they may have regressed in certain learning areas. They may have forgotten the skills you worked on before lockdown and they may also have more trouble focusing. Consider having shorter sessions, or taking more frequent breaks.

- Focus on activities that actively support students' wellbeing. These might include: collaborative art projects; mindfulness, gratitude, and meditation activities; physical activities or ones that can take place outdoors, such as gardening; or more engaging and hands-on activities, such as those on our Fun and Games activities list.

- Remember to consider the wellbeing of tutors and volunteers, and try incorporating additional debriefing, team-building, and training session to ensure tutors feel supported.

Additional resources

- Department of Health and Human Services
- Volunteering Victoria