



Representing: HETTANZ, NZGTTA, DTTA, TENZ

Best Practice Advice for Re-Entry to Specialist Spaces

Level 2 lockdown sees us returning into our specialist teaching spaces. There is plenty of anxiety for people around this return and rightly so as we all have concerns for the health and wellbeing of ourselves, our whanau and for our students and colleagues. Not to mention finding out where our students are at and how much they have done over the lock down. That all said, a move to Level 2 would not happen unless the risk of infection and community transmission was at the absolute minimum and also taking into account that transfer from children to adults is also highly unlikely based on the science so far. As the Minister says, it is highly unlikely that Covid 19 will come to our school gate.

The guidelines are in two sections: firstly precautionary measures in the unlikely event of transmission, and secondly to facilitate contact tracing. This document is in four parts:

- General Ministry guidance around social distancing and hygiene
- General suggestions and support for our specialist learning spaces with input from our whole sector (TESAC and members of its associations)
- A FAQ and scenario document which was put together by TESAC for more specific questions and support advice from our sector experts.
- Further links for official support and guidance for the education sector with regards to Level two lock down and Covid 19.

This document simply offers support and suggestions, as your own school will have its own systems and processes, but may ask you for advice in a specific area. Feel free to use this and also give further feedback and questions should we have missed something. We hope it is useful.

TESAC has consulted with the Ministry of Education in developing this guidance and we have contributed to and drawn from their advice to schools through the [COVID School Bulletins](#). This final guidance document will be posted on the ncea.tki.govt.nz webpage.

MINISTRY GUIDANCE AROUND SOCIAL DISTANCING AND HYGIENE:

1. **Social Distancing** is encouraged if feasible given the layout of the learning space and workstations. When working in close proximity with a student or colleague, you must avoid being in the “Moist Zone”.
2. **Compulsory hand washing (with soap) or hand sanitiser** pre and post classes by Teachers and students alike.
Washing means soap and water for 20 seconds and hands dried thoroughly.
3. **Sneeze or cough technique** should be exercised by coughing into your elbows. Suggest providing disposable tissues (use once and throw away).
4. **Unwell staff & students** should be sent home immediately following your school's procedures.
5. **Cleaning of work surfaces and shared equipment** should occur on a daily basis or more regularly for higher use, shared items – [see further down this document for further advice and suggestions around cleaning](#).
6. In preparation for the unlikely event of an **infection**, have systems in place for quick and easy tracking and isolation of the infection – [see further advice and suggestions further down this document](#).
7. **Stay informed and up to date**. Check out the latest information from the [Ministry of Health](#) and [Worksafe NZ](#) regularly, as the situation could rapidly change. Links provided below.

FURTHER SUPPORT AND SUGGESTIONS SPECIFIC TO TECHNOLOGY SPECIALIST SPACES:

Learning & Assessment programs:

- Consider what is the essential learning you would like your students to have going into next year as well as the nature of the evidence they have produced during the lockdown, focus on that and adjust your assessment plan accordingly. This will reduce assessment workload on teachers and students at this stressful time given the amount of time lost.
- You may wish to look at alternatives for a project outcome due to class numbers, time and access to specialist spaces and equipment. Give senior classes priority especially for students in their final year of learning. This could reduce demand for the space, cleaning requirements and make contact tracing more manageable in the unlikely case of infection.
- External assessment both exams and portfolio submissions have been moved back 10 days to give more breathing space
- External moderation and MNA visits have been cancelled for 2020 to help with further stress and workload.

Entering the Learning space:

- Take attendance as per usual for contact tracing.
- Have a system for controlled entry for social distancing and to allow hand cleaning and retrieval of projects, materials ingredients and equipment
- No more than one student in a store room at once but this can be managed by having student work out ready for the lesson or stored in more accessible places like under a workstation
- You can allocate students to a designated workstation or seating plan. This can help you manage student interaction, movement, use of resources and cleaning during the lesson. There is no social distancing and bubbles in an educational setting. Emphasis is on hygiene, tracing and not being in someone's moist zone/breathing space.

Large class numbers:

- Split a class so the students have a turnabout between practical and theory (does have implications for staffing and timetables).
- As suggested above, consider alternative outcomes where a specialist space may not be required or required less so it can be shared due to smaller scaled down projects

Shared equipment:

- Where possible allocate equipment to an individual for personal use if enough OR have a set of equipment at a particular workstation so only shared by a specific group
- Put away any unnecessary equipment to reduce cleaning requirements i.e. have no full shadow boards
- Where possible, manage practical lessons so specific equipment only is required for that specific lesson, once gain to reduce cleaning requirements

PPE:

- Where possible allocate PPE to an individual for personal use if enough OR have sets of PPE at each workstation so only shared by a specific group and cleaned after each use.
- Could use cheap ear plugs as an alternative to sharing and regular cleaning of earmuffs
- Avoid rubber, plastic or vinyl gloves due to, lack of availability, a false sense of security if not properly used (similar for masks), fire hazard when working around heat and an environmental issue with disposal
- Welding gloves are shared and hard to clean. If possible implement bullet point one or is there a cheaper finer glove (cotton, not rubber) that individuals could have and wear as a barrier when using the welding gloves? Limit welding as a required process. liner/cotton gloves can be purchased for as little as \$1 a pair

Cleaning:

- Clean surfaces daily – this should be part of your schools cleaning contract
- Clean bigger lower use equipment or machinery daily: drill presses, ovens, fridges, Sewing machines, computing workstations, electronics stations, 3D printers, laser etcher etc
- Clean shared smaller equipment, devices, keyboards and PPE after each use and or lesson – students can do this as part of their pack up procedure to reduce workload for the teacher at the end of the day, many hands make light work. Check with technicians about the **most appropriate means of cleaning for specific equipment**, especially with electrical and sensitive componentry and surfaces
- Have a spray bottle and paper towels at each workstation and machine/ large piece of equipment. Paper towels are more environmentally friendly, or whatever cleaning materials your school supplies. Check how the spray works best, some are wiped off, others are left.
- Have WD40 or CRC so that any metal parts that are exposed to cleaning spray won't rust.
- Use cloth wipes on keyboards as the paper towel fibre could get into and interrupt connections and sensors.

Other considerations:

- **Be aware if using alcohol based sanitizers in environments with potential ignition (welding, sparks, bunsen burners etc) as excess sanitizer on hands or clothing could potentially ignite causing burns. Use soap and water in these environments.**
- Have a register for each of the larger pieces of shared equipment and machinery – this would simply indicate the level of cleaning required.
- Discourage movement between workstations and sharing of equipment, as well as eating or drinking in any workspace.
- Have a process for putting away materials and equipment and exiting the specialist space taking social distancing and hygiene into consideration.

SUPPORT & QUERIES FOR TEACHERS MANAGING SPECIALIST SPACES: FAQ's

- What if the class size is so big that social distancing ([moist zone](#)) is compromised?
 - *Have alternative outcomes that don't require a workshop aided outcome or project. Prototypes models, digital modelling etc if not to the detriment of the students qualification and career pathway)*
 - *Don't use workshops for junior classes, they are generally the bigger classes and this move has other benefits for managing the cleaning of shared equipment as well.*
 - *Split the class and roster their time in the workshop while other are doing self-directed learning (they should be good at this by now)*
- How much cleaning is required and who will be expected to do it? (bigger expectation in our subject area given the range of specialist equipment we have to supply)
 - *Once a day for machinery and larger shared item*
 - *Every lesson for hand tools, devices, cooking utensils & PPE used etc.*
 - *Have students help clean the equipment they used as part of the pack up process – spray and wipe handles, BUT use CRC at end of day to prevent rust of any metal parts*
 - *Clean machines, large equipment and power tools end of each day*
 - *School cleaning contractors may be directed to do some specific cleaning of surfaces and other outside normal contracted cleaning.*
 - *Talk to your technicians about the most appropriate way to clean more sensitive item, electrical and sensitive surfaces that may react to certain cleanings*
- Can cleaning be managed, minimized by the way we structure our lessons processes and timetable?
 - *Have a set of tools at each workstation for easy tracking of who used what and responsibility for those tools*
 - *Put away any tools not required or hanging on shadow boards*
 - *Where possible allocate personal equipment and PPE to each student for the duration.*
 - *Use disposable ear plugs rather than ear muffs*
 - *Have a spray and paper towels at each workstation*
- What do we do if we are not comfortable with the way our senior managers have interpreted the guidelines for lockdown level 2?
 - *Speak to your senior managers, then PPTA & H&S committee*
 - *Every school will have a process and policy for raising such issues*
 - *Official information from the MoE on the Covid 19 guidelines could support any communications you have.*
- Is there funding support that schools can access for things like purchasing of cheaper consumable type items so that students can be allocated their own equipment rather than constant sharing and cleaning (set squares, a mouse, coloured pencils etc, especially for families currently struggling with finances given the job losses etc)?
 - *Have a conversation with your senior management team about support for those students identified as needing financial assistance*
- Shared PPE like earmuffs, welding gloves, safety glasses, aprons, that contact hands and head. What do we do here or does the above question potentially address that? (Funding to allow students to have individual PPE).
 - *See above under Further Support & suggestions under PPE. A daily wash of aprons along with the suggested hygiene routines of the kitchen space should be adequate.*
 - *The same may apply to the use of oven gloves in the food science and hospitality areas in terms of a liner and regular washing.*
 - *Talk to your senior management about funding to buy extra of the more affordable items which can be allocated to individuals for the duration of the requirements. They can then be cleaned and stored for replacement and restocking further down the line.*
- We use a bus to transport students to our technology centre. Are students to be socially distant while travelling on this bus, organised by... or can they just sit in a designated seat? We don't have a teacher travelling with them so I'm not confident that they will stay in their seat anyway. Who is responsible for this, and for cleaning down the bus?
 - *Bus companies will have protocols for cleaning down their buses as should schools who own or lease them*
 - *Students will need to and should be supervised by an adult in this situation and social distancing applied where possible*
- We use cubbyholes to store student's bags, jackets, lunchboxes, devices etc while in the classroom. Will these need to be cleaned? If so with what and how often?
 - *Cleaned once a day at the end of day by the contracted cleaners for your school. Schools may need to be specific about the surfaces requiring cleaning in these times.*
- Our room has big bins for flour, sugar etc and a communal trolley for other ingredients. I read somewhere that food needs to be provided singularly to each pupil. Does this guideline apply for food lessons? (sorry, I can't write this without a question mark).
 - *Best practice would be for all ingredients to be prepared and ready to go at each workstation prior to the lesson. Should measuring be part of the learning, each station could have its own allocation of the ingredient but not measured.*

- I have a lot of drop-in-kids during breaks because my room is a safe haven for them to get a hot drink and put their heads down for a nap. Can I still do this (have a 'communal' tray with cups, milo, sugar, milk powder, kettle, and they just put their bags on the table and use that for a pillow)?
 - *No, best to avoid the communal drink station for now. Current measures are in place mainly as a precaution but also as a measure that should an infection happen, it would be easy to trace contacts. This scenario could lead to difficulty should contact tracing be required. That said, if a case of Covid is recorded in a school it will be initially shut down for 72 hours and possibly up to 14 days to make sure that any unaccounted contacts weren't points of transmission.*
 - *Use the room still as a drop in but you will need to keep a register. You will find your own school will have a policy or process around this as well.*
- I get really close to my students because I'm demonstrating 1:1 to them. Will I need to change my practice and be 2 metres away from them?
 - *It is no longer 2 metres in the educational setting but one should not be in another person's breathing space / moist zone, possible speaking from the side rather than face-to-face*
- We do a lot of our tech work on the floor. Should this be cleaned down after each class comes in and with what?
 - *Most important is individual hygiene and washing hands at the start and end of each lesson.*
 - *Floor should be cleaned at the end of each day by the contract cleaners for the school*
 - *If you felt like it needed more regular cleaning based on your observations and activities on the floor then warm water and Janola or Handy Andy or whatever the contract cleaners use would do.*
- DVC classes may use the same set squares, T squares, compasses and marker pens all day. Do these follow the same rules as workshop tools and computer keyboards?
 - *Yes, see suggestions above. Best approach would be to allocate out equipment for individual students to hold on to and use but if you have large classes or limited resources this will be an issue so having students clean their equipment at the end of each lesson is the next best option.*
- A computer lab may have students from other Learning Areas using the room throughout the day. Do we need to maintain a register of who used which computers in a day?
 - *Your school will have its own policy on this. Normal taking of attendance will suffice for tracing purposes.*
- Practical instruction may usually require teachers guiding students' hands or examining work in close proximity. Should this still occur under level 2, or follow specific guidelines?
 - *Follow guidelines for social distancing and no contact of hands. Use a demonstration if applicable.*
- Practical work may involve classes or teams within them passing around porous items – such as products made from wood or textiles – that cannot be cleaned between classes. Should this be avoided?
 - *Yes, avoid unnecessary contacts with materials, pre-prepared resources and materials would be best practice at this time.*
- Where can we purchase keyboard covers?
 - *Try your normal stationary and equipment suppliers but you may find these items in high demand*
- How to teach effectively and safely in a multimedia Technology room that has a wide variety of tools, equipment and digital devices that is used every week by over 400 students?
 - *Follow the advice given above and official advice around personal hygiene and regular washing of hands*
 - *Clean shared equipment regularly*
 - *All measures and suggestions are precautionary for the unlikely event that the virus may come through your front gate. You should be safe with these numbers coming through this space so long as all other guidance, processes and advice is followed and for the larger classes, avoid students being in each other's moist zone/breathing space. If this last point is an issue, then you will need to have a process in place such as splitting groups to work elsewhere. Seek advice from your school on this final point.*
- How to teach effectively and safely in a Technology room/space that does not have access to hand washing facilities? eg. sinks (especially those in primary/Intermediate)?
 - *Hand sanitiser could be the best option here. Your school will have a process and system in place.*
- The food preparation rooms do not have dishwashers.
 - *Allow time for the students to wash their own equipment in the sink with hot soapy water. In terms of hygiene, food science and hospitality learning spaces will already have processes in place that simply require updating against the Covid-19 guidelines.*
- Students have previously shared gear in their Technology classes.
 - *Be clear about the new guidelines and why they need to be followed and support this with maybe some posters or flyers for reference and be consistent with the new processes and expectations so they become habits.*

- Students share aprons throughout the day and week. They are usually only washed as required. The expectation about this practice and the cleaning of these is...
 - *A daily clean*
- Teachers have a shared workspace where they prepare their own morning tea, eat lunch etc. Safe guidelines for this to continue are...
 - *Identify and use your own cutlery etc, no shared plates and cups, etc.*
- The students are used to sharing food they have cooked in a food lesson, this practice should be permitted/controlled by...
 - *The teacher, so long as students are following hygiene rules and no one is showing symptoms of flu and illness. No sharing outside their workstation group.*
 - *Check this link: <https://mailchi.mp/education/updated-covid-19-update-thursday-14-may-use-this-version-please>.*
- Students work in a school restaurant where they prepare food for 'sale' to other students and staff. This practice can continue under these guidelines...
 - *No to any food sharing. New advice may come to light soon or restrictions may change with a move to level 1.*
- If the students are used to working together on a project (creating a robot) the safe guidance for this type of activity is to...
 - *The standard hygiene and social distancing rules and guidelines that have been set down... keep them in the same group and have a register of who is in each group.*
- The classroom supply of hand sanitizer should be provided... (at the door of the classroom? at each workstation? at each piece of shared equipment?)
 - *Hand sanitiser kept at the door, a spray bottle and handy towels at each workstation for cleaning the shared equipment which could be allocated to each workstation rather than on shadow board, maybe additional bottle and towels at each larger piece of equipment for cleaning as needed.*
 - *Soap is the best option if feasible especially in environments with naked flame and potential igniters due to sanitizers that are alcohol based being potentially flammable..*
- The best way to sanitise electrical equipment is by...
 - *Seek advice from your technicians and / or product manual*
- Teachers are reluctant to order food and material supplies because they don't know the parameters of the new normal tech classroom.
 - *It should be business as normal with additional systems and processes in place as a precaution in the unlikely event that the infection comes through the front gate.*
- Schools are dealing with rodents because the lockdown was so fast that their normal 'term end' clean-down didn't happen
 - *Schools have all been cleaned in anticipation of our return. Any rodent issue should be reported to the caretaker and they will take the necessary steps to remedy the issue.*
- Some Technology Departments have outside middle schools come in and use the same facilities as the secondary students. Any specific advice on schools mixing their bubbles through shared resources like teachers, equipment and spaces?
 - *Under level 2 and in the education sector, there are no bubbles, simply guidelines around hygiene and social distancing. Follow all the advice above and your schools will have systems and processes around this particular issue.*

Further Advice:

- Look out for the health and wellbeing of yourself and your peers. Be sensitive to people's different levels of anxiety around the issues and challenges we face. Many would have worked through their holidays in order to prepare for online learning and we are now into a 12 week term which is also the winter term and with all the added challenges due to the impact of Covid-19. People will be exhausted and stressed so be nice to them and yourselves.
- Be aware that your normal suppliers may not be able to meet your orders in the timeliest fashion due to demand, lack of product and possibly insolvency so do think ahead and order early as well as check how far away delivery may be as part of your planning. Allow for delays.
- The Ministry of Education is hosting a webinar on the 22nd May regarding Teacher wellbeing, which recognises the extra stress Covid-19 has placed on us all:
<https://livestream.com/vidcom/moe-kindnessforkaiako-teacherwellbeingwebinar>

Useful Links:

DTTA (Digital Technologies Teachers Aotearoa): <https://dthm4kaiako.ac.nz/dtta/>

HETTANZ (Home Economics and Technology Teachers' Association of New Zealand): <http://www.hettanz.org.nz/>

NZGTTA (New Zealand Graphics & Technology Teachers Association): <https://nzgтта.co.nz/>

TENZ (Technology Education New Zealand): <https://tenz.org.nz/>

NZQA COVID-19 Updates and Resources

<https://www.nzqa.govt.nz/about-us/publications/newsletters-and-circulars/covid-19-updates/>

NZQA Guidance for managing NCEA assessment COVID-19 #2 - 23 Mar 2020

<https://www.nzqa.govt.nz/about-us/publications/newsletters-and-circulars/emailink/guidance-for-managing-ncea-assessment/>

Technology subject resources

<https://www.nzqa.govt.nz/ncea/subjects/technology/levels/>

<https://www.nzqa.govt.nz/assets/qualifications-and-standards/qualifications/ncea/NCEA-subject-resources/Technology/Technology-CMT-Remote-Assessment-Matrix-and-Guidance.pdf>

[NCEA Remote Learning Resources via Tenz](#)

Generic Technology Remote Assessment Matrix and Guidance

<https://www.nzqa.govt.nz/assets/qualifications-and-standards/qualifications/ncea/NCEA-subject-resources/Technology/Technology-Generic-Remote-Assessment-Matrix-and-Guidance.pdf>

DVC Resources

<https://www.nzqa.govt.nz/ncea/subjects/graphics-dvc/levels/>

<https://www.nzqa.govt.nz/ncea/subjects/graphics-dvc/design-and-visual-communication-graphics-internal-assessment-evidence-gathering-templates/>

<https://www.nzqa.govt.nz/assets/qualifications-and-standards/qualifications/ncea/NCEA-subject-resources/DVC/Design-and-Visual-Communication-Remote-Assessment-Matrix-and-Guidance.pdf>

Digital Technology Resources

<https://www.nzqa.govt.nz/ncea/subjects/digital-technologies/levels/>

<https://www.nzqa.govt.nz/assets/qualifications-and-standards/qualifications/ncea/NCEA-subject-resources/Digital-Technologies/Digital-Technology-Remote-Assessment-Matrix-and-Guidance.pdf>

Hygiene and cleaning in a Food Science / Hospitality learning space

<https://mailchi.mp/education/updated-covid-19-update-thursday-14-may-use-this-version-please>