<u>Online Learning Handbook</u>

<u>2020</u>

Information for Parents and Students

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Parent Information

Parent responsibilities during remote learning

Provide support for your children by:

- establishing routines and expectations
- defining a space for your child to work in
- monitoring communications from teachers
- beginning and ending each day with a check-in
- taking an active role in helping your children process their learning
- encouraging physical activity and/or exercise
- checking in with your child regularly to help them manage stress
- monitoring how much time your child is spending online
- keeping your children social, but set rules around their social media interactions.

Establishing routines and expectations

It is expected that students, at home follow their normal school timetable. This will include regular breaks for activity, eating and drinking. In the activity breaks, it is important that students get up and move around.

From the first day you will need to establish routines and expectations. You should use the timetable or schedule provided by your school to set regular hours for school work.
Keep normal bedtime routines for younger children and expect the same from your older primary and high school-aged children too.
It is important that you set these expectations as soon as distance learning is implemented, not several days later after it becomes apparent a child is struggling with the absence of routine.

Setting up a learning environment

Try to create a quiet and comfortable learning space. Your child may have a regular place for doing homework under normal circumstances, but this space may not be suitable for working in for an extended period of time.
A space/location for extended learning should be a public/family space, not in a bedroom. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible. Above all, it should be a space where you or another adult is present and monitoring your children's learning.

Remote learning guidelines for students and parents

Stay connected

Workspace

Work in a quiet area, at a desk or table and try to limit distractions.

Focus

During calls with your teacher, stay focused on the call. Avoid reading chats or looking at other tabs.

Your normal routine

Eat breakfast, brush your teeth and get dressed in the morning.

Ask questions

If you don't understand something, ask your teacher or classmates online.

Use classroom language

Talking to your teachers and in class is different from how you speak to your friends online. Use proper grammar and avoid excessive emojis.

Take breaks

Take breaks away from screen. Move around and try not to sit all day.

NSW GOVERNMENT

Wellbeing

Being confined to home for an extended period of time can cause stress and conflict. Tips for looking after your children during isolation include:

- Talking to your whole family about what is happening. Understanding the situation will reduce their anxiety.
- Help your children to think about how they have coped with difficult situations in the past and reassure them that they will cope with this situation too. Remind them that the isolation won't last for long.
- Exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression.
- Encourage your children to keep in touch with family members and friends via telephone, email or social media (where appropriate).
- The Health and Wellbeing page has some great ideas for activities to do at home.

Communicating with your child

We encourage you to start and finish each day with a simple check-in. These check-ins need to be a regular part of each day and start straight away. Not all students thrive in a remote learning environment; some struggle with too much independence or lack of structure and the check-ins help keep them on track.

In the morning, ask:

- what are you learning today?
- what are your learning targets or goals?
- how will you be spending your time?
- what resources do you require?
- what support do you need?

In the afternoon, ask:

- what did you learn today?
- acknowledge one thing that was difficult. Either let it go or come up with a strategy to deal with the same problem if it comes up again
- consider three things that went well today. Why were they good?
- are you ok? Do you need to ask your teacher for something? Do you need help with something to make tomorrow more successful?

These specific questions matter because they allow your child to process the instructions they have received from their teachers and help them organise themselves and set priorities. Older students may not want to have these check-ins with parents (this is normal!), but they should anyway.

Communicating with the school

Make sure that you know how the school and your child's teachers will be communicating with you and check that channel regularly.

Make sure you know how to contact teachers for learning support and who to contact for technical support if your school chooses to use digital devices as part of their remote learning plan.

This situation will be new for most schools and families. Schools will be trying to engage in a cycle of continuous improvement and refinement based on feedback so they may ask you and your child for your thoughts on how the system is working.

Most schools already use some kind of platform to communicate with parents and students. These existing platforms should continue to be used whenever possible.

Communicating with teachers

Teachers may be communicating with your child during this period using video chat applications such as MS Teams, Adobe Connect, Skype, Zoom or Google Hangouts Meet. They may also be emailing or communicating within a learning management system such as Microsoft Teams, Google Classroom, Class Dojo, Seesaw, Moodle or Canvas.

Teachers may have set times where students can chat with them online and they can deliver video lessons. When digital options are not possible they may have set times for calling your child on the telephone.

It is important for you and your child to remember that teachers will be communicating with dozens to more than 100 other families and that your communications should be meaningful and short. You may also need to remind your child to be patient when waiting for support or feedback.

Using technology

Purchasing new software or devices

It is strongly advised that parents do not purchase software from third-party providers in response to this situation unless specifically advised by the school.

Your school and the department already have a wide range of software and devices available and these have been specifically chosen to provide your child with the support they need.

- Google Apps for Education - online Google apps. For student access go to: Students portal > Learning > G Suite
- Office 365External link
  - online Office apps.
- Microsoft Office 365 Desktop AppsExternal link
  - may be installed on up to five computers and ten mobile devices. Select the install office link.
- Students can also access additional free Adobe software for their devices from the students' BYOD software websiteExternal link

Accessing digital learning platforms

To support your child in using online and digital resources as part of their remote learning consider the following questions.

- Does your child know how to access the student portal?
- Does your child know how to log in to devices and websites?
- Does your child know their username and password or know how to reset their passwords if necessary? Note that teachers can reset student passwords if your child forgets their password.

If you and your child are unsure about the answer to these questions contact your child's classroom or roll call teacher for support.

Accessing digital devices and the internet

You need to be aware of the department's policy regarding technology, devices and the internet.

Managing screen time

Screen time refers to the amount of time a user spends on a device to access on-screen activities.

There are limits as to the amount of time everyone should spend online, but the amounts and the rules for screen time vary by age.

Video conferencing and social interactions using video do not count towards screen time. The following recommended screen times (excluding video conferencing) are based on the recommendations from the American Academy of Paediatrics:

- Ages 2 to 5: 1 hour, broken into sessions of a maximum of 30 minutes.
- Age 6 and above: no specific screen time limits, but screen time should not affect physical activity and face-to-face interactions at home and school. Consistent limits on screen time are also very important.

Some screen time activities such as online socialising and gaming can be very immersive. Make sure that non-school activities are limited in length.

Learning environment checklist

In setting up this space the following should be considered:

- [ ] Is the area free of distraction?
- [ ] Is there excessive noise in the area?
- [ ] Are there trip hazards in the area?
- [ ] Is the area exposed to direct glare or reflections?
- [ ] Does the area have sufficient power points available?
- [ ] Is equipment (extension cords etc.) in good, safe, working condition?
- [ ] Is there a proper desk and chair and other necessary equipment (light, stationery and devices)?
- [ ] Is the chair adjusted correctly?
  - Feet should be flat on the floor and knees bent at right angles with thighs parallel to the floor.
  - The chair backrest should support the lower back and allow your child to sit upright.
  - The chair should move freely and not be restricted by hazards such as mats and power cords.
  - Chair arm rests should be removed or lowered when typing.
- [ ] Is the computer adjusted correctly?
  - The screen should be positioned directly in front of your child.
  - The screen should be at a distance where your child can see clearly and easily without straining. The top of the screen should be slightly lower than eye level.
  - The keyboard should be positioned at a distance where elbows are close to your child's body and their shoulders should be relaxed.
  - The mouse should be placed directly next to the keyboard.
- [ ] Are their most frequently used items within easy reach from a seated position?

Student Information

Student responsibilities during remote learning

These responsibilities are important to maintain your learning-

- establishing and/or following a daily routine for learning
- identifying a safe, comfortable, quiet space in the home where you can work effectively and successfully
- regularly monitoring digital platforms and communication (G-Suite for Education, Google Classroom, Showbie, Edrolo, email, etc.) to check for announcements and feedback from teachers
- Class Codes for these platforms can be found through the school website or by contacting the school or classroom teacher
- complete tasks with integrity and academic honesty, doing your best work (no plagiarism)
- do your best to meet timelines, commitments, and due dates
- communicating proactively with your teachers if you cannot meet deadlines or require additional support
- collaborate and supporting your classmates in their learning
- complying with the departments' Student use of digital devices and online services policy
- seek out and communicate with school staff as different needs arise.

Accessing Online Learning Platforms

Students have access to a number of learning platforms to ensure they can continue with their learning. Your teacher has set up a learning platform which will enable you to access learning material, upload completed work and receive feedback to move your learning forward. The Learning Platforms Class Codes can be additionally located at-

www.leumeah-h.school.nsw.gov.au

Or

www.LHSfuturefocus.com

Follow the details on the page to successfully enrol in your teachers class.

NSW Department of Education
DIGITAL LEARNING SPACES STUDENT AGREEMENT – RULES OF ENGAGEMENT

Students must read and comment with the word 'agree' below the DIGITAL LEARNING SPACES Student Agreement – Rules of Engagement in the company of a parent or caregiver unless otherwise directed by the principal.

I agree that I will abide by the school's Digital Learning Spaces policy and that:

❒ Whilst at school I will use the Department of Education Wi-Fi network for learning.

❒ I will use digital learning spaces such as Showbie, Google Classrooms, Edu Blogs, the DoE Student Portal (including emails), the Sentral Student Portal, and any other digital learning space provided by my teachers during school and homework activities at the direction of the teacher.

❒ I will use my own portal/internet log-in details and will never share them with others.

❒ I will 'always allow' teachers to view, monitor and direct my learning through the Apple classroom application.

❒ I will stay safe by not giving my personal information to strangers, and will not re-post information and/or content shared by my classmates on any other platform.

❒ I will not hack or bypass any hardware and software security implemented by the department or my school.

❒ I will not use school Digital Learning Spaces to knowingly search for, link to, access or send anything that is Offensive, pornographic, threatening, abusive, defamatory and/or considered to be bullying.

❒ I will report inappropriate behaviour and inappropriate material to my teacher. When working from home I can use leumeah-h.schools@det.nsw.edu.au to notify the school of misconduct.

❒ I understand that my activity on the internet is recorded and that these records may be used in investigations, court proceedings or for other legal reasons.

❒ I have read and will abide by the *Leumeah High School PRAC Code of Behaviour* and the *Department of Education Behaviour Code for Students* at all times within the Digital Learning Spaces.

❒ I understand that a breach of the Codes of Behaviour will result in disciplinary action.

❒ I have read and will abide by the NSW Department of Education *Online Communication Services*
– Acceptable Usage for School Students.

Behaviour code forstudents
NSW public schools

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school everyday (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school everyday (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.