

Remote / Online Learning

General protocols for staff, students and families

14TH April 2020



- Teaching / learning from home
 - Professionalism
 - Dress – when video conferencing appropriate dress must be worn. While students do not need to be in school uniform, both staff and students need to have appropriate regard for appropriate dress.
 - Eating and drinking during video conferencing – should not be done.
 - Distractions – video conferencing will be most effective when it is devoid of background distractions – noise, people, activities, pets, background images, TVs etc.
 - OHWS
 - Workstations – both staff and students need pay due attention to ensuring that they are working in an environment that is conducive to good health. Ie: posture, light, ventilation, breaks.
 - Exercise – it is important that there are scheduled break times.
 - Screen time – the learning programme needs to ensure that there is a variety of activities/engagements that balances out the amount of screen time. Students need to be mindful of this balance and attend to it appropriately.
- Remote Learning
 - Hours of engagement
 - Staff – staff need to set boundaries around their work-life balance and should generally aim to keep the same ‘time’ patterns and routines as would normally happen when learning is on site.
 - What happens if a staff member is ill? - if a class teacher is ill and unable to work, they will notify the school admin who will notify students/families. Generally, the learning engagements will continue (via the other grade teacher) but support/communication will be via other staff members: ie staff exec, LSOs etc.
 - If a student is sick the family should let the class teacher know who will mark them as absent/ill.
 - Responding to students/parents – generally staff will not engage with students/families after 4pm or before 8.30am.
 - Ideally access to the learning engagements will be in ‘real time’, that is, following the 9-3 timeline of the day. We understand that while that might be the ideal, for some families it will not be possible.
 - Levels of engagement
 - Students – generally class teachers will track and monitor student engagement via the material they ‘upload’ back to staff. Students who are not engaging or are clearly struggling will be followed up with by a member of the teaching team (class teachers / LSO or staff exec.)
 - Tracking attendance – roll marking needs to continue but will most likely be done retrospectively. There will be a morning check-in and times for this will be staggered across different year levels. This will not be the basis of roll marking. This may also be a ‘judgement call’ by the class teacher as some students may attend to the learning programme over weekends or after hours, though this is generally not encouraged.

- Tracking levels of success/access to learning – communication will be vital in this. If there are issues families need to communicate these with their class teacher ASAP.
- Supporting students with learning support needs / PLPs etc – while complex and challenging, teachers will make every effort to ensure learning engagements have entry levels for all students and the school will make efforts at ensuring programmes supporting students are continued. (see the section at the bottom of this document for further detail.)
- Quality and quantity of learning engagements
 - Time expectations for learning / student workload – students should not be going beyond the normal six-hour day (including scheduled breaks) though it is reasonable to allow families/students the flexibility to schedule those six hours as it works for their context. If there are ‘workload’ issues for students then families should communicate this ASAP.
 - Learning engagements – teachers will set and schedule learning engagements as a part of the ‘planned curriculum’ however they will also provide links to useful sites that can be used by students for extension/consolidation etc.
 - Learning engagements – generally these will be uploaded and ready to go by 8.00am of the current day. In order to facilitate the flexibility that some families may need, learning engagements will only be ‘archived’ at the end of the weekend in time to start a new week.
 - Student ability to work independently / garnering support in their learning – effective learning means that students will need help/support at times. Sometimes this will be through families at home and sometimes via access to class teachers/school staff. It is impossible to set meaningful and challenging learning engagements that students can do fully independently; however they will ideally be structured so that the need for support will be minimised. Therefore, learning engagements will be structured to ensure a balance, which is especially important where there is a family with more than one child learning remotely. Class teachers will explicitly communicate the times of the day they will be available for on-line support/help and the times they won’t. This will allow time for planning and programming.

Feedback on student work – when students post their learning engagement to Seesaw it will not ‘go-live’ until the teacher approves the post, which indicates they have seen it. Not all work will receive individual comment, grading or feedback.

○ The technology

- What will we use? Seesaw will be the front door entrance to the learning programme as it provides easy access for student to upload their learning activities. Microsoft Teams will be used due to its capacity to share files and documents and video conference. Zoom may also be used due to its simplicity of use and capability to span multiple operating systems.
- Updating apps / Installing new apps – devices that are managed on our school network do not have the capacity to have apps updated and added unless they are on site. A solution for this has been sourced by way of cloud deployment of the apple management system. Devices will continue to have the same safety features (etc) but will not need to be on the school network for upgrades/deployment of new apps etc.

- Access to tech
 - Broken screens – if screens are broken at home while engaged in school learning and the breakage is fully accidental, then please communicate with your class teacher and a solution will be sourced.
 - ‘Tech support’ – again, in the first instance contact your class teacher who will call for broader support if needed.
 - Lack of connectivity – if you have connectivity issues in your home, in the first instance please communicate with your class teacher.
 - Overuse of data – school staff will be conscious of data usage by families and will ensure a balance of learning engagements that don’t require internet use. Families might want to consider their children’s access to the internet during the late afternoon / evening to minimise data usage if it is of concern.
 - ICT agreement – the ICT user agreement (for Yrs 4-6) that was signed earlier in the year is still in place. The key points of this are about being respectful, safe and responsible. Class teachers will post reminders about this agreement with their classes. Foundation- Year3 will have a simplified document shared with them early in Term 2 as a part of their learning programme.
- Communication
 - Teacher to student / Student to teacher / Student to student – mostly this will be via email, Teams or Zoom for school functions. School staff will not engage with families/students via other avenues such as Messenger / Facebook etc.
 - Parent to teacher – due to privacy protocols it’s best that parents/caregivers use a staff member’s work email for communications and if needed, the staff member will phone the family.
 - Teacher to parent -will generally be either an email or phone call. Teachers wanting their private phone numbers to remain confidential may activate ‘no caller ID’ functionality.
 - School to family – predominantly email in the first instance. Major communiques are housed on the school’s website.
- ICT – user agreement
 - Keeping it safe
 - When students are video conferencing another person/adult should be in the vicinity of the video conference. Where this is not possible, staff will record 1:1 video conferences.
 - What happens if a video conference/ learning platform is compromised - it’s unlikely that this will happen, but if a suspicion is raised that this is the case, the platform/app etc will be shut down and the matter referred to a member of staff exec.
 - Yr 4/5/6 school managed iPads have Zoom downloaded and this has been done so the app might support the learning programme. Zoom is not to be used on a school managed iPad for any use other than in the school’s learning programme under the supervision and direction of the class teacher.
 - Keeping it legal
 - Content cannot be copied and shared/used without due regard for copyright protocols and rules.

- A Team Approach
 - Who's the team - there will be variety of staff members who may be utilised to support students as they learn off-site. LSO's, staff exec, specialists, our youth worker etc may all make contact with students as they learn off-site and support social and emotional wellbeing needs.
 - Keeping a log of 'catching up' – school staff will track and monitor levels of 'catching up' with students to hopefully avoid duplication or missing anyone.
 - Having a 'chit chat' channel – classes (Year4-6) using MS Teams have instigated a 'chit chat' channel where students can be social and catch-up. These channels are completely safe from 'outside' influence. The 'chit-chat' channels need to honour the ICT user agreements and will be monitored by class teachers.

Learning Support at Immanuel Gawler.

During term 2, Immanuel Gawler will continue to provide supplementary support to students on personal learning plans, such as through the Early Years Intervention, Beat Dyslexia spelling intervention program, Minilit or Multilit. This is on top of other supports detailed in the personal learning plan, and differentiation provided by the class teacher.

Some students are on specific programs which draw on a body of scientific research on what constitutes the most effective ways to teach reading and spelling. One of the key principles of effective instruction is reciprocity between teacher and learner. The programs are teacher-led or LSO-led and the response of the learner forms a critical part of this teaching cycle, as does the teacher response that follows that, through confirmation or corrective feedback. To be effective, this needs to be in real time. Zoom or MS Teams will be used to facilitate this. During this time of school disruption, although delivery of programs may be problematic at times and the fidelity compromised, lessons will be slower paced, shortened in content and delivered in smaller groupings. Once back at school, students will be reassessed for progress.

Many students involved in these programs have already received prepacked resources, where needed. The Learning Support Coordinator or the relevant LSO running the program will be in contact with you, if they have not done so already, during the first week of term to set up suitable times to engage with the students. Please refer to the online protocols to facilitate this.

Should you find that your child is experiencing issues of overload or having difficulties interacting with the learning engagements, please contact the Class Teacher and copy in Gail Darby (gaild@ilsg.sa.edu.au) the Learning Support Coordinator, who will do their best to problem solve and work with you.

Working together and supporting each other, will produce the best possible outcomes for our students.