



Ss Michael and John's Primary School Horsham

Student & Parent/Care Giver Remote Learning Responsibilities

As partners with parents in Catholic education and open to God's presence, [Insert School Name] pursues fullness of life for all its students and the school community. The school ensures the care, wellbeing and protection of its students in keeping with the Catholic tradition, which celebrates the sanctity and unique dignity of each person.

Ss Michael and John's Primary School, Horsham is committed to providing a safe and supportive environment for people of all ages, with special concern for children and young people. Child safety policy and practices support a proactive role in the care, wellbeing and protection of children and the provision of child safe environments.

These guidelines have been developed to assist the students and parents/care givers to understand their responsibilities if remote learning is to be an effective tool to improve learning outcomes for the students of Ss Michael and John's Primary School.

Why remote learning?

Remote learning is a beneficial tool for learning and provides opportunities to:

- Connect staff and students in your school to allow for collaboration.
- Reach students who cannot get to school due to pandemic, illness, hospitalisation or isolation.
- Allow class teachers to pre-record lessons without student involvement (if technology allows) for playback later.
- Allow students to review pre-recorded lessons (if technology allows) after the fact.
- Bring experts into the classroom.
- Connect with other schools to collaborate across schools.

Student Responsibilities

These could include:

- establishing and/or following a daily routine for learning
- identifying a safe, comfortable, quiet space in their home where they can focus effectively and successfully
- regularly monitoring the school's communication to check for announcements and feedback from teachers
- completing tasks with integrity and academic honesty, doing their best work
- doing their best to meet timelines, commitments, and due dates
- communicating proactively with their teachers if they cannot meet deadlines or require additional support
- collaborating and supporting their classmates in their learning

- seeking out and communicating with school staff as different needs arise

Specific Guidelines for using video conferencing.

Before you get started with video conferencing (VC)

- Make sure that the room you are going to film in is clear of things that might embarrass you. Specifically, look at your walls and try to pick one that has a plain background that people will not take offense at or find humour in.
- Try before you go live! You can set up a Google Meet, Office365 or Zoom with no one in it except yourself. This way you can see what others see before you go live, and make alterations to make the image look better.
- Tell others in your house what you are doing. If your parents know and understand what it is you are trying to achieve, then they will help make sure that it all goes smoothly.
- Sit still and quietly for a moment and listen to the sounds around you ... if you can hear noises, then there is a high chance that people in your meeting will too. Before starting, see if you can find a quieter place or attempt to control what is happening in your surrounding environment.
- Consider using headphones so that you can hear clearly.
- Remember that you are going to be in an educational environment! Dress appropriately and act accordingly as the same rules at school apply in a virtual environment.

When in the video conference

- Make sure you are on time for your video conference.
- Start with your camera off and microphone muted and wait to be invited by the teacher.
- Understand that the rules used at school also apply in a virtual classroom, and poor or unacceptable behaviour will carry consequences.
- Students should comply with your school's Responsible use of ICT and social media student guidelines.
- Get familiar with the tools ... use the "Chat" feature or "Raise your hand" to ask questions of your teacher. This way your teacher can answer you directly and communicate the response to the whole group.
- Participate in the learning activities.

After the video conference

- Make sure you use the Leave Meeting menu to exit the meeting when it is finished.
- Follow up the learning activities and complete all assigned tasks.

Parent/ Care Giver Responsibilities

As parents/care givers, you can provide support for your children by:

- establishing routines and expectations
- defining a space for your child to learn and where you or another adult is present and monitoring your child's learning

- monitoring communications from school and teachers
- taking an active role in helping your child process his/her learning
- encouraging physical activity and/or exercise
- checking in with your child regularly to help him/her manage stress
- monitoring how much time your child is spending online
- setting rules around your child's social media interactions
- communicating with the school if your child is unable to participate in the learning at home

How you can you assist your child to access Video Conferencing?

Before the lesson starts

- Ensure that your child is using a diary/schedule so that everyone is aware when conferences are to take place
- Your child should be dressed appropriately
- Ensure that your child has video and audio turned off unless invited by the teacher
- Talk with your child that the rules used at school also apply in a virtual classroom, and poor or unacceptable behaviour will carry consequences.
- Have a quiet space available to meet online using an internet enabled device.
- Ensure others in your house know your child will be in a video conference. Make family members and the student aware that they can be heard by the whole class if speaking too close to the microphone. Parents can help with controlling siblings and other family members while the VC is going on to help make sure that it all goes smoothly.
- Make sure that your child is in a room clear of things that might impinge on your family's privacy.
- Internet access and the strength of the signal can affect the communication in a video conference. Know your system, and if needed, dedicate time to your child's learning for the duration of the meeting.
-

What to look for while students are online in a structured lesson

- Make sure that they are on task and using the computer for the correct reasons. Rarely would a game like "MineCraft" be played during a video conference.
- Your child should be engaged in the lesson. This would include active listening, asking questions and completing online exercises.
- Ensure your child is working with the computer in an ergonomic manner. For example, sitting in a chair, back straight, feet flat on the floor and screen adjusted to a comfortable height.
- Students should comply with their school's Responsible use of ICT and social media student guidelines.

What if there are conditions that would impede my child from taking part in VC lessons?

Contact your child's teacher to discuss the possibility of alternative arrangements.

After the lesson ... what next?

Ensure that:

- Your child completes all set tasks
- All homework is completed and submitted for assessment and feedback
- Regular study routines are maintained and set online work is completed in readiness for the next conference.

Acknowledgments

Catholic Education Office Ballarat, the HIVE resources

Catholic Education Diocese of Parramatta, Continuity of Learning, Online Resources