**GGHS Learning at Home Model**



**A Guide for Staff**

**GGHS Learning at Home Model**

**Purpose**

These procedures will be implemented:

* In the event the Department for Education provides approval for the school to deliver learning through an online model.

**Aims of the Learning at Home Model**

* To provide continuity of learning for students who are learning from home,
* To provide a structured schedule for the delivery of online learning that is manageable for both teachers and students,
* To provide paper based options for those students/families who are unable to access an online learning environment from home.

**Technology Requirements**

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For technical support please contact the IT Help Desk via email:

**GG.Helpdesk981@schools.sa.edu.au**

**Digital Platforms**

The following digital platforms underpin the learning online process

1. DayMap – for learning management, and one of:
2. Microsoft Teams or Zoom – for live face to face learning

**Note:**

* Students will need access to an internet enabled device (laptop, ipad, pc, phone) with sufficient data for online learning.
* Students unable to access online learning at home (i.e. no internet connection, limited access to data) will be identified and provided with appropriate paper-based alternatives.

1. **DayMap -** is the central location for learning management and is used:

**By teachers to:**

* Upload course outlines,
* Provide class notes containing learning intention for the lesson, clear instructions, the activities to be undertaken and links to any required learning resources (i.e. videos, powerpoints, exemplars, etc),
* Record homework activities,
* Upload task sheets, assessment rubrics, scaffolds (if used) and due dates for draft submission and final work submission,
* Publish summative results and grades.

**By students to:**

* Keep up to date with all of their subject requirements and expectations,
* Submit draft work,
* Receive feedback on draft work,
* Submit the final copy of their work for marking.1)

1. **Online Classroom (Microsoft Teams or Zoom)**

Teachers deliver online face-to-face learning during the scheduled double lessons as per the GGHS line structure.

* Individual teachers will choose their preferred platform for their online classroom and share access to the platform with their students
* Teachers familiarise their classes with how to access and use the online classroom during face-to-face lessons this term

Single lessons (as per the GGHS line structure) are used for independent student learning.

**Creating Pre-Prepared Explicit Instruction Videos / Learning Materials (optional for teachers)**

Teachers may use commercially available tools to create their own pre-prepared learning resources (such as instructional videos or annotated powerpoints) using software such as Screencast-O-Matic, etc.

Professional Learning will be provided to those staff who want to learn more about these opportunities.

Pre-prepared learning resources can be made available to students through links on the DayMap class page. Please note – due to file size you will likely need to store these resources in a location other than DayMap (such as One Drive or your own You Tube channel) and then provide links to them in DayMap.

Having pre-prepared learning resources provides teachers with the ability to utilise a ‘flipped learning’ approach.

**Learning at Home Process**

**Lesson Structure**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **LESSON** | **TIMES** | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **1 & 2** | **9.00 – 10.25am** | **7** | **3** | **2** | **4** | **1** |
|  | **10.25 - 10.50am** | **Learning Break** | | | | |
| **3** | **10.50 - 11.35am** | **5**  **Independent Learning** | **2**  **Independent Learning** | **4**  **Independent Learning** | **7**  **Independent Learning** | **6**  **Independent Learning** |
| **4 & 5** | **11.35 - 1.05pm** | **4** | **6** | **1** | **3** | **5** |
|  | **1.05 - 1.45pm** | **Learning Break** | | | | |
| **6** | **1.45 - 2.30pm** | **3**  **Independent Learning** | **5** | **7** | **6** | **2** |
| **7** | **2.30 - 3.10pm** | **1**  **Independent Learning** |

**Lesson Delivery and Arrangements**

* Students attend (by being online) for each of their scheduled double lessons. Teachers will be mindful of how long students will be required to be online during each double lesson to minimise data usage requirements.
* Students work independently for the single lesson.
* Students may contact their teacher anytime via email but allow 24-48 hours for a reply.

**Learning at Home Process…continued**

**Attendance Expectations**

* Teachers will mark the attendance in DayMap for each of the double lessons.
* If a student is not present during an online lesson they will be marked as ‘U’ – unexplained.

**Attendance Follow Up**

Parents are required to monitor Daymap attendance for their child and provide an:

* Explanation for all absences via School Stream or email (dl.1834.info@schools.sa.edu.au).

For ongoing attendance concerns (absence of 2 consecutive double lessons for a subject):

* Follow up initially to be undertaken by the subject teacher via an email to the parents or a phone call. Make a note in DayMap indicating the date the parent was contacted.
* Persistent and unresolved attendance issues will be forwarded to the Sub School Leader for follow up. Make a note in DayMap indicating the outcome of the follow up.

**Student Expectations**

For online lessons all normal behaviour expectations apply. Students are expected to:

* Join lessons on time,
* Respectfully engage with the teacher and their peers,
* Actively participate in group discussions/collaboration,
* Be dressed in at least school top/jumper and be mindful of the background displayed by their webcam,
* Use appropriate language at all times and wait to be invited to speak.

For online submission of work. Students are expected to:

* Submit drafts (if required) for feedback via DayMap by the due date,
* Submit final versions of summative work via DayMap by the due date,
* Contact the subject teacher via email at least two days prior to the due date if an extension is being requested.

**Students need to be mindful that teachers will:**

* Begin lessons on time, so be ready with everything you will need,
* Mark the roll on DayMap for each double lesson and follow up on unexplained absences,
* Deliver the lesson instruction via Microsoft Teams or Zoom – check DayMap for how your class will be working,
* Most likely mute student microphones whilst they are talking so that everyone can hear the information/instructions without interruption,
* Foster group discussions/collaboration and check for student understanding,
* Provide written instructions only in DayMap **if they are unwell** and the face to face component of the lesson will be cancelled.

**Teacher Illness/Absence from Work**

* Contact the Daily Organiser (0418 846 351) to report your illness/absence,
* Complete your illness/absence leave request through the employee kiosk,
* Record in DayMap that your face-to-face lesson has been cancelled due to ‘teacher illness’ for each of your double lessons for the day,
* Set your reliefs for the period of your absence by recording the independent work the class is required to do in DayMap,
* Inform the Daily Organiser (0418 846 351) once you have recovered from your illness and are ready to return to work.

**Handy Hints for Parents/Carers to Support their Child’s Learning at Home**

With most families now having their child(ren) working from home, it is important to take this opportunity to work together as a whole school community to ensure they stay connected to their learning and education. Teachers are working towards providing online learning experiences, but as you can appreciate this is new to them and will take some time for them to become proficient in their use. Here are some simple steps that you can take to ensure your child(ren) continues with their learning from home.

Please let your child know that you think education is important and that school work needs to be done each day. You can help your child by setting aside a special place to study, establishing a regular routine to continue work from all subjects being studied, and removing distractions such as the television and social media.

If you are hesitant to help your child with their learning because you feel that you don't know the subject well enough, you can help by showing that you are interested, helping your child get organised, providing the necessary materials, asking your child about daily assignments, monitoring work to make sure that it is completed, and praising your child's efforts. Offer to read your child’s work for them and give feedback, even if you are not familiar with the content knowledge. Encourage life-long learning by showing how you are learning something new yourself.

Remember that doing your child's work for them or allowing them to view their time at home as an extended holiday won't help them in the future.

**A HANDY CHECKLIST**

**Show that you think education is important**

* Support your child to be ready to participate in the online learning lessons and activities at the time scheduled on the timetable.
* Ensure your child has the papers, books, pencils and other things needed to do assignments.
* Provide your child with a well-lit, fairly quiet place to study.
* Set a good example by showing your child the skills they are learning are an important part of the things they will do as an adult.
* Stay in touch with your child’s teacher.

**Monitor Assignments**

* Check your child’s DayMap. Go through the assignments they have to do together. Check how long they should take. Know when they are due.
* Talk with your child about their assignments. Do they understand them?
* Ensure your child starts and completes assignments.
* Read the teacher’s comments on assignments that are returned and discuss these with your child.
* Monitor TV viewing, video game playing or social media to ensure it is not cutting into your child’s learning time.

**Provide Guidance**

* Help your child to get organised. They will need to online during the double lesson times outlined earlier in this booklet and they will also need to schedule some additional time to complete assignments and project and prepare for tests.
* Encourage your child to develop good study habits (for example, scheduling enough time for big assignments; doing revision notes for tests).

**Talk with Teachers to Resolve Problems**

* If a problem comes up, ensure your child communicates with their teacher.
* Follow up with your child to make sure they understand the advice given through the communication with their teacher.

These handy hints have been adapted from the website: <https://www.colorincolorado.org/article/helping-your-child-homework>.

**Continuity of Wellbeing Services**

We know that the COVID-19 outbreak has posed some of the greatest challenges we have faced in recent memory. Schools are not exempt from these challenges, which have resulted in significant changes to the way learning communities will operate now and possibly in the future.

Change, particularly when it is the result of an unprecedented event, can result in people experiencing a range of emotions and can trigger behaviours that may not have been witnessed.

Now more than ever, our social and emotional skills become vital in ensuring we look after our own wellbeing and also do everything we can to protect the wellbeing of those in our school community.

In the event of a school closure, the Wellbeing Team at GGHS are committed to provide ongoing continuity of wellbeing support to our students in a variety of ways.

**GGHS Wellbeing Services**

If your child is already accessing support from our Wellbeing Leaders or Defence Mentor and they wish to continue with this connection this will occur via Zoom or email.

If your child is not currently accessing support but would like to connect with someone they can email using [dl.1834.wellbeing@schools.sa.edu.au](mailto:dl.1834.wellbeing@schools.sa.edu.au) to request a meeting via zoom or email.

We’ll continue to provide a list of resources and tips to further support your child via our social media platforms.

If your child is receiving support from George Hirst, Student Mentor, they will be contacted via phone.

**Reaching Potential Services**

If your student is currently connecting with Kyla from Reaching Potential (our in-school psychologist) you will be contacted by Kyla individually to arrange ongoing online conferencing.

**External providers**

If your child accesses wellbeing support from an external provider, they will make contact with you directly to arrange their ongoing service.

**Supporting your child’s wellbeing**

Children may be impacted by fear and anxiety. Maintaining a stable routine can be extremely grounding and remind students of what aspects of their lives are within their control. Your own routines and rituals will become really important at this time when some parts of your life are disrupted. Here are some tips on how to ensure your children are supported;

* Give your children extra attention and reassurance. Where possible, minimise their exposure to media and social media that may heighten anxiety.
* Include your children in plans and activities around the house.
* Maintain routines around sleep and mealtimes as much as possible.
* If you don’t see an improvement in 4 weeks, or if you’re concerned, seek professional help (earlier if needed).

**Additional Online Resources Available**

* Headspace <https://headspace.org.au/eheadspace/>
* ReachOut.com <https://au.reachout.com/>
* School TV (Via the GGHS website) <https://goldengrovehs.sa.schooltv.me/>

**Additional Phone Services (for immediate help)**

* Kids Helpline 1800 55 1800
* Life Line 13 11 14
* Beyond Blue 1300 22 46 36
* Headspace 1800 650 890
* 1800 Respect 1800 61 44 34
* National Coronavirus Helpline 1800 020 080

If you have questions, queries or concerns please reach out to our team via our email [dl.1834.wellbeing@schools.sa.edu.au](mailto:dl.1834.wellbeing@schools.sa.edu.au)

**Key School Contacts**

Parents and carers should make contact via email with the appropriate staff member as soon as any learning or wellbeing issues arise (email addresses for staff are available via the school website):

**Initial Concerns**

* Learning/academic – contact the individual subject teacher
* Attendance and/or wellbeing – contact the home group teacher

**Ongoing Concerns**

For **learning/academic** concerns contact the relevant Learning Area Leader:

* Arts – Anna Nihill
* English – Vanessa Francis
* HASS – Josh Davis
* Health and PE / Outdoor Education – Matt Sharpe
* Languages – Charlotte Franz
* Mathematics – Mali Naheswaran
* Science – Danun Manson
* Technologies – Shane Mawson
* Discovery Centre – Anna Dunn or Lizzy Farrier
* Learner Support – Paul Gibbs

For **attendance/wellbeing** concerns contact:

* Year 8 – Josh Davis (Sub School Leader); Kristy Power (Assistant Principal)
* Year 9 – Tim Potter (Sub School Leader); Mike Meredith (Assistant Principal)
* Year 10 – Shane Matei (Sub School Leader); Tania Duff-Tytler (Deputy Principal)
* Year 11 – Maria Provatas (Sub School Leader); Matt Zviedrans (Director of Studies)
* Year 12 – Sarah West (Sub School Leader); Kelly Henderson (Assistant Principal)
* Wellbeing Leaders – Belinda Noack and Liam Davis
* Defence School Mentor – Linda DeBoer

**Additional contacts:**

* SACE Leader – Kelly Henderson
* VET Leader – Kiri McWaters
* International Education Leader – Cheryl Watt
* IT Support – Nick Waldie or Michael Grantham

**Supervised Assessment Task at Home Declaration**

Completion of this form is a declaration of the SACE Board’s guidelines on submission of student work which have been adhered to. This must be in line with the task conditions as also outlined by the teacher.

The assessment was undertaken under the conditions and in the spirit of which the task was designed. When under test or timed conditions at home, no collusion, collaboration or consultation occurred and the work produced is of authentic and original production.

SACE guidelines- Section 4.3 on **Supervision and Safeguards Against Plagiarism:**

“Students are required to submit work that is their own. Apart from appropriately incorporated quotations from other sources, no part of students’ work may be copied from any other person’s work, or be based on an undue level of assistance from another person.”

|  |  |
| --- | --- |
| Please select which condition was met.  (minimum of 1) | Declaration (✓) |
| Parent/caregiver supervision |  |
| Live stream (teacher supervision) |  |

**Student Declaration:**

I hereby declare that I have completed this assessment under the required conditions for the task, and this includes no unauthorised use of my mobile phone, class notes and/or the internet.

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent/ Caregiver Declaration:**

I hereby declare that the task was completed under the required conditions as per the conditions set for the task and as per above.

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Working from Home Checklist**

When working from home it is important to set up your workspace to support your health and wellbeing. Create a dedicated workspace, and, if possible, keep it separate from your living/relaxation spaces (for example, your lounge room, dining room).

Typically, portable devices are not comfortable to use for extended periods, so take responsibility for ensuring your home office is ergonomically appropriate and free from hazards.

* Ensure your workspace is set-up using ergonomic principles (see the graphic below).
* Use a suitable chair and adjust for your height.
* You may want to consider a sit-stand desk.
* Ensure electrical leads are in good condition (not frayed).
* Locate your workspace so it receives natural light.
* Remove distractions from your workspace.
* Use the speaker option on your phone instead of cradling it between your neck and shoulder.
* Ensure you take a 5-minute break every 30 minutes and move away from your workstation to give your eyes and neck/shoulders a rest.
* Take a dedicated lunch break and maintain good nutrition.
* Establish a consistent routine by trying to maintain your normal work hours.
* Maintain good hand hygiene.

