

# Online Learning Guidelines

## *for Teachers*

Norwood Morialta High School is committed to ensuring the continuity of student learning. In the event of a school closure the school has developed the following guidelines to minimise disruption and support students in their continued engagement and connection to learning.

Our students are fortunate to have access to a number of online systems that will enable them to receive lesson instructions, tasks and teacher support. To ensure the effective implementation of these guidelines we seek parent support and partnership in learning.

### **What does online learning look like?**

Online learning may look different for everyone. Rather than sitting in a physical classroom, students will now participate in a virtual classroom and connect with their teacher and classmates through different online platforms.

Teachers will use a variety of online tools for different subjects and classes; however the message remains consistent: *Students will continue to remain focused, engaged and supported in their learning to be successful – just in a different way.*

### **Key Priorities**

- It is expected that staff will follow these Online Learning Guidelines.
- Daymap will be used as the primary form of communication between students and teachers. All lesson plans, instructions and resources will be published on Daymap by the teacher, including links to other websites and platforms.
- Students will engage in each subject twice a week and they will be directly contacted by their teacher at least once a week. This contact may vary and involve video conferencing, class posts, google chats, shared collaborative documents, live quizzes or Daymap/email messaging.
- Teachers are required to respond to student Daymap messages and parent queries during scheduled lessons as soon as possible.

## Expectations and Guidelines

To ensure the effective and consistent delivery of teaching and learning programs all teachers are expected to follow these guidelines:

- **Timetable:** Plan lessons to be delivered as per the standard lesson times on your timetable.
- **Lesson plans and instructions:** Provide instructions via Daymap lesson note for each lesson.
- **'Live' Check-in:** You are expected to undertake one 'live' check-in with your students during one of your timetabled lessons each week. For example a video conference, live chat or live quiz. This is a valuable opportunity to check student's understanding and to monitor their progress and wellbeing.

*Protocols for 'Live' Chats for teachers and students:*

- Develop and reinforce protocols with students:
  - Be prepared for online interactive session so that the time can be used to ask questions, undertake collaborative work and connect with others in the class
  - Join sessions on time
  - Engage respectfully and use appropriate language with all participants
  - Request that students mute their microphone, unless speaking
  - Wear school uniform polo, shirt or jumper for sessions
- Seek permission before commencing any recording
- Encourage students to actively participate and contribute in group discussions/collaborations
- Be appropriately dressed in a professional manner for 'live' sessions.
- **Attendance:** Students are automatically marked as home-study for any lessons that do not involve a live component (eg the students do not need to participate in a video conference). Mark students as either present (tick) or select 'Offline' in the drop-down menu for scheduled real time (live) interactions. Follow up for non-attendance to two live sessions (as per protocols).
- **Subject Support:** Respond to any student messages during the normal scheduled lesson or as soon as possible.
- **Lesson plans and instructions:** Instructions must be provided for each lesson. These should be designed to allow students to complete their work for your subject during their scheduled lessons.

- **Modification of Tasks, Programs and Due Dates:** Modify tasks and programs to ensure that lessons and tasks for your subject can be completed at home in an online environment. *For example, consider how practical lessons could be delivered in a different way.* Any changes to due dates or task requirements must be communicated via lesson notes and Daymap tasks. SACE teachers should record any changes on the Addendum in their SACE LAPs.
- **Student Support:** All teachers must accommodate for students with learning needs, EAL backgrounds and special provisions.
- **Assessment Tasks and Marking:** Publish formative and summative assessment tasks via Daymap. Ensure grades and comments for these tasks are published within two weeks of task completion. Teachers will follow up with students and parents for non-submission of work as per the process outlined in the 'Monitoring Student Engagement and Wellbeing' section.

**Breaks:** It is recommended that staff take a break away from their screens between lessons and for the entirety of scheduled break times.

## Pedagogy to Support Online Education

The remote and online delivery of teaching requires a pedagogical shift to ensure effective student engagement and learning. This shift involves using new approaches and re-designing learning and assessment programs, where possible. A traditional approach, particularly direct instruction or "chalk-and-talk", will not be an effective method in an online environment. Effective online education involves a varied, flexible and personalised approach.

Variation involves the use of different approaches and tools to support student engagement. These approaches can include a combination of the following:

- **Live lessons** delivered through live streaming or video conferencing
- **Recorded lessons** delivered through vodcasts, screen-casts or presentations (with video or voice-overs)
- **Digital resources** such as articles, videos, eBooks, apps (including STILE Science App) or websites, for students to engage in
- **Formative assessment** through forms, quizzes and other tools to measure understanding
- **Live discussions** via chats or video conferencing
- **Discussions** through forums or posts where students and teachers can make comments to collaborate
- **Digital task creation and feedback.** This can be collaborative or individual and be based on Google documents or Word 365. These cloud-based programs can allow teachers to provide comments and feedback within the task.

This teaching and learning program is brought together and delivered through a Virtual Learning Environment.

Flexibility and personalisation ensures that all students are supported and can engage in the learning program. This involves having all learning materials accessible online at any time, having negotiable deadlines (where required) and open tasks with options to facilitate student choice. To support this flexibility, where students will be completing tasks at home, traditional tasks will need to be modified, especially in practical subjects such as PE, Science, D&T and Art. Teachers of these subjects will need to consider creative ways for students to demonstrate evidence of their learning.

### **Online Learning and Virtual Learning Environment**

Effective online education involves the planned and considered use of various digital learning applications and platforms to create a Virtual Learning Environment. A virtual learning environment (VLE) is the use of a range of digital learning tools to actively engage students in a sequenced, online learning program. This delivery should be centred around one platform which becomes the virtual classroom, such as Google Classroom, Teams or sites, which brings the learning to one central location. Daymap is a Learning Management System that is used to mark attendance, post lessons instructions, and publish tasks and results.

As in a traditional classroom, the teaching and learning program must be carefully planned and considered to ensure all students are able to access their learning. Simply using a range of technologies is not enough. They must be used as a part of a planned and organised learning program.

#### **Key requirements:**

- Clear instructions are posted for students as a lesson note on Daymap. These can include links to other platforms that form your class' Virtual Learning Environment. You could also include the learning intentions, so that students have a clear understanding of the purpose behind the lesson, tasks and activities.
- Students may contact their teacher for support via Daymap messaging. Teachers should respond to students during lessons or otherwise as quickly as practically possible.
- Use a range of strategies (refer to previous list) to create an engaging Virtual Learning Environment. This should not just be uploading tasks sheets and resources for students to view. There must be opportunities for collaboration and active participation.
- Set clear expectations. These can include completion dates and timelines to ensure that students have a clear understanding of what they need to complete.

## Supporting Student Engagement

All students are expected to actively participate in online learning by attending live lessons and completing tasks. Like in a physical classroom, teachers are expected to monitor the participation and engagement of students. This monitoring takes place through marking attendance for live lessons via Daymap, setting formative and summative assessment tasks, interacting through 'live' lessons and following processes to manage incomplete work.

### Attendance

Teachers are required to mark students as either present (tick) or offline/absent (red cross) for 'live' sessions of on-site face-face lessons. It is essential that rolls are marked accurately as parents will be automatically informed if their child is marked offline/absent for any lessons.

If a student is absent for two consecutive sessions then the teacher needs to follow up immediately with the parent/caregiver and check-in with the student. These actions must be documented in Daymap Notes.

Teachers should refer attendance concerns to LCLs by completing the online referral form.

### Assessment and Submission of work

Teachers will provide students with formative and summative assessment tasks to demonstrate their understanding. These tasks must be accompanied with a detailed task sheet with clear instructions, IBMYP criteria (rubric) or SACE Performance Standards and support resources. Students will be expected to upload their work on Daymap or to One Drive, as per teacher instructions.

Feedback and assessment results will be published on Daymap.

In the situation that a student does not submit work, then teachers should follow the procedures outlined on the 'Monitoring Student Engagement and Wellbeing' page .

### Referrals

Teachers will be able to raise concerns and make formal referrals for additional follow up by completing an online form. Please refer to the 'Monitoring Student Engagement and Wellbeing' page for more information.

### Fortnightly Interim Progress Checks

During PLC sessions in Weeks 2, 4 and 6, teachers will be required to complete a quick online interim progress check on students in their classes. This check will enable teachers to highlight progress.

## Supporting Student Wellbeing

The move to online learning will be a significant change for adolescent learners. This transition will involve establishing new routines and schedules and may involve increased responsibilities at home for some students. This change, and the impact of the pandemic on our society will have an impact on our students' mental and emotional health. The focus on student wellbeing must remain at the centre of everything we do, as we support them through this uncertain period of time. This support is based on continuing positive relationships and connections with students, creating a safe and supportive learning environment, and monitoring their mental and emotional health.

### Further Actions Required:

- All staff are expected to monitor student wellbeing during 'live' sessions and messaging.
- Teachers should document any concerns in Daymap Notes. Urgent concerns should be forwarded to the Wellbeing Team immediately. All other concerns need to be referred to Campus Management Teams by completing the Student Engagement Monitoring Form on the 'Monitoring Student Engagement and Wellbeing' section.
- If necessary, teachers may need to complete an eCARL (Mandatory) Report at <https://www.childprotection.sa.gov.au/reporting-child-abuse/report-child-abuse-or-neglect> . A copy of the notification summary needs to be emailed (or given) to both Jacqui (Principal) and the relevant Deputy Principal.

### Online Safety

To ensure the safety of our staff and students in a virtual learning environment we recommend that:

- All digital contact is related to teaching and learning or wellbeing
- No sharing of personal internet locations, correspondence of a personal nature via social media, internet posting, or use of private online chat rooms
- No uploading or publishing still/moving images or audio recordings of students to any location other than Teams, Daymap or Google Classroom
- Avoid one to one delivery/ chats/ communication between staff and students.

***More information is on the 'Monitoring Student Engagement and Wellbeing' page.***

## Supporting and Mentoring students in PL Groups

STILL IN PROGRESS.....

Students are expected to complete a weekly check-in activity to provide an update to their PLG teacher about. Priority will be for PLG teachers to check-in and connect with students in PLG.

**Students answer the following questions:**

⋮

