

HOME LEARNING GUIDE

For parents & students





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**If your family
does not have
access to the
internet
please notify
the school
ASAP**

**WE WILL WORK OUT AN
ALTERNATIVE TO SUPPORT
YOUR CHILD**

PARENTS RESPONSIBILITIES

HOW TO SUPPORT YOUR CHILD DURING REMOTE LEARNING

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

STUDENT RESPONSIBILITIES

STUDENT RESPONSABILITIES DURING REMOTE LEARNING

Establishing and/or following a daily routine for learning

Identifying a safe, comfortable, quiet space in their home where they can work effectively and successfully

Regularly monitoring digital platforms and communication (Office 365, G-Suite for Education, Seesaw, Canvas, email, etc.) 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

Communicating with school staff as different needs arise.



ESTABLISH ROUTINE & EXPECTATIONS FOR YOUR CHILD

Clarify day-to-day routines

Routines make life easier as your child will be used to them at school. Together, put a timetable together of activities that are reasonable for both you and your child to manage.

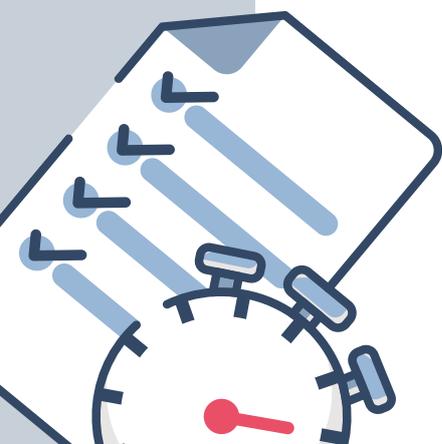
Possible things you may wish to consider are:

- Wake up time.
- Break times.
- How long on each subject.
- Access to fridge.
- When school work finishes.

It can also be helpful to:

- Encourage regular exercise breaks. Options could include exercise apps, dancing, floor exercises, yoga, walking around the garden or using home exercise equipment.
- Encourage healthy eating habits and drinking enough water.
- Keep normal bedtime routines.

It is important that you set these kinds of expectations as soon as learning from home begins, rather than several days later if you notice a child is struggling without a routine.



SET UP RULES TOGETHER

(REWARDS & CONSEQUENCES)

If you both understand and agree to reasonable behavioral expectations and the consequences of either meeting them or breaking them, life will be much easier for the whole family.



KEY CONSIDERATION WHEN SETTING UP A LEARNING ENVIRONMENT

01

Quiet area.

02

Using a desk or table.

03

Limit distractions.

YOU MAY HAVE A REGULAR PLACE FOR YOUR CHILD TO DO THEIR HOMEWORK UNDER NORMAL CIRCUMSTANCES, BUT THIS SPACE MAY NOT BE SUITABLE FOR WORKING IN FOR AN EXTENDED PERIOD OF TIME



SETTING UP A LEARNING ENVIRONMENT

We recognise that every home is different. Where possible, it's important to provide a quiet and comfortable learning space. For example, in some families, having all children around one table may work best.

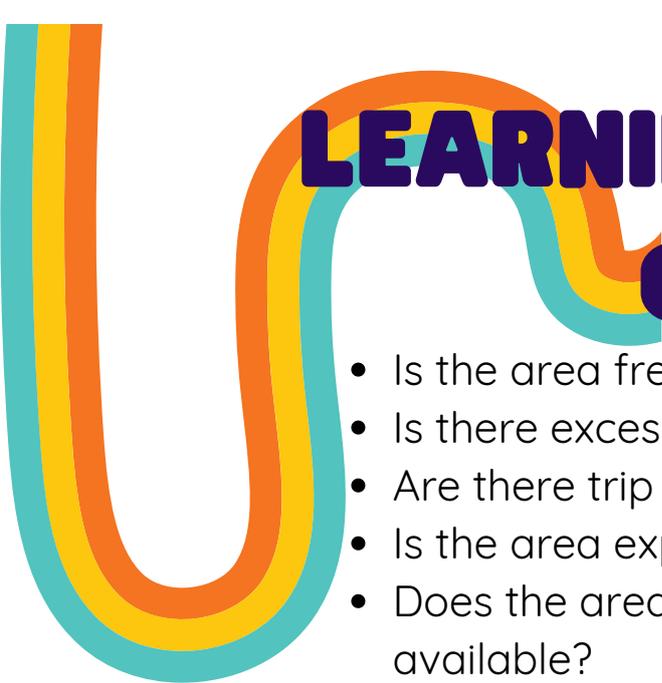
Where possible, extended learning should take place in a space your family shares. For example, a lounge room or dining room. These spaces are preferable over a bedroom, where:

- It can be isolating for your child
- Supervision can be more challenging.

It should be a place:

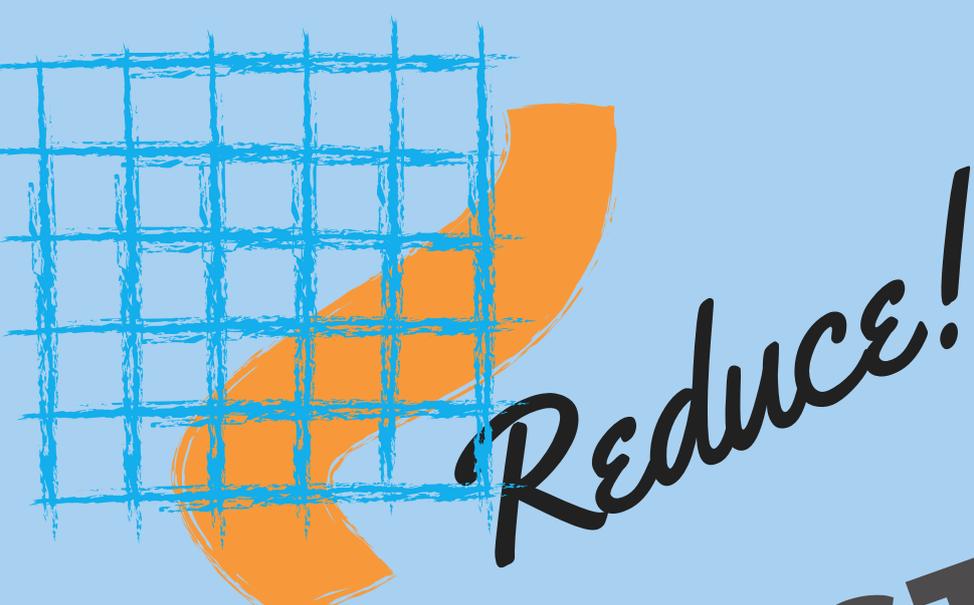
- that can be quiet at times
- that has a strong internet signal, if possible
- where you or another adult is present and monitoring your children's learning.





LEARNING ENVIRONMENT CHECK LIST

- 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 mouse should be placed directly next to the keyboard.
- Are their most frequently used items within easy reach from a seated position?



Reduce!

DISTRACTIONS

If you can, choose a room that your child doesn't already associate with less focused activities (probably not the television room), reduce clutter around them, and choose a space where they are less likely to be distracted by other household activities.

Test it out—if you notice something in the room that is distracting your child while you're trying to keep them focused, can you remove it? Or can you use it as part of the activity to engage them?

COMMUNICATING WITH YOUR CHILD

One of the best ways to support your child with their learning is to ask them questions and clearly communicate with them. 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.

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.

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?**

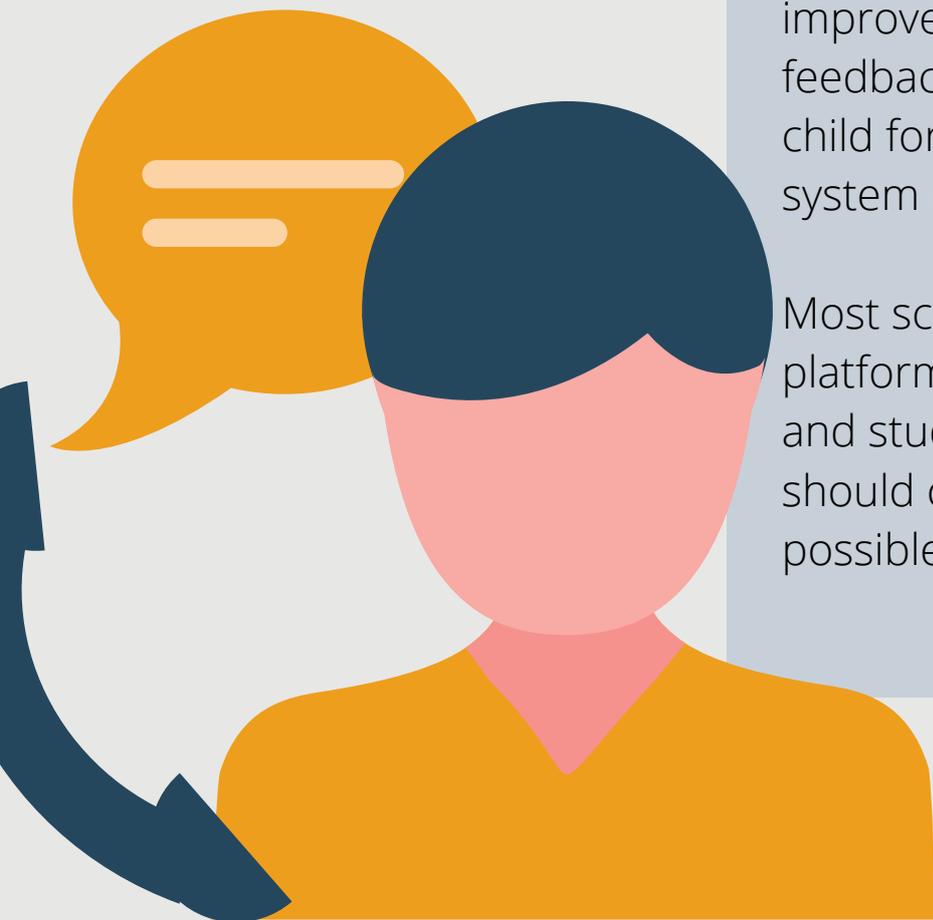
Communicating with the school

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 will need to communicate with your child when they are learning from home. The department provides a range of communication tools for this purpose. Your child's school can use software from Adobe, G Suite for Education or Microsoft Office 365, all offered by the department.

Learning tasks can be delivered by email, Microsoft Teams or Google Classroom. Team allows voice chat for live learning sessions.

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.

Online consideration

It's important you keep a balanced approach to home learning. Time spent using digital devices for learning should be broken up with physical exercise and offline learning tasks often.

For students over six, hourly exercise breaks are suggested.

It's also important that during this period of remote learning we maintain safe and responsible use of information and communication technologies. This includes:

- the appropriate use of digital platforms, privacy and information protection
- respectful online communication.

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

Digital Citizenship

We recommend that you take the time to explore issues of digital citizenship and online safety websites such as the **esafety commissioner**. Then discuss these with your child.

It is important that during this period of remote learning that we maintain safe and responsible use of information and communication technologies.

USEFUL TIPS

Sticking to a full schoolwork timetable will not work for everyone. Insisting on one may lead to heightened stress and tension at home, particularly if you have a number of school-going children. Be flexible and sensible.

What's important is that your child makes a good effort each day to complete some schoolwork.

Remind yourself that having to work independently without interaction of teachers and peers is new for your children and may be challenging. While it may be important to support your child to engage with learning at home by using technology, **it's not and cannot be exactly the same for your child as learning in school.**

Your child is likely to be less focused and attentive than they would be in school. If this is the case, consider helping them to **start small** and increase their study/schoolwork time gradually. **Encourage them to take short breaks between study blocks.**

Remember you are not a teacher and there is no expectation that you should be doing extensive hours of tutoring or completing schoolwork with your child every day.

Be realistic and sensible about your child's needs and your own, during this time. Be flexible and open to adjusting to both your needs and your child's needs – do what you can!

USEFUL TIPS ...

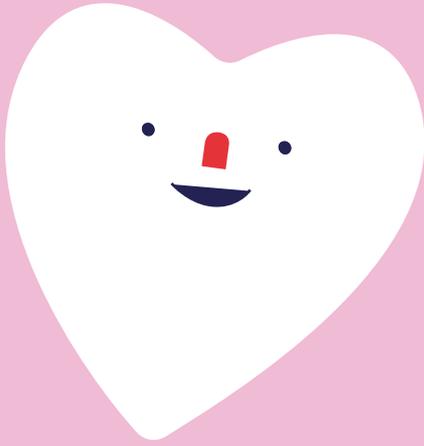
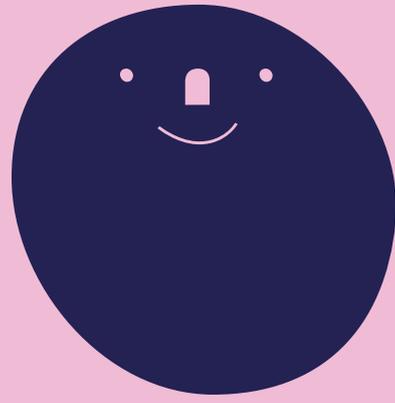
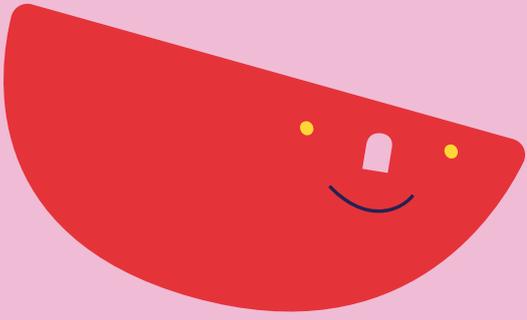
If your child's first few attempts at the Plan for the Day have not worked, remember this is a time of learning and adjusting so **it may take time to get it right.**

At the end of each day, your child may want to discuss with you what worked well about the plan and what was challenging. **Help them to think about how it could be improved for the next day.**

For many children and young people it may be **difficult to stay motivated and focused when working alone at home.** This is normal. The Plan for the Day will help. Encourage them to take regular breaks and praise and reward them for working hard and trying their best.

This may be a challenging time for families. Be patient and kind with yourself. If you can, take breaks during your day, get plenty of sleep, connect with friends and family using social media, exercise and eat well.

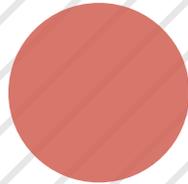
Remember that the most important thing that you can do is love and care for your child and reassure them that **Covid-19 will pass.**



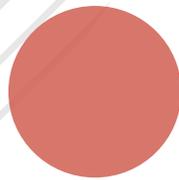
Together We Can Overcome

**Special thanks to
the amazing
teaching staff who
make all this
possible**

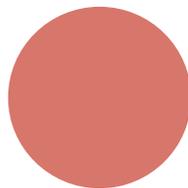
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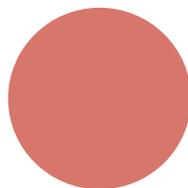
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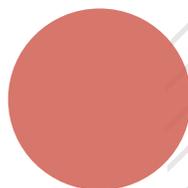
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