

## Online Learning Guide (Year 9, Year 10 and Year 11)

### Getting MS Teams ready

The ICT team will put all classes into MS Teams, once Daymap is finalised and up and running, this should be in place by the end of Week 0. They will ensure all classes are set up with shared access for IT to allow relief teachers to be provisioned, should the need arise.

The 'Flexible Learning Online' guides from 2020 still provide useful and relevant protocols and processes that can be implemented. The following are amendments for the start of the 2022 school year.

For the purposes of this document, the following definitions apply:

- **Synchronous** refers to interactions that occur in real-time via video conferencing in MS Teams.
- **Asynchronous** refers to interactions that occur via text in MS Teams channels or Emails.

### Starting the Day

On Wednesday 2 February, all students will begin the day in Care Groups for all of Lesson 1 and 2. It is expected that this will be a synchronous video conferencing session, led by the Care Group teacher. A range of information and activities will be engaged with during this time.

All students will be expected to remain online and participate in the Care Group activities until such time as the Care Group teacher deems their presence no longer necessary.

For the remainder of Week 1 and 2, all students are expected to be ready and logged in to their classes, either MS Teams video conference or channel, by 8:40am and to engage with synchronous/asynchronous learning, as provided by the teacher.

### Roll Marking

All teachers are to record attendance for every timetabled lesson, i.e. both singles and the double, using MS Teams channel or live check-in during synchronous session.

- All students in Year 9, 10 and 11, are automatically recorded as Home Study in Daymap. The class teacher is responsible for ensuring they manually change the attendance status for any student that they cannot verify having logged in to the session.
  - Synchronous sessions – teachers will download the 'Participants attendance list' to verify student attendance.
  - Asynchronous sessions – teachers will post an attendance check in the class Channel. Students post a reply to time-stamp their attendance. Students are not to use the 'like' features as there are no time-stamps for verification purposes.
- If a teacher cannot verify a student's attendance they are to mark the student as per normal absence protocols (e.g. Unexplained, Family, Ill, etc. depending on the information the teacher is provided).

Students physically present at school, but required to do online learning, must also check in to their online classes. Manual rolls will be taken by a supervising teacher in the designated study spaces. Student's physical attendance onsite will be managed by the Student Wellbeing Centre (SWC) as required.

### Timetable

At this stage, Wednesday 2 February will be the only day with a timetable change. Lesson 1 and 2 will be Care Group. The remainder of the day will be as per the normal school Timetable.

The remainder of Week 1 and 2 will run as per the normal school timetable. We may need to implement a timetable change at the start of Week 3 to facilitate the return to school of our Year 9, 10 and 11 students.

### Learning Delivery

Teaching teams and teachers will determine their teams' expectations regarding synchronous and asynchronous times (this is likely to depend on the nature of the curriculum to be delivered) as well as the development and/or adaptation of learning materials for learning-at-home approaches.

All core learning materials/resources and tasks will be uploaded to Daymap and assigned as per standard expectations/practices.

- Supplementary learning materials can either be uploaded to Daymap or MS Teams as necessary.

At a minimum, all teachers will host one synchronous session with each class, each week.

- The first lesson with your class in Week 1 is expected to be synchronous. During this first session teachers will:
  - run welcome/introduction activities.
  - outline roll-marking protocols for students.
  - outline expectations for Week 1 and 2 learning
  - provide any necessary instruction/materials for learning to progress.
- Any other synchronous sessions are to be delivered as necessary, determined by the teaching teams and teachers based on the needs of the curriculum to be delivered.
- Synchronous sessions may not run for the entire length of your regular timetabled lessons. The length of each session is best determined by the teacher/teaching teams and students will be notified during session when their presence online is no longer required.

Asynchronous sessions will be run using MS Teams channels and/or video-conferencing.

- Emails may also be used if students cannot access MS Teams to communicate with the teacher.
- All students are required to check-in, for roll-marking purposes, with the teacher for each timetabled lesson.
- The teacher will specify protocols and expectations for asynchronous sessions and students are expected to understand and follow these for each of their classes.
- Students are not expected to maintain constant contact with the teacher during asynchronous sessions and may choose to work independently, once they have checked in and know what is required of them during the session.

All students should be given a sufficient level of instruction and supporting information to ensure they can engage with required learning at home.

- Teachers are to be 'available' online (MS Teams channels or live video if preferred) during their regularly timetabled lessons for any students seeking support.
- Teachers should also monitor emails during this time as students may have limited access to technology in the home environment.

Formative assessments remain critical tools to monitor student learning progress and the effectiveness of remote learning programs.

### **Students on site**

Students in Year 7, Year 8 and Year 12, are required to attend face-to-face learning, as per Department for Education requirements. These students will follow their timetables and attend classes as normal. Year 11 students studying a Year 12 subject will be expected to attend face-to-face classes. They can then choose to remain onsite to engage with their online learning, or sign-out and return home to continue learning.

Year 9, Year 10 and Year 11 students that need to learn at school will be located in SLC7 (overflow room(s) will be allocated if necessary) with teacher supervision. These students will be expected to engage with learning online. They will not have access to their class teachers during lesson times. Rolls will be taken and updated through the SWC as necessary. Students will be able to access the school yard during regular lesson breaks; however, they will be expected to remain in SLC7 during lesson times.

### **Supporting students with diverse learning needs**

Support staff will continue to work with students in regards to diverse learning needs. The Personalised Learning Leader and team will adapt their practices to the online learning models as required.

Teachers will continue to differentiate tasks, resources, materials and instruction as required and to the best of their ability when delivering online learning.

## IT Support

The ICT team have developed and published a range of supports and guides to help staff and students engage with online learning and access the necessary tools.

<https://www.bhs.sa.edu.au/flexible-learning/>

If you require any further support, please contact the ICT team directly.

**Phone:** 8278 0920

**Email:** [BHS.helpdesk639@schools.sa.edu.au](mailto:BHS.helpdesk639@schools.sa.edu.au)

## Online Expectations and Safety

It is important that all students and staff implement and maintain an appropriate set of expectations for engagement in online learning. Staff and students should continually be aware of their digital footprint and carefully consider their actions, behaviours and posts in the online spaces.

Any inappropriate content, comments or behaviours will be dealt with by class teachers as necessary. Students may be removed from the online learning space if their behaviours disrupt the ability of students to engage in learning, or the teacher to teach. More significant or persistent inappropriate behaviours will be referred to the relevant year level leaders and followed up with the student and their parent/caregiver.

With the shift back to online learning, there may be an increase in phishing and/or spam emails coming through our email systems. Please be vigilant for this and check the senders email address and/or details prior to clicking on any links or attachments. All staff will be using their '@schools.sa.edu.au' email addresses and school-based MS Teams channels to communicate with students.

All relevant Blackwood High School policies relating to student behaviours and/or the use of technology are expected to be followed. These policies can be found on the school website and all students are expected to be respectful and responsible online.

## Online Learning Etiquette for Students

For synchronous learning experiences you are expected to:

- join lessons on time using the appropriate technologies.
- connect with your teachers and peers in a respectful and productive manner.
- follow any protocols to support your participation as outlined by the teacher during the session.
- actively participate in collaborative aspects, such as group discussions.
- be in a designated study space for all live lessons.
- ensure that the background of any video conferencing session is of an appropriate nature and does not disclose any personal materials that should not be shared with others, preferably blurred.
- wear appropriate clothing for all sessions which includes a school uniform or HPE uniform top for all synchronous sessions.
- take a break, away from screens, between lessons and for the entirety of any scheduled break times.

For asynchronous learning experiences, you are expected to:

- respond in a timely and appropriate manner to all online discussion threads, questions and tasks, as requested by your teacher.
- maintain peer collaboration and support by responding productively and supportively to posts made by other students.
- always use appropriate language when posting online.

This document is intended to be used as a guide to support teachers, students, parents and caregivers to engage with online learning.

## Student Absences

Please report all student absences in the normal fashion, i.e. phone call or email to the Student Wellbeing Centre. Attendance data is being collected and analysed on a daily basis to monitor trends across the two weeks and it is important that we have an accurate record of student absence reasons.