ONLINE LEARNING GUIDELINES FOR WTSC

During COVID-19 Pandemic, WTSC has planned for a digital online learning system to continue to teach Tamil language from Kindergarten to year 12. As you may be aware we have piloted this online learning for the upper classes, particularly from year 10 to year 12 before the Term 1 in 2020 school holidays, and it was a success. We received positive feedback about this new learning system from the respective students, parents and teachers. Whilst WTSC is closed, we will be implementing this online learning paltform for all students until further notice, and any changes to our teaching and learning platforms will be reviewed from tme to time and changes implemented in accordance with the guidelines from Department of Education of NSW and the Government of NSW in regards to COVID-19.

Teaching and learning remotely present several challenges to both teachers and student particularly navigating around any digital platform. A well-founded platform will deliver a seemless learning. We are in the process of establishing a dedicated department, that will be responsible for the establishment and administration of the digital platform. In the next couple of weeks, we will be deploying the lower school and upper school online learning system.

It is important given these changes, parents, students and teachers should take note of the following.

1. INFORMATION ON ATTENDANCE

We understand the complexity of a student attending the school and a student following the online learning. Based on the government advice and the executive committee decision, students are not required to be physically present at school, however, attendance is mandatory during online learning, especially the upper HSC class. The digital platform provides the freedom to complete the tasks as they choose to, however, the student must log in, and spend just as much hour as the school hours to complete their work. The attendance will be logged a as per teacher's discretion.

If you are unsure **how your child's attendance will be marked during online learning, please READ the following;**

- Teachers will set each week's study plan and activities
- Children are expected to complete all learning activities set out by their teacher before end of that week.
- Students who complete the activities by the end of the week will be recorded, marked and provided with feedback.
- It is expected that some students may struggle to complete their assigned work, in those situtions we encourage parents to help their children to complete work
- For students who are to return hard copies of their work, the time delay should be considered upon marking the role.
- Children who are unable to attend for three consecutive Saturdays, without parents or guardian explanation, will be recorded as unexplained absences in the report card.

If a student does not participate in any learning activities set by their teacher and the parent/carer does not provide a reasonable explanation;

- School(Center) will record these days as absences.

If a parent/carer advises the school that their child is sick and unable to participate in any learning activities set by their teacher;

- For children who become sick, as notified by their parent, the absences will be recorded.

Further information can be found in the WTSC 2021 Booklet regarding attendance.

2. INFORMATION ON SCHOOL-BASED ONLINE TEACHING AND SUPPORT STAFFS.

Following resources are available as a guide to online learning., WTSC support staff will be available online to support teachers and parents during online learning,   A range of teaching and learning resources have been prepared to provide practical online and offline instructional learning activities and resources for early childhood, K-5 and 6-12. In addition to these resources, the WTSC have developed the Digital Learning Selector. This site provides a range of information about online learning tools available for teachers and students, including educational resources, links to professional learning opportunities and advice on using assistive technology to support student learning.

Additional information can be found in the education.nsw.gov.au, and we urge in addition to the below, the NSW checklist is also followed.

Learning environment checklist

In setting up this space the following should be considered:

- ☐ 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 keyboard should be positioned at a distance where elbows are close to your child's body and their shoulders should be relaxed.
  - The mouse should be placed directly next to the keyboard.
- ☐ Are their most frequently used items within easy reach from a seated position?

Source (education.nsw.gov.au)

3. STUDENTS ENVIRONMENT PREPARATION

- Assess what technology devices and equipment each student on caseload has for use at home and confirm that the device is loaded with all required software.
- Ensure that all issues re privacy and the use of cameras have been considered as videoconferencing may be a suitable option to support 1:1 teacher-student interaction.
- Support will vary for students depending on age and level of hearing loss. Plan the support in line with each student's Personalised Learning and Support Plan.
- The mode of delivery will be unique for each student and their family. This will depend on their ability to access the appropriate technology (including internet access) and the skills they need to use the technology effectively.
- Students with complex learning or physical needs, as well as hearing loss, will require varied support, based on their individual needs. Many of them will require an additional responsible adult at home to sit and work through activities with them.
- When working with babies/toddlers, consider Skype calls or video conferencing with parents or carers. The technology will not be accessible for everyone, so plan based on what equipment the family has available.
- Consider the use of cameras, which could support direct teaching across a range of settings.
- Ensure classroom teachers, students, parents and carers are consulted in the development of plans.

Issues to consider when supporting students learning from home

Consultation

- Itinerant Support Teachers Hearing (ISTH) will continue to be available to provide support to class teachers, parents, and (where appropriate) to students themselves. A timetable of support can be maintained using available technology, phone and email contact.

Auditory Skills and Speech

- Lessons can be provided directly to students via video conferencing, using Google Hangouts Meet,
- Lesson content can be sent to parents or carers outlining how they can support continued learning from home.
- Auditory files can be uploaded to a suitable platform. For example, a YouTube video of the teacher producing target speech sound could be uploaded to Google Classrooms

Language, Literacy and Numeracy

- Using Google Classrooms with written instructions and activities (this may need adult input)
- Uploading content activities, and video files (such as YouTube)
- Emailing lesson content outlines to parents and carers, to be delivered by them.

4. ADVICE TO PARENT AND CARERS

If WTSC is closed for an extended period of time, the WTSC will continue to provide learning activities for your child to do at home and will communicate with you about their learning.

>>Teachers may also contact students in groups or through one on one direct email, if required via phone.

This information sheet (English PDF 116KB) NSW Department of Education, External link will help you understand how to help your child learn at home, including:

- Your responsibilities – there are things you will need to do to help your child learn from home, such as setting routines, finding a quiet space and asking how their learning is progressing.
- Your child's responsibilities – your child will also need to follow the methods set for them and complete the tasks the teacher assigns doing their best work
- How to plan their day – your school should give you some advice and a guide for what your child should be doing during the time
- Looking after their wellbeing – you will need to make sure they have breaks, drink water and are not getting stressed or anxious
- Communication – it will be important that you talk to your child regularly about their learning. Your child's teacher and/or the school will communicate with you and tell you how to get in touch with them.
- Using technology and screen time – it will be important that you supervise your child to use technology safely and put limits on the time they spend online.

Continuous learning is established though not just by teachers but parents, it is urged, parents collocate with their children and teachers, through the online portal, to provide the best learning possible.

5. Google meet Class Room Guidelines & Expectations for students

Prior to joining Gmeet Class I will:

- Test my audio, video and camera function before the Class starts.
- Know that when I am not speaking, I mute my microphone and cooperate with teachers to conduct the class smoothly.
- Set up in a quiet room with a simple background behind me.
- Make sure I am in a family space (not my bedroom).
- Be dressed appropriately.
- Let all the people in my house know I will be in a Gmeet classroom, so they know that if they are walking across or near you, they may be seen or heard by members of the classroom. This may cause inconvenience during class time.
- Make sure to login using the WTSC email ID. Gmeet classroom is strictly for students and teachers. My parents/carers may help in the joining process but will not be invited to the meeting.

During all Gmeet class I will:

- Conduct myself as I would in our classroom at school, by treating people online with the same respect as in person.

- Ensure my camera is on at all times during the lesson.
- Think about the impact that I can make to others whether it'd be negative or positive. Before speaking you should always consider others' feelings. Do not invite others into the google classroom (whoever it may be)
- Respect the privacy of other students and teachers, by NOT recording the Gmeet in any possible will.
- Not take any pictures during the lesson.
- Only share my screen if my teacher requests me to do so.
- Think about what i am writing. I will also read carefully before entering the answer into the chat.
- Only use the chat function to ask relevant questions, it is not a place for conversation.
- Listen respectfully to the person talking and not talk over or interrupt them. I will be mindful that every classmates' opinion is important and valuable in our discussion.
- Use the 'raise your hand' function if you have something you would like to say.
- Acknowledge that WTSC May record the session for internal record purpose

If I do not follow the guidelines and expectations during Gmeet class, after a warning I understand:

- I may be unable to contribute comments verbally or interact with others.
- I may have my video turned off so others cannot see me.
- I may be removed from the meeting.
- Principal will be making a phone call home to have a chat with me and a parent/carer.

6. CYBERSECURITY

We take cybersecurity and privacy very seriously, please refer to our WTSC 2020 booklet for more information around how we use and protect personal information of our students, teachers and parents, however safeguarding the children is everyone's responsibility, it is urged that parents must supervise their children at all times during online learning We will not tolerate cyberbullying or any smilar activities that is discriminative in any nature and if WTSC students are being reported as involved in any such activity, it may result in deciplinary action

We have collated required information to help your child learn and play safely online and get the most out of the technology available to them. The following highlights some of the issues to accounted for.

Are they old enough?

- How to navigate key online milestones for your child - Parents and carers play a key role in guiding their children as they first encounter the online world and begin to learn through exploration, play and social interaction.
- When is your child old enough to take their first online steps and begin to explore on their own? How soon are they ready for smartphones and social media accounts?
- It is a good idea to protect younger children from online risks such as encountering harmful content, contact with strangers or missing out on the physical activity. But it is up to you to decide when and how they take these first steps, and how best to support them as they begin their online journey.

- Please visit NSW Education Website further information and how we can keep children safe this environment...! >>>>Click this link Parents and carers.

Online safety

- Practical tips for parents to help children and young people use the internet
- The following tips will help parents provide support and guidance for children and young people as they engage in online activities.
    - Set up device safety
    - Listen to your child, parents,/ supporters.
    - Use appropriate App to control the content

Monitoring and supervision

- Monitoring a young person's online activities includes checking that websites are appropriate for a child's use and keeping an eye on the screen.
- If parents are willing to provide children and young people with access to mobile phones and computers, then a responsibility to understand, model appropriate behaviour and communicate the basics of good digital citizenship should come with the access.
- Advice on monitoring often focuses on keeping the device in a shared family area, yet in the age of wireless connections and internet-enabled smartphones, this is increasingly difficult. Similarly, young people may control their own online details, such as passwords and web browser histories. Parents can address these difficulties in the following ways:
- More information and help please visit Child Family Community Australia

A further update will be provided on this flyer, as we build the online environment, please stay tuned, and be safe and respectful in this challenging environment.

This is an exceedingly difficult time for all of us. We hope everyone understands the practical problems with regards to this transition. The school administration believes that all the above are essential information that should be implemented to aid a smooth transition from onsite school to online school. We may amend or change these guidelines accordingly when required. Thank you for your support.

Regards,

WTSC Administration 2021

www.wtsc.org.au

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