To Flourish To Grow

CHRIST THE KING SCHOOL, WARRADALE

CONTINUITY OF LEARNING PLAN
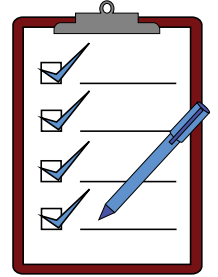
GUIDE FOR PARENTS AND CAREGIVERS

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THE ROLE OF PARENTS AND CAREGIVERS

During these unprecedented times, parents and caregivers will be called upon to support their children's learning more than ever before. Whilst teachers remain responsible for the delivery of curriculum and student's wellbeing, we need your help too.

Checklist for Parents

- Ensure students have access to a device (may be a shared device) with reliable internet connection from 9am each school day
- Set up a consistent workspace, ideally in a common area of the home (not a bedroom)
- Check in with children that they understand the learning tasks
- Establish good routine and help students stick (broadly) to the timetable provided
- Promote children to have good communication with teachers through the online platforms and provide constructive feedback
- Encourage children to make the most of regular scheduled breaks, promoting outside physical activity
- Monitor online activity and discuss safe and appropriate ways to use technology

Make the most of it! We will eventually be back at work, school and home routines, so we encourage families to make the most of these unprecedented circumstances and have fun!

How will it work?

Students will need to be in their learning environment and on their device between 9am-10am (to cater for shared devices) each day to either to view a video or conference with their teacher. This will set students up for an effective day, as well as support their wellbeing through seeing and hearing their teacher, as they would ordinarily on a school day.

Students will be engaged in learning approximately in line with a normal school day (i.e. between 9am and 3pm), submitting work for assessment and receiving feedback as normal.

We will provide a schedule which we ask parents and caregivers to support students to adhere to, as much as possible.

Learning will be completed in various formats - apps, websites, referring to online resources, in a book, outdoors etc.

Specialist lessons (PE, Japanese, RBL/Digi-Tech, Music) will continue throughout the remote learning period.

Questions to ask

- What are you learning today?
- What are your learning targets or goals?
- How will we/you organise your time?
- What resources do you need? What support do you need?
- Are you okay?
- Do you need to ask your teacher for something?
- Do you need help with something to make tomorrow more successful?

Learning space checklist

Assist your child in selecting a quiet, dedicated space, ideally in a common area, for their learning. Consider:

- Is the area free of distraction?
- Is there a proper desk and chair, and other necessary equipment (e.g. light, stationery and a place for a device)?
- Are there sufficient power points?
- Is the equipment (e.g. extension cord) in a satisfactory and safe working condition?

FAQS & TIPS

If I've got a question for my child's teacher, how can I contact them?
In the first instance, send a message through Seesaw, email, Microsoft Teams (whichever your child's teacher specifies) and your child's teacher will get in touch. As in a typical classroom environment, teachers will be busy throughout the day setting work, marking submitted work, creating videos etc., response times will be varied. Please be patient, allow a response time of up to 24 hours (depending on workload/immediacy of need/ease of response). we appreciate families respecting the importance of downtime for our teachers, and suggest you anticipate responses between the hours of 8:30am and 3:30pm.

Who can I contact if I have a question about my child's learning?
- A piece of work, resource, learning or class suspected misuse of ICT - Classroom teacher
- A personal wellbeing or social concern - Classroom teacher and hcard@christking.catholic.edu.au
- A technology related question or issue - Classroom teacher
- Other issue related to remote learning - hcard@christking.catholic.edu.au

What resources will my child need?
In general, your child will have access to all the resources they need, both online and book-based learning. If a specific resource is required, it is likely to be found in the home or in the back yard. A well-considered, dedicated learning space will be key to remote learning.

Considerations for Effective Remote Learning

Your child knows best.
Home is not school. Don't try to teach your child, but instead work alongside and support them. Use your knowledge of your child and family to create reasonable expectations and engage your child's strengths and interests.

Children like routine and are used to a structured school environment.
- Establish a simple, consistent and responsive daily routine.
- Your teacher will provide a schedule that is relevant to the classroom.
- Adapt as needed to suit your child's needs and family life.
- Display your routine so everyone in the family can see it.
- Keep bedtime routines the same as normal.

Discuss appropriate use of technology
Have an age appropriate conversation about online learning. Set boundaries for technology use at home and create a home-tech agreement. Where necessary, help guide your child about how to safely access appropriate online content. Encourage your child to treat others online they way they would in real life - respectful chat, I can do that. Speak to your child about what to do if something happens online that makes them feel uncomfortable. Refer to https://www.esafety.gov.au/ for extra information.

Keep it appropriate
Make an ongoing commitment to consider the space and context in which your child is learning. We strongly recommend learning areas to be in a common space, not in bedrooms - this is particularly important for years 3-6 as they may be videoconferencing. In addition, while children do not need to wear their school uniform, they must be dressed appropriately, as will teachers.