Braybrook College Remote Teaching and Learning guidelines 2021

Research and practice tell us that students are likely to learn best from home when teachers:

- Create and communicate a schedule or calendar that shows what is expected of students. Teachers follow the curriculum timeline of the subject so that students and families are clear about what is expected, for example, what students will be asked to do, by when. Tasks may need to be modified, given the challenge of remote teaching, so that deadlines can be met
- Avoid overwhelming students by giving them too many learning activities at once – for example, a whole month's work
- Plan for a blend of synchronous (in real time) and asynchronous (not in real time) online learning opportunities but make sure they are available to provide student support throughout the lesson by keeping the video meeting open
- Balance individual activities/tasks with collaborative ones that support students to engage with each other online – if appropriate and technologies can facilitate it
- Include explicit teaching and a variety of activities/tasks – for example, creative, reflective, analytical, shorter, and longer tasks

Adapted from: https://www.coronavirus.vic.gov.au/understanding-remote-teaching-and-learning

Key terms:
Synchronous (sometimes referred to as 'live') teaching
- Synchronous teaching and learning is where the teacher is present at the same time as the learner(s). This is almost always the case in a face-to-face environment
- Synchronous teaching and learning includes Zoom and Google Meet and includes the ability for attendees to access PowerPoint slides, documents or other resources, respond to interactive questions and engage live with their classmates in discussion threads, collaborative google docs, etc.

Asynchronous teaching
- If synchronous (or live) teaching and learning is where the teacher is present at the same time as the learner, asynchronous learning refers to the opposite. The instructor, the learner, and other participants are not engaged in the learning process at the same time. Some examples of asynchronous teaching include, email communication with students, pre-recorded sessions, some assignment work, quizzes, exercise routines, reflection journals, blogs, recorded student presentations, podcasts, discussion boards, etc.

Note: At times, synchronous teaching is not possible or desirable and asynchronous alternatives can be just as valuable. Consider the competing demands within a household, such as, parents/teachers juggling their work and other children's learning needs, increased caring responsibilities, family members competing for study/work spaces, etc. Giving students choices in what tasks they do, when and how they demonstrate their learning will give teachers/families flexibility in these circumstances and may lead to superior outcomes

The following are the college's guidelines to remote teaching and learning for the remainder of 2021:

For each lesson your teacher will:
1. Create a post on the Compass *Class Page News Feed* with the topic, a brief explanation, and directions to the work for the lesson.
2. *Create and post the class video meeting link (Zoom or Google Meet) in the Compass Class Page News Feed too, directing students to join the meeting at the start of the class.*
3. Once on the video meeting, mark the roll. This will be the mode of taking the roll in every lesson as teachers verify student attendance and participation in classes in this way in every subject.
4. Deliver the lesson.
5. Keep the video meeting open throughout (even if no longer teaching live) – this way students can stay connected or click back into the meeting if they want help or need to ask anything.
6. Give clear advice to students about when the lesson will finish, including when finishing a synchronous element and beginning an asynchronous element. There should usually be a balance of activities that can be done online and in other forms.

Note: Practical subjects will also follow the steps above. Non-theory elements of practical subjects might be delivered a little differently however, lending themselves to largely asynchronous or offline lessons, for example Physical Education/Health practical classes involving an exercise program, woodwork classes involving mock measuring and cutting, visual art classes involving creation of practical works, etc.

If the steps, above, are not possible or if something happens with the Zoom/Google Meet connection, your teacher will have provided you with their email address. You can always reach out to teachers via their Gmail (use the teacher's initials plus @braybrooksc.vic.edu.au, for example mms@braybrooksc.vic.edu.au to contact Assistant Principal, Sean McMahon, whose initials are mms)

Expectations of students:
- Students are expected to have functioning microphones when working remotely. If not, students must attend school in person, COVID protocols permitting, using a school issued laptop or desktop computer in a computer lab (be aware that IT support can be provided onsite or over the phone from our school ICT department). If protocols do not permit, students must get in touch with the school ICT department
- Students are expected to have their cameras switched on OR, if this is not possible, they must display their Compass photo (or if this does not yet exist, another suitable photo)
- Students must display their name as it appears on Compass. See notes below for instructions

Notes:

- How to change Zoom background
- How to change Google Meet background
- How to change name and photo on Zoom
- How to change name and photo on Google Meet

Resources on Remote Teaching and Learning

- https://education.unimelb.edu.au/__data/assets/pdf_file/0008/3413996/Australian-Education-Survey.pdf

- AITSL- referencing state and territory guidelines

- https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=77528&section=1.2

- Top Tips from DET

- Dartmouth College, New Hampshire

Guidelines endorsed at Staff Meeting 23/3/21