



Learning at Home

Support

TEACHING AND LEARNING SUPPORT

Current as at 25 March 2020.

Many schools are already taking steps to plan and prepare to support learning at home. This update is informed by examples of good practice from our schools.

- » Preparation and planning for possible offsite curriculum delivery is underway.
- » Different people have different capabilities and capacity to work in an online environment. Resources have been developed which support you to understand and use online tools. Support is, and will continue to be, provided to ensure individual teachers can deliver online and offline learning.
- » How we teach, and how students learn, will look and feel different over the coming weeks and months. This update aims to provide assistance for schools about curriculum support, resources and professional learning available to ensure students continue to access quality learning opportunities.
- » Schools are best placed to know their communities and how to provide support for their students and their parents/carers. The following advice can be adapted by you to suit your individual context and the learning needs of your students. It covers:
 - Establishing a communication plan
 - Choosing your online tool
 - Planning for offline delivery
 - Building your skills to support offline teaching and learning
 - Structuring a day teaching and learning from home
 - Clarifying and communicating roles of parents
 - Maintaining a focus on wellbeing.
- » If you have a query about curriculum delivery, or a suggestion for inclusion on the Learning at Home webpage, please email: curriculum@education.tas.gov.au
- » Ongoing updates for staff about the Department's response will be provided on the [COVID-19 updates page](#).

What you can do	What this might look like	How we are supporting you
<p>1. Establish a communication approach with staff, students and families</p>	<ul style="list-style-type: none"> • How and when you'll communicate with staff, students and parents/carers. • How and when students and parents/carers can contact teachers and/or the school. • The methods of communication that are appropriate for your school community. Where possible, continue to use channels families are familiar with. This may include mail, email, Canvas, the school website, social media, telephone and/or interpreters. • Update parent / carer contact details (mobile numbers, emails, parenting arrangements). • Communicate early and often. 	<ul style="list-style-type: none"> • Continue to add additional resources to the public Learning at Home page • COVID-19 Support and Updates on the Department of Education website. <ul style="list-style-type: none"> ○ Frequently Asked Questions for Parents ○ Frequently Asked Questions for Schools, CFLCs, and Staff (staff-only) • Prepare templates and communication materials for social media and parent communication. • Visit Get Organised section (Learning at Home) for additional information.
<p>2. Choose your online tool</p>	<ul style="list-style-type: none"> • Schools are encouraged to use supported online tools where possible (e.g. Canvas, Office 365). If you are currently using other platforms (e.g. Class Dojo, See Saw) these may continue to be used, noting these are not secure and may not be supported by DoE IT staff. • Collect information about students' ability to participate in online learning (access to computer/device, internet, headphones etc.) • Practise using the tool including sending an email, submitting an assignment or contributing to a discussion. The more prepared students are the more likely they will engage when a school closure occurs. 	<ul style="list-style-type: none"> • The following tools are supported by the Department of Education and provide secure online environments for teachers and students. These tools can be accessed on computers/laptops via internet browsers or on mobile devices via Apps: <ul style="list-style-type: none"> - Canvas Learning Management System - Office 365 - Class Notebook in OneNote • Visit Available Tools – Learning at Home to learn about Canvas and Office 365. • Develop and promote how to access Learning from Home Online Tools infosheets (under development). <ul style="list-style-type: none"> - Teachers and school leaders - Parents and students

- A variety of options are available for teachers to access support in using Canvas:
 - **Canvas** provides a 24/7 [chat support line](#) and hotline (1800 283 958) should you need support with using Canvas.
 - **The Canvas Community** has [24/7 support](#) where questions can be asked and ideas shared.

3. Plan for offline learning delivery

- Visit the [resources to support offline learning](#) (Learning at Home).
- Identify how you will communicate with families (e.g. school newsletter, the school social media account, email, text, or postal mail).
- Communicate to families about how they can collect resources for their children.

- [Offline activities have been developed](#) and curated to support Tasmanian teachers with engaging students in learning at home.
- Provide examples of resources that schools can adapt for their students / classroom.
- Develop templates for inclusion in offline learning delivery.

4. Discover ways to build your skills to support onsite teaching and learning

- Explore the [support for teachers section](#) (Learning at Home).
- Visit the resources to [support online learning section](#) (Learning at Home), aligned with the Australian Curriculum.
- Attend webinars to learn about using Canvas as an online tool.
- Join an online drop in session for guidance and support on using online tools (e.g Canvas, Office 365).
- Explore the information and resources on the [Teaching and Learning Centre](#).

- Visit [Getting Organised section](#) (Learning at Home) to learn about resources can support you.
- Participate in daily online drop in sessions. A member from the blended learning team will be available in an open teams meeting daily. See the [support for teachers section](#) (Learning at Home) for the schedule of daily question and answer sessions.
- Take part in webinars. The development of ongoing webinars is currently under way. Times will be distributed once confirmed.
- Curriculum Services will continue to develop the bank of teaching and learning resources for online and offline teaching and learning (prioritising core subject of English,

- Access the staged professional learning for teachers and school leaders to deliver online learning (in development).
- Consider how you might adapt the teaching and learning resources to suit your context and the learning needs of your learners and families.
- Identify teachers / staff within your school that have knowledge and expertise in online / blended learning and how they might support staff.

maths, science and HASS) on the [Learning at Home webpage](#).

- The Professional Learning Institute is working on staged support (both technical and pedagogical) for teachers to deliver the curriculum offsite. Further details will be provided in the next update.

5. Structure the day

- You are best placed to identify how learning will look and feel for your students and families.
- Consider how you might work in collaboration with staff / your teaching team / year group to answer:
 - how might teachers design and plan, individual and collectively?
 - how might curriculum content be delivered to students during the day and across the week?
 - what curriculum content will be delivered?
 - how might teachers provide feedback on student learning?
 - which cohorts might require extra support? How will this be provided to meet individual needs?
- Let students know how you plan to communicate with them, and how often. How often do you expect them to check in with you.

- Provide exemplars of what learning looks like from home and the structure of a day / week (e.g. daily routine, hours expected, check-in points e.g. message in the morning, question time and answer time, afternoon check-in)
- Curriculum Services will continue to develop the bank of teaching and learning resources for online and offline learning (prioritising core subject of English, maths, science and HASS) on the [Learning at Home webpage](#).
- Establish an online platform for schools to share good practice about what a day / week looks like for them.
- Provide additional links / resources for inclusive practice / students at risk / English as an Additional Language support via the Learning at Home webpage.

6. Clarify and communicate roles of

- Schools continue to deliver in-class teaching and learning.

- Continue to update resources on the parent [Learning at Home webpage](#) to communicate with parents

parents if they elect to keep their child at home.

- Parents to notify school in writing if they intend to keep their child at home.
- Send parents the link to the [Learning at Home webpage](#) about what they can do to support learning. Work with parents to provide key resources required for learning at home.
- Where reasonable, schools to provide assistance to parents about continued learning from home.

- Promote Learning at Home resources via the [Department of Education's Facebook Page](#).
- Communicate duty of care requirements, as appropriate.

7. Maintain a focus on wellbeing

- Continue to support the wellbeing of staff and all students
- Schools continue to reinforce the link between positive wellbeing and learning through the delivery of wellbeing resources including the HPE Curriculum
- Provide a range of resources that enable families to engage in conversations about their children's wellbeing
- Provide guidance on how staff can manage their own wellbeing while supporting students offsite.
- Provide resources for students to reflect on their own wellbeing and address specific concerns about COVID-19

- Upload student wellbeing resources as part of the Learning at Home page.
- Review and refine the Child and Student Wellbeing webpage
- Ensure wellbeing resources for parents and students are accessible online and offline.
- Promote safe youth online forums to discuss wellbeing issues eg Beyond Blue and Reachout.
- Redirect DoE staff to available resources on Staff Wellbeing intranet page.