



REMOTE AND ONLINE LEARNING HANDBOOK FOR PARENTS & STUDENTS

KEEPING STUDENTS SAFE & LEARNING AT HOME

INTRODUCTION

Dear CAC students and parents

With so much information and advice swamping us right now, we realise that the last thing you need is to have lots more to try and absorb. That's why we're keeping this handbook to a bare minimum:

1. How to set up for your virtual classroom for successful learning
2. Important safety, privacy and behaviour guidelines
3. Some really great resources

Most of this document addresses students and is targeted at an early level of understanding.

However, special emphasis text (like this) speaks directly to parents. In reading this document with very young students, parents please judge age suitability.

Let's get on the same page and as we continue learning at home!

Warm regards
Adam Coe

VIRTUAL CLASSROOM

1. KEEP IT SIMPLE

- a. Keep your study station neat, clean and in a central location in your home. (Preferably NOT in your bedroom because you will need to concentrate and avoid the normal distraction of games, phones etc. that you may use in your room. Your bedroom is a place to go and take a break from 'school'.)
- b. Establish routines, be organised and minimise distractions. At the start of each day, check your Learning Grids.
- c. Ensure that you have breaks in your timetable to take a proper break from schoolwork. Get some physical exercise, get into the sunshine.
- d. Keep a water bottle beside you and drink at least 2L per day.

Parents:

- a. *A reliable internet connection is preferred for students. Consider the amount of data on your plan and adjust if necessary.*
- b. *Webcam where the class is visible to everyone is generally NOT required, unless asked for by teachers for specific procedures and learning opportunities. Please ensure a neutral background should this be required.*
- c. *We ask that you supervise your child/ren's learning at home. This doesn't mean that we're asking you to teach them, but we're asking you to be within easy reach, check on their wellbeing and see how they're progressing. Check in with your child each day. This is especially important as everyone gets more comfortable with this style of learning, which is more self-directed.*
- d. *We strongly advise that your child's study space is set up in quiet, calm, common area of the home instead of a bedroom. If aspects of learning require them to go live on webcam, a blank wall/background is best for minimal distractions.*
- e. *A set of earphones may be beneficial. A microphone for speaking with the teacher is a good option but not vital.*
- f. *Make sure they have a plan to complete all work assigned to them and minimise distractions during 'school'.*

2. BUILD RELATIONSHIP

- a. Use technology in a positive way and check in regularly with friends and family to see how they are going. **BE PATIENT AND KIND TO YOURSELF AND OTHERS.**
- b. Your teacher will be available during scheduled times. You will also be asked to complete work independently.
- c. Your teacher will check in with you fairly regularly. Be honest about how you are going in your learning so they can give the right advice and extra help if you need it. It may take a little bit of time getting used to. Be patient.
- d. Share what you're learning with your family. Maybe they can show you a great resource you didn't know about. Who knows, they may even enjoy learning it, too!

Parents:

- a. *The College will continue communicating with you via all of our usual channels. Please make sure that you have access to all forms of communication.*
- b. *Talk to your whole family about what is happening to reduce anxiety.*
- c. *Be interested in and aware of what your child is learning and please email your child's teacher if you have concerns. We're in this together*
- d. *It's normal that students have varied levels of success when they learn something new. If your child is frustrated or wants to give up, encourage them to try again, try again after a break, or seek help. Encourage them to use all of the resources available, including their peers. As caregiver, be resourceful rather than becoming the resource. Encourage self-directed learning.*
- e. *Maintain a professional relationship with teachers and communicate with them via College mediums only, not social media platforms—even if you know them outside of the College context.*

3. CLEAR EXPECTATIONS

- a. Your home learning is just as important as your school learning; however, it will look a little different and might get a little messy until we're all used to it.
- b. We expect you to take responsibility for your learning. Each school day, get up early, eat, brush your hair, clean your teeth, get dressed and be ready to start your at home learning.
- c. When in zoom meetings your behaviour is expected to be in line with your enrolment terms and conditions and the Student Code of Conduct.
- d. Your communication with others must be respectful at all times. Please see CYBERBULLYING on page 6 for key definitions.
- e. Webcam where the class is visible to everyone (except the teacher) is generally NOT required, unless asked for by teachers for specific procedures and learning opportunities. You MUST NOT share video/images of anyone (including screenshots of other students and the teacher).
- f. We expect you to use all of the resources the College provides to you, but if you are still having trouble, let your teacher know.
- g. Break times will be needed, so that's when you will go to the bathroom, grab a healthy snack or meal, and take some time out, preferably in the sun in the backyard.
- h. Manage screen time. Make time for plenty of physical activity and face to face interactions at home.

Parents:

- a. *Please help your child establish/maintain good routines: schoolwork, play time, healthy meals, and reasonable bedtimes are all important.*
- b. *Be clear about your expectations for how your child will spend their learning time. Please make sure these are consistent with teacher expectations and learning goals.*
- c. *Be present, if possible. Monitor progress, but encourage independence.*
- d. *Stay updated with assessment schedules and deadlines.*
- e. *Establish clear expectations around music, social media and other devices during 'school'. Remove mobile phones.*
- f. *Expect high standards of behaviour from your child whilst online (see CYBERBULLYING on pg 6).*

CHILD PROTECTION

Parents, please read this section with or for your child/ren. The College has implemented protocols, platforms and processes designed to keep your child safe during online learning; however, with isolation and the potential for boredom, your child may be more vulnerable to the risks outlined below. Be vigilant and contact the College or relevant authorities if you are concerned (see

1. ONLINE PREDATORS

With almost *everyone in the world* online at the moment, there will also be people online who don't have any problem hurting kids. We're talking about [online predators](#).

How to spot a predator: You may meet a predator on online social sites, chatrooms, apps or games. A predator will not tell you exactly who they really are but might pretend to be a kid your age, or someone a bit older. They'll want to know lots of things about you and they will pretend to be really nice because they want you to trust them. Eventually, they might ask to meet you or get you to do something online you normally wouldn't want to do or feel comfortable doing. Remember, good friends look out for your happiness and health, predators *don't*.

How to stay safe online:

- a. Don't get a social media account if you are not *at least* the recommended age.
- b. If you are old enough for social media, keep your privacy settings strong. Don't post publicly and avoid sites that encourage you to meet with people you don't know (Predators LOVE these apps).
- c. Don't use your social media accounts to sign into anything new. Use an email and strong password instead.
- d. If you have a smartphone, change your location settings so that nobody sees where you are or where you are going (including predators!).
- e. Keep all of your apps and software up to date because updates fix security and safety problems.
- f. Avoid messages from people you don't know in person. Don't pass on any information that might allow someone to find out where you live; that includes your full name, the name of your school, your home address, and your telephone number. This is PRIVATE information and it's okay to say, "Sorry, but I don't share that information with everyone."
- g. Don't click on suspicious links that ask you to change account information and passwords.

2. CYBERBULLYING

One of the most important things we do at school is encourage you to develop a kind, generous, thoughtful 'spirit' (we call this 'character'). It's important to exercise character as we go into home learning and online activities. With us all feeling a bit lonely, a bit bored, a bit more stressed than usual, it's easy to act in ways that don't really reflect who we truly are or who we want to be.

Keep RESPECT and KINDNESS in mind at all times: Yes, we're big on kindness—and it's not *all that* common these days—especially online)! We want all of your experience to be positive, fun and uplifting. Read the definitions below to be absolutely sure what respect and kindness *is* and *isn't*:

- a. **Respectful, kind responses** consider others' viewpoints as okay, gives any opinions in a calm and rational way, and doesn't attack the other person for their opinion.
- b. **Disrespectful responses or opinions** express hate, racism, sexism or violence online.
- c. **In-between responses** contain both respectful and disrespectful parts. For example, a comment that has elements of standing up for others but can be perceived as aggressive or attacking other people.
- d. **Banter v bullying:** Banter is typically playful interactions between friends. It is meant to be light-hearted and friendly, but sometimes it can go too far. You might not even recognise when that happens, so read more [here](#).

BEFORE you disrespect someone, make an unkind joke, or share an image that hurts someone, think T.E.C. [to make good choices online](#):

- a. **Think** of all your options
- b. **Evaluate** your options
- c. **Choose** the best outcome for yourself and the people involved

3. VIEWING INAPPROPRIATE CONTENT & SHARING IMAGES

Your teachers are very conscious that they could put you at risk of viewing inappropriate content if they are not careful about which platforms they use. This is why we use special, **school-endorsed learning platforms**—to keep kids safe! However, in your own time, when you are playing games or socialising online during this period, it is quite common to come across images that you're not prepared for. They may be confusing, upsetting or even damaging:

- a. Child appropriate: eSafety information for [can be found here](#) (including: [I saw something I don't like online](#))
- b. Young person appropriate: eSafety information [can be found here](#) (including: [Violent of inappropriate content](#))

Sometimes, kids think it's funny and okay to share images of their classmates and teachers online. We do not consider this respectful or kind and behaviour of this kind will be dealt with in line with the normal College [Behaviour Policy](#). Review the definitions in CYBERBULLYING and always think T.E.C. when making decisions about your online behaviour:

- a. **Think** of all your options
- b. **Evaluate** your options
- c. **Choose** the best outcome for yourself and the people involved

Parents, please go to this [website](#) or to the Office of eSafety Commissioner for more information regarding online safety and individual social media platforms. Review content to beware of dangers, decide suitability for your child, and rules around usage.

DUTY OF CARE REPORTING

Parents and teachers have a shared duty of care when it comes to the children and young people in our care. Reporting when we suspect abuse is part of this duty of care:

- a. *Bullying, image-based abuse or inappropriate content: If you notice your child experiencing bullying and/or inappropriate content while engaged in CAC learning or when in contact with CAC students, please inform your child's teacher via the usual communication channels or contact the College immediately on 4056 6144. Please note that under the [Queensland Child Protection Act](#), we may be legally required to report serious or criminal offenses. Please refer to our [College Child Protection policies and procedures](#) here.*
- b. *Bullying, illegal and harmful content or image-based abuse (including sharing images that are classed as pornography): Another option is to place a report with [the eSafety Commissioner](#). For definitions about what constitutes these behaviours and what action can be taken, please [click here](#).*

Please see copy of the College's [Complaint Resolution Policy](#) here.

BIBLIOGRAPHY

1. Office of eSafety Commissioner, Australian Government, <https://www.esafety.gov.au/>, accessed 14 April 2020.
2. Pendergast, K., 2020, Safe On Social Toolkit, <https://www.bac.qld.edu.au/mybac/safe-on-social>, accessed 14 April 2020.
3. Seventh-day Adventist Schools (South Queensland) Limited, Policies and Procedure, April 2020.

CYBERSAFETY RESOURCES

1. Safe on Social™ resources (including up to the minute info on social media platforms) on our [website](#) for the benefit of the BAC community.
2. The Office of the eSafety Commissioner provides age-appropriate [learning activities](#) to help children understand how they could fall victim to online predators. (Filter your search to select level/learning age and topic.)
3. [eSafety Guide](#) details how to safeguard your privacy in [games](#), [apps](#), search engines and social media (including but not limited to [Facebook](#), [Instagram](#), [Twitter](#), and [WhatsApp](#)).
4. For parents to start early with little children: <https://www.esafety.gov.au/about-us/blog/big-teds-tech-tips-2020-good-online-habits-start-early>
5. Resources to help kids: <https://www.esafety.gov.au/kids>
6. Resources to help teens and young people: <https://www.esafety.gov.au/young-people>