



## **Bonython Brief: Appropriate technology use and online expectations**

In these challenging times, it is important we provide as much continuity as possible for our children's education, no matter what the circumstances. ACT public schools are among the best in the country and we are committed to ensuring our students continue to receive a high-quality education during this time.

All ACT public schools are preparing to transition to alternative methods of delivering education for our children, in the event schools cannot be attended for an extended period.

Relationships are key to education and we want parents and students to remain connected to their teachers and schools in the coming months. In the following weeks, schools will be in contact with students to discuss learning plans for Term 2 as we transition to alternative methods of education.

### **Is there an expectation that teachers prepare online and offline resources?**

This decision will be informed by school resources, access to internet connectivity, digital literacy of students, ICT capabilities of staff and the age of the students involved. While we work with schools to provide access to devices and internet connectivity for students who require them, schools will need to be flexible and sensitive to the needs of their school community and provide alternative modes of delivery if digital platforms are not appropriate for families. Where teachers are required to prepare hard copy printed copies of activities which can be completed at home, we suggest to minimise environmental impacts and printing costs where possible.

### **How are teachers working from home expected to differentiate work for their students during term 2?**

Ensuring that our students are being provided with the right level of support during this time will undoubtedly be a major challenge for all teachers. As teachers we need to be kind to ourselves and be realistic about what we can aim to achieve and where possible, maintain our focus on providing students with learning opportunities.

### **How should we be communicating with students and their families while they learn from home?**

It is essential that clear communication is maintained with students and their families during the pupil-free period and into Term 2. Schools should use their existing communication channels wherever possible and any instructions sent out to students and families should be clear and concise. Let your communities know how you will stay in touch with them, so they know where they should be checking for updates.

### **A coordinated communication approach which considers the following should be implemented:**

Parents and caregivers will be the go-between for many messages between teachers and students and we suggest that more communication rather than less is recommended to ensure everyone feels connected, supported, and confident.

**School to parents, caregivers and students:** Whole-school related operational matters should be communicated to the entire school community using our usual communication channels - such as school website, email, and social media.

**Student to teacher:** Where appropriate, students should continue to email teachers and post questions within their digital platforms such as Google Classroom and SeeSaw.

**Parent to Teacher:** Parents should communicate with teachers via their school email address or through SeeSaw Parent messaging.

### **What is Bonython's approach to connecting safely with the community online?**

At Bonython, teachers and school staff may engage with students and families through SeeSaw, work email, ZOOM, Google Hangouts/ Meet/ Classroom. These are the agreed online educational platforms for contacting parents and caregivers to discuss student needs or concerns.

Bonython teachers are responsible for ensuring that they are suitably dressed, have covered or removed any personal belongings that might be recognised during online video conferences and are undertaking video conferences in a public space at home (lounge room, dining room, office).

Bonython staff must ensure they do not:

- provide their personal contact numbers to a student at any time;
- or make phone calls to students or parents with their personal caller ID visible,
- invite students to join personal social media accounts such as Facebook, Twitter, Instagram or accept student's invitations to join theirs;
- engage in any online video conferences with children who are not in a public space (living room, dining room),
- are not supervised by an adult (parent, carer, guardian);
- or where there is only a single student present (unless supervised by an adult).

When communicating online we will be appropriately dressed (E.g. wearing regular everyday clothes, no pyjamas), we will be within a communal space and in the company of a responsible adult and we will use only publicly acceptable language with a focus on learning discussions.

### **What is Bonython's approach and expectations to engaging with staff/ team online?**

Bonython staff are committed to continuing meaningful collaboration through online platforms including Microsoft Teams, Zoom and Google Hangouts/ Meets. These meetings should be negotiated and timetabled to ensure that all team members are included in the collaborative process.

At Bonython we recognise and understand that working from home provides a different context to working face to face at school. Therefore, at Bonython we don't expect staff to be engaging in continuous work between the hours of 8:30am and 4:51pm. Working from home offers a flexible working context where teachers are trusted with the responsibility of fulfilling their role as outlined in the '[Bonython Brief: approach to Home Learning](#)' and committing to any team/ whole school scheduled meetings or professional learning.

### **Additional resources/links :**

- ACT Directorate - [www.education.act.gov.au](http://www.education.act.gov.au)