

## Term 2

# DISTANCE EDUCATION MODEL



# PARENT GUIDE



## Distance Education Model

### Rationale –

Due to the COVID 19 pandemic the West Australian state government has directed all schools to develop a “Distance Education Model” to support the continuation of curriculum delivery with students remaining in the home. The BCPS model has been developed taking into account the needs of the Lynwood and Ferndale community.

### Aim –

The provision of a suitable Distance Education Model, based on our existing platforms, that provides properly sequenced content from the Western Australian Curriculum to our community. This model provides for weekly contact between families and teachers and attempts to maintain the school and community connections, as well as the classroom teacher and student connections. The purpose of the Distance Education Model is not to replicate a traditional school day but rather cover essential curriculum content in the home.

### Our Guiding Principles of Distance Education -

- Keep it simple – This will be a very new experience for many families and the school wants to support you with user friendly and realistic resources.
- Clear expectations – This document and the layout of the weekly planners you receive will provide you with the essential details you need.
- Community Connection – BCPS is very proud of the relationship the school has with the community. Our Distance Education Model has been designed to continue this relationship through this difficult time.
- Feedback – We are open to and wanting feedback on our model. As we progress in Term 2, you will be regularly asked to provide feedback on the experience you are having with home schooling and this will be used by the school to make adjustments to the model.

### Modes of learning in Term 2 –

1. At home using Distance Education resources online.
2. At home using Distance Education resources hard pack collected from school.  
Please notify the school via email [bannistercreek.ps@education.wa.edu.au](mailto:bannistercreek.ps@education.wa.edu.au) by 17<sup>th</sup> April or phone 9366 0900 by 3pm Thursday 9<sup>th</sup> April
3. At school using Distance Education resources online. This is available for the following students:
  - children of parents and carers who need their children to attend school to maintain employment
  - children who live in families with aged relatives
  - children where it is safer for them to be at school.

## Distance Education Model

### Platform –

BCPS has been using the Seesaw application extensively throughout the school for 3 years and has chosen this platform as the delivery method for our Distance Education content. The Seesaw platform has been chosen for the following reasons:

- Our teachers have expertise in using it.
- Many of our students are also regular users, particularly our students in BYOD years.
- The content is protected behind a student password.
- The scale of the Seesaw application allows it to handle the significant online traffic expected during Term 2.
- It provides a user friendly experience.
- Two-way communication is available between student and teacher.
- It provides the school with a number of different capabilities to grow our Distance Education Model.
- Seesaw is available on all devices



### Daily Timetable –

A standard structure for each school day has been developed to provide a regular framework that families can use to create an effective home school environment. The timetable is very similar across the year levels and while we recommend it be followed, you may need to adjust timings and order to suit the needs of your family. Below is an example of what a day will look like in the BCPS Distance Education Model.

Monday	
Morning video from classroom teacher	5 minutes
English lesson	45 – 60 minutes
Break	15 minutes
Numeracy lesson	45 – 60 minutes
Break	15 minutes
Cross Curricular lesson	45 – 60 minutes
Break	15 minutes
Optional additional online activities	

## Distance Education Model

### Lesson Structure –

The structure for each of the three lessons has been set up in the same way. We hope that this will provide the home teacher with a familiar routine in order to effectively deliver the lesson. The lesson structure will be set out as follows.

English		
	<b>Focus:</b>	This will name the concept to be covered in the lesson.
	<b>WALT</b>	We Are Learning To – This gives the Home Teacher and the student some detail about the lesson intention.
	<b>WILF</b>	What I’m Looking For – This tells the student what to do to show their understanding of the concept.
	<b>Warm Up</b>	A short activity relevant to the curriculum area that prepares the student for learning.
	<b>Lesson Activities</b>	This part makes up the bulk of the lesson and will require the student to complete an individual or series of activities.
	<b>Revise</b>	An opportunity for the Home Teacher to go over the work completed and check for student understanding.

### Essential Components Required for Distance Education –

The BCPS Distance Education Model will require each family to provide the following items to create a successful home learning environment:

- A commitment to a daily 3 hour block of time
- A “Home Teacher” is required to support all students in the family to complete the daily lesson plan. The “Home Teacher” does not need to be the same person each day, however they should be familiar with the structure and processes involved in the model.
- A designated work space in the home. This may be a study area or even the dining room table. We do recommend that it is a quiet place during school time, as free from distractions as possible in a family home and large enough to accommodate all students in the family and the Home Teacher.
- Suitable technology to access Seesaw and print out resources. iPads, laptops and desktop computers are all suitable and a basic black and white printer will serve the purpose.
- A small supply of stationary.

## Distance Education Model

### Communication –

Effective communication between the school and the family is an essential part of the BCPS Distance Education Model. We believe that it will provide support for the Home Teacher and student, as well as an opportunity for the teacher to provide feedback on work completed and returned by students. Below is a table which details how communication will occur as of Term 2.

Type	Function	Good Practice	Audience
Weekly telephone contact (Begins Week 2)	<ul style="list-style-type: none"> <li>• Check in to maintain connection with the school.</li> <li>• Resolve any questions Home Teachers may have about the program.</li> <li>• Provide contact with, and feedback to, students.</li> </ul>	<p>Classroom teachers may have a support person present.</p> <p>Telephone on speaker.</p> <p>Conversations will focus on clarifying questions from Home Teacher and providing feedback and support to student.</p> <p>Call will be scheduled and the family will be notified of day and approximate time. Please advise by email if you are not available.</p>	<p>Family/Home Teacher.</p> <p>Student.</p>
Email	Resolve curriculum queries.	<p>Will be acknowledged daily by classroom teachers.</p> <p>Keep emails short and to the point.</p> <p>Language professional only.</p> <p>Zero tolerance to inappropriate or abusive emails.</p>	<p>Family/Home Teacher.</p> <p>Student.</p>
Seesaw Feedback	Provide feedback to students.	<p>Normal classroom feedback.</p> <p>No communication with Home Teacher.</p>	<p>Student/Classroom teacher.</p>

## Distance Education Model

### Which Mode of Delivery Suits our Family? –

Mode	What is provided	What you need to do
<p><b>1. At home using distance education resources online.</b></p>	<ul style="list-style-type: none"> <li>• Each Friday afternoon, classroom teachers will upload the following week's individualized Student Weekly Work Planner, which will detail lesson plans for the following week's home schooling.</li> <li>• Three separate individualized resource packs will also be uploaded each Friday afternoon for English, Maths and Cross Curricular resources.</li> <li>• The ability to return completed work online using the Seesaw platform.</li> <li>• Every school day, classroom teachers will upload a short 5 minute video, helping prepare students for the day's learning.</li> <li>• Weekly phone call from classroom teacher providing support and feedback.</li> <li>• Daily replies to emails from Home Teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Have access to Seesaw.</li> </ul>
<p><b>2. At home using hard pack collected from school.</b></p>	<ul style="list-style-type: none"> <li>• Each Monday morning, you will collect your individualized family resource pack from a table at the front of the school.</li> <li>• A box will be available at the front of the school each Friday afternoon for you to return the completed packs.</li> <li>• Weekly phone call from classroom teacher providing support and feedback.</li> <li>• Daily replies to emails from Home Teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Please notify the school by April 17<sup>th</sup> that you would like to collect resource packs from the school. Packs will not be available without prior notice as they are individualized to each student.</li> <li>• Return completed work samples personally to the school.</li> </ul>
<p><b>3. At school using distance education resources.</b></p>	<ul style="list-style-type: none"> <li>• Students will be taught by someone other than their classroom teacher.</li> <li>• Students will have access to the same resources being used by students accessing the Distance Education Model.</li> </ul>	<ul style="list-style-type: none"> <li>• Notify the school of your intention to send your child to school.</li> <li>• This is available for the following students: <ul style="list-style-type: none"> <li>children of parents and carers who need their children to attend school to maintain employment.</li> <li>children who live in families with aged relatives.</li> <li>children where it is safer for them to be at school.</li> </ul> </li> </ul>





## Distance Education Model

### Useful Links –

[The Department of Education WA](#) is a good place to start, they provide a range of learning resources and activities sorted by year level. You can also find some great information on support services available, as well as general information on health and wellbeing.

[Move it Mob Style](#) is a 20 episode x 30 minute dance-based fitness program showcasing Aboriginal and Torres Strait Islander hip hop and music. Perfect for burning a little energy.

[Audible](#) is offering free audiobooks for kids during school closures. All stories are free to stream on desktops, laptops, phone or tablet.

[ABC IVIEW](#) has some fantastic programs categorised into primary and secondary, and by subject. This one might be good for when mum, dad or caregiver needs a little quiet coffee break.

[ABC ME](#) will be extending its educational programming from 10am - 3pm each weekday during term 2. The new schedule will start with blocks of primary school content in the mornings through to secondary school in the afternoons.

[Autism Awareness Australia](#) have created a list of resources and links on their website to assist educators with teaching children with autism; from visual resources, apps to general support.

[Cosmickids yoga](#) has a wide variety of videos for kids to get some physical activity during the day. The videos are available on an app for a fee or on youtube for free.

[Story Jumper](#) has books you can read or listen to online. You can also create your own book.

[Ngala Parenting Line](#) has free one-on-one sessions to talk through all things parenting.

### Accessing Seesaw –

You can access it using either an app or through the internet. If you choose to use the app, you will need to go to the App Store and download the Seesaw Class App.

#### Seesaw Class App

- Open Seesaw app
- Select 'I'm a student'
- Enter the 12 letter student code that was emailed to you in 'Text Code' box. (please do NOT use email sign in)

#### Web Browser

- Open a web browser (safari, chrome, internet explorer)
- Enter the following web address [app.seesaw.me/#/login](http://app.seesaw.me/#/login)
- Select 'I'm a student'
- Enter the 12 letter student code that was emailed to you in 'Text Code' box. (please do NOT use email sign in).

# Learning at Home Tip Sheet

## Setting up a learning environment

- ♣ Learning should take place in the living or dining room; this is preferable over a bedroom where it can be difficult to supervise your child and it can be isolating for your child.
- ♣ Place should be as quiet as possible at times to help with focus; reduce distractions.
- ♣ Suitable table or desk to work at.

## Establishing routines

- ♣ Put together a timetable of activities for each day (that is manageable for both of you).
  - Include breaks for morning tea, lunch, afternoon tea to stretch and move around.
  - Include some exercise time (walking the dog, walking around the block, playing in the backyard, yoga, setting up an obstacle course, etc.).
  - Include technology-free time (if they are doing a lot of time on technology).
- ♣ Keep normal bedtime routines during the week.

## Communicating with your child

- ♣ Check-in with your child at the start and end of each day.
  - Morning
    - What are you learning today?
    - What is your goal for today?
    - Do you need help with anything?
  - Afternoon
    - What did you learn today?
    - What were 3 things that went well today?
    - Do we need to ask your teacher anything you are not sure about?

## Managing screen time and online safety

- ♣ If a lot of the learning is online, it is important to break up time spent on digital devices with physical exercise and offline learning tasks as often as possible.
  - For children under 6 years – allow for only a couple of 30-minute sessions per day on screens.
  - For children above 6 years – hourly exercise or brain breaks are encouraged.
- ♣ It is also important to use and access digital information and communication responsibly and respectfully.

## Children with special needs

- ♣ Refer to your child's individual education plan to guide their learning at home.
- ♣ Ensure tasks are manageable for your child, so it does not take too long to complete.
- ♣ Develop a visual timetable so your child is aware of what comes next.
- ♣ Include sensory and movement breaks during the day to help your child focus better.
- ♣ Consider the use of a timer if that helps them stay focused for short periods of time.