

TAROONA PRIMARY SCHOOL

LEARNING AT HOME



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Message from the Principal

Dear Families,

We are living in unprecedented times, with plans for schooling in Term 2 vastly different to any that we could have imagined at the start of this year!

I would like to acknowledge the outstanding work of our dedicated TPS team over these past few weeks. We have navigated the ongoing challenges that COVID 19 has delivered to our school community with energy, focus and determination. Our teachers have learned new methods for teaching and learning and have carefully planned for supportive, connected and flexible learning at home programs in Term 2.

This document, the *Taroona Primary School Learning at Home Parent Handbook*, contains a full overview of how we will be working in partnership with our families throughout this extraordinary and unprecedented time. Connectedness, safety and wellbeing are at the heart of our learning at home approach.

As Term 2 begins, I cannot stress enough the importance of not putting pressure on yourself and/or your children in this challenging time. Some days your children will do more and some days they will resist and do a lot less. Learning at home is not the same as learning at school, and we are here to support families and navigate the journey together. Please don't hesitate to reach out to our team for support.

Thank you for your continued positivity and appreciation of all of our efforts during these changing and challenging times.

Danielle Bresnehan

PRINCIPAL

9 April 2020

Beliefs and practices

The ***TPS Learning at Home Beliefs and Practices Framework*** was launched as a Visual Story on Monday 30th March, containing images and embedded videos of teachers to outline our approach to the school and wider community:

<https://www.thinglink.com/scene/1301150006924804098>

The ***TPS Learning at Home Beliefs and Practices Framework*** has subsequently been used to drive school decision making across all aspects of our Learning from Home planning and preparations, which are detailed below.

Appendix 1: Beliefs and Practices Framework

Wellbeing and Resilience

We believe that the wellbeing of every child is fundamental to successful learning. We draw on our strengths, strategies and best practices to help families develop the right conditions for learning and wellbeing in the home environment.

Our curriculum prioritises personal growth, wellbeing and resilience as core-learning. We will continue to support students to manage their wellbeing and build their resilience during this time of uncertainty and change. We will explicitly teach wellbeing languages and strategies and help students to apply these to their home learning environment. These encompass:

- TPS Values
- Zones of Regulation
- Daily Fitness
- Move Well Eat Well
- Social thinking
- Positive education
- E-safety
- Relaxation and Mindfulness
- Music for pleasure, relaxation and motivation
- Outdoor time

We acknowledge the additional challenges faced by many families in adapting to learning at home, working from home, and managing personal circumstances as a result of COVID19. The following practices are in place to support wellbeing of parents, families and students:

- Plan learning that can easily be supported by parents
- Offer choice and flexibility
- Teach and build age-appropriate routines to assist children to succeed independently
- Support learners to share their wellbeing practices
- Facilitate regular check ins with students and parents
- Provide opportunities for peer to peer communication, when and if appropriate
- Implement clear processes to provide timely and appropriate level of support for families in need
- Provide resources for families to seek external support for adults and children

Appendix 1: Zones of Regulation Visual

E-safety and Online Etiquette

We expect students to act as responsible digital citizens and behave in accordance with our school values of *Respect, Resilience, Excellence, Creativity & Collaboration* and in line with

the ICT Responsible use agreement that was signed at the start of the school year. Each class has a Canvas Class Agreement.

In addition to our usual practices we recognise the following considerations:

- Teachers plan their lessons to encourage and teach healthy online habits. For example, students are expected to log in at the beginning of their learning day to see the morning message and organise their learning. Teachers will nominate specific times for online feedback. Individual teachers will communicate this to students and families.
- Teachers build in explicit teaching of the skills required to upload and annotate their work. It is important that children learn to take full responsibility of these processes, even in the early years.
- Teachers use child-safe QR codes and Youtube links

Appendix 3 - ICT and Canvas Responsible User Agreements

Role of Parents / Carers

We plan for family involvement in learning that is purposeful and positive for all involved. To support ongoing learning and wellbeing at home, we believe it is important for families to have certainty and structure in the day, including:

- establishing a simple, consistent, and responsive daily routine
- incorporating times for eating, reading, talking, writing, playing, exercise and being outdoors
- displaying your daily routine so everyone in the family can see it
- creating a balance between formal learning and child-initiated learning opportunities
- being prepared for things not going to plan, and
- being flexible

Some families may wish to set up an 'at home' learning space for their child, where they can access, organise and manage their learning materials. Having a dedicated learning space may enable families to separate work and play, which aids children's focus and concentration. Families may wish to consider:

- involving your child in creating their learning space
- the age and independence of your child when deciding on the location of the learning space
- using safe outdoor spaces at home for learning

Communication between home and school

We believe that a sense of belonging and connectedness is fundamental to successful learning and wellbeing. Taroona Primary School teachers view learning as a shared responsibility between home, school and child. We will use the following communication

tools to connect with our families and students to monitor wellbeing and support learning at home:

- **Phone** – teachers will make personal contact with students once per week and parents once per fortnight, or as negotiated
- **Email** – teachers will email a suggested weekly schedule to all parents by Monday morning, 9am
- **Seesaw** – teachers will post a daily morning video message, update a weekly blog, and use Seesaw as needed for teaching and learning purposes
- **Canvas** – teachers will use Canvas as their central portal for learning resources

Some classes have a parent app enabled for Seesaw, which includes a messaging function to facilitate home / school communications.

TPS teachers will schedule regular times in negotiation with families to contact families and / or respond to emails / messages. Teachers will respond to messages during school hours on the days they work, between 8:30am and 4:00pm. Messages received after school hours or on weekends will be responded to as quickly as possible the following working day.

Student Devices and Hard Copy Resources

A survey of families, conducted March 26-27 regarding ICT Tools for at home learning, and teacher phone calls to families, March 30-31, provided data that was used to identify families that required access to school loaned devices for learning at home, and/or access to hard copy resources for learning at home. Devices for those families will be available for collection from the office between 9am-11am, Monday 27 April. Please contact the office for further details.

Teachers will provide a term-pack of hard copy resources for all Kindergarten – Year 4 students, available to pick up from the school on Monday 27 April, from 1-3pm.

Teaching and Learning

We have planned our learning at home approach to align with our school's vision: ***Creative thinkers, Connected learners, Inspired leaders***. Our Beliefs and Practices Framework provides a clear direction for teachers in the planning, structure and delivery of learning for TPS students.

Learning at Home will look different across early childhood and primary groupings – they are each at different ages and different stages of development, so the amount of time students can focus independently will be different depending on age; less for younger children and more for older children.

A **weekly schedule** of suggested learning will be emailed to all families by the class teacher each Monday morning by 9am. Early Childhood teachers may also choose to post the weekly schedule on Parent Seesaw, in addition to the email distribution.

Using feedback from students to guide the sequence of learning, a daily video message from the class teacher will be posted to students on Seesaw by 9am. All learning resources will be uploaded and stored in Canvas for ongoing access.

Across the week students will also have opportunities to engage with learning activities prepared by **specialist teachers** (Music, French and Physical Education). A 'Specialist Teacher video' will be posted each week, to explain new learning and/or provide links to learning materials in Canvas.

Early Childhood: Kindergarten to Year 2 students, will be expected to engage in learning totalling up to approximately 2 hours per day.

Primary: Year 3-6 students, will be expected to engage in learning totalling between 2-3 hours per day.

Online Tools

Taroona Primary School is using two key platforms during this period – Seesaw and Canvas. Teachers are intentional in using these tools for particular purposes. Teachers plan to support students in engaging in e-safe practices, pro-social online behaviours, and balanced screen time.

The platforms have been selected to provide the following:

- streamlined ways of sharing learning materials and resources
- equity of access for all students
- maintaining a sense of belonging and connectedness with teachers and peers
- submitting student evidence of learning (photos, writing etc) back to teachers, and teachers provide feedback
- digital safety, privacy and security

Seesaw

Teachers will be posting a daily video morning message to classes, setting tasks and teaching lessons. Students can post photos, audio responses and videos of their learning back to teachers. Each class has a Seesaw blog, where examples of student learning will be showcased by class teachers each week. The blog is hosted in a public domain and requires a password (which will only be supplied to class families).

To participate in Seesaw, students require permissions for use of photo or student work in electronic publications, and school social media. Alternative provisions are made for students who do not participate in Seesaw.

Appendix 2: Seesaw Instructions – Uploading Multiple Photos

Canvas

Taroona Primary is also using Canvas, the Department of Education's Learning Management System. Class teachers will be uploading any resources for teaching and learning into their class Canvas course. Specialist teachers (French, PE and Music) are using Canvas for delivery of all teaching and learning, and communications with students Kinder – 6.

How to log in to Canvas:

Download Canvas app, or open web browser canvas.education.tas.gov.au

Username: *eg. education\jo.bloggs.00*

K-2 password is child's birthdate: *eg. 15082009*

3-6 password is child's usual proxy password: *eg. happydog55*

Note: there are no spaces in the username

The '.00' is the number 0

The \ is different to the /

Some students may have '.01' or '.02' in their username

Please contact your class teacher if you are having difficulty logging into Canvas.

Please see below links providing further information about logging in to Canvas through web browsers and mobile devices.

Logging in and out of Canvas for students PDF

<https://publicdocumentcentre.education.tas.gov.au/Documents/CanvasHelp-Logging-on-to-and-log-out-of-canvas.pdf>

Using the dashboard

<https://publicdocumentcentre.education.tas.gov.au/Documents/CanvasHelp-Using-the-Dashboard-Student.pdf>

Youtube clip for using the app

https://www.youtube.com/watch?v=9GKoFRSShNE&fbclid=IwAR29VtawU0WnfBMzauVV1TgY7yU0sFTpPvZf5_y2fx-2cvdovlQTdeXUbG8

Mathletics and Lexia

Teachers will use the online learning tools Mathletics and Lexia / Powerup to continue to support student growth in key areas of Literacy and Numeracy. Students can access these programs through a link on Canvas, and logging in with usernames and passwords provided by their teachers.

Learning Support and Extension

Teachers will continue to plan for students on Individual Learning Plans to work towards personal learning goals, with assistance from TAs, the school's support teacher and professional support staff.

All students engaging in extension programs will continue to access these opportunities wherever possible. A variety of rich and open ended tasks are available on each class' Canvas page. Many great resources can also be found on the Department of Education's learning at home site: <https://www.education.tas.gov.au/learning-at-home/>

Professional Support Team and Useful Links

Our Professional Support Team are available to support families as per usual timetable and processes. Please contact the office to connect.

Support Teacher:	Hilary Purdie
School Psychologist:	Nikki Saunders
Social Worker:	Kayla Henley
Speech and Language Pathologist:	Linda Williams

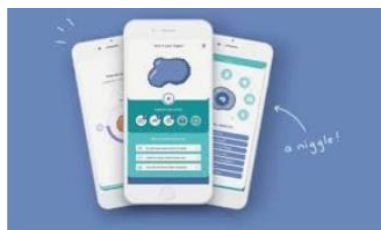


Kids Helpline 5 to 25 year olds. All issues. Confidential phone counselling available all day, every day. Online chat available 8am to 12am EST daily. They have a chat online also. [1800 55 1800](tel:1800551800)

Beyond Blue



All ages. All issues. Phone counselling available all day, every day. Online chat available 3pm to 12am AEST daily. [1300 22 4636](tel:1300224636)





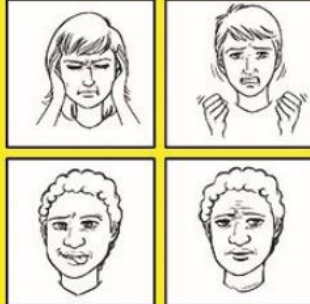
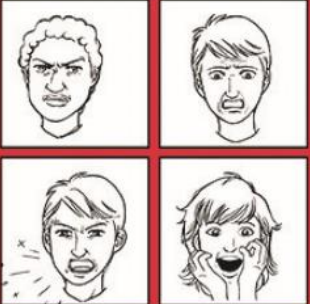
Niggle a free app by Kids Helpline which provides a self-help toolkit for all things related to mental, social and emotional wellbeing. Allows you track mental, social and emotional wellbeing, provides tips to help you tame your niggles: <https://kidshelpline.com.au/niggle>

Appendix 4: links to external support

APPENDICES

Appendix 1: Zones of Regulation Visual

The **ZONES** of Regulation™

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

Appendix 2: Seesaw instructions – adding multiple photos

[How to add multiple photos to a post](#)

For iPhones & iPads:

1. To add multiple photos on your iPad or iPhone, tap the Green Add+ button and select Post to Student Journal.
2. Select 'upload' and 'Camera Roll'.
3. Tap 'Add More' at the bottom of the screen (max 10)

For the Web:

1. To add multiple photos on the web, tap the Green Add+ button and select Post to Student Journal.
2. Select 'Upload'.
3. Drag and drop up to 10 photos from your computer OR select up to 10 photos from your G-Drive. You can tap the X to delete a photo, or rearrange them by hovering over the photo and selecting the arrow to move the photo.
4. Tap the Green check.

For Android:

1. To add multiple photos on your Android device, tap the Green Add+ button and select Post to Student Journal.
2. Select 'Upload'.
3. Select 'Photos'. (Please only use 'Files' to upload PDFs).
4. Choose up to 10 photos. Photos will appear in the order you selected them. To deselect a photo, tap it again.

Appendix 3: ICT and Canvas agreements

ICT Responsible Use Agreement

Years 3 – 6

Information and Communication Technologies (ICTs) includes the use of iPads, computers, the school network, the Internet, digital cameras and peripheral devices like robots and electronics.

At Taroona Primary School computers are used to enhance teaching and learning in many ways. We expect students to act as responsible digital citizens and behave in accordance with our school Values of *Respect, Resilience, Excellence, Creativity & Collaboration*.

The rules we follow when using ICT devices are:

General Use

1. When I am using ICTs I will use my time effectively and do the task I am meant to be doing.
2. I will work collaboratively when I am using ICTs.
3. I will show respect for the school's hardware and software.
4. I will not use the school's equipment for anything which is against the law i.e. cyberbullying.
5. I will not use the school's equipment for anything which would inconvenience others i.e. printing more copies than I need.
6. I will keep my password/s to myself, and not ask for or use the passwords/identities of others.
7. I will only work on my own work and store it in my folder/file or on my own removable storage media, such as USB memory sticks. I will check with my teacher before using my own software or memory stick on a school computer.

Internet use

1. I will only access web sites that are relevant to the information I need.
2. If I see or hear anything on a web site that is inappropriate, I will click the Home button and tell my teacher immediately.
3. When I use the web to communicate with other people the messages I send will be respectful.
4. I will act responsibly and not use the internet to find, create or send information that might be harmful, inappropriate or hurtful to me or anyone else.
5. I will respect others when I talk to and work with them online and never write or participate in online bullying.
6. I will not give out any personal information about myself or others (for instance name, address, age, phone number, school name, parents' names) unless I have permission from a teacher. If I receive any messages that I do not like I will tell a teacher immediately.
7. I will seek teacher permission before uploading any content online.

8. I will protect the privacy of others and never post or communicate private information about another person.
9. I know that the school may check my computer files and may monitor the Internet sites I visit.
10. I will not copy other people's work into my work, and call it my own. This includes pictures and information I find on the Internet.
11. When using any device as a camera I will seek permission from individuals (both students and adults) **before** taking photos, recording sound or videoing them.

As a responsible computer user at Taroona Primary School I will follow the above rules. If I break any of these rules, my ICT usage may be restricted for a period of time and I will need to re-negotiate how I use ICT at school.

Further Legal Information for parents about use of and monitoring of Student Owned Devices

Monitoring and management of ICT Resources including Student Owned Devices

All departmental ICT resources are the property of the Department, which reserves the right to monitor the use of these ICT resources. This right extends to student owned devices connected to the Department's school network. The monitoring may include reading the content of files and emails, including personal files and emails, stored on departmental or student owned ICT resources. This also includes any material that has either been run or deleted from any personal computer, laptop, netbook or mobile device and may involve the confiscation of the ICT resource for this purpose.

The Department has the lawful right to monitor use of its ICT resources and may do so at any time without notice.

The school and Department of Education may exercise its right to monitor the use of the school's ICT resources to:

- ensure that the systems and networks are functioning properly;
- protect against unauthorised access; and to ensure compliance with the ICT Responsible Use Agreement.

Waiver of Liability

The Department restricts access to some material available via the Internet, but does not accept responsibility for any illegal, offensive, indecent or otherwise harmful material accessed on the Internet, nor for any loss arising from use of, or reliance on information obtained through its internet service or in relation to the reliability or quality of that service.

The Department does not accept responsibility for any damage or loss to student owned devices brought to school or connected to the Department's ICT resources.

Please refer to the Taroona Primary School website for copies of policies and procedures.

<https://www.taroonaprimary.education.tas.edu.au/>

CANVAS Class Agreement (example)

Our online Classroom has an acceptable user agreement. When you are in class at school, there are rules and responsibilities you follow. For our online class to be a safe, happy and productive place, please make sure you:

BE APPROPRIATE

If you are communicating through emails do not SPAM or send personal emails. If anyone does this to you, tell me straight away and we will deal with it.

BE SENSIBLE

Keep to the topic and only post comments that are sensible.

BE VOCAL

If you feel that something is not right, please let me know as soon as possible. For example, if you have computer problems, if the links don't work properly, or if you notice someone is not following our class agreement.

BE AN ACTIVE LEARNER

Answer the forums, read other student responses and give them some feedback. Always be willing to change your opinions though as that is an important part of higher order thinking and growth.

BE RESPECTFUL

Respect the rights of everyone to have different opinions.

CHECK IN

Make sure you check with a grown-up at home before you use any websites that navigate you outside of Canvas.

Appendix 4: Links to external supports

Supports Services Available for Children and Families

Helpful Links for Children

[Kids Helpline \(for ages 5-25\)](#) 1800 55 1800

Provides free and confidential counselling for children and young people either via phone, web or email. The quickest way to talk to someone is by calling.

[The Brave Program](#) – BRAVE is a free evidence based online program for the prevention of anxiety for children and adolescents and was developed at the University of Queensland. There is a Young Child Program (for parents and caregivers of children aged 3-7) a Child Program (for ages 8-12) and a Teen Program (for ages 12-17). There are also programs for parents for both the Child and Teen Programs. To access the programs:

<https://www.brave-online.com/>

[Smiling Mind](#) – provides mindfulness programs either via their website or free app. Includes programs for children and young people aged between 3 and 18 years of age as well as programs designed for adults and families: <https://www.smilingmind.com.au/>

[niggle](#) – a free app by Kids Helpline which provides a self-help toolkit for all things related to mental, social and emotional wellbeing. Allows you to track your wellbeing, access resources and provides tips to help you tame your niggles: <https://kidshelpline.com.au/niggle>

Helpful Links for Parents

[Accessing a private psychologist](#)

If you would like longer term support you can access a private psychologist through Medicare, for this you need to see your GP to develop a Mental Health Care Plan

Raising Children Network

An Australian Parenting Website for helpful strategies, advice and support for parenting. Visit: www.raisingchildren.net.au

Family Violence Counselling and Support Services Offers professional and specialised services to assist children, young people and adults affected by family violence. Available 9am to midnight on weekdays and 4pm to midnight and on weekends Phone: 1800 608 122

Through School Support

You can also speak to your student's school teacher or front office staff about a referral to Taroona Primary's School Psychologist and Social Worker

Lifeline - provides crisis counselling and suicide prevention services.

Phone: 13 11 14 (24 hours a day, 7 days a week). [Lifeline online chat](#).

eheadspace - confidential mental health and wellbeing support for young people (12 - 25 years) and their families, including information, support, and health services. Phone: 1800 650 890 (9am - 1am, 7 days a week). [eheadspace online chat](#).

Australian Psychological Society (APS): [Tips for coping with coronavirus anxiety](#)

Beyond Blue: [Looking after your mental health during the coronavirus outbreak](#)

Dr Russ Harris, author of The Happiness Trap: [How to respond effectively to the coronavirus](#)

[Headspace](#) - free "Weathering the Storm" program available to help support the global community through this time including a curated list of calming meditations, help with sleep, and at-home workouts or movement exercises.

[MensLine](#) - professional telephone and online support and information service for Australian men. Phone 1300 78 99 78 (24 hours a day, 7 days a week). [MensLine online counselling](#).

Appendix 5: TPS Learning at Home Beliefs and Practices

Learning at Home – Taroona Primary School OUR BELIEFS AND PRACTICES				
Teacher words: Curiosity...Joy...Wonder...Innovation...Inquiry Student Parliament words: Creativity...Fun...Connecting...Outside...Sharing...Flexibility				
Competent, capable learners	Wellbeing	Connectedness	Curriculum	Learning environments - new possibilities
<i>Because we believe every child is a competent and capable learner;</i>	<i>Because we believe the wellbeing of every child is fundamental to successful learning;</i>	<i>Because we believe a sense of belonging and connectedness is fundamental to successful learning and well-being;</i>	<i>Because we believe knowledge of core content; literacy and numeracy skills; and problem solving are fundamental to successful learning;</i>	<i>Because we believe in the learning environment as a powerful third teacher;</i>
<p>We listen to our children's voices, opinions and interests to guide our teaching</p> <p>We personalise learning to meet our children at their point of need to enable success</p> <p>We plan our teaching and learning for children to succeed independently</p> <p>We guide children to plan their own learning day</p>	<p>We prioritise personal growth and wellbeing as core-learning</p> <p>We have clear processes and easily accessible ways for children and families to seek support</p> <p>We plan responsively to support students in managing their wellbeing in relation to the current situation</p> <p>We acknowledge that learning in this new way will</p>	<p>We prioritise communication – teacher to child, peer to peer, family, class, year group or whole school events</p> <p>We plan for creative and innovative opportunities for collaborative learning</p> <p>We celebrate and share our school community's learning journeys and successes</p> <p>We plan for family involvement in learning to be purposeful and positive</p>	<p>We use all 3 aspects of the Australian Curriculum to guide our teaching and learning (LA, CCP, GC)</p> <p>We plan for ongoing consolidation and growth in Literacy and Numeracy</p> <p>We provide assessment opportunities to monitor growth and inform next steps</p> <p>We plan for a balance of explicit teaching and self-directed, inquiry learning</p>	<p>We plan learning that can be flexibly applied to authentic situations</p> <p>We actively seek opportunities to connect development in LAs to real life opportunities</p> <p>♦ We acknowledge the need to take creative risks</p> <p>We embrace the new opportunities learning at home brings:</p> <p>♦ <i>Time to engage deeply in learning</i></p>

	<p>involve taking risks and having a growth mindset by all involved (students, parents and teachers)</p> <p>We plan for a healthy balance of digital and non-digital learning</p>	<p>We actively seek connections to experts to enrich learning</p> <p>We ensure all learners have access to learning</p>		<p><i>(extended play, STEM challenges)</i></p> <ul style="list-style-type: none"> ◆ <i>Broadening ways to access quality literature (eg. audio books, podcasts, magazines, documentaries etc)</i> ◆ <i>Nature play and more time outdoors</i> ◆ <i>Creative problem solving</i> ◆ <i>Role plays, music, drama</i> ◆ <i>Creative digital media production</i> ◆ <i>Integration of specialist subjects across learning</i> ◆ <i>Building life skills through authentic learning</i>
<p>We do this by:</p> <ul style="list-style-type: none"> • Scheduling regular opportunities for student voice (personal check ins, student parliament, class forums) • Offering choice and flexibility 	<p>We do this by:</p> <ul style="list-style-type: none"> • Continuing to teach TPS wellbeing practices - ZOR, Mindfulness, physical education, connection to nature, MWEW, • Using Six Domains of Child and Youth Wellbeing matrix for 	<p>We do this by:</p> <ul style="list-style-type: none"> • Providing multiple channels for connection • Scheduling and recording connections with every child • Providing creative opportunities for collaborative learning 	<p>We do this by:</p> <ul style="list-style-type: none"> • Continuing to plan from the curriculum, in response to student data • Providing cumulative and content rich learning opportunities 	<p>We do this by:</p> <ul style="list-style-type: none"> • Making explicit links between curriculum and real-life learning opportunities • Being innovative in our planning and trialling new pedagogies that maximise learning at home opportunities

<ul style="list-style-type: none"> • Using data (existing and ongoing) to personalise learning • Planning learning that can be supported by parents, but not dependent on parents to teach their child • Taking the time to build routines and expectations with children and families • Supporting children to take control and responsibility for their learning 	<p>ongoing assessment of child's wellbeing</p> <ul style="list-style-type: none"> • Developing a TPS plan (flowchart) to increase levels of support as needed • Explicit teaching of e-safety and pro-social online behaviours • Supporting learners to gather and share data about their wellbeing practices 	<ul style="list-style-type: none"> • Developing a sharing schedule (newsletters, Facebook, assemblies etc) • Providing a variety of ways to communicate and learn (online, mobile phone, mail out) • Planning for parent-teacher communications 	<ul style="list-style-type: none"> • Responding to diverse learning needs, including adjustments for enabling and extension • Structuring teaching to include assessment, including formative assessment 	
<p>Resources:</p> <ul style="list-style-type: none"> - School based data (PAT, SWST, Writing) - Online learning tools (Lexia, Mathletics, Reading Eggs) - Targeted core learning packs (eg, mathsmates, spelling lists) - Examples of home learning schedules - Genius Hour 	<p>Resources:</p> <ul style="list-style-type: none"> - Zones of Regulation - Smiling minds - Daily Fitness briefings - Daily fitness sessions (pre-recorded students??) - E-smart 	<p>Resources:</p> <ul style="list-style-type: none"> - Seesaw - Canvas - Facebook newsletters - Class meetings - Year level meetings - Parliament meetings - Whole school events (eg, bookweek) 	<p>Resources:</p> <ul style="list-style-type: none"> - Australian Curriculum - DoE Teaching and Learning Centre - Professional support services - TPS Extension and Enrichment policy and resources 	<p>Resources:</p> <ul style="list-style-type: none"> - Genius hour - Passion projects - Using inquiry cycle

March 202

