



Footscray City Primary School

Learning From Home

Supporting Resources

for

Parents

We are future making for every child so that they are learning to *learn*, learning to *thrive* and learning to *contribute*.

Our students will possess the *skills, knowledge* and ways of *thinking* that enable them to *embrace learning, respond to challenges* and thrive as *active members* of the community.

At Footscray City Primary School we are a diverse and inclusive **COMMUNITY** who value

- Taking **RESPONSIBILITY** for our learning and our impact on our selves, others and our environment.
- Thinking and acting with **KINDNESS** which means we are friendly towards others and considerate of their feelings.
- Demonstrating **RESILIENCE** by persisting and being courageous when faced with challenges in our learning and relationships.

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<p>Teachers → Parents</p>	<p>How: Via email or phone</p> <p>When: Between the hours of 08:50 - 4:30 weekdays. Reply expected within 24 hours</p>
<p>Teachers ↔ Students</p>	<p>How: Via school and DET agreed upon platforms. (WebEx Teams or Google Meet) Teachers will make contact with families prior to notify when more individual conferences and guided groups are scheduled for their child. Please assist in reminding and setting your child up for these in the first few weeks of commencement.</p> <p>When: Morning class 'check-in', guided groups and individual conferences as indicated by the classroom teacher.</p>

FCPS Weekly Communication Expectations:

<p>Executive → Whole School community</p>	<ul style="list-style-type: none"> ● Regular school updates via Compass and Facebook ● DET updates continued to be delivered in a timely manner via Compass
<p>Teachers → Students & Whole Class</p>	<ul style="list-style-type: none"> ● Responses and feedback on some work samples <p>Week 2:</p> <ul style="list-style-type: none"> ● Daily check-in via class platform (class attendance taken) ● Moving towards: live mini-lessons, guided groups and 1:1 conferences ● Communication/ Growth Chat with families of students whom have not been present during Learning From Home Lessons <p>Your child's classroom teacher or team leader will provide more precise information around these expectations as they differ throughout each year level.</p>



LEARNING AT HOME:

How to Join a Webex Meeting



Webex Meetings

Purpose:

For students to feel a sense of connectedness to their teacher and peers, to mark attendance and to further support students in their online learning from home.

Follow these steps:

1. Your teacher will provide you with a **meeting code** and a **meeting password**. This will be 9 digits long (e.g. 123 456 789).
2. Open your internet browser and go to <https://eduvic.webex.com/>.
3. Enter the **meeting number** in the 'meeting information' field and press 'Enter'.
4. Enter the **password** provided by your teacher, and press 'Enter'.
5. Select the 'Join' or 'Join Meeting' button. If you see a pull-down arrow on the button, click the pull-down and ensure 'Use web app' is selected.
6. When prompted, enter your **first name** and **initial of your last name** (e.g. Alice T). **Enter an email address**. If you don't have an email address, you can enter your parent's email address or a made-up email address. Just make sure that you include an @ symbol (e.g. Alice@fcps). This email address will not be displayed when you join the meeting, and you will not receive emails from Webex at this address.
7. Click 'Join Meeting'.
8. The waiting screen will appear and the session will start. Sometimes it can take 2-3 minutes to join a meeting, so be patient. You might be asked to allow your microphone and camera to be used in the session. Click 'Allow' then press 'Skip' to continue.
9. Make sure you start with your **microphone on mute**, but your **camera turned on**
10. Start learning with your peers and teachers, we can't wait to see you!

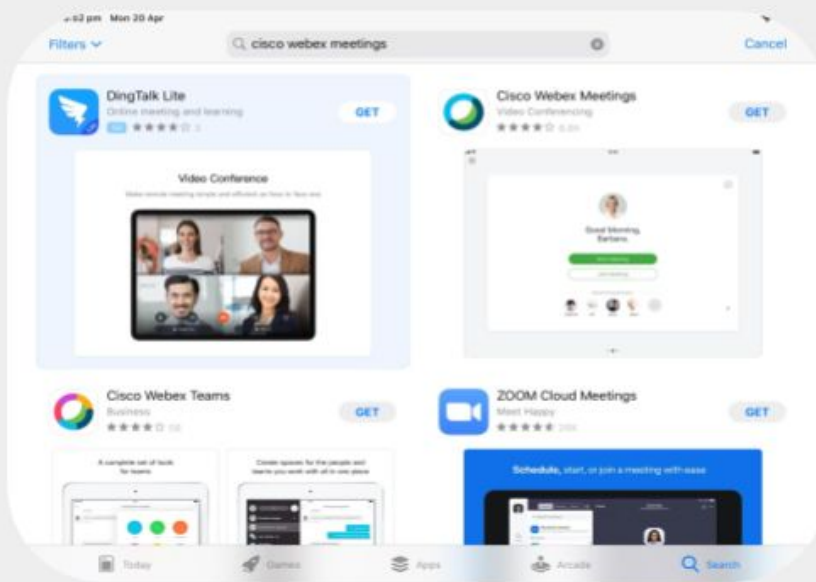
NOTE: Webex meetings can also be accessed via a desktop application. The instructions above are for browser access, however you can download the desktop application from <https://eduvic.webex.com/> or when prompted when joining a meeting from the link you have been sent.



LEARNING AT HOME: How to Join a Webex Meeting via an iPad

Follow these steps for iPad :

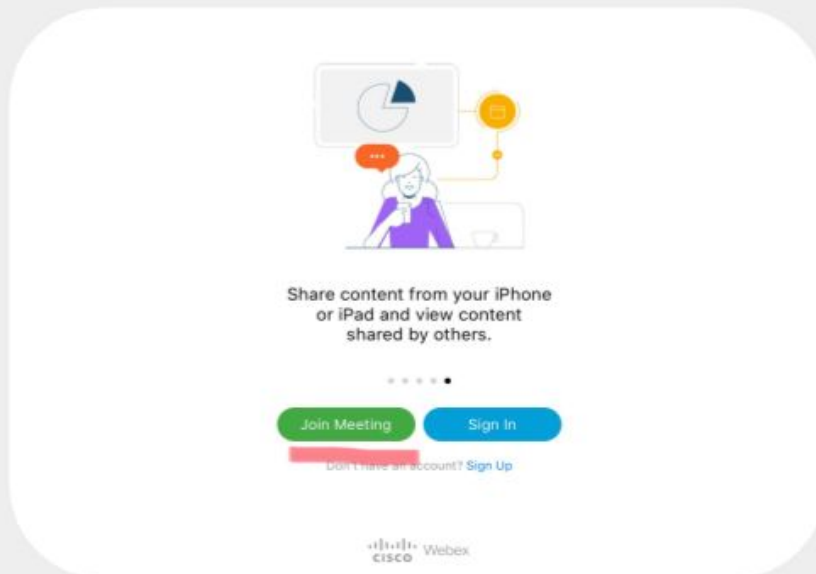
1. Download the **CISCO WebEx Meeting** app from the app store.



Cisco
Webex
Meeting
Icon



2. Click on the **CISCO WebEx Meeting** icon on your device and select the 'Join' or 'Join Meeting' button.





LEARNING AT HOME: How to Join a Webex Invitation via an iPad

Follow these steps for iPad :

3. Enter the meeting number (that the classroom teacher has provided) in the **'meeting information'** field.

A screenshot of the Webex 'Join Meeting' screen on an iPad. The screen has a white background with rounded corners. At the top, there are three buttons: 'Cancel', 'Join Meeting', and 'Join'. Below the buttons is a text input field containing the meeting number '871 616 215'. Underneath this field is a note: 'If you are invited to a Personal Room, you can enter the URL' followed by the example URL 'company.webex.com/meet/username'. Below that is another text input field containing the name 'Student'. At the bottom is a third text input field containing the email address 'Student@fcps.vic.gov.au'.

4. When prompted, enter your first name and initial of your last name. Enter an email address. If you don't have an email address, you can enter your parent's email address or a made-up email address. Just make sure that you include an @ symbol. This email address will not be displayed when you join the meeting, and you will not receive emails from Webex at this address.

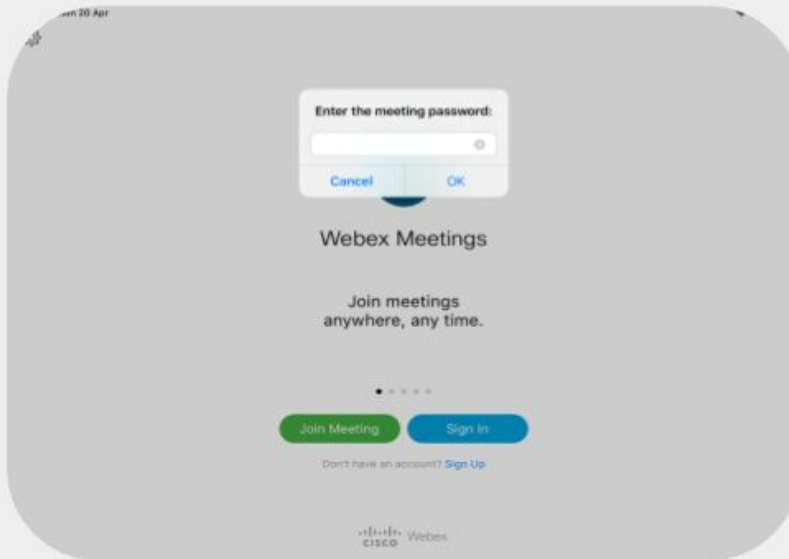


LEARNING AT HOME:

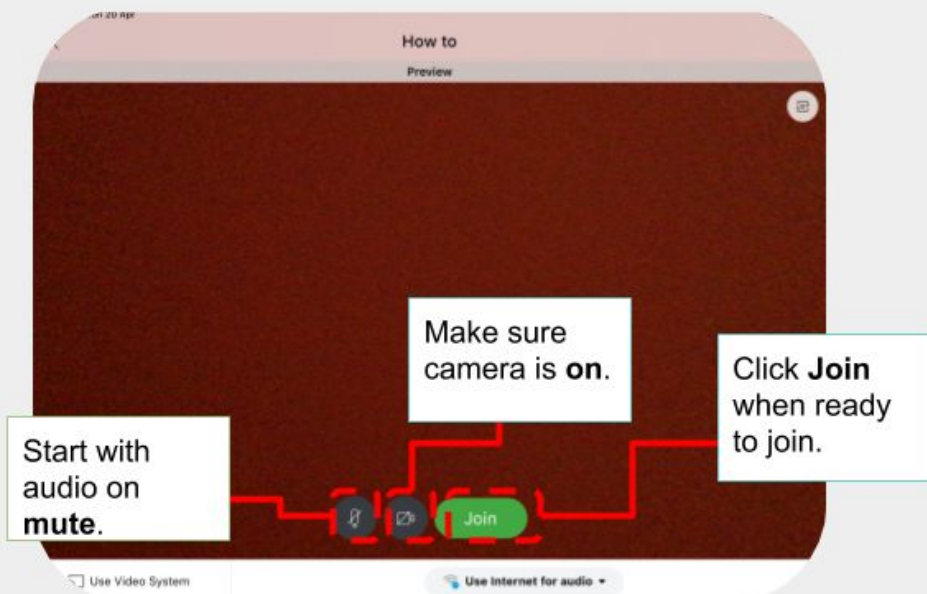
How to Join a Webex Invitation via an iPad

Follow these steps for iPad :

5. Enter in the **meeting password** that the classroom teacher has provided.



6. Click '**Join Meeting**'.



Learning From Home STUDENT Code of Conduct

The following Student Code of Conduct must be followed during online learning.

I agree to:

Environment:	<ul style="list-style-type: none"> ● Wear appropriate clothing (school uniform or casual clothes) ● Choose an appropriate space to do my online learning ● Try to limit distractions, interruptions and background noises
Organisation:	<ul style="list-style-type: none"> ● Make sure my device is fully charged ● Have all materials ready for learning ● Use headphones to minimise distractions
Online conduct and behaviour:	<ul style="list-style-type: none"> ● Always uphold the FCPS values and the behaviours outlined in the Learning From Home Behaviour Matrix ● Collaborate and join in with the class learning ● Always begin with your microphone on mute. Your teacher will tell you when to take this off. ● Signal to your teacher when you want to speak by raising your hand beside your face ● Do not record your teacher or the lesson unless told to do so

FCPS Learning From Home SWPBS Student Behaviour Matrix



FCPS Learning From Home SWPBS Behaviour Matrix

FCPS Mission Statement

We are future making for every child so that they are learning to learn, learning to thrive and learning to contribute.

FCPS Vision Statement

Our students will possess the skills, knowledge and ways of thinking that enable them to embrace learning, respond to challenges and thrive as active members of the community.

At Footscray City Primary School we are a diverse and inclusive **COMMUNITY** who value

- Taking **RESPONSIBILITY** for our learning and our impact on ourselves, others and our environment.
- Thinking and acting with **KINDNESS** which means we are friendly towards others and considerate of their feelings.
- Demonstrating **RESILIENCE** by persisting and being courageous when faced with challenges in our learning and relationships.

	Learning From Home Environment	Online Classroom (WebEx or Google Meet)	Online Platform (Seesaw or Google Suite)
We are Responsible	<ol style="list-style-type: none"> 1. We organise ourselves for Online Learning; clean space, materials organised, limit distractions, device charged, appropriately dressed. 2. We take care of belongings. 3. We allow others to learn; siblings and classmates. 	<ol style="list-style-type: none"> 1. We join our classroom on time. 2. We actively participate. 3. We cooperate with teachers and peers and use our time effectively. 4. We use whole body listening and stay within view. 	<ol style="list-style-type: none"> 1. We complete our set learning tasks to the best of our ability, on time 2. We ask questions when we are unsure
We are Kind	<ol style="list-style-type: none"> 1. We are open to others ideas and opinions. 2. We use kind and positive language. 3. Where possible, we support siblings and friends who need help with Learning from Home. 4. We listen to instructions from our teachers and family members assisting us with our learning 	<ol style="list-style-type: none"> 1. We raise our hand and wait our turn if we want to speak during online classroom time. When the teacher says our name, we unmute and answer. 2. We listen to others speak and make sure our microphone is off unless invited to talk. 3. We celebrate the success and effort of our classmates through appropriate comments when invited. 	<ol style="list-style-type: none"> 1. We respect the learning and work of others online. 2. We always speak and communicate kindly. 3. We celebrate the success and effort of our classmates through appropriate comments when invited.
We are Resilient	<ol style="list-style-type: none"> 1. We respond to challenges by listening to feedback and working together. 2. We listen to and use feedback. 3. We challenge ourselves. 4. We learn from our mistakes. 5. We know ourselves and what we need to be successful. 	<ol style="list-style-type: none"> 1. We are problem solvers for ourselves and others. 2. We put in our best effort. 3. We think before we speak or type. 4. We cooperate with others. 5. We are open to new friendships. 6. We use troubleshooting documents if something goes wrong online. 	

Parent Tips for Learning From Home:

- For the first few weeks, help your child/children to set up and make sure their device is fully charged
- Have your child in a quiet learning space free from distractions with resources ready to go
- Provide a set of headphones to minimise distractions
- Ensure your child sits close to the screen so they can be heard when speaking
- Find a stable position for your child to work on (i.e. desk/table and chair) - moving screens are a distraction for all learners
- Standing over your child's shoulder can be distracting - try to give them the space to engage with the teacher and their peers
- Remind them that comments can be viewed by other members in the class and always by the teacher, so to ensure all comments are appropriate and reflect our school values.

FCPS Staff Directory and Teaching Teams

Team	Emails
Business Manager: Office Administration:	Jo Diaco: diaco.josephine.j@edumail.vic.gov.au Sue Southern: southern.susan.j@edumail.vic.gov.au Michelle Cox: Cox.Michelle.M@edumail.vic.gov.au
Executive Principal Assistant Principal F-2 Assistant Principal 3-6 Student Engagement and Wellbeing Leading Teacher:	Jessie Hand: Hand.Jessie.J@edumail.vic.gov.au Christine Purcell: purcell.christine.c@edumail.vic.gov.au Grace Speight: speight.grace.g@edumail.vic.gov.au Alison Farr: Farr.Alison.M@edumail.vic.gov.au
Learning Specialists Years F-2 Years 3-6	Juliet Thompson: Thompson.Juliet.K@edumail.vic.gov.au AnthonyCurnow: curnow.anthony.a@edumail.vic.gov.au
Prep PA(Team Leader) PB PC PD	Helen Dearn: Dearn.Helen.H@edumail.vic.gov.au Ali Hart: Hart.Alexandra.A@edumail.vic.gov.au Juliet Thompson: Thompson.Juliet.K@edumail.vic.gov.au Ashleigh Summers: Summers.Ashleigh.M@edumail.vic.gov.au
Year 1 1A (Team Leader) 1B 1C 1D Year 1 Support	Kate Abbott: abbott.katherine.k@edumail.vic.gov.au Jamie Alfredson: Alfredson.Jaime.E@edumail.vic.gov.au Vita Coppola: Coppola.Vita.L@edumail.vic.gov.au Rebecca Raso: raso.rebecca.a@edumail.vic.gov.au Yvonne McCluskey: mccluskey.yvonne.y@edumail.vic.gov.au
Year 2 2A (Team Leader) 2B 2C 2D	Gemma Wooden: Wooden.Gemma.M@edumail.vic.gov.au Kara Bronchinetti : bronchinetti.kara.k@edumail.vic.gov.au Sandra Tiricola: tiricola.sandra.s@edumail.vic.gov.au Annie McNeil: McNeil.Annabel.A@edumail.vic.gov.au
Year 3 3A (Team Leader) 3B 3C	Tony Ciancio: ciancio.anthony.a@edumail.vic.gov.au Ben Shaughnessy: Shaughnessy.Benjamin.R@edumail.vic.gov.au Bec Ridd: Ridd.Rebecca.E@edumail.vic.gov.au
Year 4 4A (Team Leader) 4B 4C	Eliza Kerin: kerin.eliza.e@edumail.vic.gov.au Gabriel Ivy: Kendall.Gabrielle.E@edumail.vic.gov.au Anna Zobel: zobel.anna.c@edumail.vic.gov.au Rose Girdwood: girdwood.rose.e@edumail.vic.gov.au
Year 5/6 5/6 A (Team Leader) 5/6 B	AnthonyCurnow: curnow.anthony.a@edumail.vic.gov.au Harry Charters: Charters.Harry.H@edumail.vic.gov.au

5/6 C 5/6 D	Sophia Nem Singh: NemSingh.Sophia.B@edumail.vic.gov.au Georgia Hynes: hynes.georgia.m@edumail.vic.gov.au
Specialist Art (Team Leader) P.E LOTE Music	Emily Power Moore: power.moore.emily.e@edumail.vic.gov.au Alex Saures: naoumis.alexandria.a@edumail.vic.gov.au Liam Brennan: Brennan.Liam.D@edumail.vic.gov.au Keren Yi: Yi.Keren.K@edumail.vic.gov.au Emma Rudin: Rudin.Emma.E@edumail.vic.gov.au Alison Farr: farr.alison.m@edumail.vic.gov.au
Intervention Team	Alicia Pearce: pearce.alicia.a@edumail.vic.gov.au Alex Saures: naoumis.alexandria.a@edumail.vic.gov.au
Education Support Staff	Anna Robenn: robenn.anna.m@edumail.vic.gov.au Carolyn Iliadis: iliadis.carolyn.c@edumail.vic.gov.au Chelsea Peterson: Petersen.Chelsea.M@edumail.vic.gov.au Mary-Anne Charles: Charles.Mary-Anne.M@edumail.vic.gov.au Michelle Tencic: Tencic.Michelle.M@edumail.vic.gov.au Sharon Schwartz: schwarz.sharon.d@edumail.vic.gov.au
Assessment, Reporting & Data Leader	AnthonyCurnow: curnow.anthony.a@edumail.vic.gov.au
ICT Leader	Bec Ridd: Ridd.Rebecca.E@edumail.vic.gov.au
Literacy Leader	Kate Abbott: abbott.katherine.k@edumail.vic.gov.au
Numeracy Leader	Rose Girdwood: girdwood.rose.e@edumail.vic.gov.au

Wellbeing Resources for Students and Families

Mental health and wellbeing check-in

Just as you set aside time for physical exercise, it is important to make time each day to check in on your child's mental health and wellbeing.

As your child adjusts to their new routine and not being able to see their friends in person, it is important to be understanding of their feelings of frustration, anxiousness and even anger – every child will react differently.

To support your child, use these mental health and wellbeing check ins to:

- Provide an opportunity to talk about how they feel and listen to what they say
- Identify one or two things they could do to address what they are concerned or angry about
- Ask how they are going, whether they are finding it easy or hard to learn remotely, and if there is anything they'd like your help with.

There is a risk that your child may be bullied online. If you think this happening to them, support is available on how to talk to your child and your school at: [bully stoppers](#).

If you have any other concerns about the health and wellbeing of your child, contact your school directly, which will have access to resources that can help.

Please see a list below of recommended resources:

Wellbeing Resources for Students and Families

A Coronavirus (COVID-19) Self-Care Checklist

Besides disinfecting and washing your hands, here's a list of some of the best ways you can take care of yourself in these times, putting that proverbial oxygen mask on first before you tend to your family, your community, and the world.

1. Stick with your normal, daily meditation practice. It's easy to lose track of time when the days blend into one another, but now more than ever, your daily mindfulness or meditation practice is so important. There is no longer the excuse "I don't have time" these days—all we seem to have is time, we just need to remain disciplined.
2. Maintain contact virtually by creating a schedule. Now is a great time to make sure that we check on the ones who matter to us, and those who we rarely get to see in person because they are so far away. However, it's very easy to lose track of time—especially across time zones—so having a set schedule of times to check in, hang out and even eat "dinner" together online can help to restore some social structure to the day.
3. Get outdoors. If you are blessed to live in a place where there are parks or waterfronts (that are not closed during the pandemic) and you can access them with walks, runs, and bikes, it's an opportunity that should not be squandered. Commit to getting outdoors and moving for at least an hour each day, plus taking a barefoot walk on the grass, weather permitting.
4. Give myself permission to cry. Hopefully this is already a point on your usual self-care plan that is even more appropriate in these times. We will inevitably feel sad, disheartened, or downright hopeless at times, so giving yourself permission to feel these emotions fully and turn towards your suffering will help you release any pain or tension and help you see the sun through the clouds once again.
5. Create a venting-hour. Just like some families have adopted a "happy hour," I encourage you to adopt a "venting hour." Sometimes it only need last five minutes but by being aware that we are all stuck together in close quarters for the next few weeks or months, we make sure that there is an "airing of grievances," (just like in Seinfeld's fictitious holiday, Festivus), so that nobody keeps anything inside. This will support you to reduce the build-up of tension and make sure that there is no resentment, which is possible for even the kindest amongst us.
6. Limit how often and through what means I access the news and information. Pay attention to how you feel when you watch the news or hear certain people speak, perhaps limit yourself to 30 minutes of news per day on the television with a news anchor and station you trust. Otherwise, mostly get your news online by reading articles and transcripts of press conferences. Also make sure you don't watch the news before you go to bed, because it can get you all worked up, which is counterproductive to preparing to rest.
7. Be of service to others without depleting yourself. Within a few days of people in our community being laid off, maybe you started to get emails and see posts on social media from friends and community members who were scared about having their basic needs met—food, medicines, and other essentials. Think of small ways you can make a difference to others around you. What skills can you bring to this moment in order to be of service? As always, it's important to recognise and hold the boundaries that are safe for you. Offering help to others can give you meaning during this time of uncertainty.
8. Make time for others and yourself. Just because we are together doesn't mean we have to be present and available to those around us all the time. Schedule times to share with others and time for yourself so that you and those around you can anticipate when you are available to be there for them and when you need some time just for you each day to avoid the tension of imposing needs and demands.

9. When all else fails, ask yourself: “What do I need in this moment?” Make this your default question—the one you immediately ask yourself when you sense that you are not feeling right, physically or mentally. Just pause, take a long, slow deep breath and ask yourself this question. In this space between, you will almost always find the answer.

Each day, refer back to this list.

Allow it to provide you with a measure of comfort, to remind you that you are in control, and that in times of crisis, you have the choice to either be your own worst enemy, or your best ally.

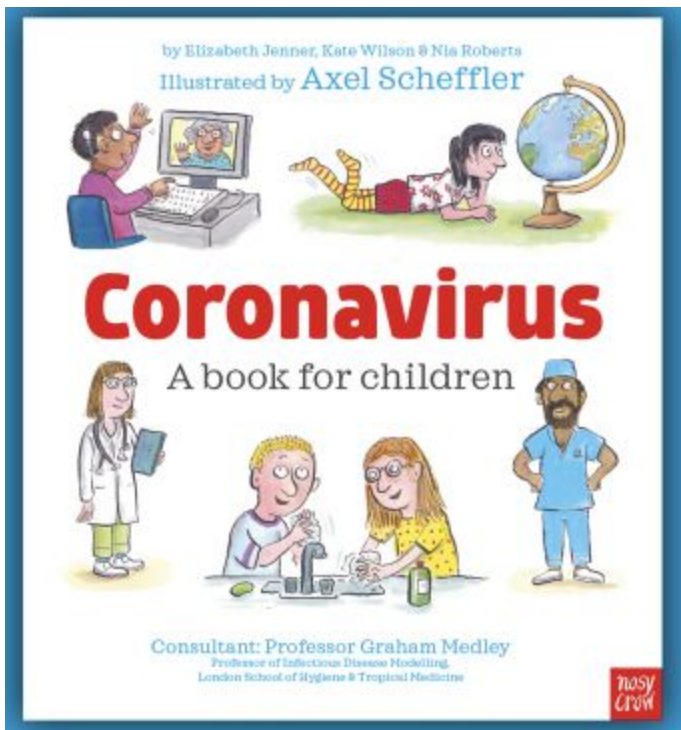
Choose the latter.

Amber Scanlon

Psychologist: BA; GradDip Psych; BA Hons Psych; MCLin Psych M.A.P.S.

Coronavirus - A book for children

Students pick up significant amounts of information but haven’t always developed the necessary skill set to process it. This can lead to significant anxiety and worries about their health, the health and safety of their family and the wider world. With this understanding, the following children’s story/social story, illustrated by Axel Scheffler (who illustrated The Gruffalo and who will be familiar to most students), has been produced to support young students in their understanding of the Covid19 Pandemic. Written in collaboration with psychologists and experts in the fields of education and health, the book helps children understand what is happening around them and provides clear and simple responses to their concerns.



You can download a copy of the book or read on line by visiting

<https://nosycrow.com/blog/released-today-free-information-book-explaining-coronavirus-children-illustrated-gruffalo-illustrator-axel-scheffler/>

Self Regulation and Coping Strategies - Resources

An student activity related to self regulation, emotional awareness and/or coping strategies will be sent to families via Compass each week, These will be in a PDF format and will cover areas such as loneliness, anger, anxiety, boredom and fear, providing opportunities to discuss children's feelings and to workshop strategies to assist.

There are also a number of excellent apps and programs put out by Headspace, BeYou, Beyond Blue available that can be accessed by students and families and links to some of these are below.

- WHO - Helping Children Cope with stress during the COVID-19 Outbreak

https://www.who.int/docs/default-source/coronaviruse/helping-children-cope-with-stress-print.pdf?sfvrsn=f3a063ff_2%20parents

- Raising Children Network - COVID -19 Specific Resources

<https://raisingchildren.net.au/guides/a-z-health-reference/coronavirus-and-children-in-australia>

- Emerging Minds - A collated list of resources for supporting 0-18s with COVID-A9

<https://emergingminds.com.au/resources/supporting-children-during-the-coronavirus-covid-19-outbreak/>

- Headspace

<https://headspace.org.au/tips/>

- Smiling Minds - Specific COVID-19 resources

<https://www.smilingmind.com.au/thrive-inside>

- Sparklers - a program from our friends across the Tasman

https://sparklers.org.nz/parenting/?fbclid=IwAR0gncNFIZzGg5Z8B-oRyrS4MArOdbTD3o53-AFUyEc5h44hnBEc8uY_s

- Perth Childrens' Hospital - Telethon Kids

<https://www.telethonkids.org.au/campaigns/2020/covid19/>

- Royal Childrens' Hospital

[https://www.rch.org.au/rch/Coronavirus_\(COVID-19\)/](https://www.rch.org.au/rch/Coronavirus_(COVID-19)/)

If you are having trouble downloading or accessing any of the engagement and wellbeing resources that are sent home, please contact Student Engagement and Wellbeing Leading Teacher, Alison Farr and PDFs can be emailed or a hard copy provided.

e-Safety: Safety Online

With the inevitable increase in screen time occurring during Term 2, it is important to know and understand how best to support your child. All online platforms used by FCPS teachers are in accordance with DET recommendations and are considered 'safe'. But being e-safe is about more than just managing screen time. Please see the following links to discover more about how you can best support your child to be e-safe while Learning From Home.

COVID-19- An Online Safety Kit for Parents and Carers:

<https://www.esafety.gov.au/about-us/blog/covid-19-online-safety-kit-parents-and-carers>

Taming Technology, Parental Controls: <https://www.esafety.gov.au/parents/skills-advice/taming-technology>

DET Recommendation:

Managing screen time and online safety

It's important you keep a balanced approach to home learning. Time spent using digital devices for learning should be broken up with physical exercise and offline learning tasks often.

It's also important that during this time of remote learning we maintain safe and responsible use of information and communication technologies. This includes:

- The appropriate use of digital platforms, privacy and information protection
- Respectful online communication.

Learning From Home: Information For Parents and Carers
The Department of Education and Training

LEARNING FROM HOME: INFORMATION FOR PARENTS AND CARERS

Advice, tips and resources to support children as they learn from home.

This factsheet provides advice, tips and resources to help you support your child's continuity of learning from home.

To increase physical distancing across the population and prevent the transmission of coronavirus (COVID-19), children in government schools will move to remote and flexible learning and care at the commencement of Term 2.

This means that from the start of Term 2 most children will be learning from home.

For more information on coronavirus (COVID-19), visit the [Victorian Government website](#)

About learning from home

When you start to think about helping your child to learn from home, remember that no one expects you to be a subject matter expert or teacher. The most important thing you can do is to continue to provide comfort, support and encouragement to your child.

You can help your child to learn from home by working with their school and supporting your child as they undertake the activities provided.

HOW THE SCHOOL WILL SUPPORT YOUR CHILD

Your child's school will:

- communicate with you and your child about teacher responsibilities and what you and your child need to do
- communicate with you and provide learning activities for your child to do at home
- use their normal communication tools such as their website, newsletters, emails and other online tools
- provide technical support with devices, as needed.

ACCESS TO COMPUTER DEVICES AND INTERNET

Your child's schools will contact you in the first week of Term 2 to determine if your child needs access to the internet, or if they need to borrow a laptop or tablet. This will include children from disadvantaged and vulnerable backgrounds, and those who attend schools in bushfire-affected areas – these children will be given priority.

The Department has partnered with Telstra to provide 1000 4G dongle devices with 4G internet access, and 4000 SIM cards that provide 4G internet access, for families who do not have access to the internet at home. These will be free of charge, and will be provided for the next six months.

Devices will be distributed in the first two weeks of Term 2.

You do not need to understand how to use tablets or laptops. Most children have been using them at school and are familiar with how to use them.

If you do not have internet access at home, for example, if you live in an area without 4G reception, talk to your school about how your child may receive materials that do not require online access. These can be mailed to your child, or you could collect them. Completed tasks can be returned in the same way. The materials are aligned to the Victorian Curriculum F-10.

How you can support your child

You can support your child by:

- having a routine and setting expectations
- making sure your child has a space to work in
- providing a level of supervision suitable to your child's stage of development
- monitoring communications from teachers
- checking in with your child often to help them manage and pace their work
- monitoring how much time your child is spending online.

YOUR CHILD'S RESPONSIBILITIES DURING REMOTE LEARNING

You should change these responsibilities according to the age and stage of your child.

Your child's responsibilities include:

- regularly monitor digital platforms for announcements and feedback from their teachers
- do their best work by completing tasks with integrity and academic honesty
- do their best to meet timelines and due dates
- communicate openly with their teachers and tell them if they have any concerns or issues
- collaborate and support their classmates
- continue to abide by their school's behaviour guidelines.

SETTING UP A LEARNING ENVIRONMENT

Every home is different but it's important to provide a quiet and comfortable space in which to learn.

Where possible, extended learning should take place in a space your family shares. For example, a lounge room or dining room. These spaces are preferable over a bedroom, where your child can feel isolated and supervision can be more challenging.

It should be a place:

- that can be quiet at times
- that has a strong internet signal, if possible
- where you or another adult is present as you would normally when your child is online, dependent on age

ESTABLISHING ROUTINES AND EXPECTATIONS

Start and end each day with a check-in to help your child:

- clarify and understand the instructions they get from their teachers
- help them organise themselves and set priorities for their learning at home.

A healthy daily routine is great for mental and physical health, as well as concentration and learning.

Encourage regular exercise breaks. This might mean going for a walk, using exercise DVDs and apps, dancing, floor exercises or using home exercise equipment.

Encourage healthy eating habits and make sure they drink enough water.

Communicating with your child

We encourage you to start and finish each day with a simple check-in. These check-ins can be a regular part of each day.

Morning check ins

In the morning, ask:

- What are you learning today?
- What are your learning targets or goals?
- How will you be spending your time?
- What resources do you need?
- What support do you need?

Afternoon check-ins

In the afternoon, ask:

- What did you learn today?
- What was challenging? You could come up with a way to deal with the same problem if it comes up again.
- Consider three things that went well today. Why were they good?
- Are you ok? Do you need to ask your teacher for something? Do you need help with something to make tomorrow more successful?

These questions allow your child to:

- process the instructions they get from their teachers
- help them organise themselves and set priorities.

You could also check-in with your child throughout the day. This depends on your child's needs.

ADVICE FOR PARENTS OF CHILDREN WITH ADDITIONAL NEEDS

- [How you can support your child with additional needs at home](#) – this resource helps you support your child’s learning at home.
- [Understanding learning difficulties for parents: a practical guide](#) – this guide provides you with practical advice about learning difficulties. This includes the evidence base supporting particular intervention programs and a [recommended apps](#) list for children with learning difficulties.

RESOURCES AND TIPS

In addition to the resources and materials that your early childhood service or school may provide, you could also use the following resources:

GET PARENTS INVOLVED WITH LITERACY

[Get parents involved with literacy](#) includes programs and supports, including the ‘Literacy and numeracy tips to help your child’ booklet. This booklet gives advice to parents with children from birth to year 6 about supporting their child’s literacy and numeracy learning.

You can also find ideas to [support the development of early literacy skills](#) including speaking listening, reading and writing for children aged from birth through to the early years of school.

PREMIERS’ READING CHALLENGE

The [2020 Premiers’ Reading Challenge](#) is now open and provides a great incentive to spend more time reading.

Ask your child’s teacher if their school or early childhood service is taking part in the 2020 Challenge.

Participating schools will register your child and give you a username and password.

Participating early childhood services will register your child, and all you need to do is start reading with your child every day.

If your child’s school or early childhood service is not taking part, your child can still take part. Visit:

- [registering school students as home-based readers](#)
- [registering young children \(birth to 5 years old\) as home based readers](#)

More information on how to take part in the Challenge is available at: [School student and parents: taking part in the Challenge](#)

MATHEMATICS AND NUMERACY AT HOME

[Mathematics and numeracy at home](#) provides links to a range of advice and resources for families.

To support the development of numeracy skills for children aged from birth to the early years of school visit: [How to build numeracy skills from birth to year 2.](#)

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS (STEM)

Find ways to engage children in [science, technology, engineering and maths \(STEM\) experiences](#).

Visit the [Fun at home](#) webpage for more parent-focused resources.

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Links & Resources to Online Platforms

Webex

Eduvic.webex.com (can download Productivity Apps, such as integration into GSuite Calendar)

<https://help.webex.com/en-us/n0pdj9x/Start-a-Poll-in-Cisco-Webex-Meetings>

SeeSaw Learning more about using Seesaw

- Webinars available [here](#)

Google for Education (GSuite)

READ

1. All about GSuite for Education

https://edu.google.com/products/gsuite-for-education/?modal_active=none

2. About GSuite for Education @ FCPS

https://docs.google.com/presentation/d/1VeWkpz005qvrBPAAIf93LGJMA6LyyZLcljMjde_JFi0/edit#slide=id.p

3. Enabling Distance Learning using Hangouts Meet [PDF]

https://drive.google.com/file/d/12GSnqyXQAdkb_dxqhdfqmVaBaL6HQth/view

4. Tips for Enabling Distance Learning through G Suite & Chrome [PDF]

<https://drive.google.com/file/d/1Rda64L47yxvYhvrD0KAibT4ym138QJ34/view>

VIEW

1. Google for Education [video overview - start here. Note: FCPS does not use all apps]

<https://www.youtube.com/watch?v=UFW-A-2-sM4>

2. GSuite YouTube Channel

https://www.youtube.com/channel/UCBmwzQnSoj9b6HzNmFrg_yw

3. Google for Education YouTube Channel [hundreds of tutorials!!]

<https://www.youtube.com/user/eduatgoogle>