

# GUIDELINES FOR SCHOOL AND TEACHERS



- 1. Online Learning Delivery**
- 2. Curriculum**
- 3. Tasks**
- 4. Teacher-student relation**
- 5. Wellbeing**
- 6. Safeguarding**
- 7. Teacher-teacher relation**



# 1

## Online Learning Delivery

Common ways that schools and teachers can deliver online learning during school closures:

- 1 Holding virtual classes /lessons for students to watch in real-time



This is our recommended approach wherever possible to do so. For example, a student can 'dial in' to a lesson using technologies such as Skype, Facetime, Google Hangouts, or similar when a teacher live stream lessons to students at scheduled times.

## 2 Recording classes/lessons for students to access on-demand

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This is another option allowed. However, it is recommended that teachers add the following notice at the beginning of the video:



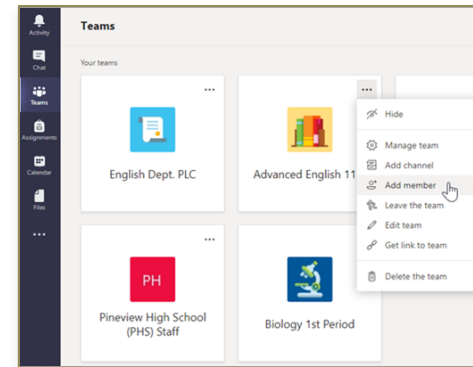
### **Disclaimer:**

*This video recording has been made available to you in accordance for you to view only. No further copies or sharing of the video should be made outside the class as the material in the recording may be the subject of copyright protection. Do not remove this notice.*

If this is not practical, it would be a good idea to **email students** (or put a notice in school blogs or other communication platforms) reminding students and parents that **remote lessons are being provided to them** as part of their school's response to COVID-19, and that they **must not make any further copies** of any of the content provided to them, including sharing with friends, via social media, or uploading to the internet.

### 3 Putting content onto a Digital Teaching Environment for students to access

Teachers may wish to upload material to a Digital Teaching Environment such as YouTube, Office 365, Microsoft Teams and others for students to access.

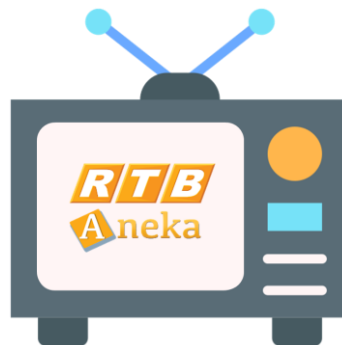


Please note that for services such as YouTube, the terms of use state that children must be 13 years or over, so a parent or guardian supervision may be required.

## 4 Providing print resources to students

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Due to internet/bandwidth issues, teachers and schools may need to provide students with photocopies of print resources or a USB or DVD of print resources. Teachers should send a cover letter with the resources that states the materials have been provided for the student's educational use during the COVID-19 outbreak and no further copies should be made.



## 5 Conducting lessons via Educational TV Channel

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Students can be provided with schedules to view the appropriate educational resource on this platform from home.

# 2

## Curriculum

Minimum scope in the curriculum to be achieved by end of 2020

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Curriculum Department will identify the 'must do' components to be covered by the teacher this year so that teachers do not panic and rush to finish the syllabus.

In this crisis time when the teachers do not meet their students physically, such rush would induce unnecessary stress and anxiety among the teachers, students and it might escalate to the parents too

Lower Primary Levels to focus on Literacy and Numeracy

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# 3

## Tasks



Key considerations on the Tasks assigned to students



Should be appropriate for the **age and stage of the student** and consider the requirements of those who may have additional needs



Should have **clear learning objectives**



Should consider a range of **'end products'** (eg written work, photos, videos, audio posts, physical collections, posters, pictures)



Should indicate **how** students or parents are required **to 'return' the completed task**



Should give **clear deadlines**



**Should not be entirely dependent** on access to, and/or ability to use a **device**



Use of a **printer is optional**



When a **new concept** is to be taught, **consider recording a video** to introduce it



Internet-connected device **many not be needed** all the time

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# 4

## Teacher-student relation



Send daily messages to students who have digital devices

.....  
Between 07:30 – 08:30, or at agreed time

Provide ways for teachers to remain close with their students

.....  
Particularly so for students from disadvantaged background



Have some conversation to boost the moral and motivation of the students



Establish a system that monitor the quality and quantity of the communication between teacher and their students



Through such monitoring, students who are challenging to reach could receive more attention and support from the school

# 5

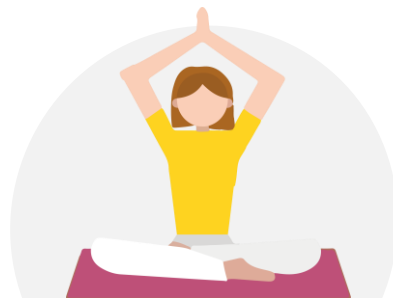
## Well-being



Encourage continuation of a social network between students



Encourage physical activity indoors and outdoors while still observing social distancing and other measures recommended by the Ministry of Health





Encourage screen breaks



Not to overwhelm with tasks



Remind students to eat healthy, drink water and sleep enough



Where necessary, seek feedback from students and/or parents about how their children are coping with the situation and the workload



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# 6

## Safeguarding



If you do not have contact from a student

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- **After 1 day** – Send an email and message to students or parents (where appropriate)
- **After 2 days** – Telephone contact should be attempted

Consider additional monitoring of students known to be vulnerable or in a vulnerable situation

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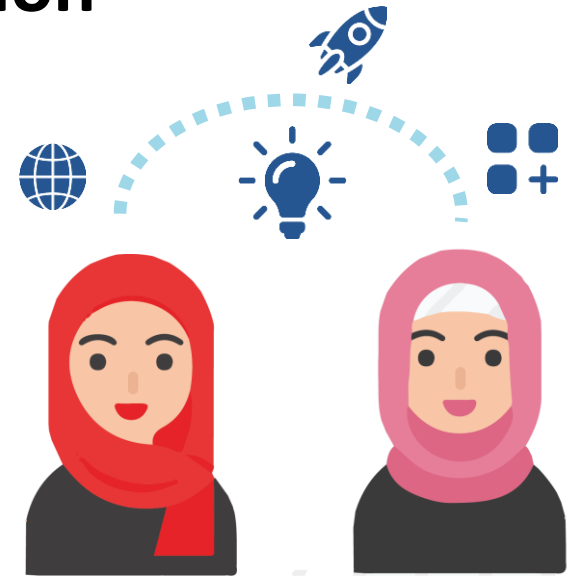


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# 7

## Teacher-teacher relation

Develop a platform (online) to support each other in lesson plans development, sharing of teaching resources and perhaps useful innovation



School leaders could have a log of what teachers do effectively in their lessons and how they have collaborated among them



Such practices could be shared with other teachers in the school or to other schools too

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