

27 March 2020

Dear Students

## **Re: Student guidelines for approaching home-based learning for secondary students**

Home-based learning is a very different experience from the classroom. We are all having to make some adjustments and learn in new ways. The following guidelines are offered with a view to establishing an effective home-based learning environment.

### **1. Recognise the opportunity within the challenge**

One opportunity provided by this period of home-based learning is to build your skill set as a scholar:

- Become a reader. You have more time now. Shift your focus from screens to books and read, read, read!
- Take responsibility for your learning. Many students have already done just this, especially those in the senior years, are they poised to thrive in this home-based learning environment. It is opportune to do it now.
- Take the learning and apply it to your own thinking.
- Get organised! Developing an organised approach to life and studies succeeds most when it is connected to your own personality and personal approach. Use this time to experiment with different approaches.

### **2. Recognise the limitations within the challenge**

Being at home will change so many things that you take for granted in the school day.

- No movement between lessons and connections with friendships during breaks.
- Asking questions was easy as teachers and classmates were so close. Now it will be an email and a delay on occasions.
- You will need to concentrate more fully to understanding the instructions.

### **3. You are responsible for initiating communication with your teachers.**

You now cannot wait for the next lesson to ask your questions. You must work to understand and if you do not, you will need to email.

You will need to work at asking accurate questions. The regular, 'I don't understand this' must be replaced with specific questions.

### **4. Enter the due dates of work into your calendar**

You are responsible for developing your work to submit on time. If this is not a strong point, then seek assistance from your parents, carers or your teacher.

One very valuable approach is to spend the evening organising the next day. Identify your commitments and gathering the resources that you will need and arranging them on your desk.

### **5. Attitude to subject**

Recognise that you might well have favourite subjects. Work on less 'interesting' subjects in the morning when you are able to concentrate better. It is worth investigating why some subjects are less accessible. It would be good to speak to your parents/carers about this.

### **6. Study space**

Organising an appropriate study space, or spaces, will be vital. The following ideas might prove useful:

- The study space is better not be in a bedroom. Ideally, there should be some separation to personal life and school life. The best advice on stress and wellbeing propose that a bedroom should only be for sleeping and relaxing, and be technology free.
- Have a place to list your to-do list; a collection of tasks that come up through the day so you will not forget them. You write them down and organise them later.
- Phones should be away from their workspace to avoid distractions.

## 7. Daily schedule

It is important to plan every day in some detail. The following are recommended:

- Getting dressed: wear your PE uniform or some attire from the School. It is perfect to wear your school uniform. This will move your attitude into work mode.
  - Establish a definite commencement time to the day. This is like a mentor period time. In this time you should overview your day. It is ideal to have a meeting with your parent, or carer, to speak about your plan for the day. Questions of value are:
    - Login to Rory and open Microsoft Teams.
    - What is in my schedule today? (*Consult your calendar on your class Rory page*)
    - Check each of my class pages in Rory.
    - Are my teacher's connecting with me today?
    - What am I learning today?
    - What do I hope to achieve today? What are my goals? (*Am I developing my organisational skills today?*)
    - How will I spend your time? (*When will I have a break? In what order will I undertake my tasks?*)
    - Do you have the resources organised for my upcoming tasks?
    - What help do you need?
  - Follow the school lesson timetable. The teachers are also expecting to use this schedule to arrange online meetings;
  - Establish a definite closing time for formal study in the afternoon. I suggest 3.30pm is the time you should commence with. Questions of value at this time are:
    - What did I learn today?
    - What was proving difficult and what is my strategy to progress that tomorrow?
    - Do I need to communicate with my teachers?
    - What do I need to complete today or prepare for tomorrow?
    - Am I feeling OK? (*Speak with someone if you have concerns*)
  - Include some fitness and exercise in the daily and weekly schedule.
- <https://www.betterhealth.vic.gov.au/health/healthyliving/physical-activity-its-important>

## 8. Weekly schedule

Staff will be communicating the weekly expectations for each subject through the News feature of Rory at the commencement of each week. You should use this information to ensure that you have incorporated all the tasks into your weekly schedule.

## 9. Introverts and extroverts

Some students will miss the social experience of school. Others will be quite comfortable in their own space. It will be important for you to approach structuring your work with this perspective in mind. Connect with your friends at the appropriate time and check on their welfare.

## 10. Understanding the Rory space

It is very unlikely that you are unaware of how the page operates. Should this be the case you should contact the IT helpdesk at [HelpDesk@hutchins.tas.edu.au](mailto:HelpDesk@hutchins.tas.edu.au) and the School website for frequently asked questions.

I am hopeful that this information is helpful to you. Please feel free to contact me with questions should you wish to, by email on [iain.belot@hutchins.tas.edu.au](mailto:iain.belot@hutchins.tas.edu.au).

Yours sincerely

Mr Iain Belôt

**Head of Teaching and Learning (Year 7-12)**

## Daily Checklist

Focus	Process	Completed ✓ ✗	A comment for planning
Dressed and ready	Hutchins uniform (formal, sport etc.) on - optional		
Overview plan (By 8.30am)	Login to Rory – review my calendar schedule for today		
	Login to Microsoft Teams – check messages		
	Check my planning from last night		
	Write down what do I hope to achieve today?		
	Are my teachers connecting with me today? When?		
Check in with mentor (8.30am – 8.40am)	Open Microsoft Teams and acknowledge with your mentor that you are online.		
Commence work	Work through the timetabled lessons and tasks.		
<b>Period 1 (8.45am - 9.35am)</b>	(Add my plan here)		
<b>Period 2 (9.35am - 10.25am)</b>	(Add my plan here)		
Break for morning tea	Exercise and/or eat. Do something to refresh you like play an instrument/read a novel etc.		
Return from morning tea	Set a goal for how much work to achieve before the break at lunchtime.		
<b>Period 3 (10.50am - 11.40am)</b>	(Add my plan here)		
<b>Period 4 (11.40am - 12.30pm)</b>	(Add my plan here)		
Break for lunch	Following the School's schedule this will be both lunchtime and mentor time. Exercise and/or eat. Do something to refresh you like play an instrument/read a novel etc.		
Commence work			
<b>Period 5 (1.50pm - 2.40pm)</b>	(Add my plan here)		
<b>Period 6 (2.40pm – 3.30pm)</b>	(Add my plan here)		
Afternoon reflection time	Did I achieve all I intended to today? What needs to do planned for tomorrow? Do I need to continue with this for homework?		

	Do I need to communicate with my teachers to submit work or ask questions?		
	Was my learning successful today? What distracted me? <i>(Score from 1 to 10 - with 10 being outstanding)</i>		Write your score here
Planning for tomorrow	What do I need to prepare for tomorrow?		
	Design the plan and write it down.		
Have an extended break for the afternoon. Do something to refresh you like play an instrument/read a novel etc.			
Homework (from a time of my choosing)			