



ONLINE CODE OF CONDUCT

The following has been implemented to protect Jump StART workers and participants as we transition to working online and is to be followed in addition to Jump StART's original Code Of Conduct policy.

Video chat rules

- Do not have a private discussion with one student, make sure that there is a parent/carer or another teacher present. If this is not possible, a class will need to be postponed.
- Parents can help their child set up devices, but should not join any group/class chats being moderated by the teacher. When the live online session is finished, you should wait for all students to exit the meeting before leaving. This ensures that students do not continue chatting without the teacher present.
- Zoom has the ability to customise backgrounds either by blurring the background or loading a static picture. You should encourage all students to blur or set their background to an appropriate static picture at the beginning of the lesson.

Setting up the technology and environment

- Provide clear instructions to students on how they can access the video lesson and if there are any passwords needed to access the online classroom.
- Teachers and students should test their audio, webcam and speakers in advance.
- Pre-set your video lesson to mute participants' microphone automatically upon entry. You can choose to switch them on selectively to allow student participation.
- It's important to start with the teacher's camera turned on. This reinforces to students this is a live session, and establishes a more personal connection with students.
- Where possible students and teachers should be in a quiet space with a simple background behind them. The background where possible should not include thoroughfares or active spaces that might accidentally lead to inappropriate vision or distractions.

Running a video conference classroom

- The video conference room is a classroom and the same class behaviour and discipline policies apply to this environment. Please refer students to the Jump StART Student Behaviour Code which can be accessed on the company website.
- Do not allow any unauthorised access to the video conference room. This includes parents, unless they have been authorised to attend by Jump StART prior to the class.
- All invited guest adult speakers should have a current Working With Children Check (WWCC) before being admitted into an online room.
- Most of the products will allow you to remove participants if needed, if you are the host.
- Jump StART will add a password to the room to ensure extra security when using Zoom.
- A teacher should enter the room before the start time. The Zoom account should be set to ensure students cannot be in the online room without a teacher who is lesson's host or co-host.
- Be careful when using screen sharing – it can be easy to accidentally share confidential information. We strongly recommend that you shut down any email programs during the lesson.

- The Zoom account should be set so that no students can share their screen without the permission of the host of the lesson.

Best practice for lessons

- The classroom teacher needs to be the manager of this online environment as they would be in a face to face classroom.
- When required, there will be a Jump StART staff member or assistant tutor on hand for the lesson. This provides the opportunity for one teacher to focus on delivering the lessons and the support teacher communicating via text chat and working collaboratively with the lead teacher.
- As a teacher (host) join your class early to ensure a proper connection.
- Welcome students and acknowledge them by name and engage in light conversation as a welfare check. Ask students to mute video and audio if this has not already been done unless they are answering, demonstrating or asking a question.
- Discuss online behaviour and expectations of the students in your first virtual class.
- Give clear and explicit instruction for the technology so they feel supported.
- Embrace the pause. Take a moment after the end of your comments and allow for students to ask questions and engage before continuing on.
- Take time to promote interactions from your class. Allow time for your students to raise their hand, write their questions in chat, or be unmuted to ask their questions live.
- When a student turns on video, acknowledge them and any features of their background that may be visible. This is a reminder that the environment of the student is visible to all the class.
- Speak slowly and clearly, especially for primary school students.
- You have to bring the energy into the classroom even when there is a perceived lack of engagement/response from the students.
- As the students become more confident in the online space, perhaps allow them to lead discussions or conversations. As in a physical classroom, the teacher doesn't need to run all the activities but do ensure that the expectations are clear and all students know what their role is.
- Have students be the presenter and share projects with the class. This allows your students to show what they're working on while practicing their presentation skills. It also allows students to hear from one another.
- Try to make the lessons interactive and engaging by varying the way you deliver the lessons. Use the live lesson as an opportunity to collaborate, discuss and brainstorm ideas.
- Try to inject some wonder and fun into your online lesson. This is a time for the students and teacher to meet up and establish a social connection.
- As you get more confident with using the tools, experiment with some more advanced features such as white boarding tools, annotation tools, polls, screen sharing and breakout sessions to add variety to the lessons.
- Tutors should not record classes without express permission from jump StART.
- Restrict each section of a video lesson to no more than 45min to maintain student focus. Allow students a few moments break, where possible, at each 45-minute mark.

.....
Print Name

.....
Signature

.....
Date