



Learning Together – Families and Schools

Advice to families if providing learning at home

Parent support

Provide support for your children by:

- Establishing routines and expectations.
- Defining a work space.
- Monitoring communications from teachers.
- Checking in with them at the start and end of each day (read **'Communicating with your child'** for more tips).
- Taking an active role in helping your children process their learning.
- Encouraging in with your child regularly to help them manage stress.
- Monitoring their time spent online.
- Keeping your children social, but set limits around their social media interactions.

Setting up learning environment



Try to create a quiet and comfortable learning space. Your child may have a regular place for doing homework but this may not be suitable for working in for an extended period of time.

A space for extended learning should be a public space, not in a bedroom. It should be a place that can be quiet and have a strong wireless internet signal, if possible. Above all, it should be a space where you or another adult is present and monitoring learning.

In setting up this space consider:

- Is the area free from distraction, excessive noise and hazards?
- Is the area exposed to direct glare or reflections?
- Is equipment in good, safe working condition?
- Are the chair and computer adjusted correctly?

Communicating with your child

We encourage you to start and finish each day with a simple check-in. These need to be a regular part of each day and start straight away. Not all students thrive in a remote learning environment; some struggle with too much independence or lack of structure and the check-ins help keep them on track.

In the morning, ask:

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

In the afternoon, ask:

- What did you learn today?
- Acknowledge one thing that was difficult. Either let it go or come up with a strategy for similar future issues.
- Consider three things that went well today. Why were they good?
- Are you ok? Do you need to ask your teacher anything? Do you need help with something to make tomorrow more successful?

These specific questions matter because they allow your child to process the instructions they have received, help them organise themselves and set priorities.

Older students may not want to have these check-ins with parents (this is normal!), but they should anyway.



Wellbeing

Being confined for an extended period of time can cause stress and conflict.

Tips for looking after your child during this time include:

- Talking to your whole family about what is happening. Understanding the situation will reduce anxiety.
- Help your child to think about how they have coped with difficult situations in the past. Reassure them that they will cope with this situation too. Remind them that the isolation won't last.
- Exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression.
- Encourage your children to keep in contact with family members and friends via telephone, email or social media and Skype or similar (where appropriate).

Activities and ideas for home for parents of primary and early learners

- ✓ Paint or draw a picture
- ✓ Take photos of 10 living things
- ✓ Make or do a jigsaw puzzle
- ✓ Create an obstacle course
- ✓ Play hide and seek
- ✓ Make a time capsule
- ✓ Play dress up
- ✓ Have a talent show
- ✓ Write or recite a poem
- ✓ Make homemade presents
- ✓ Create a treasure hunt
- ✓ Choreograph a dance
- ✓ Hold a karaoke concert
- ✓ Make a joke book
- ✓ Build a blanket fort
- ✓ Blindfolded taste test
- ✓ Look at photo albums
- ✓ Write a letter
- ✓ Have a paper plane contest
- ✓ Build the tallest tower
- ✓ Bake or cook something
- ✓ Make your own kite



Establishing routines and expectations



Your school should provide your child with a schedule or timetable for their learning. This will include regular breaks for activity, eating and drinking. In the activity breaks, it is important that students get up and move around.

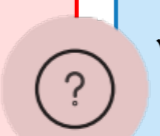
From the first day you will need to establish routines and expectations. You should use the timetable or schedule provided by your school to set regular hours for school work.

Keep normal bedtime routines for younger children and expect the same from your older primary and high school-aged children too.

Communication with your school and teachers

Remember to talk to your child's school about when and how you will stay in touch with the school and your child's teacher.

Ensure they have your updated contact details



* The Northern Territory Department of Education would like to acknowledge our partners NSW Department of Education where this material was sourced.

