



Video Conferencing Policy

Updated 12th August 2021

Introduction

This policy is applicable to staff, students and parents/guardians, and outlines the terms and conditions governing the Video Conferencing Policy at Shoal Bay Public School. It establishes guidelines for the use of video conferencing within the home learning environment, with the ability to utilise live video to connect and engage with the students where this is possible. While the policy is intended to be comprehensive in nature, there will inevitably be situations that are not specifically outlined. In these circumstances, the principal or executive staff will decide on an appropriate course of action to be taken.

There are academic, social and wellbeing benefits for students in using video conferencing software to communicate and collaborate online with their class and teachers when they are learning from home or remote location.

Rationale

Shoal Bay Public School values the seamless opportunities created by the integration of technology into student learning experiences. Our school is committed to creating a 21st century learning environment which empowers its students and gives them direct involvement in the way they use technology in their learning.

The following platforms have been approved for live video: MS Teams, Zoom and the department's own video conferencing platform. Zoom - all stages (Years K-12) Microsoft Teams - Stages 3-6 (Years 5-12) NSW DoE Video conferencing - Stages 4-6 (Years 7-12). These platforms have been tested by the department and some functionality such as live recordings and one-on-one chats have been disabled.

As an integral part of a broader whole school commitment to delivering quality teaching and learning, the Video Conferencing Program aims to prepare and equip our students to thrive in the 21st century and also engage with their teacher, on an educational basis.



Student Video Conferencing Policy

Student Video Conferencing Agreement

Both the student and a parent/guardian must read the Video Conferencing Policy and engaging in online platforms discussed by their teachers such as Zoom - all stages (Years K-12) Microsoft Teams - Stages 3-6 (Years 5-12) NSW DoE Video conferencing - Stages 4-6 (Years 7-12).

Student Responsibilities

- Correctly connecting their device to an internet network. The school will not be responsible for any charges that are incurred on a student's device.
- To have their parent/carer present while they are on a video conference to the teacher. The parent/carer must not engage with the teacher or online platform.
- Adhering to the student Remote Learning Agreement.
- Follow the school PBL values of Respect, Responsibility and Excellence at all times while engaging in video conferencing.
- Using the DoE network services to seek out, access, store or send any material of an offensive, obscene, pornographic, threatening, abusive or defamatory nature is prohibited. Such use may result in legal and/or disciplinary action.
- Students shall not create, transmit, retransmit or participate in the circulation of content on their devices in a video conference that attempts to undermine, hack or bypass any hardware and software security mechanisms that have been implemented by the DoE, its Information Technology Directorate or the school.
- Students must not copy, transmit or retransmit any material that is protected by copyright, during a video conference, without prior permission from the copyright owner.
- Students must not take photos, video or audio recordings of any individual without their permission (including parent/guardian consent for minors) and the permission of an appropriate staff member.
- Students shall comply with DoE or school policies concerning the use of the Remote Learning Policy, during video conferencing.

Technical Support

- The school and the NSW DoE staff are under no obligation to provide any technical support on hardware or software.

The principal retains the right to determine what is, and is not, appropriate use of Video Conferencing Policy within the bounds of NSW privacy and other legislation. The consequence of any breaches of this policy will be determined by the principal, in accordance with the school's welfare and discipline policies.



Staff Video Conferencing Policy

Overview

Teachers can use live video conference with students with cameras enabled, but you must not record your students. Live recordings are not permitted. This is for your privacy, as well as the privacy of your students and other household members who are present while the live video lesson is happening. It is recommended that teachers pre-record lessons and use live sessions for feedback from the teacher and discussion. Most sessions should be no more than 20 minutes each.

Rationale

Pre-recorded lessons and live sessions can be helpful, but they are not compulsory. Teachers communicate with students in many ways, including sending home hard copies of work. The principal decides whether teachers can use video conferencing software as an online synchronous tool for teaching and learning and aligns with the digital device procedures developed by the school.

Teacher Responsibilities

- Provide clear instructions to students on how they can access the video lesson and if there are any password needed to access the online classroom. It is recommended that a password be added to the room to ensure extra security when using Zoom.
- 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.
- To avoid annoying feedback loops teachers and students should test their audio, webcam and speakers in advance. Most applications have inbuilt testing wizards.
- 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. However, after a short while, the camera can be turned off to preserve bandwidth and focus students on learning.
- 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.
- The video conference room is a classroom and the same school behaviour and discipline policies apply to this environment.
- Only whole class or group sessions are allowed. Teachers should not conduct 1:1 video, audio or chat sessions with a student. If you need to have a private discussion with one student, make sure that there is a parent/carer and another teacher present.
- Not allow any unauthorised access to the video conference room, this includes parents, unless they have been authorised to attend by the teacher prior to the class.
- Similar to the classroom, please ensure that all invited guest adult speakers have a Working With Children Check (WWCC) before being admitted into an online room.

- Students should not be in the online room without a teacher who is the host or co host for the prescribed lesson.
- Teachers should not conduct a 1:1 lesson or wellbeing focused meeting with a student.
In the rare event that this may need to occur, it is best practice to ensure that there is a student nominated parent/carer present and another teacher.
- Turn off student camera rights for students unless they need to demonstrate their learning to the class. In most programs individual camera access can be enabled and disabled as required by the teacher.

Recommendations for Pre-Recordings

- No recording should occur during live video as we cannot:
 - Obtain consent from every member within the household for the lesson to be recorded;
 - We cannot ensure that supervising adults are present at all times
- If possible, request that students log in with their first name and initial of their surname to keep their identity secure. An authenticated log in is preferred but the student may be identified and be careful about where the recorded sessions are published.
- Ensure all class pre-recordings are published only on Department authorised systems such as Microsoft Teams or Google G-Suite Classroom as these are known and supported secure locations. Use the password protection built into the applications or use as a password protected online platform to link to the recording. Do not publish the class lessons publicly.
- Do not record your lessons if students can be seen or heard. It is impracticable to get the consent of all the people who may be recorded during a lesson at this point of time.
- We recommend that where possible, teachers use Adobe Connect to pre-record video lessons and publish them either in Microsoft Teams or Google Classroom for students to access at any time as part of flexible timetable learning. This supports students who are unable to attend the lesson. If possible, request that students log in with their first name and initial of their surname to keep their identity secure. An authenticated log in is preferred but the student may be identified.
- Do not publish class lessons publicly.
- Ensure all class pre-recordings are published only on department-authorised systems such as Microsoft Teams or Google Classroom. These are known and supported secure systems. Use the password protection built into the applications or use as a password protected online platform to link to the recording.

Setting up the Technology and Environment

- Provide clear instructions to students on how they can access the video lesson and if there are any password needed to access the online classroom.
- Pre-set your video lesson to mute participant's microphones 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. However, after a short while, the camera can be turned off to preserve bandwidth and focus Students on learning.
- 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.
- 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.

Best Practices

- To provide the optimal learning environment, consider organising two teachers to present 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 to raise key questions.
- 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 and regularly clarify their understanding.
- Take time to promote questions, comments, and 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 their video acknowledge them and any features of their background that may be visible. This allows the teacher to raise awareness that the environment of the student is visible to all the class.
- Speak slowly and clearly, especially for primary school 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 brain storm ideas.
- 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.
- Restrict the length of a video lesson to no more than 20min to maintain student focus.