

Getting started with online teaching and learning

Transcription: Video 4

Interviewees:

Laura-Lee Morin

School Education Manager
Cambridge International Education

Aruna Shetty

Head of Schools
21K Schools

Constant Bester

Headteacher
Boston Online Home Education

Setting expectations for behaviour

Laura-Lee Morin

I think it's really important to have norms set up, but not only behavioural norms, but I'm a big believer in having dialogic talk or instructional norms as well. And they are different. And I think people don't understand that there is a difference because, you know, behaviour is just an overall expectation of appropriate behaviour online versus the dialogic talk expectations, that you can apply to group activities such as, you know, everyone has a voice, you know, make sure you take turns with comments and you can develop those as a group.

Aruna Shetty

but then it is all about establishing that connect. So even if it means you're singing, you know, just having a sing-along session in the class, create opportunities to bond. Because once you take that effort to bond with your team, you know, your children, your students and knowing them, what they like, what they do not like, I think half your battle is won because they want to be with you. And once they want to be with you. Everything else is easy.

Laura-Lee Morin

So when they go into a breakout room, I think it's important, you know, if you're worried about them being on task, you should have, you know, maybe a Facilitator, a Norms Monitor in the breakout room, you know, Recorder, Reporter. But give them roles so everybody's involved and on task.

Constant Bester

If there's policies in place that clearly outline what's expected of everyone that makes life just so much easier because you can always fall back on those policies and keep the lines of communication open.

Aruna Shetty

We focus a lot on the habits of mind. Okay? When we're also focusing on the attributes, the learner profile of the students, then for every time they exhibit, you know, whether they exhibit patience, they exhibit respect, you know, we kind of give them those scores. So when they earn those points, they feel extremely happy about it. And when they see their scores going higher, of course, we are not never talking about who's good and who's not good. That comparison is never done. However, we appreciate the students who are, you know, following the norms of the class, who are understanding what it means to respect another's turn, they then understand that: *Okay, if I do this, I think I'm doing a good thing* and then everyone gets to appreciate. So I think appreciation is key. Where, you know, we appreciate the good and not necessarily, you know, kind of say anything to the students who are not following, but through hints and through positive reinforcements we ensure that they eventually also kind of follow.

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at info@cambridgeinternational.org with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.