

## OTL INFORMATION SHEET

**Quick reference tip: for changes to the previous version of the Information Sheet look for text highlighted in yellow**

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### Introduction

1. It is happening! We are starting Term 2 of 2020 with online teaching and learning. Campus will remain closed and there will be no face to face lessons for the foreseeable future. This means we all need to be ready to embrace our new reality.
2. Online teaching and learning (OTL) is different from home-schooling. This might not be of concern to the student, but it may be of interest to the parent / guardian. A comparison of the two is included in Appendix A at the end of this information sheet.
3. This sheet provides as much information as we can give concerning OTL at the College. It is published on the College Website's [academic downloads page](#). It is published for all in the community (students, teachers and parents) with details about OTL at the College. It will be amended from time to time as necessary. In each new published version, new information will be **highlighted in yellow**. The dates of publication of all versions will be published here, with the latest appearing first on the list:
  - 3.1. **03 May 2020**
  - 3.2. 22 April 2020
  - 3.3. 16 April 2020

### What you will need

4. You need your own device with a webcam and microphone and access to the internet. It is estimated that you will need up to 10gigs a month to be able to manage the workload. The Eswatini networks have introduced support packages for those resident in-country:

- 4.1. MTN has announced a Study bundle: of 3gigs for E35 for 30 days. To access it type \*686# - select Social Bundles and then Study Bundles. The 3 Gigs of the bundle will only be utilised when you are on the Google Classroom and online.waterford.sz sites.)
- 4.2. eSwatini Mobile: a Homework bundle with 100GB for E 500. Active only from Mon to Fri 2pm to 7pm and Saturday 11am to 5pm. To activate it dial \*222# from your eSwatini Mobile sim.
5. If you have any problems related to obtaining devices or connectivity you must communicate this to Mrs Henwood ([stacy.henwood@waterford.sz](mailto:stacy.henwood@waterford.sz)) before school starts next week!
6. Know how to access your Waterford email address and what the password is. (Remember, you simply go to gmail.com. Your username is first four letters of your name followed by the first four letters of your surname @waterforduwc.net eg. Samuel Dlamini's email address would be [samudlam@waterforduwc.net](mailto:samudlam@waterforduwc.net). Press Next and then enter your password and you will be in your school email). If you are stuck, please contact Mrs Henwood ([stacy.henwood@waterford.sz](mailto:stacy.henwood@waterford.sz))
7. A place to work (a desk – NOT your bed), your timetable, earphones (if you have them) so you don't disturb others.
8. On your computer, you will need to have a web browser (preferably Google Chrome).
9. You need to have all of this in place before we start with lessons and work next week.

### **Waterford Kamhlaba Online**

10. Our "Virtual School Landing Site" will be up and running from 20 April 2020. It is called "Waterford Kamhlaba online school 2020" ([Online School](#) for short.) You can navigate your way around the new school environment. On the Landing Site there will be links to your classes as well as links to all the other things that make WK so special. We don't want to be all about work without our special community interactions so check in each day and join in!
11. To deliver its curriculum for online teaching and learning, the College uses a number of platforms provided by a range of different providers. The most important platform is the G-Suite for education, offered by Google. The College has contracted with Google to use this platform. Appendix A below gives some more detail on this platform.
12. Changes to the Acceptable User Policy (AUP) have been made to accommodate OTL. The amended policy can be found on the College Website's [policies page](#)). Please make sure you are informed.

### **Accessing the [Online School](#)**

13. Go into a web browser: preferably Google Chrome as the programs were designed to work in Google Chrome.
  - 13.1. In the top right corner make sure that you are signed NOT signed in using your personal email address and ARE signed in using your school email address (This prevents the public being able to access your online school) - to do this click SIGN IN.
  - 13.2. In the address bar at the top of the screen, type online.waterford.sz Do not put www in front of this. Or simply use the links to [Online School](#) in this document.
  - 13.3. You will be in the Online school page - read the announcements and they will tell you, amongst other things, how to get into your classrooms

## Delivery of Lessons

14. You will have started to receive email invitations to join Google Classrooms from all your teachers. Make sure you accept those invitations (even for subjects which might not be your favourite – we will know if you are missing from the class 😊).
15. Teachers are going to decide what kind of lessons will work best for their subject. They will tell you how lessons are going to be organised by posting in the Google Classroom. Even if you haven't had an email from your teacher – you **MUST** check your Google Classrooms for the subjects on your timetable for that day ( Yes – PE is there too – with a programme for assessment – so no bunking allowed 😊)
16. These are the possible ways in which lessons may be delivered. There may also be combinations of these different types of lessons.
  - 16.1. Lesson type A: teachers will provide your online lessons for you to work on during scheduled timetable slots (for the lower school in particular). Some of those lessons may be in real time so you will have to be at your computer. Lessons will be recorded during online delivery, to account for time zone differences so they can be shared with students in other time-zones (where applicable).
  - 16.2. Lesson type B: teachers will record instructional content in advance and make it available to students, with accompanying work set for the scheduled lessons.
  - 16.3. Lesson type C: work will be set in advance, with a commitment to be available via video / voice / text chat or via email to provide guidance, answer questions as well as marking / providing feedback on work.
17. Teachers will not be online for every lesson. They will also not be online at the start of every lesson. They will have set work for the students for the week which students must work on in their scheduled lesson times. Teachers have been advised that they should be online with their students at least once a week as well as being available online at least one other time in the week to answer specific questions. Students are then welcome to contact their teachers during the week by WhatsApp, email or in the Google Classroom stream with specific queries to which the teacher will respond. Imagine if a teacher or students had to be online for every lesson – that might equate to nearly 6 hours online every day! This would be too much for anyone. We know from our sister colleges who have been doing this for a while that staggering online sessions with individual work offline with opportunities to asks questions is the best way to manage our time and our energy.
18. In the event that a teacher does not log on for a scheduled online lesson – don't panic! Teachers have connectivity and power issues too and there is more than likely a very good reason for their absence. Carry on with the next bit of work set and if there is nothing to do – then **READ** a book. Life gets in the way sometimes. If you are seriously concerned, please contact the relevant Phase Coordinator.
19. The current timetable will provide structure and a routine for you to ensure that there are clearly identified times, when instruction / guidance can be given. The timetable should be adhered to as closely as possible to support your organisation (and routine) and prevent any clashes.
20. We anticipate your biggest challenge being keeping to a routine of learning, without having your friends, classmates, tutor, teachers and the general buzz of the school day pushing you from class to class, to prep, to the library, to eat and so on. The processes we have put in place and described here are there to assist you into a routine in this new reality. Your ability to manage this will depend to a large extent on your own self-discipline, the support of your family and the school resources mentioned in this information sheet.

21. Communication is key! If students are confused, need more help, unsure of what to do – they MUST contact their teachers! If they feel they have too much or too little work – they MUST contact their teachers. Tutors can help if students feel they need more support doing this.
22. Please remember teachers are not experts at this – they are learning too and so all feedback is useful and essential to make this work.
23. An appeal to parents: please encourage your child to be communicating with the teacher rather than you getting involved. The teacher and student and if necessary other school management are more directly involved and therefore more likely to be able to solve the problem quicker.

### **Attendance**

24. In the event that circumstances arise, which means that you are unavailable at the scheduled time, this must be communicated to your teacher so that an opportunity for guidance / instruction can be provided at an alternative time.
25. If you are unwell, the regular illness reporting procedures should be followed! If you don't attend a class or you are not checking in as required or meeting with your tutor or communicating as expected, we will follow up with you and with your parents and guardians.
26. It is very important that you take this seriously and participate as required – we expect that you will be back on campus at some point in the future and we will NOT then be spending time catching up work that you should have done.

### **Behaviour expectations: general**

27. Waterford Kamhlaba's General Information Brochure (GIB) found on the College Website's [policies page](#), informs the community on what is expected to make us all feel safe, respected and valued. It strives to encourage cooperation, honesty, fairness and respect in an environment where self-esteem, self-respect and self-confidence will grow. Term 2 2020 is understandably the beginning of an unprecedented phase in teaching and learning and it is fully recognised that all community members will strive to do their best in this new environment. To assist all to adapt to and indeed enjoy this new experience, it is important to be guided by good practice. Students are expected to display responsible and appropriate behaviour at all times, including behaviour that takes place during the online learning environment.
28. General Principles: at all times you are expected to:
  - 28.1. treat everyone with respect by cooperating, listening, being friendly and helpful
  - 28.2. take responsibility for your own behaviour by adhering to the GIB guidelines and by following the law
  - 28.3. talk to your parents, tutor, school counsellors, teacher or a trusted adult about anything that worries or concerns you
  - 28.4. join in, learn and have fun!
29. Behaviours to avoid:
  - 29.1. being disrespectful to anyone else
  - 29.2. bullying other people (online or offline)
  - 29.3. behaving in a way that could be intimidating
  - 29.4. being abusive towards anyone.

## **Behaviour expectations: online teaching and learning**

30. Most students are very familiar with social media and many different online platforms and programmes and interact easily within these. It is important to note that although many of the platforms you will use for school are familiar to you, you will now be interacting in a different way. You will find it less informal than your other online social online interactions. It is more formal, as it is school. Just as you don't go to school in beachwear, so we expect you to interact with online school in an appropriate manner. The following expectations are presented with this in mind.
31. All students are expected to:
  - 31.1. be on time for lessons and whenever possible, encourage the presence of a parent / guardian or responsible adult in the house during lessons
  - 31.2. participate in lessons from a quiet but public space
  - 31.3. note that if a bedroom is the only available space to be used, you should be seated and prepared for work
  - 31.4. dress appropriately during lessons, noting that nightwear and revealing clothing are not allowed
  - 31.5. ensure that your on-screen background is appropriate and not distracting to others
  - 31.6. use appropriate language during lessons
  - 31.7. share only lesson specific material during classroom sessions
  - 31.8. practice intellectual honesty and respect the intellectual property of others at all times
  - 31.9. note that the activities during lessons are considered to be the intellectual property of the teacher and the college and should not be recorded and / or redistributed without permission
  - 31.10. ensure that your online password is kept strictly private because giving an unauthorised person access to our classrooms and other people's private details, will be considered as a serious breach of the college code of conduct (this includes any members of your family, including your parents.)
  - 31.11. report any safeguarding and abuse concerns to Mr. Donovan King (Safeguarding Officer) and Mrs. Joanne de Koning (Deputy Safeguarding Officer) at [safeguarding@waterford.sz](mailto:safeguarding@waterford.sz)
32. What happens if I decide not to follow the code of behaviour? The behaviour guidelines are part of our process for making sure everyone receives the support they need. Our approach to breaches of this code of behaviour are as follows:
  - 32.1. Minor or first-time incident: If you behave in a way that doesn't follow our behaviour code, staff will remind you about it and ask you to comply with it. They will give you an opportunity to change your behaviour. This gives you the chance to think and to plan how you could behave differently, with support from your tutor and teaching staff.
  - 32.2. Formal Disciplinary Action: If you do not follow the code of behaviour persistently after your first reminder, or if your behaviour is more serious, you will be given a formal warning by the teacher or tutor running your activity. They will make a disciplinary report about what happened and inform your parents or carers if this is appropriate. In accordance with the college GIB, the Deputy Principal (Pastoral) will investigate and follow the appropriate disciplinary procedures.

## **Safeguarding**

33. If any member of staff becomes concerned that your behaviour suggests you may need protection or that you may present a risk of harm to other children and young people, they will follow our child protection procedures. This will involve making a referral to our school counsellors and where necessary to the local authority. If child protection procedures are necessary we will talk this through with you and your parents as soon as possible.

## Support

34. "We're all in this together ..." (I think that is a song I heard somewhere 😊) so you are not expected to do this without support.
35. Your tutor is going to be in touch with you and you will still have weekly tutor meetings (online of course) so you always have someone with whom to chat.
36. Your Phase Coordinator is going to be in touch as well. There will be link to a Phase Page on the Landing Site which will serve as a way for the Phase Coordinator to keep you updated. You can also contact your Phase Coordinator if you have any concerns.
  - 36.1. Lower School – Mrs van Rensburg - [kirstie.vanrensburg@waterford.sz](mailto:kirstie.vanrensburg@waterford.sz)
  - 36.2. IGCSE – Mr Muyambo – [igcse@waterford.sz](mailto:igcse@waterford.sz)
  - 36.3. IBDP – Ms Cummergen – [ibdp@waterford.sz](mailto:ibdp@waterford.sz)
37. The SRC will still be available to you – you can email them at [src@waterford.sz](mailto:src@waterford.sz)
38. For any safeguarding support you can email Mr. King at [safeguarding@waterford.sz](mailto:safeguarding@waterford.sz)
39. If you need any help with IT related issues you can contact the IT Director – Mrs Henwood – [stacy.henwood@waterford.sz](mailto:stacy.henwood@waterford.sz)
40. If you have any SEN (Special Education Needs) concerns you can contact our SENco - Mrs Cook – [retha.cook@waterford.sz](mailto:retha.cook@waterford.sz)
41. Our counsellors are also available to you so please reach out if you need to - Carla Cabrita – [carla.cabrita@waterford.sz](mailto:carla.cabrita@waterford.sz) and Lyla Berman – [lyla.berman@waterford.sz](mailto:lyla.berman@waterford.sz)
42. You can send me an email if you have not managed to get the support you need from the others listed above. Deputy Principal: Academic – Mrs de Koning – [joanne.dekoning@waterford.sz](mailto:joanne.dekoning@waterford.sz)

You are our most important consideration so we want to be talking to you!

**Joanne de Koning**  
Deputy Principal (academic)

**Donovan King**  
Deputy Principal (pastoral)

**Stephen Lowry**  
Principal

**Appendix A: Home-Schooling and Online Teaching and Learning (OTL)**

	<b>Home-Schooling</b>	<b>Online Teaching and Learning (OTL)</b>	<b>What OTL at WK will look like:</b>
Curriculum	Parents purchase or build the curriculum	Parents (or another designated adult) use a curriculum created by an established virtual school	Teachers follow the Lower School. IGCSE and IBDP Curriculum to develop lesson content
Delivery of the Curriculum	Parents serve as teachers	Parents serve as teachers sometimes in collaboration with teachers. Teachers and Facilitators post lesson content online for students to work on at home.	WK teachers post lesson content in Google Classrooms, develop and facilitate interactive class, group or individual activities and discussions, monitor, support and assess all learning
Facilitation	all facilitation and assessment of the classroom are managed by a parent without the administrative support of a school	An online school uses the same at-home structure, but via an established curriculum. Teachers help the students move through their studies with a combination of online lectures and discussions as well as assignments for independent study. Parents provide the home support system. They are still involved from day to day to keep their student motivated and on track.	<p>WK’s OTL will use the established timetable to provide a temporal (time-based) framework for students and teachers to work within to ensure appropriate distribution of time to each subject</p> <p>Teachers will use online lectures, videos, discussions, F2F meetings (eg via Zoom), collaborative group work to deliver the curriculum.</p> <p>There will be no expectation for parents to facilitate or “teach” anything – all teaching will be provided by WK teachers.</p> <p>Of course, parental support in providing motivation, discipline, emotional support and logistical/technological (service) support remains as important in an OTL context as it is in our normal school context. We have always considered all parents and guardians as active and essential partners in the education of their children so this will not change.</p>
Assessment	Assessment will be dependent on the state requirements for home schooled students. This may include assessments online or even no	Authorised online schools do administer the state standardized tests, as well as their own assessments for growth as they would in a typical classroom. In private online schools,	WK teachers will be preparing students to write external IGCSE and IBDP exams therefore all assessment criteria will be followed with some authorised adjustments to allow for remote assessments.

	<b>Home-Schooling</b>	<b>Online Teaching and Learning (OTL)</b>	<b>What OTL at WK will look like:</b>
	assessments at all depending on authorization of education officials.	testing varies per programme.	<p>Assessment tasks will vary and may include individual, inquiry-based, group, oral, written and/or research-based assessment tasks according to subject specific criteria.</p> <p>Assessments will be marked and feedback given to each student.</p> <p>Results will be recorded and used to evaluate progress</p>
Reporting	No reporting	Reporting on Test results only	<p>Full Reports will be issued in June. They will include grades and feedback based on all work and assessments since the issuance of the last reports in November of 2019.</p> <p>Reports will include assessments of LSB (Learning Skills and Behaviours) which the teacher will be able to evaluate by engaging the student and by considering the student's online engagement.</p>
Social Interaction	At the Parents' discretion	Many online schools weave socialization opportunities into their curriculum. Online learning labs create the live classroom environment from afar, encouraging students to jump in with answers and work off one another's responses.	<p>WK OTL will have a designated "landing Site" for all students through which they can follow posts from school leadership (SRC), management, teachers, clubs and societies.</p> <p>Weekly tutor group meetings will be held with tutor challenges being posted to keep students engaged and interested. Like all things at Waterford, the success of our "virtual school" will depend on student involvement.</p> <p>Teachers will create lessons that involved interaction and F2F time with students.</p>
Support	Parents provide all the social and educational support a student may need	Parents provide all the social and educational support a student may need. In some cases online tutors/mentors or teachers may be contacted for support	WK will continue to support our students virtually via the weekly tutor meetings, access to the Special Education Needs Coordinator (Mrs Cook) and the Counsellors (Carla Cabrita and Lyla Berman), the Phase



	<b>Home-Schooling</b>	<b>Online Teaching and Learning (OTL)</b>	<b>What OTL at WK will look like:</b>
			<p>Coordinators and via frequent contact with subject teachers.</p> <p>Phase Co-ordinators and Tutors will collaborate and follow up on students lagging behind, making no effort or failing to engage effectively. Parents and guardians will be informed as necessary.</p>

Resources: <https://www.niche.com/blog/homeschooling-vs-online-school-whats-the-difference/>

## **Appendix B: G suite for Education (Google)**

G Suite for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, Classroom, and more used by tens of millions of students and teachers around the world.

At Waterford Kamhlaba (WK) students will use their G Suite accounts to complete assignments, communicate with their teachers, and learn 21st century digital citizenship skills.

Using their G Suite for Education accounts, students may access and use the following “Core Services” offered by Google: Gmail, Google+, Calendar, Chrome Sync, Classroom, Cloud Search, Contacts, Docs, Sheets, Slides, Forms, Drive, Groups, Hangouts, Hangouts Chat, Hangouts Meet, Google Talk, Jamboard, Keep, Sites and Vault.

In addition, students have access to other Google services with their G Suite for Education accounts. These are: YouTube, Blogger and Google Maps.

Google provides information about the information it collects, as well as how it uses and discloses the information it collects from G Suite for Education accounts in its G Suite for Education Privacy Notice. You can read that notice online at [https://gsuite.google.com/terms/education\\_privacy.html](https://gsuite.google.com/terms/education_privacy.html).

Below are answers to some common questions:

### **What personal information does Google collect?**

When creating a student account, the College may provide Google with certain personal information about the student, including, for example, a name, email address, and password. Google may also collect personal information directly from students, such as telephone number for account recovery or a profile photo added to the G Suite for Education account.

When a student uses Google services, Google also collects information based on the use of those services. This includes:

- device information, such as the hardware model, operating system version, unique device identifiers, and mobile network information including phone number;
- log information, including details of how a user used Google services, device event information, and the user's Internet protocol (IP) address;
- location information, as determined by various technologies including IP address, GPS, and other sensors;
- unique application numbers, such as application version number; and
- cookies or similar technologies which are used to collect and store information about a browser or device, such as preferred language and other settings.

### **How does Google use this information?**

In G Suite for Education Core Services, Google uses student personal information to provide, maintain, and protect the services. Google does not serve ads in the Core Services or use personal information collected in the Core Services for advertising purposes.

In Google Additional Services, Google uses the information collected from all Additional Services to provide, maintain, protect and improve them, to develop new ones, and to protect Google and its users. Google may also use this information to offer tailored content, such as more relevant search results. Google may combine personal information from one service with information, including personal information, from other Google services.

### **Does Google use student personal information for users in K-12 schools to target advertising?**

No. For G Suite for Education users in primary and secondary (K-12) schools, Google does not use any user personal information (or any information associated with an G Suite for Education Account) to target ads, whether in Core Services or in other Additional Services accessed while using an G Suite for Education account.

### **Can a student share information with others using the G Suite for Education account?**

The College may allow students to access Google services such as Google Docs and Sites, which include features where users can share information with others or publicly. When users share information publicly, it may be indexable by search engines, including Google.

### **Will Google disclose a student's personal information?**

Google will not share personal information with companies, organizations and individuals outside of Google unless one of the following circumstances applies:

- With parental or guardian consent. Google will share personal information with companies, organizations or individuals outside of Google when it has parents' consent (for users below the age of consent), which may be obtained through G Suite for Education schools.
- With College G Suite for Education accounts, because they are school-managed accounts, and therefore College administrators have access to the information stored in them.
- For external processing. Google may provide personal information to affiliates or other trusted businesses or persons to process it for Google, based on Google's instructions and in compliance with the G Suite for Education privacy notice and any other appropriate confidentiality and security measures.
- For legal reasons. Google will share personal information with companies, organizations or individuals outside of Google if it has a good-faith belief that access, use, preservation or disclosure of the information is reasonably necessary to:
  - meet any applicable law, regulation, legal process or enforceable governmental request.
  - enforce applicable Terms of Service, including investigation of potential violations.
  - detect, prevent, or otherwise address fraud, security or technical issues.
  - protect against harm to the rights, property or safety of Google, Google users or the public as required or permitted by law.
- Google also shares non-personal information -- such as trends about the use of its services -- publicly and with its partners.