



# DEFINING BEHAVIOUR EXPECTATIONS FOR REMOTE LEARNING SETTINGS

## INTRODUCTION

This document provides advice for maintaining continuity of learning through defining classroom expectations for remote curriculum delivery and online learning environments. This advice incorporates some core practices employed within the School-wide Positive Behaviour Support (SWPBS) framework but may be adapted to any school setting. When transitioning education online, it can be helpful to remember that the practices that are used in a physical classroom can work just as well for remote curriculum delivery.

This is the first of in a series of three documents:

1. Defining expected remote learning behaviour for your school and/or classroom
2. Explicitly teaching expected behaviour
3. Encouraging expected behaviour

## GETTING STARTED

This document describes a four-step process to develop remote learning expectations for your class or your school. It provides guidance to identify the most critical skills your students will need to undertake successful remote learning.

### STEP 1: DEFINE BEHAVIOUR EXPECTATIONS / VALUED BEHAVIOURS

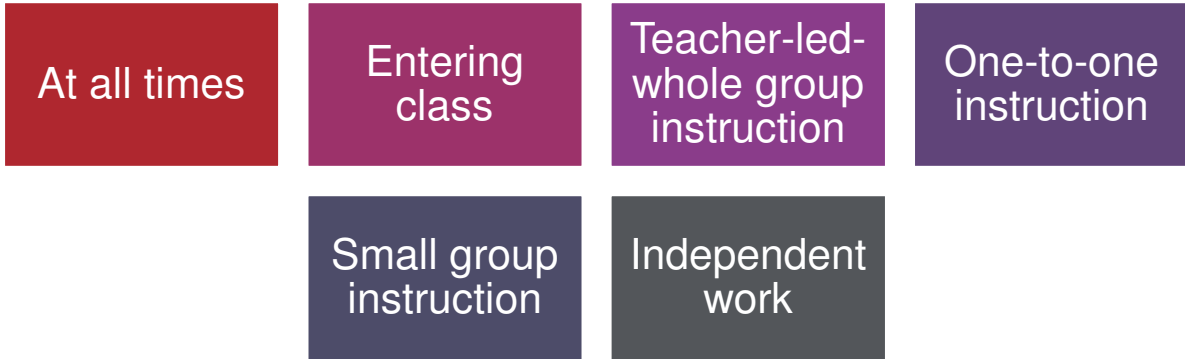
Identify 3-5 expectations that students should demonstrate at all times.

My school already has behaviour expectations	My school does not have behaviour expectations
<p>If you already have existing behaviour expectations, valued behaviours and / or Matrix of expectations, use these as your starting point.</p>	<p>Use a small number of simple behaviour expectations that should apply at all times. For example:</p> <ul style="list-style-type: none"> <li>• Be Safe</li> <li>• Be Respectful</li> <li>• Be Responsible</li> </ul> <p>Many schools have found these expectations to be extremely useful for teaching appropriate behaviour.</p>



### STEP 2: LIST THE CONTEXTS WHERE PROBLEMS COULD OCCUR

Identify the remote learning contexts where your students are most likely to experience problems. You can use these examples to get started. We suggest you identify skills that students will need to demonstrate at all times.



### STEP 3: DEVELOP POSITIVELY STATED BEHAVIOUR EXAMPLES / RULES

1. Think about the different learning situations your students will move through during the day. What are the most critical skills and behaviours they will need to demonstrate for success? What problem behaviours would threaten success?
2. List a small number of the most critical skills/behaviours your students should demonstrate for remote learning in each setting/context.

Examples are provided in **Appendix 1**. See **Appendix 2** for Best Practice guidelines to write behaviour examples/rules.

### STEP 4: REPRESENT AS MATRIX OF EXPECTATIONS

List the most critical skills students will need to demonstrate to be successful in remote learning. These will be the skills you teach explicitly.

	At all times	Entering Class	Teacher-led instruction	One-to-one instruction	Small group /collaboration
Be safe	<i>Enter examples</i>				
Be respectful					
Be responsible					



### NEXT STEPS

Once you have identified the most critical behaviour skills your students will need to demonstrate for remote learning, rank the top 5 in order of priority. Where will you begin?

Top 5 remote learning behaviours I will teach	
1	
2	
3	
4	
5	



## APPENDIX 1: EXAMPLE REMOTE LEARNING MATRIX

SCHOOLS

Expectations for remote learning	At all times	Entering/Beginning of Class	Teacher-led Whole Group Instruction	Independent Work (Teacher/Student)	Collaborative Learning (Breakout Rooms)
<b>Safe</b>	Report unsafe behaviour to a trusted adult Communicate only with people you know	Choose a distraction free space Use equipment as intended Use kind words and faces	Ask in chat if you need help Use kind words and faces	Use kind words and faces	Use “stop-leave-talk” when you hear disrespect Encourage others to participate Use kind words and faces
<b>Respectful</b>	Use positive language in online interactions I only post truthful information	Video on at all times Audio on to greet teacher, then off Use chat with classmates for the first 5 minutes at the start of the lesson or as agreed by the teacher Follow directions and our family schedule	Video on at all times Audio off Answer questions in chat box on cue Answer polls promptly	Video on at all times Audio off Listen attentively Answer questions out loud on cue Seek and act on feedback	Video on at all times Audio on One speaker at a time: wait or use chat to respond when others are talking Respect others’ cultures, opinions, and viewpoints
<b>Responsible</b>	Take care of equipment Submit learning tasks and homework on time Use digital devices for educational purposes	Be on time and ready to learn Start class charged or plugged in Have materials ready Wipe down materials after each use Use materials with care Use ICT to support learning	Ask questions (voice or chat) when you have them Be present and remove distractions	Ask questions using chat when you have them Maintain focus and stay on task Work on and complete activities as assigned Be present and remove distractions	Encourage each other to stay on topic Complete the work together Use the “Ask for Help” button if you have questions Be present and remove distractions



## APPENDIX 2: BEHAVIOUR EXAMPLE BEST PRACTICE GUIDELINES

Best Practice	Means	Example	Non-Example
Observable	I can see or hear it.	Raise your hand and wait to be called on.	Be your best.
Measurable	I can count it.	Arrive at class on time.	Be ready to learn.
Positively stated	Students know what to do.	Hands, feet and other objects to yourself	No fighting.
Understandable	The vocabulary is appropriate for the age/grade level.	Keep to the left.	Rules for F-1: Maintain personal space. Children at this age do not have a concept of "personal space".
Always applicable	Behaviour is always relevant and expected in the context/setting.	Stay in assigned area.	Remain seated until permitted to leave.  Not relevant for all types of activity.