



# TEACHING BEHAVIOUR EXPECTATIONS FOR REMOTE LEARNING SETTINGS

## INTRODUCTION

You should now have created a matrix of remote learning expectations. This document provides advice about explicitly teaching behaviour expectations.

## GETTING STARTED-TEACH TECHNOLOGY AS A LESSON

If your students will be using unfamiliar online learning platforms or apps, you will need to consider teaching the technology specific skills students will need to succeed at remote learning. This might include explicit teaching of procedures and routines to use particular features including:

- **Use of video** Consider whether to require students to have video on at all times or only for specific activities.
- **Use of audio** Do you want students to respond by voice or stay muted? If you want students to mute and unmute themselves, make sure to teach and practice it.
- **Use of chat** Set expectations for the use of chat during each type of activity. Can they use private chat with each other?

## A NOTE ABOUT USING DIGITAL TECHNOLOGIES

If you can, take the time to explore the features in the technology you use to promote preferred student behaviour. For example, many video conferencing applications include functions to mute student microphones on entry, restrict chat, limit screen sharing or specify participants. This will make it easier for students to do the right thing.



## EXPLICIT TEACHING OF BEHAVIOUR SKILLS

You should have already identified the 5 most critical skills you believe students will need to demonstrate initially to be successful at remote learning. Appropriate behaviour should be explicitly taught and encouraged until 80% or more of students are consistently demonstrating the expected behaviour.

**Appendix 1** includes an example lesson template you can adapt to plan behaviour skills teaching.

| Priority | Skill | Has it been taught? | Has it been encouraged ? | Are >80% of students demonstrating the skill |
|----------|-------|---------------------|--------------------------|--|
| 1        |       |                     |                          |  |
| 2        |       |                     |                          |  |
| 3        |       |                     |                          |  |
| 4        |       |                     |                          |  |
| 5        |       |                     |                          |  |



**APPENDIX 1: BEHAVIOUR SKILLS ACQUISITION TEMPLATE**

|   |  |
|---|--|
| Behaviour Expectation   |  |
| Specific Behaviour(s) and/or Procedures: List behaviour and steps to complete                 |  |
| Context: Identify the location(s) where behaviour is expected                                 |  |
| <b>Teaching all students</b>  |  |
| Tell: Introduce the behaviour and why it is important   |  |
| Show: Teacher demonstrates or models the behaviour. Teacher models non-examples               |  |
| Practice: Give students opportunities to role-play the behaviour across all relevant settings |  |
| <b>Generalisation</b>   |  |
| Pre-correct/Remind: Anticipate and give students a reminder                                   |  |
| Supervise: Move, scan, and interact with students   |  |
| Feedback: Observe student performance and give positive specific feedback to students         |  |
| Reteach: Practice throughout the day  |  |