


Setting up an online OSHLSP

Checklist

Task	Description & Resources	
Determine need and digital access	<ul style="list-style-type: none"> • If possible, consult with your students and families about starting an online program; ask them how and when they would like it to run. • Determine what level of digital access exists in your target group. As much as possible, try to ensure everyone who wants to participate is able to. This may mean sourcing second hand or donated devices, selecting an appropriate time for sessions, or perhaps purchasing and sending home materials/activity packs. 	
Choose your platform	<ul style="list-style-type: none"> • A range of digital platforms exist for conducting online meetings. We recommend Zoom due to its easy accessibility, functionality, and simple, intuitive design. • If you are unable to use Zoom, there are many other platforms to choose from including Discord, Google Classroom or Hangouts, Skype, and FaceTime. Click here for a list of pros and cons for different platforms. 	
Develop policies & procedures	<ul style="list-style-type: none"> • Adapt or develop your program’s child safety policy, code of conduct forms, and other relevant documentation to reflect online delivery. Code of conduct templates can be found on CMY’s website under ‘Resources for Learning Support Programs’ 	
Ensure consent & safety	<ul style="list-style-type: none"> • Create a unique consent form, even if students have completed one for face-to-face sessions. Ensure consent forms are completed for all students prior to their first session. A template can be found on CMY’s website under ‘Resources for Learning Support Programs’ • Review our comprehensive list of child safety tips for online OSHLSPs here. 	

Setting up an online OSHLSP

<p>Prepare session plans and activities</p>	<ul style="list-style-type: none"> • We advise to plan sessions carefully, with contingencies and flexibility built-in. Technical difficulties will almost certainly arise for you and/or your participants during sessions, so it's good to consider and communicate what will happen in those situations. • When planning activities, be responsive to student requests and feedback wherever possible, but consider different factors such as age/year level, homework requirements, individual learning needs, as well as general wellbeing and engagement. Click here for some ideas for online learning activities & resources. • Don't hesitate to set dedicated time for social conversations and check-ins, or fun games and activities. 	
<p>Practice & training</p>	<ul style="list-style-type: none"> • Consider holding a practice session with your volunteers, especially if using an online platform such as Zoom is new to your team. The LBB team is also available to help with a trial run, or to demonstrate some of the features you can utilise. See contact details below. 	
<p>Other considerations</p>	<ul style="list-style-type: none"> • Communicating with families and parents is an important part of a successful and safe online OSHLSP. Remember to use simple language and/or visual aids when discussing your program with parents who have low or limited English. • This tip sheet was created to provide advice on supporting families during COVID-19 lockdowns, but contains useful and relevant advice for general support of EAL families. 	

Further support

Don't hesitate to reach out to the LBB team for further support. We can arrange a meeting with you to:

- ✦ Discuss and flesh out your plans for an online OSHLSP
- ✦ Provide feedback on documents, policies and session plans
- ✦ Provide demonstrations and support using Zoom or other online platforms

Contact us now at learningbeyondthebell@cmj.net.au