GUIDANCE | SAFETY AND PRIVACY FOR ONLINE AND REMOTE LEARNING

Where learning may take place for a period of time away from schools or Kura, it's important to consider aspects around safety for staff and students when using online environments for learning, and, working remotely in private homes and spaces.

Safety considerations relate to privacy, professional conduct, student equity and wellbeing. The first section focuses on staff and the second section looks at student aspects.

[Disclaimer – This document does not provide legal advice. For any legal advice schools and Kura are advised to contact a legal advisor. This template provides guidance for leaders and staff around a number of aspects in setting up a safe learning environment for online learning when working remotely for both staff and students. Guidance is a work in progress as we learn more about the needs and issues in going forward.]

STAFF FOCUS

MEETINGS AND COMMUNICATIONS WITH FAMILY / WHĀNAU.

While support and care are important at times when new ways of learning are required, having clearly communicated expectations and boundaries is important in the wellbeing of everyone involved.

- Set guidelines up with staff, parents and Whānau around:
    - how to contact their child's teacher or any SLT member
    - when this is appropriate (e.g. staff will check emails between …. a.m. and p.m. and will be offline during the weekends)
    - what to do if they have any broader concerns or complaints (usual policy applies - they make contact with SLT member)
    - the role of personal phone numbers for SLT and staff (or the possibility of purchasing basic prepaid/ plan phones if possible). Aspects to consider:
        - who should have access to personal numbers and for what purposes?
        - how have these been clearly communicated?
        - procedures around unintentional or intentional misuse by others
        - what happens re access when learning resumes back in schools and Kura?
    - prioritising weekly / class newsletters to share integral information and include regular tips on staying safe online. Source from Netsafe* or Commonsense Media*
    - encouraging families (they may be anxious about being their child's 'teacher', or ensuring their child is doing *everything* expected… supporting them will be important)

PRIVACY OF INFORMATION

Privacy and confidentiality around students' personal information (including images, videos, work etc) still apply irrespective of where the learning is taking place. Staff have a responsibility to ensure the usual policies and procedures (under the Privacy Act) around collection of 'information' (who's been consulted, how it's been gathered, where is it being stored, for what purpose and for how long etc) are adhered to while also working remotely.

PRIVACY ON SITES / APPS USED IN LEARNING

Selected sites / apps for learning should be fully understood by staff across the following considerations:

- selection of sites based on criteria of both '**effectiveness** for learning' and, **safety** for students
- who has access to upload / view / comment (are there privacy settings to choose from?)
- who is moderating if this is needed and how often is this scheduled?
- who has account / login details (ensure these are stored with appropriate SLT or IT staff)
- are there students where restrictions apply to the use of their images / videos / information etc being used by school or Kura?
- what are the Terms and Conditions of the site / apps being planned for or used in learning remotely? Do they comply with school policies? (Important if introducing new sites)

APPROPRIATE CONSULTATION AND SUPPORT

- SLT and families have been consulted around the use of specific online sites/apps for learning.
- Students are confident and capable in knowing how to use the sites/apps effectively.
- Students (and family) know what to do and how to ask for support if something happens online around the learning, or any other online concern or incident.
- Families and students know that school's usual processes and procedures apply regarding policies around privacy; bullying; complaints; pastoral support and help, etc. and making contact (emailing) with the teacher(s), or senior staff in the first instance.

PRIVACY AND WELLBEING OF SELF AND OTHERS | ONLINE MEETINGS

It's advisable to consider aspects of privacy and wellbeing around live online meetups with students in their homes. Barriers could exist for a number of reasons for some students who might not want to share their home environment with staff/others online. It will look different across schools and levels of teaching, and parameters may already be in place to protect those involved. However, in some contexts, approaches might include:

- audio meetups only
- any live forums restricted to show more close-ups on hands and table-top for any demonstrations
- keeping faces off screen

While some considerations are more of an outlier in terms of likelihood, they are worth being aware of, for example:

- others' privacy in homes where students are located
- other people's physical or aural vicinity of any meet-up / camera
- the potential for recording any live meetups without permissions
- the potential for recordings to be used in inappropriate ways thereafter

PRIVACY | PERSONAL DEVICES | PERSONAL USE OF ONLINE SITES

In the New Zealand context, both Employment Contracts, and the New Zealand Teachers Council provide scope on what is professional conduct (Our Code Our Standards*). These extend to our practice wherever learning is taking place, for example at camp, EOTC, and **online.**

- **School-owned** or **school-provided devices** should be used to contact students, capture any learning, and upload students' personal information (including images, videos, content etc) to online sites and spaces.

PERSONAL USE OF SOCIAL MEDIA AND OTHER ONLINE FORUMS / SITES

Uploading images or videos of student work, students working etc onto online sites used for a staff members' personal interest or professional forums, without the explicit consent of the student or their caregiver, is in breach of the Privacy Act. Consultation and consent are required when using *types* of information belonging to others. Check what's required, consult, ask, respond.

In the NZ context we have freedoms to express our views and perspectives. However, educators have obligations under the professional 'Code and Standards' around their professional relationships with parents and families, students, and colleagues, and this includes how these are managed **online** as well as offline in professional and personal spaces. Further information about privacy in the NZ context for schools can be found at the end of this guidance document.

SECURITY OF DEVICES | ONLINE SITES

Laptops and devices that are supplied by school are expected to be used in safe, secure and responsible ways. When working from home for extended periods of time ensure:

- only staff use the device / laptop and that it's not shared with, or accessed by others in their home environment
- staff sign out of sites / online spaces according to school's I.T. protocols (this may not be necessary if there's passwords and 2-F authentication etc.)
- all school-supplied devices are stored in a secure environment
- all information pertaining to students, families, staff and school is kept secure and is not accessible to others in the household

SWITCH-ON-SAFETY | Application to secure home wifi during home learning

In response to the home learning context, N4L, Netsafe and MoE have rolled out a free filter enabling students' devices to be secured, in the same measure it is in schools and Kura. For more information, follow the instructions on the Switch On Safety site.

COPYRIGHT

Continue to adhere to copyright and Terms and Conditions of sites/apps where they apply to using or downloading videos, images, content, use of site for learning, etc.

Look for sites / sources of content that align with Copyright laws in NZ*. Creative Commons provide different levels of licensing. Google provide options for searching for images across several licensing options. Support students to learn about Copyright, Creative Commons, and Attribution.

Online sites useful for copyright free images for **educators** (not suitable to younger students) include Unsplash; Pexels; Pixabay.

MANAGING ONLINE INCIDENTS INVOLVING STUDENTS OR STAFF

In the event a serious issue involving students and/or staff evolves, please refer to Netsafe's Managing Online Incidents Guide. The same processes apply even if working remotely.

The five key principles are:

- minimise student / staff distress or harm
- maintain student / staff safety
- follow school's processes regarding student consent and confidentiality
- focus on the behaviours not the technology
- schools can have responsibility and authority to act even if the incident has taken place outside school.

Contact Netsafe 0508 638 723 to report an incident.

STUDENT FOCUS

EQUITY

Consideration needs to be given to all students and their home context regarding access to the internet and device/computer.

- Are activities able to be undertaken in alternative ways?
- Can you set up 'take-home' packs with activities?
- How much time is allocated to use of online platforms for learning remotely?
    - Consider homes where there may be limited access due to numbers of people in one household sharing a computer or device, or without internet access.

AGE APPROPRIATE SITES AND APPS

Depending on the age of students, any online sites or apps planned for use, need to align to any age restrictions specified by the platform. While there are numbers of great apps and sites for learning, they may carry a R13 etc. Thoroughly explore, talk with SLT, and consult with parents and family first.

SETTING THE SCENE: ONLINE LEARNING – ONLINE SAFETY AND RESPONSIBILITY

This is the perfect time to create together an 'online code' – take the key aspects important to your group of staff and 'online learners' from the User Agreements created/signed at the start of the year. Set the scene around how we:

- 'work together' online
- ways to keep ourselves safe online
- what respectful friendships look like online
- how we can create a positive online culture
- and what to do if something happens that is 'not okay' online
- adhere to copyright laws in the use of others' online content
    - use of music
    - images and videos
    - written content

WELLBEING AT THE CENTRE

Ensuring students have a sense of safety, wellbeing, calm and routine while at home in extenuating, circumstances is important.

Consider setting up the learning to focus on activities that align to and draw on the structures of Term One, for example:

- class 'treaty' or codes (what does this look like from where we're learning now)
- school's values (how do we build on these while physically separated)
- a daily review with students and staff of 'what's working well' and 'what would work better' re approaches/relating when online learning. Stay fluid with needs and ideas that arise. Give agency to students' thinking as they're the recipients of what's planned 'for them'
- keep using those sites /apps that students are already familiar with is important. It's not ideal to introduce numbers of 'new' sites / apps straight off
- activities that are explicit in developing resilience and mindfulness practices
- consider ease (and safety/wellbeing) in accessing different teachers' resources and lessons
    - one online 'gateway' to all online classes?
    - behavior within platforms e.g. Google Chat; Google Hangouts; MS Teams etc.
    - communicating to students and families about the school's systems in place to monitor, audit, moderate all engagement online within school's learning sites.

ROLES OF STAFF – PASTORAL

Where face-to-face roles enabled ways to support students through the roles of tutor teachers, counsellors, student councils, etc, these are likely to be disrupted in a 'lockdown and isolation' scenario.

Schools and Kura will need to consider how best to provide 'in-time and appropriate' support for students, while also respecting that in 'home lockdown' contexts, they are in the bounds of responsibility with their caregivers and Whānau.

Students and their families should have a clear understanding of who they can contact for the different levels and types of support needed and how to go about this.

ESTABLISH AND COMMUNICATE WAYS FOR STUDENTS TO EXPRESS NEEDS AND ASK FOR HELP

- Consider creating a shared doc that is also shared with SLT and cohort staff, where students can 'report' needs. If it also provides opportunities for anonymous reporting, it will be essential that any reports are responded to quickly. If anonymous, then look to address any issues generally through online comms to students, and/or Whānau and family. Examples of issues may include online bullying, anxiety over learning from home with family also running working lives etc, separation from friends and family, etc. In regard to any concerns or serious online incidents refer to the 'Managing Online Incidents' section.

Share with families and students, appropriate external sites designed to support children and teens, for example:

- [Whatsup?](#) Helpline for children

- [Kidsline.](#) Helpline for children

- [Youthline.](#) Helpline for teens

- [Aunty Dee.](#) Online App for teens

- Familiarise with the Harmful Digital Communications Act*, legislation in New Zealand around the rights and responsibilities around online communications for all those in New Zealand.

SEARCH ENGINES | BROWSERS FOR YOUNGER STUDENTS

Consider using alternative browsers designed with younger students' safety in mind.
Below are some options for children online.

- Youtube KIDS
- Kiddle
- Wacky Safe
- Google Safe Search (select Safe Search under Google tool bar)
- Kids Rex
- Safe Search Kids
- Swiggle

ONLINE SAFETY and CITIZENSHIP RESOURCES – IN THE SHORT TERM

As part of learning online for an extended period of time, it is important to think about providing learning opportunities that support the safe, responsible and ethical use of digital technology and online spaces in the days / weeks ahead.

Below is a short list of 'go-to' online activities ready to go - they can work through these gamified or video resources independently, for different age groups.

While many other resources are available online, it is recommended that these are better used in planned and supported ways. For further information on an extensive range of resources across all levels of learning, please make contact.

LOWER PRIMARY:

- HECTORS' WORLD | eSafety – for younger students, covering basic online safety concepts.

- DIGI DUCK'S STORIES | Childnet – online picture book and resources for parents and carers to work through with their younger children.

UPPER PRIMARY:

- PLAY LIKE SHARE | CEOP Three Part Video Series for 8 – 10 years of age covering basic online safety concepts.

- THE ADVENTURES OF KARA WINSTON AND THE SMART TEAM | Childnet 7-11 years of age. Five chapters or (one watch one whole movie) covering basic online safety concepts.

SECONDARY:

- THE LOST SUMMER | eSafety – An online game to develop online safety, critical thinking and digital intelligence. 11- 14 years of age.

- HOT TOPICS | Childnet – Top tips for helping young people keep themselves safe online.

- WITH FRIENDS LIKE THESE | SWGfL – A resource to raise awareness about implications of sharing and publishing images of others.

REFERENCES

- Privacy Act (NZ) https://www.privacy.org.nz/the-privacy-act-and-codes/the-privacy-act/

o E-Learning models - Privacy for Schools - https://elearning.privacy.org.nz/

- New Zealand Teachers Council – Codes and Standards –

 https://teachingcouncil.nz/content/new-code-new-standards-teaching-profession

- The Harmful Digital Communications Act (NZ) – https://www.netsafe.org.nz/what-is-the-hdca/

- Netsafe - www.netsafe.org.nz

- Commonsense Media – https://www.commonsensemedia.com

- Copyright in Schools - https://www.tki.org.nz/Copyright-in-schools