Remote Learning - Teacher Guide

Reflect.

Work out how prepared you are for remote teaching and learning, and plan your next steps.

The need to… be prepared.

Assessing and planning for Remote Teaching and Learning.

Assessing your own preparedness will help you to identify what skills to brush up on or develop in order to be ready to teach remotely. The following checklist can be taken as a starting point for being ready to do this, and the items below refer to skills necessary for Highview College.

Communication

☐ I know how to create tasks for individuals, groups of students or classes in SEQTA

☐ I know how to send an email to a group of students or parents through SEQTA

Technical readiness

☐ I have remote access set up on my computer

☐ I know my login details for all essential subscriptions and services, and could log in from a different device if needed

☐ I know how to access the SEQTA Support articles

Professional collaboration

☐ My SEQTA course outlines are up to date with details of Term 2 overview, resources and assessment information

☐ I know how to share documents with colleagues, and how to ensure that they have editing access to be able to collaborate on documents

☐ I know how to access and use Google Meet, MyEd and SEQTA

Skills for remote learning

☐ I know how to share a document so that it is read-only

☐ I know how to Screen Record

☐ I know how to use a video editing program to put together content

☐ I know how to set up and run a video call/ conference using Google Meet

☐ I know how to create and share a video with my students

☐ I can share documents other than as an email attachment

What else do you need to confidently be able to do by the end of this week?

The need to… use approved programs.

Applications.

We are choosing to use programs which are familiar and which we know are compatible with our systems. We will be able to support the effective use of these programs for all families.

We ask that you do not use other programs, despite the probability of others have superior functionality. There will be reasons we have made these decisions. These reasons may be related to the restricted band width of some families, costs associated with ongoing licencing or support factors.

The list of applications Highview staff and students are being asked to use will expand in time. For each program that we introduce we will supply training packages and ensure that these are compatible with SEQTA.

Please raise suggestions by emailing Lucas or David at
servicedesk@highview.vic.edu.au

Approved software.

Video conferencing – Google Meet https://meet.google.com/

File Sharing – Highview Cloud https://cloud.highview.vic.edu.au/

Recording – Open Broadcast Studio (OBS) https://obsproject.com/download)

Video Editing - OpenShot (https://openshot.org/download)

Inter-class communication – SEQTA Forums https://teach.highview.vic.edu.au/

Intra-class communication – Email
"Outlook" on laptop

Video Sharing – Youtube Studio (https://studio.youtube.com)

The same, but different.

Our priorities and core business remain identical and our work will continue.

The need to…continue doing what we do well.

Monitoring attendance.

Accurately monitoring attendance remains a legal requirement in every class. All records must be logged in SEQTA.

The same rules apply. If you cannot verify that the student is in the class, mark him/her absent. Missing students are to be reported to Reception.

Although you are not expected to be on-line for the duration of every class, teachers must mark a roll at the commencement of every timetabled class (doubles may be marked once at the beginning). This may change in time, but it is how we will commence while everyone transitions.

DELTA Mentors.

DELTA Mentors will continue to monitor the wellbeing and overall progress of students. Concerns should be raised through them, as they will have contact with parents and maintain the 'big picture' for students in their DELTA groups.

Every day will commence with our usual 10 minute 'check in' in the morning.

Heads of School.

The Heads of School will continue to 'meet' with students throughout the day, as required. Teachers will be advised if a student will be 'missing from their class' and Heads of School will advise Reception staff.

Expectations of behaviour.

Our expectations remain the same. All concerns should be file noted on SEQTA and copied to the relevant Head of School. If you need to send someone 'out' of your on-line class, do so and seek immediate assistance from the Head of School.

Discipline issues will be followed up, as usual, by a member of the Student Wellbeing Leadership Team.

Careers advice.

Janelle will continue her work by phone. Senior students 'attending meetings with Janelle' will advise their teachers. Janelle will advise Reception of her schedule.

Aide assistance.

Aides will continue to support students in Learning Support classes. They are/ also available to assist students in Mainstream classes at the request of a teacher and the approval of Lorraine Caldwell. In those instance the Teacher will need to explain the task and the Aide will contact the student and work on a task with them while the rest of the class works with the teacher or independently.

Yard duties.

None of us are completing yard or bus duties for the foreseeable future. This additional time is an investment in the preparation required for remote delivery of curriculum. There may also be need to ask colleagues to mark rolls for absent staff.

Tutorials.

These should continue to run as scheduled. Students appreciate this additional assistance and this is a link to maintaining normal routines and best practice.

Students will dress according to 'Out of Uniform Day' expectations

https://www.highview.vic.edu.au/index.php/enrolment/uniform

Professional expectations.

These are not student-free days. Maintain your professionalism.

The need to…continue to be professional.

Professional dress.

Expectations remain the same in regard to professional dress. It may feel strange sitting at home in business dress, but while you are on duty this is an expectation. Maintaining this routine will also assist you to distinguish between work and non-work periods.

Punctuality.

As always, classes must start on time and finish on time. This is respectful of your colleagues and the complexity of a student's day. Set alarms to ensure that you leave time for a plenary if you are on-line for a full lesson.

Professional workplace.

Your home will be your workplace. Establish one area from which you will work. Do not invite students 'into your home'. Ensure that what is behind you and around you is business-like and appropriate.

Placing a lamp behind the laptop screen will make your face easier to see on camera. Avoid having a window behind you – you will be in shadow.

Professional language.

These circumstances are unusual but the expectations remain the same with regard to clear professional communication. Use formal language and edit carefully for accurate language use.

Professional relationships.

The 'Code of Conduct' and 'Child Safe Code of Conduct' continue to apply to all staff during this remote teaching period. Be careful not to become casual in your interaction with students. Ensure that no 'private' communication takes place. Always communicate with groups or copy someone else in to correspondence (a Head of Faculty or Head of School).

Teacher absences.

Absent teachers must follow the same procedure of contacting the Daily Organiser as early as possible, to advise of an absence. Classes will be covered for absent staff by colleagues. Staff should leave instructions in SEQTA directed to the students. It may be that only your roll will be marked. CRTs may not be employed during this period.

Staff meetings.

Staff Meetings will continue to be held on Mondays and Tuesdays 3.30-4.45pm. Make sure you are available.

Leadership Meetings will continue to be held on Wednesday afternoons 3.30-4.45pm.

Briefing.

Commencing each week through prayer and reflection will continue to be important. Make sure you are available for our 8.30-8.45am Briefing on the first school day of each week.

On the first day of Term 2, Tuesday 14 April, between 8.30-8.45am, I ask that all staff send a message of welcome to their classes as it is not possible to be out welcoming them back.

Managing anxious parents.

Many parents are experiencing heightened anxiety. Please call for assistance in any situation which is difficult. You are not on your own and it's better not to respond if parents are angry, upset or accusatory.

Connect with your colleagues for fun as well as for work
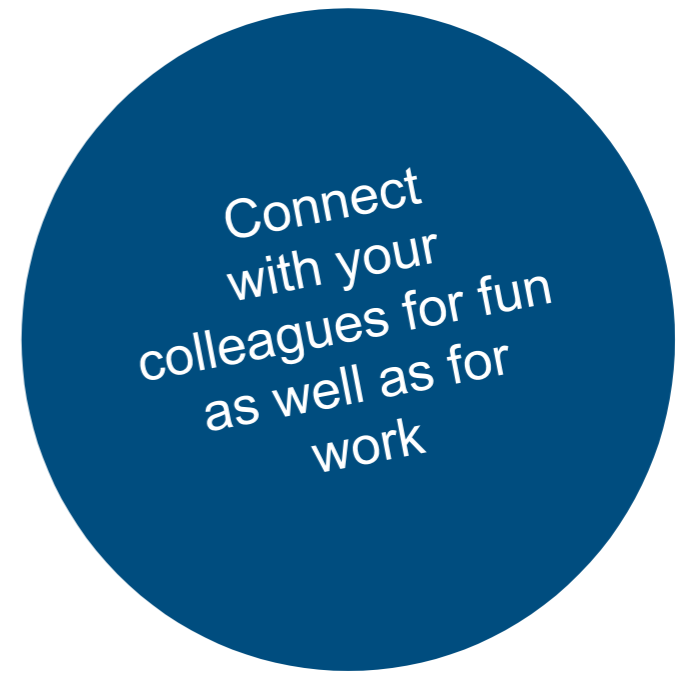
Sustain a sense of community.

Use technology to build a sense of community with your students while engaging in remote learning.

Using video for community.

Create a team video with your immediate colleagues or a group of teachers who your students see regularly.

Use this video to introduce the idea of remote learning to your students, and to let them know that you are still there and will still be leading their learning.

This can be really reassuring, especially for younger students who might be upset by the change in their routine.

A video with colleagues where you talk about what has changed, what will stay the same and what the new routines will be will help to allay some fears.

Already working from home? You can still put something together - each of you can film a small clip, share it with the others and put it together into one video with iMovie.

Start each day with a video clip so that your students can see your face.

Whether it's a welcome video where you talk about what the students will be learning that day, or a video where you share a story or thought for the day, give your students in your class or mentor group a way to start their day.

If you're ready, get students to take it in turns creating a video to share in a student slot- if they share it with you the day before, you can queue it up to post and share with the rest of the class straight after your own.

For older students, you might want to start each day with a reflection on the learning from the day before- perhaps a general session of feedback on strengths and misconceptions from the learning tasks that have been completed.

End each day with a thought or reflection on the day.

For Junior students, you might share a video of you reading the next chapter of the class book.

For older students, perhaps provide a wellbeing activity that will encourage students to draw a line between learning and leisure time.

Set up a video challenge in a shared space.

For DELTA Mentors, setting up a shared space can be a great way for students to share creative videos of what they're up to at home and see each other in a new light. Why not share videos to introduce your pets, favourite hobby or thoughts on a TV show?

Confidential Assistance & Counselling

Converge International

1300 687327

Monitor wellbeing (theirs and yours).

Use technology to check in with how your learners are feeling and coping with challenging circumstances.

Ideas for monitoring wellbeing.

Run a virtual recess for your DELTA Mentor group.

Set aside some time to host a web conference with no aim other than socialising. It can be a great idea to give your students some 'free' time to engage in video calls with their peers to maintain their social bonds and help them stay positive.

Older students in the Senior Years will likely be staying in touch with their friends through social media, but make a point of encouraging them to connect - they're missing crucial face to face opportunities to connect, and it's all too easy for them to disconnect.

Book Club will still run on Friday lunchtime.

Activities which students are used to attending should still run. Think about how you can maintain those activities for students.

Create a brief survey for your students to check in with you several times a week.

Setting up a survey with a question or two for your learners to respond to is really simple, but can give you some insight into how they're feeling.

If students are consistently reporting low mood or feelings of anxiety or discomfort, check in with their family or get in contact with a member of the leadership team, student wellbeing team or the school Chaplain so that the students can be supported with managing their feelings.

Run a 'drop in hour'.

Open up a conference with optional joining by students if they want to drop in and ask questions. Whilst this might have an academic focus, it also gives students the chance to check in and let you know if something is bothering them.

Keep an eye on participation and engagement by your students.

Keep a record of attendance or participation by your learners; when you've got routines established, you'll start to be able to notice who is and isn't checking in and engaging. Pass concerns on to Heads of School for support.

Schedule a virtual coffee.

Contact some colleagues, and schedule a virtual morning tea; give yourselves time and space to catch up in a video chat to share stories of how working remotely is going for you, and to share what else is new. Remember that your own wellbeing is key; you can't support your students if you aren't taking care of yourself.

Look after yourself

Maintaining balance (theirs and yours).

Ideas for maintaining balance between work and home when the lines become blurred.

Ideas for maintaining balance.

Share (and stick to) hours that you will be unavailable to colleagues and students.

Although many staff will need to be flexible in their approach to managing remote learning, having cut off times for when work starts and finishes will help to maintain a balance. After this time, it's ok not to check your email - this is your down time to focus on family and home responsibilities.

Encourage students to do the same; whilst they'll generally be expected to be working on learning activities throughout the usual school day, it'll be quite easy for them to fall into a pattern of working on assignments for longer hours than they might normally do.

Switch on 'screen time' and 'bedtime'.

If you're on your computer a lot during the day, switch on 'Screen Time' to see how much time you're spending in front of your device and to check that the time doesn't creep up as you spend longer teaching from home. Try setting restrictions to stop yourself from accessing your devices without consciously choosing to ignore them.

Provide students with assignments that will require them to be up and moving.

For Junior students, assign a yoga activity that they can complete, or get them to create a home exercise video for their peers to follow. Have students complete chores to help around the house as part of their DELTA Program.

Senior Students can also keep a diary of their activities outside of learning assignments in a shared space; this gives you a chance to check that they are giving themselves a balance of work and leisure each day.

Take regular breaks away from your computer.

When working remotely, you'll be spending more time in front of a screen than you are used to, so it's very easy to spend long periods sitting. Try to make a habit of standing up and moving around regularly, taking a break between jobs to go outside for some fresh air or checking in with other family members who are at home.

Take bio-breaks.

Although teachers are used to working around tight schedules and fitting in eating and toilet beaks on the run, beware being complacent about ensuring that you take breaks for self-care while working at home. Students are used to asking for asking for toilet breaks – it's unusual for a teacher to have to step out during a lesson.

Reach out for help.

Reach out to your Line Manager or a member of the Leadership Team if you're struggling to find balance - everybody's home life will be different and what is manageable or comfortable for some will be challenging for others - that's normal.

Only
the Principal will
communicate in
relation to COVID-19
developments.

Communicate about learning.

In stressful times everyone seeks information. Be open in communicating about learning. Avoid offering advice outside your area of expertise.

# The need to communicate.

With parents.

If you contact a group of parents, remember to file note the contents.

If you need to maintain regular contact, perhaps as a class teacher or Mentor, set expectations for frequency of information in your first communication; you might specify one weekly email to the group but individual communication on a needs basis.

Helping parents to know what to expect will allay fears.

Only the Principal will communicate in relation to COVID-19 developments.
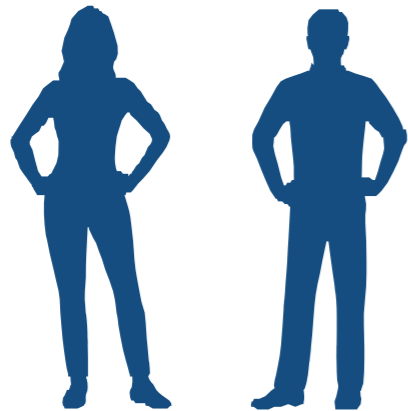
With students.

Large group communication can still go through the Daily Notices; this gives students a sense of remaining connected as a wider community outside of their classes.

Keep mass emails to students to a minimum where possible and make sure they are file noted. Heads of School will communicate with whole year levels regularly.

The important thing is to minimise the number of different channels through which students receive information.

Keep it simple.

You do not have to suddenly be a great filmmaker.

6 steps to remote learning.

Step 1: Communicate

Providing a regular and consistent stream of communication to your students will support them in maintaining momentum with their learning and reduce uncertainty and disconnection from school life.

Step 2: Set tasks

Remaining consistent in the use of SEQTA for setting tasks will be important to making accessing learning tasks easy for students and families.

Setting tasks here also ensures that Mentors and Heads of Faculty can check in to see how students are faring, and reach out to those who do not appear to be accessing their learning opportunities.

Step 3: Assign and distribute

Assign digital resources or texts, but be aware of students who may not have access; encourage peer sharing of resources in a digital format and make use of the ability to capture pages as PDFs so that students can work offline if needed.

Step 4: Digital content

Personalised content, such as short video explanations, introductions to tasks and feedback will help maintain a student-teacher relationship and connection to the community. Remember that content beats polish and that smaller sized files will be accessible to more learners, especially where internet is slow or unreliable.

Step 5: Engage live

Forums and live chat can all be used to give students opportunities to ask questions and get immediate answers, as well as to connect with peers.

Step 6: Collaboration is key

Maintain regular connection with your Faculty and DELTA teams, and share out responsibility for creating digital content - students don't always have to see their own teacher, and teams can create content for multiple classes

Choose the best way.

Although rolls must be marked, there are many ways to run a class, just as when you are face-to-face. You could schedule five-minute conferences one-to-one.

Synchronous and asynchronous learning.

The question of whether to conduct learning activities in real-time or to assign tasks for students to complete according to their own schedules has no hard and fast answer. The balance of synchronous and asynchronous activities will necessarily vary between faculties, subjects and year levels. What works in one subject may not translate well to another, and teachers are asked to exercise their best judgement about what will suit their learners.

Asynchronous learning.

> Students learn at different times
> Communication is not live
> Can provide more convenience and flexibility for both learner and teacher
> Allows students to work at their own pace
> Can feel disconnected, and students may struggle more with maintaining motivation

Synchronous learning.

> Students learn at the same time
> Communication is real-time
> Can be more engaging and effective, especially with a face-to-face element
> Allows instant feedback and addressing of misconceptions
> Can be more challenging to co-ordinate, and students can miss out due to logistical issues at home

Connect.

Connecting with students with diverse learning needs early and regularly will help them to transition to a new way of working.

Connecting with students with diverse learning needs.

Make it visual.

For students on the Autism Spectrum, making their new learning Routine very visual and clear will help them to transition and adapt to the changes. Consider setting up a OneNote section which shows in a very visual way what they will need to do.

For teachers of Junior School students, consider using the same images for daily routine as you use in the classroom - either screenshot them if you have them digitally, or take a photo of the routine if you have access to your physical timetable cards from the classroom.

Reach out.

Reaching out and maintaining dialogue with the Learning Support Team will be extremely beneficial when planning curriculum delivery for students with additional needs. Their experience and expertise will allow you to identify how to modify or change activities to set students up for success with their learning at home.

The Learning Support Team will also be able to support with checking in with students and their families, and offering virtual support to these learners - you don't have to do it alone.

Be present.

For some students, maintaining a connection with their teacher or mentor will be crucial to continuing success in the event of Remote Learning. Students experiencing anxiety, or those who struggle with change, will benefit from being able to connect live with their school community.

DELTA Mentors should consider using 'Google Meet' to connect with students in a 1:1 or small group situation where the focus is on socialising and checking in on their wellbeing rather than delivering instruction.

Partner with families.

Consider a more regular check in with families of students with special needs, so that they can share feedback on how the transition to Remote Learning is going.

There may be things that you can suggest, or activities or approaches that you can modify to make life easier for them whilst still maintaining some access to school work and routines.

Accessibility.

Adding alternative options for accessing instructional materials will enable all students to be more successful in learning remotely.
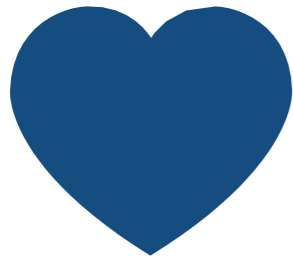
Accessibility for students with diverse learning needs.

Make it aural.

Many programs have the option to add in audio instructions for learners to use. Audio instructions can make it easier for learners to understand what is being asked of them.

Adding audio instructions also brings in an element of familiarity; hearing your voice can help students to make the connection that this is a continuation of school, and that their work matters to what happens when they return to their regular routine.

Consider cognitive load.

At the heart of successful learning with digital materials will be cognitive load. Rather than being in a classroom situation where students can be immediately directed to the correct resources, working on-line will be filled with chances for students to lose their way when navigating between materials and switching between tasks and programs.

Reducing the number of sources of information, or times that students have to follow links or switch files to complete a task will give greater chance of success. Removing unnecessary content from digital resources will also help students to manage the tasks.
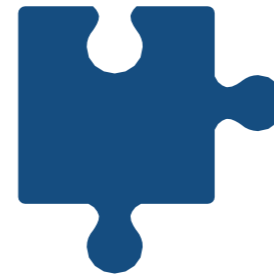
Make it personal.

Provide opportunities for students to see you, even if you are able to provide most learning materials without appearing on screen. Learners often connect better and learn better when they can see their usual teacher delivering content, even if it's as simple as a picture-in-picture screen recording using a program record a presentation or instructions delivery.

Break it down.

For students who have specific learning needs, the pace at which they can access learning could very well be significantly impacted by learning at home in isolation. As there is no guarantee that parents will be able to spend the same time with them as a teacher or an Aide would, plan to break down tasks into more manageable chunks, spreading what would normally be covered in one lesson into two or three activities.

Adapt.

Giving students options and adapted tasks will set them up for success and continued engagement in learning from home.

Adapting activities for students with diverse learning needs.

Differentiate.

Many of our on-line subscriptions allow you to differentiate the tasks that you assign to students. Make sure that you differentiate for those students with diverse learning needs, particularly if you would normally assign them the same tasks but be there to support; assume that the student may have to complete the work alone, and err on the side of caution so that they can be successful. Slowing the pace still means making progress.

Provide Options.

Giving students options on how to respond to a task can be a great way for students to play to their strengths and engage in a way that lets them be successful.

Unless you specifically need a written response, consider letting students choose their format. Being at home alone will give students a little more time to be creative with what they do, and you might find that you get some imaginative oral or video responses to tasks. Remote Learning is an opportunity to try something unconventional!

Things to Remember…

Keep smiling

Nobody is expecting you to get it all right immediately - it will take time to hone your routines and processes.

This is not a normal situation - it's natural for it to take some getting used to.

Keep it simple, and don't take on too much at once. Do a few things well.

Your colleagues will be there to support you.

See what others are doing - there is a wealth of experience between us.

If you have other commitments at home, you'll have to work out what works for you- there is no one size fits all.

With thanks to St Peter's College Adelaide