



Online Learning @ TKIS

Professional Learning

Guide for TEACHERS

Should the Government direct students to learn from home, we will activate our online learning strategy.

Online learning at TKIS utilises a variety of software tools, based on the needs of the child, the subject, and the available technology and connectivity. For our online teaching program, SEQTA forms the central point to which other learning tools may be linked.

Teams provides a virtual professional space for staff to meet and share resources - importantly, to stay connected. Staff meetings will be held using Zoom, allowing professional learning to take place that utilises our software tools.

SEQTA

SEQTA is our main online learning platform

Teachers create a learning programme for each subject, providing resources, assessment tasks, and feedback.

Using a browser, go to:

ta.kilmore.vic.edu.au

MyEdOnline, found within SEQTA, provides a more advanced delivery platform and differentiation capabilities.



Main conferencing platform

Microsoft Teams is a secure platform that is used for video and chat sessions.

It can be used on computers or smartphones, either as an app or via a browser.

Integrates with other [office.com](https://www.office.com) software, such as Whiteboard.



Whiteboard



Google Classroom is used by Primary classes and some secondary subjects.

It can be accessed on computers or smartphones, either as an app or via a browser.

Using SeeSaw or another external site?

*That's OK - but lead your students into SEQTA first and have them follow a link, from within SEQTA, to your chosen resource.
If functionality allows, gently direct them back to Teams.*



Zoom is used for staff professional learning sessions, Primary, and some secondary classes.

It can be used on computers or smartphones, either as an app or via a browser.

Ideally, only to be used with students if Teams is not available.

Useful program for making screencasts. Simply start a meeting with you as the only participant. Record your shared screen while you add commentary. Resulting video is automatically rendered as a MP4.

Technical assistance required?

Contact the **IT Help Desk** at HelpDesk@kilmore.vic.edu.au

or for urgent matters, Richard Thomas on 0413 025 282 (8:30am - 4:30pm)



Appearance

- Please dress in a smart professional manner
- No T-shirts or singlet tops
- Gentlemen are not required to wear ties

Environment

- Be mindful of what is behind you while on a video conference - it is a window into your personal environment. A blank wall or curtain is best
- Remember, microphones are quite sensitive and will pick-up surrounding household sounds

Equipment

- When using a webcam or microphone, make sure they are working before starting a meeting
- Have your desktop ready, with software open that you intend to use

Health

- If you become ill, please inform Reception. Reception will email the Homeroom teachers of your classes so your absence can be mentioned to the students during the morning Homeroom session
- If you need to cancel a video session, reschedule your students through Teams Calendar and let your Head of Learning and the Director of Teaching & Learning know

Communication

- Do not use your personal email account to communicate with students or parents. Only use your TKIS email account and/or Team/SEQTA/Google Classroom (for students). This is for the protection of all.
- Teams/SEQTA/Google Classroom are the best ways to communicate with students. They are recorded environments
- Use a student's personal email only if they are in China; cc your Head of Learning in these emails

While students are at home, classes will follow the condensed session times listed below.

Remember to schedule a meeting time and send an invitation to your class well in advance of when you are listed to meet.

Session length will be determined by student need and task requirements.

Please mark attendance in SEQTA for each session. Parents have been asked to contact Reception should they anticipate their child will be absent.

Primary class times

Year 6:	8:30 AM
Year 5:	9:00 AM
Year 4:	9:30 AM
Year 3:	10:00 AM

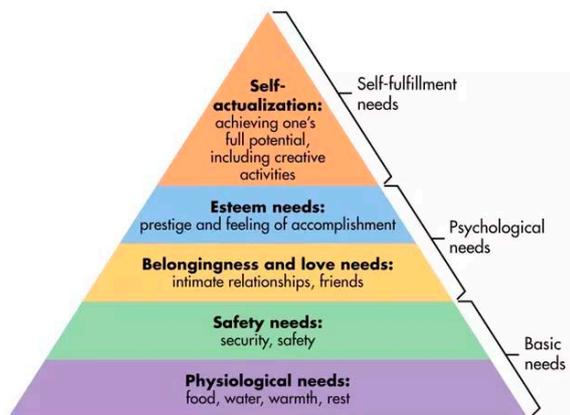
Secondary class times

Homeroom:	8:30 - 8:45 AM
Period 1:	8:45 - 9:10 AM
Period 2:	9:15 - 9:40 AM
Period 3:	9:45 - 10:10 AM
Period 4:	10:35 - 11:00 AM
Period 5:	11:00 - 11:25 AM
Period 6:	11:30 - 11:55 AM
Period 7:	12:00 - 12:25 AM
Homeroom:	3:00 - 3:30 PM

- Use your TKIS email address and password to access **Teams** and **Google Classroom**
- If staff require additional Microsoft software, go to [office.com](https://www.office.com), using your TKIS email and password. Staff can install this software on a computer, tablet, phone, or use a browser based version.



The importance of Homeroom...



“Students don’t care how much you know until they know how much you care”

In basic terms, Maslow’s hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid.

Needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up. From the bottom of the hierarchy upwards, the needs are: physiological, safety, love and belonging, esteem, and self-actualisation.

Maslow’s theory explains our need for Homeroom sessions. For distance learning to be successful, or even relevant to the child, the basic needs of the child must be met. With their family, we are part of our students’ system for fulfilling their basic and psychological needs. Touching base each morning and afternoon creates a stable routine and allows students to connect with each other under the guidance of a caring teacher. Homeroom is the perfect time to assess our students’ wellbeing and instigate necessary interventions and support.

Be clear about what you expect...

Distance learning requires a new way of teaching. Techniques used in face-to-face teaching do not easily transfer to the online environment. In addition, time available is often truncated. Here are some tips to make the most of the time you have...

1. Set a goal

This can be a task, assessment item, key concept. Whatever it is, be explicit and set a finishing date. Provide detailed criteria (use SEQTA - Assessment, or Google Classroom)

2. Provide resources

Provide comprehensive resources that enable deep independent learning. Text, video, audio, data - use your skill as an expert educator to weave a rich tapestry that entices the student into deeper knowledge and prompts exploration. Quality over quantity; create a story line that draws in the learner (use SEQTA MyEdOnline & Course, or Google Classroom)

3. Clarify & enthuse

Assist, answer student queries, and encourage depth of response. Be provocative, encouraging thinking that views the goal in unique ways (use Teams - video & chat in designated class time)

Pedagogical assistance?

Post a query in our *Teaching Staff* channel in **Teams** or contact Peter Cooper through **Teams** (post, video or phone) or **Zoom**



When creating and conducting a course, keep in mind:

- Distance learning can involve a combination of synchronous and asynchronous approaches. You can create experiences for students to work at their own pace and take time for them to absorb content. Assignments, likely, will take twice as long to complete at home because of different factors; prioritise and be realistic.
- Manage the expectations – give explicit guidelines and publish those guidelines; give explicit instruction outlines and be specific regarding the length of time given to complete the learning task.
- Don't reinvent the wheel – plenty of videos and websites for content already exist.
- For Years 4 to 12 teachers, keep SEQTA central. Direct students to start in SEQTA, then to follow the links you provide to any external sites (such as Google Classroom). Remember, SEQTA keeps students connected to School information beyond your class.
- Remain empathetic – ask how they are doing, care, assign a reasonable workload; encourage students to balance online and offline, and connect with one another – understand that they have other classes and other responsibilities. The key is being a steady, constant, reliable place that does not overwhelm them.
- Communicate consistently – all non-verbal instructions and assignments must be communicated via SEQTA for Years 4 to 12, and Google Classroom for Year 3 – consistency is key, particularly at young ages. Teams is for “face to face” delivery & posts.
- Provide templates or checklists for self-regulation; to-do lists and/or outcome lists make planning easier for students (and for parents who will assist them). Provide a comprehensive rubric for your assessment. It makes giving feedback easier and more meaningful.
- Students need a space to talk. For some, you may be the one person they open up to in times of crisis. They need to share their feelings.
- Build in time for students to become used to SEQTA (and yourself) as you design the learning experience.

Child Safe

SEQTA

- Content
- Resources
- Assessment
- Differentiation
- School information



- “Face to Face”
- Clarification
- Questions

+ *Virtual staffroom*