



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

GUIDELINE ON WORK-FROM-HOME ARRANGEMENTS FOR EDUCATORS

14 July 2020

TABLE OF CONTENTS

1. INTRODUCTION AND BACKGROUND

2. PURPOSE

SECTION A - *Guidelines on the processes and procedures to evaluate and manage educators with a comorbidity (COVID-19)*

1. Introduction
2. Key legislation
3. Medical conditions and comorbidities
4. Step-by-step guide for principals

SECTION B - *Guidelines for 'working-from-home' or 'special workplace arrangements'*

1. Introduction
2. Role of the Principal and Circuit Manager
3. What if an educator can't work from home or report to the classroom?
4. Management of educator well-being
5. Arrangements for remote working facilities
6. Conclusion

SECTION C – *Guidelines for remote teaching and learning*

1. Introduction and Background
2. Your work-at-home environment
3. Planning with your colleagues
4. Managing learning

5. Virtual Teaching
6. Assessment
7. Learner-centred approaches

SECTION D – *Guidelines Teaching and Learning Support*

1. Introduction
2. Expectations of teachers working-from-home
3. Expectations of the School Management Team
4. Alternative classroom management options

INTRODUCTION AND BACKGROUND

On 31 December 2019, the World Health Organization (WHO) China Country Office was informed of cases of pneumonia of unknown cause detected in Wuhan City, Hubei Province of China. On 7 January 2020, the causative pathogen was identified as a novel coronavirus (2019-nCoV). Countries across the world including South Africa, have taken drastic measures to curb the spread of the virus and reduce the extent to which infections are increasing. Some of these measures included promotion of healthy hygienic practices, social distancing, prohibiting gatherings in every sphere of the life of people that are more than 50 in number, closing of borders and prohibiting non-citizens from entering the country, screening and testing of international travellers coming back home from other parts of the world, promoting self-isolation and quarantining of those who present with symptoms.

In South Africa, President Cyril Ramaphosa announced drastic measures on 16 March 2020, to curb the spread of COVID-19. The President's announcement included the closure of schools from Wednesday, 18 March 2020. Following the subsequent National Lockdown from 26 March to 30 April 2020, President Cyril Ramaphosa announced on 23 April 2020 the easing of lockdown restrictions from 01 May 2020, including the gradual re-opening of schools from June 2020.

PURPOSE

The purpose of this document is to provide consolidated guidance for the 'work-from-home arrangements' for educators during COVID-19. The document includes a step-by-step guide for Principals for the management of the concession process for employees with a comorbidity during the COVID-19 pandemic, guidelines for considering "work-from-home" and "special workplace arrangement" options, guidelines for remote teaching and learning as well as guidelines for planning teaching for the rest of the school year using the Annual Teaching Plans (ATPs) and other curriculum and assessment related issues. Of utmost importance is ensuring that lives are protected while the Basic Education Sector also ensures that its primary role of providing education to learners is fulfilled.

SECTION A

***Guidelines on the processes and procedures to
evaluate and manage educators with a comorbidity
(COVID-19)***

1. Introduction

In the wake of the re-opening of schools, protection of life is primary, and secondary to this is recovery of the lost teaching and assessment time to afford learners an opportunity to as best possible complete the grade they are in. The return of principals, teachers and non-teaching staff to schools require that the risks of vulnerable employees, including those over 60 and those with comorbidities be evaluated and appropriately managed. Collective Agreement No.1 of 2020 *Concession Process to follow for Employees with a Comorbidity (COVID-19)* prescribes the process to follow.

2. Key Legislation

The following legislative documents inform the concession process to follow for employees with a comorbidity during the COVID-19 pandemic (the list is not meant to be exhaustive):

- a) Occupational Health and Safety Act (No. 85 of 1993).
- b) Employment of Educators Act, 1998 (Act No. 76 of 1998), (EEA).
- c) Regulations issued in terms of section 27(2) of the Disaster Management Act, 2002.
- d) Chapter G and H of the Personnel Administrative Measures (PAM).

3. Medical Conditions and Comorbidities

In medicine, comorbidity means the presence of one or more additional conditions co-occurring concurrently with a primary condition. For example, the Minister of Health, Dr Z Mkhize recently confirmed that hypertension, diabetes and cardiac disease are the three most common comorbidities associated with serious illness from COVID-19. Other comorbidities that were seen amongst COVID-19 admitted patients were chronic pulmonary disease, asthma, chronic renal disease, malignancy, HIV, and active and past tuberculosis. Table 1 below provides the medical conditions and comorbidities verified by the National Department of Health and classified as High Risk. It is important that medical evidence is provided by the employee to assist in classifying the vulnerability.

The high-risk vulnerability medical conditions as determined by the National Department of Health are listed in the table below:

Table 1: High Risk Vulnerability Medical Conditions

- Age >60 with one or more diseases/conditions as listed.
- Solid organ transplant recipients.
- People with specific cancers or receiving immunosuppressive treatment for their cancer: <ul style="list-style-type: none">o Undergoing active chemotherapy or radical radiotherapy for lung cancer;o Cancers of the blood or bone marrow such as leukemia, lymphoma or myeloma who are at any stage of treatment;o Receiving immunotherapy or other continuing antibody treatments for cancer; ando Receiving targeted cancer treatments which can affect the immune system, such as protein kinase inhibitors or Poly ADP-ribose Polymerase (PARP) inhibitors.
- People who have had bone marrow or stem cell transplants in the last 6 months, or who are still taking immunosuppressive drugs.
- People with severe respiratory conditions including cystic fibrosis, severe and unstable asthma and severe Chronic Obstructive Pulmonary Disease (COPD), or current active tuberculosis of the lung.
- People with rare diseases and inborn errors of metabolism that significantly increase the risk of infections (such as Severe Combined Immunodeficiency (SCID), homozygous sickle cell).
- People on immunosuppressive therapies sufficient to significantly increase the risk of infection.
- People who are moderately or intermittently immunocompromised.
- Women who are pregnant with significant heart disease, congenital or acquired.
- Chronic lung problems (moderate to severe asthma, previous complicated TB, etc.). Pulmonary Tuberculosis – untreated or in early treatment and who have not completed the intensive phase or first two months of treatment in line with the National Department of Health Standard Treatment Guidelines. Asthma which requires treatment with high dose inhaled corticosteroids plus a second

controller (and/or systemic corticosteroids) to prevent it from becoming 'uncontrolled' despite this therapy.
- Confirmed clinical diagnosis of congestive cardiac failure or other serious cardiovascular diseases.
- Severe hypertension: systolic BP \geq 180 mmHg and/or diastolic BP \geq 110 mmHg.
- Confirmed cerebrovascular disease, including stroke, and transient ischemic attack.
- Severe obesity (BMI $>$ 40)
- Underlying medical conditions, particularly if not well controlled, such as type II Diabetes Mellitus (HBA 1c \geq 7.5% within last 6 months); Chronic Kidney Disease with eGFR $<$ 45; or liver disease.
- More than 27 weeks pregnant.
- Immunosuppression such as poorly controlled type II diabetes mellitus, cancer undergoing active treatment, Human Immunodeficiency Virus (HIV) with advanced immunosuppression, and transplant and chronic immune-suppressants.

4. Step-by-Step Guide for Principals

The following steps should be taken by principals to evaluate and manage employees with a comorbidity during the COVID-19 pandemic:

Step 1:

The educator consults with her/his treating doctor.

Step 2:

Employee reports an underlying medical condition or one or more comorbidity by providing a medical report by his/her treating doctor with the following information:

- a) The name and the qualification of the medical practitioner issuing the certificate;
- b) Contact number and physical address of the medical practitioner;
- c) A proper practice or registration number; and

d) Confirmation that the employee falls within the category of comorbidities as determined by the National Department of Health.

Step 3:

Acknowledge the employee's medical condition and confirm the age of the employee, noting that those over 60 years are classified as high risk.

Step 4:

Discuss the risks of the medical condition or comorbidity with the employee and the line manager.

Step 5:

Discuss with the employee the operational demands of the work and, in the light of the risk assessment, whether alternative work arrangements are appropriate and practicable.

Step 6:

Agree with the employee and line manager on how the underlying medical condition or comorbidity will be accommodated and the risks managed in the work environment. If the employee cannot be accommodated in the work environment, inform the employee that he/she can work remotely subject to all the requirements as contained in "*Annexure A*".

Step 7:

If an employee wishes to report to school, ensure that appropriate safety measures are in place to accommodate the employee.

Step 8:

Inform the employee that should she/he have a condition that is not listed in the Department of Health's category of comorbidities, which in the opinion of the doctor renders her/him vulnerable, a motivation from the treating doctor would be necessary.

Step 9:

If there is agreement, Risk Assessment Form for Vulnerable Employees (Annexure A) due to COVID-19 to be completed by both the educator and principal.

Step 10:

If there is no agreement, the grievance procedure in Chapter G of the PAM document will be activated.

Step 11:

Complete the checklist in Annexure A to indicate which measures will be implemented.

Step 12:

Submit Risk Assessment Form with medical evidence to the Circuit Manager.

Step 13:

Inform the employee that:

- a) the Provincial Head of Department may subject the application to the Health Risk Manager or a Health Professional for further assessment for a period not exceeding 30 calendar days; and
- b) She/he shall be allowed to remain and/or work from home with full pay whilst waiting for the outcome by the Health Risk Manager or a Health Professional.

NB:

- 1) All information relating to the process as well as medical evidence submitted must be treated with the utmost sense of confidentiality to respect the employee's privacy and to prevent discrimination or stigmatisation.
- 2) Concessions granted in this regard are only applicable for the duration of **Alert Levels 3 and 2** of the national state of disaster as a result of the COVID-19 outbreak.

SECTION B

Guidelines for “work-from-home” or “alternate work arrangement” options

1. Introduction

The *work-from-home* or an *alternate work arrangement* approach for an educator can ensure the continuation of teaching and learning at school. These approaches will not only entail a change in format, but also demand a change in teaching practice.

Designing effective remote learning programmes requires careful planning by the educator and may require targeted professional development in some cases. Schools must make special arrangements to ensure support systems are put in place that will make the transition to teach from home or a remote office easier. These special arrangements must be supported by District Offices. For example, supporting the use of online tools to support distance teaching and learning. Schools who do not have adequate internet access or suitable devices or lack the competences for engaging in online teaching may explore other alternatives, including using more traditional means of supporting learners.

2. Role of Principal and Circuit Manager

Some staff may have to self-isolate due to a comorbidity or age and work from home or from an alternate work environment. Principals and Circuit Managers should consider the following when implementing remote teaching and learning opportunities:

- Will the arrangement(s) meet the school's requirements for teaching and learning?
- How will the educator communicate with the learners?
- How will learners be supervised at school if the teacher works from home?
- How will learner's work, curriculum coverage and school-based assessment (SBA) be monitored?
- Can the school offer the additional support requirements? The support may include the following:
 - Printing and delivery of worksheets / learning packs to and from the teacher's home or alternate work environment to school;
 - The delivery of learners' assignments, classwork, homework and assessments from school to the teacher's home or alternate work environment and vice versa.

- The provision of a computer / laptop and data to allow the educator to prepare lessons and engage in online teaching, if possible. However, it is the responsibility of the educator to ensure that s/he can work from home effectively and with ease.
- What is the monitoring-plan to ensure the trimmed curriculum coverage is met?

3. What if an educator can't work from home or report to the classroom?

Not all educators will want to, or be able to work from home, even if the educator is over 60 years or has a comorbidity. The following alternate safe environments can be considered to work from:

- a) an isolated space or office on the school premises that could be converted into a workable space from where the educator can work in isolation;
- b) available facilities at the district office; or
- a) in available facilities at a teacher center/ provincial teacher development institute.

The principal must make the necessary preparations with the circuit manager and inform the educator about the alternate work arrangement.

4. Management of educator well-being

Educators need to manage their personal well-being and health while at home or the alternate work environment. This may include, but is not restricted to the following:

- a) Maintain contact and communicate with principal and/or supervisor as well as colleagues from the school in the mornings before 09:00.
- b) Take regular breaks (at least three times a day not exceeding 90 minutes in total).
- c) Ensure that teaching time and time set aside for preparation and assessing of learners' work are identified.
- d) Identify and avoid activities as well as consuming food or snacks that have a negative impact on one's health.
- e) Take precautionary measures to avoid becoming infected with COVID-19.
- f) Identify activities and resources that can help to simplify and make the work from home environment conducive to teaching and learning.
- g) Contact a health care provider or medical practitioner should one become ill.

h) Ensure that psycho-social support is available, when needed.

5. Arranging remote working facilities

The Collective Agreement No.1 of 2020 *Concession Process to follow for Employees with a Comorbidity (COVID-19)* requires that the Principal discuss the risks of the comorbidity with the employee as well as the operational demands of the work and, in the light of the risk assessment, whether alternative work arrangements are appropriate and practicable. The educator must therefore inform the principal of a need for remote working facilities so that the necessary arrangements can be made. Where the educator already has a laptop it is important to test the remote working access as soon as possible and if there are any issues, it should be logged with the principal so that these can be resolved. The educator may also use his/her personal devices (e.g. cellphone, tablet, laptop or personal computer). Agreement must be reached with the principal and chairperson of the School Governing Body on matters related to data costs.

The school may consider the following alternatives to ensure the appropriate supervision in the classroom continues:

5.1 An existing staff member take care of the classes of the educator working-from-home:

- This approach may be useful when all grades have not returned to school.
- The educator working-from-home remains responsible for lesson planning, developing of assessment tasks, marking, etc.
- The “care-taker educator” supervises the classroom activities and facilitates the instructions from the educator working-from-home.
- This approach supports online or remote teaching and learning strategies that will be further discussed in Section C.
- This approach will require regular planning meetings between the educator working-from-home and the “care-taker educator”.

5.2 A substitute educator is appointed to take over the classes of the educator working-from-home:

- This approach will have additional financial implications.

- The substitute educator takes full responsibility for all teaching and learning activities in the classroom.
- Before assumption of duty the work-from-home educator provides a detailed briefing to the substitute educator.
- The principal and the work-from-home educator must agree on alternative tasks that may be assigned to the work-from-home educator such as setting assessment tasks, marking, moderation, etc.

5.3 A Teacher Assistant/ Teacher Aid is appointed to take care of the classes of the educator working-from-home:

- Teacher education (B.Ed. and PGCE) student teachers may be recruited for appointment as a Teacher Assistant/ Teacher Aid to take care of the classes of the educator working-from-home.
- This approach will have additional financial implications. Teacher Assistants/ Teacher Aids will have to be paid a stipend/ allowance.
- The educator working-from-home remains responsible for lesson planning, developing of assessment tasks, marking, etc.
- The Teacher Assistant/ Teacher Aid supervises the classroom activities and facilitates the instructions from the educator working-from-home.
- This approach supports online or remote teaching and learning strategies that will be further discussed in Section C.
- This approach will require regular planning meetings between the educator working-from-home and the Teacher Assistant/ Teacher Aid.

6. Conclusion

One needs to appreciate that an educator working from home or from an alternate work arrangement due to comorbidity or age will be a new and different experience for both the educators and the learners. Both may struggle with using technology or developing learning packs and a new routine in teaching and learning. The educator must make sure that learners know he/she is there for them and that they are jointly working together to be successful. A caring attitude and a proactive outreach are important for success.

SECTION C

Guidelines for remote teaching and learning

1. Introduction and background

Section C provides guidance to the educator working from home on implementing remote teaching and learning. This Section has been written in a “manual style” and addresses the reader as the educator implementing remote teaching and learning.

1.1 Taking stock of your circumstances

The circumstances that surround a pandemic such as COVID-19 pose challenging questions to both you and your learners in terms of how to teach and learn. You may be posing yourself questions such as:

- Do I try to replicate the way that I normally teach?
- How do I maintain control of the learning programme?
- How have the circumstances forced me to change and how do I and my learners cope?
- To which extent should I be co-teaching with parents?

Learners are also faced with decisions to take depending on the extent to which they can still remain in contact with you, their teachers. They may be asking questions such as:

- What role will my teacher play?
- What role will my parents play?
- Will my teacher be giving me direction?
- What must I do to ensure that I do not fall behind?
- Do I have to seek my own direction in the absence of proper communication and tuition?

You may both be asking questions such as:

- What tools and resources are at my disposal?
- What resources and skills will I require to succeed?
- Where do I find curriculum content resources?
- Where do I find direction and support?

The responses that teachers and learners make to questions such as these will depend on their context – elements beyond their control such as infrastructure, access to certain

resources, socio-economic conditions, and elements which they can seek to change, such as their skill set, routine and learning culture. In all cases, it is a choice between either waiting for things to happen *to them*, or making things happen *for them*. This is the time to seize the opportunity. Carpe Diem!

1.2 Opportunities and challenges

How do we proceed in this situation where we are physically separated from our learners? The situation presents us with new opportunities and challenges.

Opportunities

Think about what opportunities have presented themselves now. You could have the opportunity to:

- Find new teaching and learning resources;
- Take cognizance of teaching support material by education departments;
- Consider new approaches to teaching and learning;
- Focus on supporting learners who need special attention;
- Learn-from your colleagues;
- Communicate more effectively with your learners.
- Participate in the digital learning, especially the programmes that are designed to help teachers to teach remotely.

Challenges

You will not need much reminder of the challenges that face you, but many of these will lead you to making innovative responses to cope in the best way possible. Challenges may include:

- Your digital literacy skills would need further development;
- The cost of data will require you to think carefully about how you use online resources;
- You will have to adapt to your home environment which may not always be peaceful;

- How will you manage to maintain your influence over your learners;
- Finding effective ways to communicate and plan with your colleagues;
- Finding effective ways to support your learners and their parents.

One thing that is worth remembering so that many challenges present new opportunities and it will be rewarding to know that after we return to normal schooling, you will be a better teacher because of it.

1.3 Your value as a teacher

The answer to a question such as: “How do my learners value me as a teacher?” may be different now that you are socially distanced from your learners. Take a moment to reflect on what you may have meant to them before lockdown. What was your role as the teacher and how engaged were the learners? What role did the textbook play?

Your perceived value as a teacher may have been in your subject expertise and your ability to explain concepts; or it may have been in your ability to challenge learners’ thinking. Whatever it was, that is now in the past until we resume normal teaching timetables. You have to re-evaluate your role.

Are you able to be of value to learners in the same way now that they are socially distanced? Perhaps you need to play a different role. For instance, if your role as a teacher was to transfer information from yourself to the learner, they could now be finding explanations and information online using cell phones. Does this make you redundant? Certainly not!

If you have been able to direct your learners to parts of the text book, work book, websites or videos that provide them with satisfactory tuition (self-learning), or they have been able to find resources by themselves, why would that not make you redundant? The answer is simple; providing information and explanations has never been your only role as a teacher. Your roles as a facilitator, providing feedback as an assessor, diagnosing gaps in learning, challenging thinking and providing structure to the learning programme still require you to find ways to carry out these duties. These are not aspects of learning that the learners can find online. That is the value that you add to their learning.

2. Your work-at-home environment

2.1 Routine

Working from home is sometimes not as easy as one thinks. You need some degree of self-discipline and you need to establish clear boundaries between your work and private

Routines make life feel safer and more normal

life, even though these are taking place in the same space.

The trick to working successfully from home is to maintain a clear routine just in the same way that the school provides routine with its time table. Before you were forced to teach from home you would wake up at a certain time to prepare for going to school. This will have included activities such as having breakfast, doing ablutions and getting dressed, and then travelling to work. The main objective was to be in the right place at the right time to do your job.

Nothing has changed; you still need to do your job, but you will be saving travel time and you can give yourself the comfort of arranging a routine that suits you. In that sense you are now in charge and can make your own decisions.

The more you try to replicate the normal workday the better you will cope with the flexibility of working from home. Here are some suggestions:

1. Wake up at the same time every day;
2. Go through the same morning routine as if preparing for school – you are not on holiday;
3. Get fully-dressed - a day in your pajamas is likely to be a lot less productive – your brain will keep trying to put you in a non-work mode;
4. Set a specific time to be at your work station, wherever that may be in your home;
5. Once you are at your work station, you are no longer “at home”. You may have some home distractions, but essentially work is your priority;
6. Set specific times to take a break for meals;

7. Have a clear end-of-day time, after which you should switch off your device and step away from your work station (it's the equivalent of leaving school);
8. Communicate your working routine with the rest of your family; and
9. Enjoy quality family and home time which is clearly separated from your work time;

As a teacher you often have to work after hours. You will be saving some travel time, so you will have more time during work hours. If you have to work overtime, then view that as a normal after-hours activity, but be careful not to make it a daily routine.

Communicate your work routine to your learners and their parents to encourage them to develop similar routines which include sleep, washing and dressing, meals, chores, exercise, learning and free time. Synchronise some of your work time with some of their learning time. In other words, agree on certain hours of the day that you will all be engaged in learning activities and direct learner support.

2.2 Environment

As the image shows, it is advisable to have a table and a chair that supports a good sitting posture. The position should be well-lit and well-ventilated. You will also notice that the work space is not cluttered, because this teacher has organized her files digitally.



Your work space should be physically separate from your relaxation space if this is possible. Avoid having your personal social media tools open during your work hours as it can be distracting. A bit of self-discipline will help you to remain productive.

An excellent resource for self-exploration is the Remote Teaching and Learning FOR TEACHERS website. Module 1: DIY Home Classroom

(<https://wcedeteacher.wixsite.com/eteacher/module1overview>)

2.3 Preparing for virtual teaching

- a) **Record OR stream your lessons**

If learners are unwell or are struggling with internet access, they will miss a live streamed lecture. Record videos instead and send them to your learners so that they can watch in their own time.

b) **Show your face**

Research has shown that lesson videos that show teacher's faces are more effective than simple narrated slideshows. Intersperse your slides with video of yourself.

c) **Keep videos short**

Videos longer than 15 minutes can cause issues of slow downloading and learner distraction. If you have more to say, record two or three short videos.

d) **Test out slides**

Make sure you test slides on a smartphone before shooting your lessons so all text is readable on small screens. Font sizes, colours, template designs and screen ratios can be double-checked. Many learners may be using smartphones to access online learning.

e) **Use existing resources**

It is unrealistic to expect that you, on your own, will produce a term's worth of high quality videos. You can use pre-developed resources available online and provide learners with clickable links.

f) **Make sure they're open access**

Using open resources helps prevent access problems for learners. If any of your suggested resources are not accessible, you will receive an inbox full of learners' emails and eventually waste all your time troubleshooting. Spending a few extra minutes carefully searching for fully open access materials will save you a headache later.

g) **Give specific instructions**

When you suggest online media which runs for longer than 15 minutes, learners will be put off watching. Instead, suggest the exact parts they need

(e.g. 13:35 to 16:28) as this can even make learners more curious. When you provide more than two resources, label them in the order you want learners to approach them. Simple numbering, based on the level of difficulty or importance of each resource item, can be of great help for your learners.

h) **Provide interactive activities**

Most learning management systems, such as Moodle, Edmodo and Blackboard, include a range of functions to create interactive learning activities such as quizzes. Step-by-step guides to creating them are widely available online. Use them. It's important to create videos which show your face.

i) **Set reasonable expectations**

When you create quizzes, you should make sure all questions can be answered by referring to the given learning resources. When you ask learners to write a summary of lesson videos, you should make it clear that this is not a serious report. Making this as a mandatory assignment but a low-stakes task will produce the best outcomes and responses from learners. A set of 15 quiz questions or a 300-word limit will be sufficient to engage learners for 30 minutes.

j) **Use auto-checking to measure attendance**

If you tell learners that their attendance will be measured by their participation in a quiz, it will increase compliance. However, you won't have time to check them all, so use the automatic checking and grading features on the learning management systems.

k) **Use group communication carefully**

Group communication shouldn't be used for direct teaching. Instead, set up "virtual day hours" on a video conferencing tool like Zoom. Simply log in at the appointed time and wait for learners. Focus on providing social support and checking if any issues need to be addressed immediately. This can be

a great way to collect learner feedback on your online teaching as well. Make meetings optional and be relaxed. No need to be frustrated when no one shows up: learners are still happy to know that this option is available. Learners can work together in small groups to support each other online.

l) **Let learners take control**

You can set up online group spaces for small groups of learners and ask them to support and consult with one another before sending emails to you directly. You can post a couple of questions to help learners break the ice and start conversation. Encourage learners to use the communication tools they prefer. Some groups will click well and some will not, but this little tip can make learners feel socially supported and reduce your inbox traffic.

m) **Don't hide your feelings**

Online teachers' emotional openness is a great instructional strategy. Tell your learners that it is your first time teaching online and you are learning while teaching. Explicitly ask them to help you, reassuring them that you will do your very best to support their learning as well. They will be sympathetic since they share the same emotions, and you will be set up for success.

n) **Repeat**

Online learners do not like frequent changes in their learning style. They are happy to repeat the same structure and activities. Once you find a teaching style working for you, feel free to repeat it each week until you are back in your classroom

o) **Preparation**

Teachers are responsible for assuring that they possess the required skills and competencies for teaching online. The teacher is expected to:

- Be operationally proficient in the course technology.
- Be prepared with the skills to teach online.
- Be able to complete the required administrative tasks necessary to complete the course.

p) **Subject knowledge/familiarity**

The teacher is responsible for being adequately familiar with the online course. The teachers are expected to:

- Be familiar with the syllabus including course milestones, due dates and critical course activities.
- Make changes to the syllabus as necessary and communicate the changes to the learners.
- Review and be familiar with the course content.
- Identify and report inaccurate course content, confusing information and/or instructions, broken links, and other course design issues.
- Review the course teaching guide to gain an understanding of the intent/context of the course such as the author's teaching philosophy, content, learning activities, and assessments.

q) **Communication**

The online teacher is responsible for managing subject-related communications. The teacher is expected to:

- Clearly communicate learner expectations.
- Communicate lesson schedule and access.
- Actively participate in subject-related discussions and activities where appropriate.

r) **Feedback**

The online teacher is responsible communicating with and providing feedback to learners. The teacher is expected to:

- Provide prompt feedback.
- Inform the learner of when they can expect a response if the teacher cannot provide a detailed response within 12 hours.
- Provide clear and concise feedback to explain the degree to which the learner is achieving the lesson outcomes.

- Communicate to learners when they can expect to receive graded feedback on assignments and exams.

s) **Documentation & Record Keeping**

The online teacher is responsible for maintaining records of lesson transactions and communications. The teacher is expected to:

- Keep a record of communications with learners including when other modes of communications are used.
- Record and communicate learner's progress information such as assignment and quiz grades.
- Post the final lesson grade promptly.

3. Planning with your colleagues

3.1 Forming Professional Learning Communities (PLCs)

A professional learning community is a group of people (either in a room or online) who have like-minded interests for professional learning. The dynamics and needs of the group are often the same. School based PLCs are predominantly structured around subjects. These communities would typically meet for the purpose for planning, creating or learning together.

How can you pursue professional learning communities and school subject meetings online if you are unable to meet in person?

Holding virtual meetings

Zoom (<http://zoom.us>) and Microsoft Teams (<https://www.microsoft.com/en-za/microsoft-365/microsoft-teams/group-chat-software>) will allow you to have audio and/or video calls with colleagues and share your screens with each other. There are other features such as file sharing and storage available as well.

Sharing Resources

Most of us have used email to share documents, but with online storage, we are now able to have instant access to the newest version of a document. *How is that possible?* You

might ask. Document sharing can be achieved by using a cloud service such as Microsoft OneDrive (<https://onedrive.live.com>) and Google Drive (<http://drive.google.com>). In addition to storing your folders, you can also share these folders with your colleagues.

Please note, that for this document, Google Suite and Microsoft Office would be used as examples, but we acknowledge that similar other offerings are available within other industry leads.

- To learn how to share a OneDrive file or folder watch this video online: <https://youtu.be/Z6qpwTI5IRI>
- To learn how to share a Google Drive file or folder watch this video: <https://youtu.be/CfSECNx6OUJ>

Collaboration

These platforms also allow you to add comments within the text if the document is shared with editing rights. If the shared setting allows one to edit, teams would be able to work collaboratively. The principle is the same in both platforms: Click the Share button at the top right of the page and change the options to “Anyone with the link can edit”.

3.2 Finding and evaluating content

In order to present lessons online you will most probably need to find some digital resources. Below you will find some useful tips to help you find relevant sources.

An excellent resource for self-exploration is the Remote Teaching and Learning FOR TEACHERS website. Module 3: Finding Digital Content

<https://fsdoeelearning.wixsite.com/e-teacher/module3-overview>

Search

Watch this video to learn about basic Web search engine techniques: <https://youtu.be/s9XZk9CLxK4>

YouTube and Vimeo could have useful video content, so include either of these words in your search.

You will find a list of free broadcasts and zero-rated websites at <https://bit.ly/EdResources20>.

Other websites which are commonly explored include:

- Khan Academy - <https://www.khanacademy.org> - a wide range of video teaching resources
- Siyavula - <https://www.siyavula.com> - free South African textbooks
- 2Enable – <http://2enable.org> - free curriculum resources linked to the CAPS weekly topics
- Until 31 December 2020, you can get free access to educational material with your Snapplify (<http://www.snapplify.com>) account.

Evaluate

The range of ways in which educational resources are produced and consumed means that there cannot be one single way to evaluate them; they have a wide range of quality. How do you know whether a resources is effective? We suggest that you do the following routinely:

- Ensure that the resource matches your requirements in terms of curriculum objectives;
- Ensure that the content is accurately explained and presented;
- Test the content on your learners and ask for their feedback;
- Diagnose your test/quiz results to see if the content has been effectively understood.
- Read reviews and online forum discussions to see how other teachers have used the tool effectively

3.3 Developing content

Many subject teams have decided to develop notes to replace the actual teaching time. In some contexts, this may be the only solution because learners may not have the connectivity to learn online at all times. There could be better options for schools where learners have good connectivity. Multi-media resources will always be more effective in lesson experiences that you want to provide for learners.



The Remote Teaching and Learning FOR TEACHERS website, Module 4: Creating Digital Content

(<https://wcedeteacher.wixsite.com/eteacher/module-4-overview>) is a great resource to start your exploration journey.

Subject departments will be grappling with the huge task of collaboratively developing online content. Be careful not to re-invent the wheel because there are many existing resources online already. In some cases, you may just need to curate these. Acquaint yourself with the following tools as a start:

Wiki Collaboration

One of the best options for developing online content collaboratively is the wiki. A wiki is just a website with as many pages as you create. The great thing about a wiki is that you can invite other authors to your wiki and they can all contribute pages of content, comment on your content and even edit your content. You can share files and link to other resources or include resources in your wiki. Wikipedia is an example of such a collaborative online content development space.

Once you have the content developed you can invite learners to access it or you can publish it elsewhere. The main challenge is to collaboratively develop the content and the wiki could be a great tool for achieving this.

For teacher wanting to create their own wiki page, we recommend the PBWorks wiki which has a free educational option. Go to <http://www.pbworks.com/> and click on in the bottom right-hand corner to register your free education account. This will provide you with 1 workspace for 100 users as well as 2GB online storage. If you would like to use the manual that we developed to support you in using PBWorks, go to <https://bit.ly/PBWorksGuide>

eBooks

PDF documents are often considered eBooks, but in reality, the affordances of digital books could include interactive elements such as video embedding, hyperlinks to other

resources and even informal assessment activities which is related to the content. Book Creator is a simple and effective tool for creating original and unique digital books. Teachers can design their own teaching resources or have learners take the lead to create uniquely styled resources.

Interactive Content

Designing content that is engaging could be enhanced by including interactive elements in your digital resources. Such interactive resources can be found by adding the words interactive teaching tool in your searches. Some examples are PHET, Desmos and Visnos to mention some relating to mathematics and science.

What if you want to create your own type of interactive activities? Adding activities such as drag and drop word into the correct spaces and multiple-choice quizzes into your content is possible with tools such as Edpuzzle and H5P. It even allows you to add video stops for questions and answers.

Even though the skills required to perform these actions might need to be obtained through teacher professional development programmes, the possibilities provided by technology enhanced teaching and learning is a value-add for Education.

Video teaching

One of the most commonly used teaching strategies during remote teaching and learning is Video Teaching. This technique requires specific presentation, video creation and editing skills. We recommend that teacher learn how to use MS PowerPoint with voice overs and a screen recorder such as **ScreenCastify** to create multi-media content.

The Remote Teaching and Learning FOR TEACHERS website, Module 2: Teaching Strategies (<https://fsdoeelearning.wixsite.com/e-teacher/module2-overview>) is a great resource to learn about Video Teaching and other Remote Teaching and Remote Learning Strategies.

ScreenCastify

Here's a quick guide to help you get started with ScreenCastify.

Set up the extension

Once you've **installed the extension**, you'll need to go through a three step setup process. You'll only need to complete these steps the first time you use the extension.

1. **Log in to the extension:** Use your Google account to log in. We strongly recommend that you automatically save videos to your Google Drive (thank us later!)
2. **Accept the permissions:** Chrome will ask for a few permissions for the extension to run optimally. In a nutshell, these permissions allow us to create a folder in your Google Drive account entitled "Screencastify", access your webcam and microphone, record your screen, and display our annotation tools.
3. **Introduce yourself:** You'll then be presented with a 2-question survey. Let us know you're an educator - every once in a while we'll send a notification through the extension that you may find helpful.

Record a video

Now that the extension is fully set up, you're ready to start recording . There are a few options that you should familiarize yourself with.

1. **Record your browser tab:** This option is perfect if you only want to show your viewers what's happening on one specific tab in Chrome. We use this option most when we want to record over a Google Slides presentation, for example.
2. **Record your desktop:** Use this option when you want to show your viewer something outside Chrome (like a PowerPoint) or if you think you'll switch between multiple tabs and/or programs.
3. **Record your webcam:** This option is perfect when you just want to speak directly to students, no screen involved.

Note: It's possible to capture the audio from a webpage or computer program (for example the audio from a YouTube video on screen). To do that, you'll need to enable tab audio

(in a tab recording) or system audio (in a desktop recording). Both options are available under "Show More Options" before you begin a recording.

Edit a video

Sometimes, you need your recording to be perfect! For those instances, you may want to check out our editing options which are always available to our Premium subscribers. On our Lite plan? No problem! You can start a **free trial** at **edit.screencastify.com** (no credit card required).

1. **Access the editor:** There are two ways to access the Screencastify browser-based editor. You can click the scissors icon from any recording which will automatically load in your recording. Alternatively, you can navigate straight to the editor by entering **edit.screencastify.com** into your address bar. From there, you can use the blue "+" button on the bottom right to add videos into timeline (You can add non-Screencastify videos into the editor too!)
2. **Crop, trim, and add text:** Use the options on the bottom left to make your video perfect. Crop the video to show only a certain portion of the screen. Use the trim tool to cut out that unfortunate few seconds. Add text to make your videos even more engaging.

Share your video

Once your video is perfect, there are tons of ways to share your recording with students, parents, or anyone else with an internet connection. The folks who view your videos do not need their own Screencastify account.

1. **Share a Google Drive link:** Once you're done recording, the video will pop out in a new tab. To share the Google Drive link, just click the "Copy Link" button on the left. This will automatically update sharing settings so that anyone with the link can view the video - magic!

2. **Share on Google Classroom:** To share to Google Classroom, you'll first need to generate a link from YouTube or Google Drive. Once you've done that, select the class you'd like to share to and the action you'd like to take and you're all set!
3. **Share on YouTube:** Once you have a channel, you can share Screencastify videos on YouTube by clicking the share icon and then selecting your preferred privacy settings. Then, your video is live on YouTube for all to see (or maybe just you).
4. **Export your recording:** If you'd prefer to download your recording, we've got options for that too. Simply click the download icon and then select how you'd like to export the recording. You can export just the audio as an mp3, the images as an animated GIF, or the whole video as an mp4 or webm.

That's it! You've installed the extension, created a recording, edited it, and shared it with your audience. If you want to dive deeper, check out our Master Screencaster **course** taught by the amazing Matt Miller. Upon passing the course, you'll earn a snazzy certificate and badge to flaunt! You might also find our **classroom resources** helpful.

When you start using Screencastify in your classroom, we'd love to hear about it on **Twitter**.

Teaching by Skype

Skype Teaching: Getting Started

Teachers will have to register as and set up as a private tutor. Here are the first things to consider as a Skype tutor.

1. Do you have a strong Internet connection and reliable computer/laptop?
2. Do you have a quiet, well-lit space where you can teach?
3. Do you have a reliable webcam, and any additional equipment you might need i.e. microphone?

Once you have checked off all the above items, you can go ahead and download Skype. Setting up an account is simple, and just requires an e-mail address. Make sure that the e-mail address you use is your professional one, and that it's already known by any existing learners that you plan to tutor online.

Navigating Skype

Once you've created your Skype account, you'll want to spend some time getting to grips with how to use it. There are a few key features that will come in handy for your lessons, so make sure you're able to:

a) Make phone calls and send messages to learners

It's a good idea to try some test runs with friends and family to make sure you can be seen and heard clearly, before you start your lessons.

b) Send files

When you are on a call in Skype, you can use the chat icon to open a dialogue box that will allow you to send links. This function has a paperclip icon that allows you to attach any type of file you wish. This function also works when messaging and is useful for sharing learning resources with learners.

c) Screen sharing

Another useful tool for online lessons is screen sharing. This function allows you to share websites, videos and other learning materials with your learners. It's very simple too – during your call, press the '+' sign in the bottom centre of the screen, and choose the 'share screens' option – done!

When you've mastered these tools, you'll be able to teach effective and interactive online lessons.

d) Additional Equipment for Teaching with Skype

The most important resources you need to teach on Skype are a good internet connection and a working computer. You may, however, want to invest in additional equipment, such as a microphone or headset – although these are by no means necessary. If you decide to purchase additional tech, be sure to shop around and read reviews, as the quality and price of items can vary.

e) **How Much to Charge for Teaching on Skype?**

With your Skype set-up finalised, you can start to think about how much you'll charge for your Skype lessons. If you haven't tutored before, or are planning to tutor exclusively via Skype, you may want to search Google for what other online tutors are charging in your subject area and experience level.

f) **Set Up a Google Drive Account**

Another useful tool for your Skype lessons will be a Google Drive account. Once you've started teaching, creating individual folders on your drive for your learners is a great way to share files, and store any work that you do during your lessons. Giving each student a Google Drawings document is also handy, as it can be used as a shared whiteboard, or a place to play games during lessons.

g) **Creating Effective, Interactive Lessons**

As you won't be teaching in-person, you'll need to find ways to keep your Skype lessons engaging to hold your learners' attention. Using a variety of multimedia, such as videos, news articles and podcasts are a great way to keep your lesson content fun and interactive, while making the most of the Internet during your online lessons. You can also send your learners documents or worksheets before the lesson, or save them in their Google Drive folder, so that they can also be used during your sessions.

3.4 Scheduling work

You are familiar with schedules – your school time table is a schedule. Basically, a schedule tells you what you will be doing at what time on what day. Now that you and

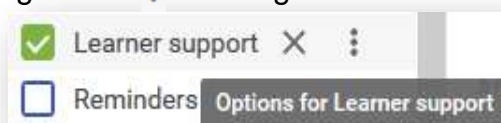
your learners are working from home there is no school timetable. You will want to create a schedule for several reasons such as:

1. To let the learners know what to do on what day;
2. To plan and organize your own daily activities;
3. To offer the learners the opportunity to make an appointment to contact you for personal support.

Google Calendar (<http://calendar.google.com>) is a free online calendar which allows you to create different calendars for different purposes and share each of these calendars with specific people.

To add a calendar:

1. Click on **+** under **Other calendars**.
2. Click on **Create new calendar**.
3. Type in the name of your calendar and click on **Create calendar**.
4. After it is created you are offered a chance to configure the Calendar. You can also do this later by clicking on the **:** to the right of the new calendar name in the list of calendars.



5. Click on **Settings and sharing**.
6. To share with individuals: Under "Share with specific people," click **Add people** and add their email addresses.
7. Set the permissions by clicking on the **See all event details** to the right of the email address.
8. Then click on **Get shareable link** and share it with all the people on your list by email.

You now have a calendar that allows all the users to either read or edit the calendar depending on the permission you have given them when you added their email address.

A better option for scheduling and communicating classroom activities from home is Google Classroom (<http://classroom.google.com>)

In addition to keeping a calendar, it is also important to regulate learning activities using timers and reminders to ensure digital balance and healthy routines. As home managers, parents will need to support in the time-management role. Teachers can use the Remote teaching and Learning FOR PARENTS website: Toolbox 2 (<https://wcedeteacher.wixsite.com/parenttoolkit/toolbox-2>) to empower the learners' parents to create and manage learning environments effectively at home. Thus, making the parent an active partner in remote teaching and learning.

4. Managing learning

4.1 Communication options

Notice how we love talk-show programmes, where viewers or listeners can participate. We instinctively want to make communication a two-way process.

One of the biggest challenges, but also one of the key factors for success in teaching and learning from home is effective communication. What makes communication effective? Let's consider a few needs that we would like to be met through communication:

1. The message must be clearly received
2. The message must be understood
3. The receiver must be able to clarify the message (Not sure what this mean?)
4. The receiver must be able to respond or provide feedback
5. All stakeholders must be able to pursue the conversation
6. The whole communication must be able to enhance the learning process

What are our options when communicating online? It is important that we select the right kind of tools for our needs of the moment. Table 2 summarises some of the main points to consider which relate to the time lapse between responses, the continuity or flow of a conversation, the ability to cater to group discussions and the relative simplicity in the use of the use of the tool.

Table 2 : Considerations when communicating

Type	Advantages	Disadvantages
Cell phone	Immediate responses make for good conversation; easy to use	Costly; does not easily accommodate groups; relies on voice
Texting (social media messaging and chat room tools)	Connects us with friends; can take place at any time; best when both sender and receiver are connected at the same time	It may take time for the receiver to respond; becomes chaotic in group chats – hard to follow one of many streams of conversation; you cannot always select who you want to respond
Commenting (as in blogs, wikis, social media posts, reviewing shared documents)	Provides useful feedback focused on the context of the comment; Can make a reply to clarify the comment	It becomes less useful for deeper conversations; It cannot be initiated by the sender starts when a stakeholder comments on content
Email	You can write a detailed initial message; You select the receivers; Readers of the message can make a detailed response; It is possible to save and organize email	It is not possible to have a real-time conversation in this way; it often takes more than a day to receive a response
Discussion forum (e.g. Proboards)	Discussion can be focused on one topic per thread; it is possible to read a thread of conversation as the responses add to the initial post; conversations are not deleted; useful for peer support	It is largely text-based although it is possible to add attachments to a forum post; it is not possible to have a real-time conversation in this way; it often takes more than a day to receive a response
Conferencing (Meet, Zoom, Skype)	The conversations are real time and can also be a video call; accommodates large groups – can simulate a staff meeting; live screen sharing possible	Data/Internet costs, relies on good bandwidth

4.2 Options for posting resources

We have looked at communication resources which can support the functional, two-way nature of communication. At times you want to “communicate” information and share resources as a one-way process. In other words, you do not seek a response other than perhaps a clarification of an instruction.

A learning management system like Google Classroom caters to this need, but historically teachers have also used blogs or websites for this purpose. There are online simple resources that allow you to set up a blog or website really easily. Sites (sites.google.com) provides you with easy-to-use website templates and Blogger (www.blogger.com) or WordPress (www.wordpress.com) are good options for blogs. Facebook can also be

regarded as a blog. Blogs do allow readers to comment, but none of these resources are designed for a really meaningful range of exchanges as teaching tools. They are mostly good for sharing information.

The teaching resources that you may want to post for your learners to access could be in a range of formats including:

- Text-based notes, instructions and assignments
- Multi media products such as sound clips (podcasts), videos, presentations
- Links to other websites and online tools

How do we share this information with learners using simple and free online resources? Table 3 explores a few options and which of these are most suitable for different kinds of resources.

Table 3: Options for posting resources to learners

	Drive/ OneDrive	Google Classroom	Blog/website	Whatsapp	YouTube channel
Instructions and assignments		Posting & Monitoring ✓	Posting ✓	Posting ✓	
Text-based notes	Creating ✓	Posting ✓	Creating ✓	Sharing ✓	
Sound clips or podcasts	Sharing ✓	Posting ✓	Posting ✓	Sharing ✓	Posting ✓
Videos	Sharing ✓	Posting ✓	Posting ✓	Sharing ✓	Creating and posting ✓
Multimedia presentations	Creating ✓	Posting ✓	Posting ✓	Sharing ✓	
Links to online resources		Sharing ✓	Posting ✓	Sharing ✓	

Creating = Creating and publishing; Posting = publishing; Sharing = making available to download

Note how useful WhatsApp remains as a communication tool. However, you must regard online tools not only in the light of what you can post, but how learners can interact and collaborate. In this regard different types of tools will emerge as the best option for overall teaching and learning from home.

Also, it is clear that Google Classroom is the best teacher-driven information posting tool and that blogs and websites are useful. This might be, because it is a Learning Management System (LMS) that allows for a variety of communication formats. Similarly, other LMS's could provide equal opportunities.

So far in this guide we have looked at a variety of tools that can support a range of interactions between teachers, learners and content. If your main concern is to maintain the flow of basic classroom activity, then you will find the use of an LMS significant.

4.3 Maintaining a classroom culture

The classroom environment can be digitally simulated through using a Learning Management System (LMS). An LMS is characterized by the integration of communication tools, calendars, online assignments and content delivery tools. Some well-known examples of LMS platforms are Google Classroom, MS Teams, Moodle, Edmodo and Blackboard. These platforms function best when all teachers and learners are set-up with accounts to ensure easy access and connectedness. For this guide, Google Classroom is explored, but the same principles would apply to other similar platforms.

Google Classroom

Google Classroom (<http://classroom.google.com>) is free for individual teachers. If schools wish to use it then all that is required is a free registration for G Suite.

Google Classroom makes it possible for you to:

1. Set up one or more classes and invite learners by email
2. Communicate with your learners in the Stream section which replicates the daily flow of instructions and reminders
3. Respond to posts by learners
4. Send individual emails to learners
5. Set work and provide resources in the Classwork section
 - a. Group activities by topic
 - b. Set assignments – including adding materials for the assignment



- c. Create quiz assignments using a quiz you created with Google Forms; you have the option to include a rubric
- d. Set questions
- e. Post learner support materials

You can shuffle the order of work in the way that you want it to appear to students by moving tasks up and down the list or scheduling a date and time when you would like them to appear.

Each class and each learner is allocated a unique Google Drive space and Google Calendar.

Once assignments or questions have been set and completed you can assess them. The record of marks, including those from the quizzes are recorded in the Grade section.

Google Classroom helps you to maintain the flow of activities for you and your class. You can use any other resources and online tools to facilitate a range of pedagogical approaches, but classroom is where you will manage these activities and communicate them to learners.

For a useful guide on how to use Google Classroom, download from: <https://bit.ly/ClassroomEbook>

4.4 Differentiating learning

Differentiation of learning is a key focus area for teachers. We often find it difficult to implement it effectively in the hum-drum of a real classroom. Working from home gives you the breathing space to think about different needs of learners in your care. Here are ways to approach differentiation.

Assign learners to groups

Most platforms especially LMSs cater for group set-ups. Even Zoom have break-away rooms to ensure variety of activity and to accommodate for differentiated instruction.

In platforms such as Google Classroom and MS Teams you can assign specific learners to an assignment before you post it. In effect you can group students and send different

assignment to different learners. Three typical groups are a) those that require close support; b) those that can work by themselves and c) those that need to be challenged beyond the limits of the class activity.

Create separate classrooms

In some schools there are support and extension activities such as extra lessons, Mathematics support, innovation hubs, computer clubs and similar small groupings that cater to specific needs of learners.

You can replicate this by creating separate classrooms for these learners. We do not want to encourage streaming learners by ability, but be transparent in offering learners the option of joining an ADDITIONAL classroom which caters to their specific needs and interests. Some learners want close support; others want to be challenged. You could assign competent learners as additional teachers in the support classroom and you could give learners in the extension classroom free reign to determine their own areas of interest and specialization. You can also invite parents to join some classes.

Knowing how to manage break away sessions in web conferencing tools such as Zoom will also add value to differentiation, group work and other teaching strategies such as the jigsaw method. It allows different groups to work in different online rooms while the teacher moves between the rooms. The system allows the team to “call the teacher” when in need of assistance.

Inclusive learning

The idea of separate classrooms is contrary to the principles of inclusive education. We would therefore like to stress that separate classrooms are in addition to the everyday classroom in which all learners are included for regular classroom activities. The idea of separate assignments in the same class, which we described at the beginning of this page, does support the principles of inclusive education. Inclusive education requires you to diagnose the specific needs of learners and to plan specifically for these needs. This can be achieved partially through separate assignments, but also by the posting of resources for specific needs in the regular classwork section. In this way you are being transparent about the fact that different learners in the same class have different needs.

5. Virtual teaching

“In order to create an engaging learning experience, the role of teacher is optional, but the role of learner is essential.” (Bernard Bull)

5.1 Roles

It is worth reminding ourselves that learning is not focused on the teacher, but the learners. You will at times want to replicate a real classroom in a virtual way. However, “Virtual” means “almost, but not completely” and is often used in the context of online tools that try to copy real life experiences.

What do you understand by the idea of a “virtual classroom”? Do you think of yourself giving lessons by video? What are the roles of the teacher, the learner and the digital tools and resources that you wish to replicate? At various times during the lesson you and your learners will be engaged in activities such as:

- Explanation of a concept
- Asking and fielding questions
- Learner working in isolation while reading writing, doing exercises and worksheets
- Learner to learner interaction and discussion
- Group co-operation requiring deep communication including feedback
- Collaborative work in teams
- Assessment

How do we replicate that classroom virtually? Let’s look at these activities one-by-one:

Table 4: Ideas for replicating the classroom online

Activity	Virtual equivalent
Explanation of a concept	Create videos of your explanation using your cellphone or screen recorders on laptop; share short videos using a WhatsApp group; share your screen during a Google Meet, Zoom, MS Teams or Skype meeting
Asking and fielding questions	Answer questions posted on the online meetings; respond to questions sent to a WhatsApp group

Activity	Virtual equivalent
Learner working in isolation	Post tasks using a shared calendar, WhatsApp group or blog
Learner to learner interaction	Use WhatsApp groups for chat or Proboards and Padlet for discussions
Group co-operation	Use collaborative spaces such as online storage drives or a wiki
Collaborative work in teams	Use free mind mapping tools such as MindMeister, Mindomo or Google Jamboard
Assessment	Create a quiz using Socrative, Kahoot, Google Forms (Tip: To convert your Google form into a quiz select Settings Quizzes Make this a Quiz)

The Remote Teaching and Learning FOR TEACHERS website, Module 5: Sharing Platforms (<https://fsdoeelearning.wixsite.com/e-teacher/module5-overview>) is a great resource to explore various educational platforms. Also, visit Module 4: Creating Content to explore online quizzes.

5.2 Teaching with broadcasting support

In the classroom teachers use resources such as the DBE Channel which is designed to facilitate interaction between learners and the teacher. If the teacher does not consciously play an active role, broadcasting can lead to quite passive learners. If learners are learning in isolation many will still be able to access the television and radio broadcasting resources. What role can you play now that you are socially distanced?

Teachers can communicate the schedule for radio or television broadcasts to their learners. They can schedule a WhatsApp group call or a Zoom or Meet meeting before the broadcast and/or a similar session after the broadcast to respond to questions and enter discussion of issues that arise. You can find a list of free broadcasts and zero-rated [no-data cost] websites at <https://bit.ly/EdResources20>. Also, look at the list of Broadcast Learning Channels on the Remote Teaching and Learning FOR PARENTS website, Module 4: Enable Learning (<https://wcedeteacher.wixsite.com/parenttoolkit/overview4>).

5.3 How to virtually teach with television

a) Requirements

- Learners and teachers need devices to communicate, interact with teacher and classmates and to watch the television (TV set, smartphones, tablets, laptops, internet connectivity).
- Teachers will need to know beforehand what topics are to be covered by the TV lesson and when.

Teaching with television when learners are not in the classroom will also have to go through the following four (4) steps:

Step 1: A few days before the broadcasting of the television lesson

- Plan possible platforms to communicate and interact with learners and parents.
- Select online materials and resources to do remedial work as well as to help learner apply the possible knowledge of the TV lesson and expansion activities.
- Select online tools for team work and collaboration.

Step 2: Minutes before the broadcasting of the television lesson

- Teacher communicates with parents and learner using the selected platforms.
- Teacher provides a guide for watching the TV lesson (guiding learners to the most important elements they should focus on).

Step 3: During the broadcasting of the television lesson

- Teacher and learners watch the TV lesson using their preferred device.

Step 4: After the broadcasting of the television lesson

- Teacher addresses the questions raised by learners, individually and collectively using the platform selected (social media platforms or collaboration tools).
- Check the suggested activities during the transmission and evaluate its impact on learning (Teacher provide feedback and interact with learner using selected platforms).
- Teacher refers learners to online learning activities he/ has found online or produced himself, or guide learner to online collaboration tools.

- Use online polls systems and social media networks to rate the learners' state of opinion, in relation to what was observed, and share it with other teachers.
- Use online collaboration and communication tools to help learners interact, summarise, share their opinions and provide feedback.

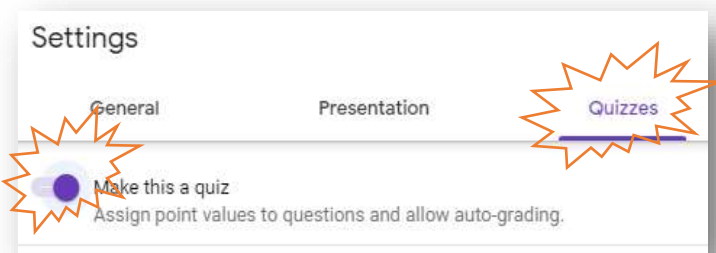
6. Assessment

6.1 Formative assessment

Formative assessment is a dialogue or communication between the learner and the teacher. By definition communication is a two-way process, often with the format of the return communication being feedback. The purpose of formative assessment is to enhance learning through communication. Let's state that as our need in this case; how to enhance learning from home through communication or formative assessment.

Quiz

The easiest way to do formative assessment is by means of a quiz. Different quiz tools (<https://www.digitalchalk.com/resources/blog/elearning-tools/top-10-quiz-makers-teachers-educators>) are available but for the purpose of this document we will use Google Form as an example:



You probably know that Google Forms can be used to create quizzes. First create a new form. In order to activate the quiz functionality, you click on the settings icon

(top right of the page), select the **Quizzes** tab and activate **Make this a quiz**.

This will activate the Answer Answer key (0 points)

Once you have typed the question and possible responses you click on **Answer key**.

Click on the correct response and then click on Add answer feedback

This will enable you to provide feedback to both the correct and incorrect answer; the incorrect answer will require an explanation of what the correct choice is.

Commenting as feedback

Another way of conducting a formative dialogue during assessment is to use the review tool in Microsoft Word to add comments to written work. Similarly, there is a comment function on Google Docs for written work submitted online.

Using an LMS

If you are using Google Classroom (Classwork) or MS Teams (Class Notebook) you can create assignments and questions for your learners. In both cases the teacher can add comments as feedback before returning the work to the learner with or without a grade.

When you create a quiz in Classroom you are creating it in Forms and making it a quiz as we described earlier on the page. The additional benefit of creating a quiz in Classroom is that you can schedule the quiz to become visible to learners at a certain date and time of your choice due to the LMS functionality. The Grades section in classroom will record the quiz and assignment results.

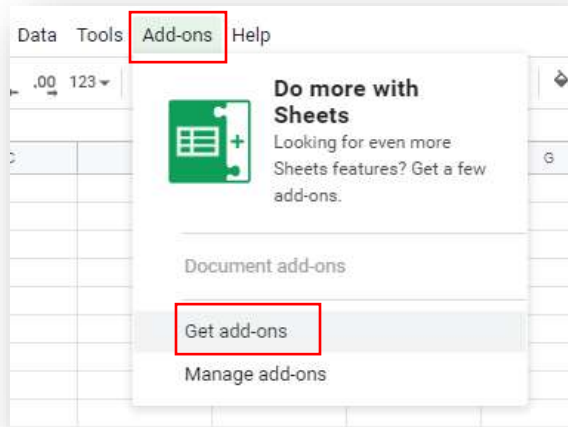
6.2 Diagnostic assessment

An equally important purpose of assessment as a teaching and learning strategy is to diagnose the effectiveness of learning. This will help you to:

- Analyse the effectiveness of each test question, especially if it is a multiple-choice question;
- Analyse learner responses and identify the strengths and weaknesses of each learner; and
- Diagnose the areas of the topic which may require re-teaching or more support.

When using Google Forms to create a quiz, a useful a free add-in for Google Sheets, Flubaroo (www.flubaroo.com) can be used to get a diagnosis of the quiz results.

To install Flubaroo, click **Add-ons | Get add-ons** in Google Sheets. You will be able to select Flubaroo from the list of add-ons and add it to your Google Sheets. Click on **Install** after selecting it and approve the permissions by clicking on **Continue**.



To watch a short video that talks you through the set up and use of Flubaroo, click on this link: <https://youtu.be/svH0sTgBxTg>

After you install Flubaroo and set a quiz using Google Forms you will be able to go to the Responses in Sheets and access Flubaroo to grade the assignment. You will be able to:

- see the class average
- see the average for each learner
- see the average for each question
- identify poorly-questions which will be flagged with shaded cells
- see responses for every learner that completed the quiz
- email the results to the learners (ask for the email address as a quiz question in order to do this)

6.3 Monitoring progress

One of the most difficult things to achieve during physical separation of the teacher and learner during the learning process is for the teacher to have a clear idea of the progress of individual learners.

More sophisticated Learning Management Systems allow you to set conditions requiring a learner to complete one section of work before being able to access the next section. The system tracks a learner's progress.

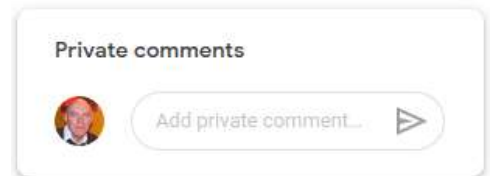
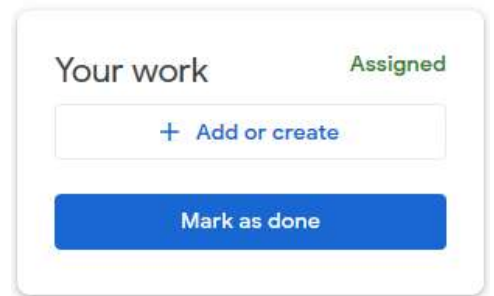
It is not easy to keep a one-on-one communication going with each learner, but one of the principles of good communication is that it is better to over-communicate rather than have too little contact.

One way of keeping track of progress, even in the school classroom, is to administer regular and varied assessments. Not all assessments need to result in hours of marking. We have already looked at how you can use Google Forms to create a quiz, so that is definitely one option that you have at your disposal.

Another way of keeping your finger on the pulse is to create short one-question polls which aim to establish how learners are coping with working at home. Any Quiz tool, even the trusted Google Form, will work for this.

An LMS is designed to enable the teacher to monitor progress by making every step of the learning process an assignment. Not all assignment need to be graded, but you can use assignments to issue instructions on what to do and attach the necessary resources. When the learner views the assignment, he/she can click on “**Mark as done**” button once the assignment is completed. The learner is also able to have a private conversation with the teacher within and LMS.

As a teacher you will be able to see a summary of who have been assigned the assignment, how many have completed it and how many assignments are missing (incomplete). You can select the names of the “missing” assignments and email the learners to find out if they need any support.



When learning from home, one really relies on a social contract between the teachers and the learners. The responsibility to initiate communication is not solely that of the teachers. Learners must know that they can contact you whenever they need support. Monitoring relies on this mutual trust; this is in the interests of both the teachers and the learners.

Monitoring is a developmental activity, it is part of the teaching and learning strategy and its part of the social contract for home learning and teaching. Here, your parent is a partner, and leveraging on the teacher-parent-learner connectedness is key for continued monitoring of progress.

For more on Parental involvement and the importance of the various roles each party has to play, you are encouraged to self-explore and share onwards the Remote Teaching and Learning FOR PARENTS Toolbox 1: Parental Involvement (<https://wcedeteacher.wixsite.com/parenttoolkit/overview1>).

7. Learner-centred approaches

7.1 Engaging learners through dialogue

Engaging learners in deep learning and critical thinking means immersing them in the real life application of the content and giving them the opportunity to form opinions, make decisions and solve problems. In order to do this they will need to share resources and their thoughts in deep, group discussions which include the teacher when necessary. The teacher is the facilitator of deep learning.

A key pedagogical approach to learner engagement is the use of challenging essential questions and dialogue through questioning (e.g. the Socratic Method) to model and develop different kinds of higher order thinking.

Table 5 provides some initial observations on communication tools for the purpose of learner engagement through dialogue. WhatsApp remains useful for communication, but shared online spaces come to the fore because in addition to sharing documents for individual use, learners can also collaborate on one document as they would do during a collaborative writing or thinking exercise.

Using a platform such as Google classroom, without additional add-ons that allows for forums and other discussion rooms, we can clearly see that Google Classroom is a teacher tool in essence.

Wiki's are also good for collaborative written content development, but the variety of collaborative tools offered in online storage spaces means that the latter can be used for a greater variety of activities, which we will explore in later articles.

Table 5: Options for engaging learners in dialogue

Learner activities	Online Docs (Drive /OneDrive)	Google Classroom	Wiki	WhatsApp	Conferencing (Zoom, Meet, Skype)
Sharing	✓✓		✓	✓	✓
Discussion and dialogue		✓ limited	✓	✓	✓✓
Collaborative thinking	✓✓		✓	✓	✓✓
Collaborating on one product	✓✓		✓✓		
Contact with teacher	✓	✓	✓	✓	✓

Teachers need to take learner engagement and enhanced awareness of curriculum related local and global issues seriously, through using online communication and collaboration tools (**Digital Learning Competency No. 7**). This implies factoring in what kind of tools the community with whom you service, will cope with, not only in terms of costs, but also in terms of the simplicity of its use. Online communication and collaboration tools will enhance learning.

7.2 Flipped Classroom

At the start of this Guide we asked you to reflect on what value you can add as a teacher now that you are physically separated from learners. We suggested that the teacher's role as the fountain of all knowledge would be challenged by these circumstances and urged you to re-assess what value you can add to the learners' learning experience.

Now that learners are returning to school in shifts, teachers are once again challenged with new routines and practices. It will be necessary for learners to continue working from home in addition to attending classes. Hence, dusting off teaching strategies, such as reflective learning, flipped classroom and other didactic approaches is key.

The flipped classroom concept provides an example of how teachers could respond when reflecting on their value to learners.

Normal classroom	Flipped classroom
<p><i>Teachers regard themselves as irreplaceable during basic instruction phases of learning.</i></p> <p><i>Homework is given to re-inforce learning.</i></p>	<p><i>Homework is allocated for basic instruction phases of learning.</i></p> <p><i>Teachers regard themselves as more valuable to deepen learning during class time.</i></p>

In a nutshell, teachers in a flipped classroom situation relegate the activities associated with the lower orders of thinking on Blooms taxonomy of thinking skills to the extended classroom (read “home” in most cases). These are activities that lead to:

- basic understanding of concepts (e.g. multimedia explanations from multiple sources);
- simple application of knowledge (e.g. worksheet, exercise and simple quiz);

Classroom time is reserved for activities that lead to deeper or clearer understanding and deep learning. Typically, we would see activities such as:

- deeper/clearer understanding: responding to shortfalls in learning at home such as:
 - answering questions;
 - engaging in dialogue to diagnose the common misunderstanding in the initial input;
 - providing remedial support to individuals.
- deep learning: activities that engage the learners more deeply in the content based on the assumption that they understand the basic content. These activities are

typically associated with the higher orders of Bloom's taxonomy of thinking skills. Examples of such activities include:

- reference to real-life applications of the content. This could be classroom-based (e.g. debate, case studies) or it could result in actual engagement with stakeholders in the community in a problem-based learning approach;
- deeper analysis and probing of content which are best facilitated through real-time conversations and facilitation or modeling of thinking;
- development of soft skills (e.g. inter-personal, reflection, self-direction)
- extension of learning for individuals.

Flipped classroom approaches provide you with a smart option to make sure that you maximize the value of your input and focus on the development of independent learning and 21st century skills. Your decision on how you adopt it would be dependent on your and your learners' context.

For more on the Why, What and how of flipped classroom and common hurdles, explore the Remote Teaching and Learning FOR TEACHERS resource Module 2: Teaching Strategies (<https://fsdoeelearning.wixsite.com/e-teacher/module2-overview>)

7.3 Storytelling

The benefits of storytelling as a pedagogical approach are well-documented and it is not our intention to try and convince you about that. Read the blog post at <https://bit.ly/Storytelling21> for a brief summary.

How can we make use of online tools to enhance storytelling as a pedagogical approach, especially by learners?

Free images

First of all, great stories are enhanced by pictures, and pictures tell great stories. Learners can take their own pictures using their devices, but there are also excellent, free online libraries such as Pixabay (<http://pixabay.com>)



and Freeimages (<https://www.freeimages.com>). You may know of other personal favourite sites.

Slidedeck book

One of the easiest ways to produce a PDF format story is to tell the story using slides in Powerpoint or Google Slides online and saving it as a PDF. As a teacher you could

When you copy a URL (link) of a Google app such as Slides, Docs etc., it may say “view” or “edit” at the end. Replace that word with “copy” and the person opening the link will be forced to make a copy of the file which will save in his/her MyDrive space.

prepare a story template which the learners can only edit if they make a copy. See this example of a slidedeck book.

Video stories

Using the Chrome (Internet browser) extension called Screencastify (<http://www.screencastify.com>) to record your presentation on PowerPoint or Google Slides, allow teachers to read stories to learners at home and learners to create their own stories. These stories can be posted as videos and saved on the class Google Drive or YouTube channel for all to view. Follow the **For School** link on that website and read the stories from teachers who have used it.

Using a combination of text, audio or video elements, it is possible to use these digital artefact as both story-telling and reading resources.

Adventure stories

An adventure story offers the reader a few choices on what to do next at the end of each page. **Insert | Link** will direct the reader to another slide which matches the choice which they made. Each reader could read a different story depending on the choices he/she makes at the end of each page.

See <https://bit.ly/Adven21> for example resources.

This is also a simple way to present content as an interactive story, with the learners receiving feedback based on their decisions at the end of each page.

7.4 Collaboration

We refer to a learner activity as collaborative when they are working together, interdependently on one common product. Typically such tasks can be in the form of writing, thinking processes, creating multi-media content and building models. In more complex learning processes this could involve problem solving, scientific method or computational thinking.

Teachers should ensure learners are able to connect using the various sharing platforms and online storage to fully leverage the value of collaboration as a teaching strategy in technology enhanced teaching and learning. Remember to set permissions of online documents to edit, view or copy as explained in earlier sections above.

Also, ensure that collaborative tools and communication structures are in place for learner-learner and learner-content engagement.

7.5 Make thinking visible

Mindmapping tools are useful for brainstorming and developing concept maps or sharing ideas during an online conversation. Google Jamboard, Mindomo and MindMeister are some good examples to explore.

To illustrate this, Google Jamboard, allows you to pen (write freehand on the screen if you have a tablet) or place sticky notes on one or more slides. See <http://drive.google.com>.



You can also explore a more conventional free mindmap tool, MindMup (<http://www.mindmup.com>).

An important part of formatively assessing the 21st century skills is seeing evidence of individual effort in a group. In addition to mind mapping tools which can be done as a group or individually, info graphics and graphic organisers, can make thinking visible.

One of the most difficult aspects to see and provide feedback on is thinking. The following link provides 25 free downloadable graphic organiser templates (<https://bit.ly/FreeGraphicOrg>) that can be used by individuals or groups to illustrate their brain storming and conceptual mapping during activities.

SECTION D

Guidelines for teaching and learning support

1. Introduction

Teachers working from home are still responsible and accountable for teaching learners and for the classes/ subjects that were allocated to them as per the school timetable. The care-taker/assistant teacher must be supported by the allocated teacher to ensure effective learning takes place when learners are at school. They must ensure that all the topics that have been prioritised in the 2020 Revised Annual Teaching Plan are covered within the available time even though this will be done remotely from home.

2. Expectations of teachers working-from-home

Utilising the various sources/ platforms and modalities outlined in Section B and C above, the teachers working from home are expected to:

- a) Develop a detailed plan with dates and topics and submit to the Departmental Subject head to indicate how the Revised Annual Teaching Plan (ATP) will be completed during the time that the teacher is at home. This will allow the Departmental Head or Care-taker teacher to monitor, support and report on the learning progress.
- b) Familiarise themselves with the contents of the Revised ATP and the Guidelines to the implementation of the annual teaching plan documents. These two documents will assist the teacher with the sequence and depth of the topics that must be covered.
- c) The teacher must develop a lesson(s) for each of the topics to be delivered remotely. There are various options available to the educator e.g. recording the lesson on WhatsApp (voice or video) and sending to learners, compiling step-by-step easy to understand notes on each topic, develop work sheets, selecting appropriate video lessons (YouTube, Mindset, IBP, etc.) that learners must watch to facilitate understanding.
- d) Teachers must develop formal assessment tasks as per the Revised ATP, and are responsible for the marking of the scripts. The responsibility of setting final examination papers based on the work covered is also the responsibility of the teacher.
- e) Teachers must be available on various platforms e.g. telephonically throughout the day in order to support learners and answer questions where necessary.

- f) Teachers must ensure that feedback provided to learners are individual, frequent, targeted and detailed to assist the learner to identify own gaps and suggest to the learner what should be done to close these gaps. This could be through written feedback or voice notes to the learners.
- g) Develop daily activities and / or worksheets that learners must do for each topic, the learners workbooks can be delivered and collected from the teachers' home for marking.
- h) In addition to the above, teachers working from home must also:
 - Compile resource packs for e.g. the next section of work;
 - Conduct research for topics to be taught;
 - Design worksheets;
 - Liaise with the substitute teacher/ teacher assistant to track curriculum coverage;
 - Develop assessment tasks including rubrics;
 - Mark learners work e.g. artwork; essays and models (Guidelines on the handling of documents should be adhered to);
 - Conduct error analysis and submit to the substitute teacher/ teacher assistant;
 - Do item analysis for formal assessment;
 - Design remedial work or intervention programme/s; and
 - Design scaffolding lessons based on error analysis.

3. Expectations of the School Management Team (SMT)

- a) The School Management Team at the school must make arrangements to enable learners to watch recordings of lessons by the working-from-home teacher. Most of the recordings can be downloaded and played on a normal TV during the periods (timetable) of the absent teacher.
- b) Encourage a team teaching approach to best support substitute teachers or assistant teachers. Substitute teachers or assistant teachers must work hand in hand with the teacher working from home.
- c) Coordinate the arrangements for the delivery and collection of learner workbooks, worksheets, etc. from the home of the working-from-home teacher.

4. Alternative classroom management options

In schools with teachers working from home, classes can be subdivided into smaller heterogeneous (mixed ability) study groups based on learner's abilities. Study leaders can be appointed for various topics to lead classroom discussions during the absence of a teacher/ care-taker teacher. Study leaders for each topic can be coached telephonically to ensure the leaders can then assist their classmates. The teacher can also obtain feedback from the leaders on areas that learners need further assistance with.