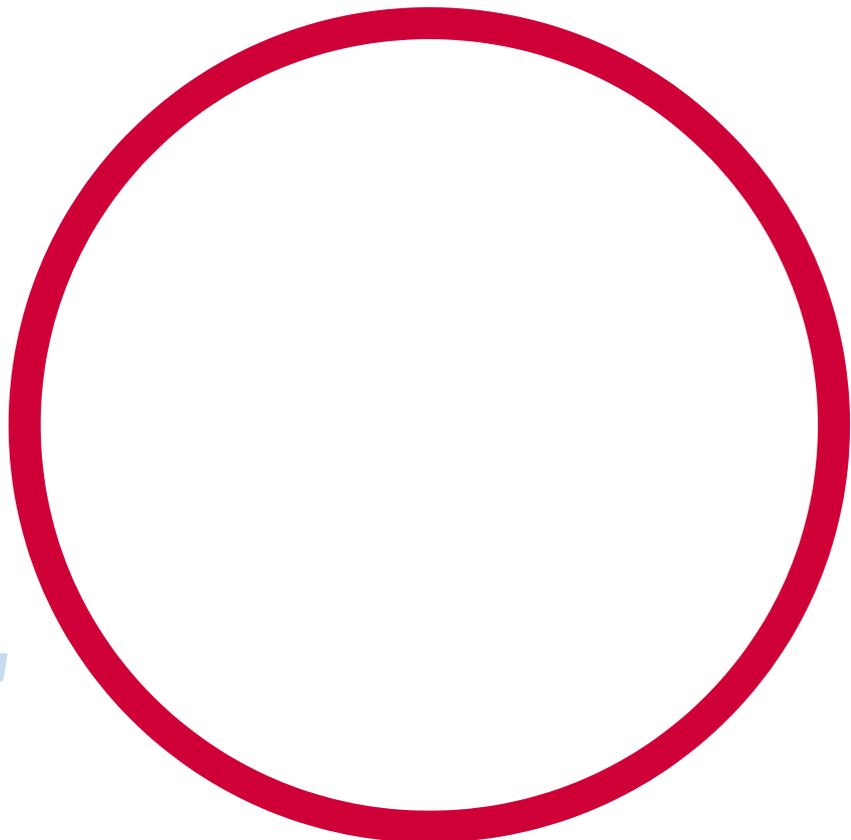
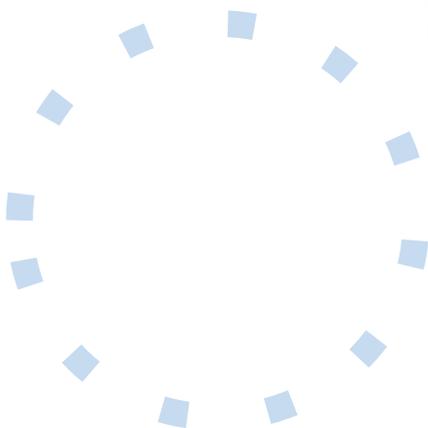
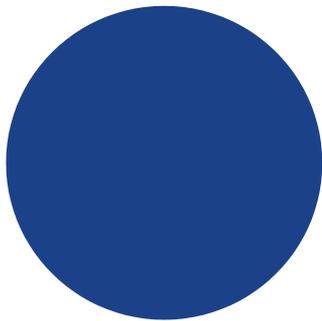


Setting up for success

Tips and tricks.

The following resources have been designed to support pre-service teachers to deliver quality online lessons



Resource 1

Series of professional learning sessions

Recording of these sessions will be available on the [Pre-service teacher resource website](#)

Setting up for success: Standards 4.2 + 4.3 = 4.1		
Target audience	<ul style="list-style-type: none"> • Pre-service teachers in flexible professional experience placements. • Conditional teachers in their final year of study • Provisional teachers in their first year of teaching 	Zoom webinar
Session 1	When: Tuesday 7 September 2021 3:30 PM – 4:30 PM	 Virginia Cluff Deputy Principal Instructional Leader Aurora College Dunedoo Central School
	Description: Organise classroom activities and managing student's learning in an online learning environment.	
Session 2	When: Tuesday 14 September 2021 3:30 PM – 4:30 PM	 Darren Avery and Alex Laurence COVID Intensive Learning Support Program Taskforce
	Description: Practical approaches to managing challenging behaviours and engaging students in an online learning environment.	
Session 3	When: Tuesday 19th October 2021 3:30 PM – 4:30 PM	 Deb Barrott AP Learning and Support Teacher (APL&S) Kelso Public School
	Description: Organise classroom activities and managing student's behaviour in the classroom	
Session 4	When: Tuesday 26th October 3:30 PM – 4:30 PM	 Lizz Baker Support Teacher Denison College - Kelso High Campus
	Description: Managing challenging behaviours and engaging students in the classroom	

Resources 2

Advice from pre-service teachers

What worked:

- Being with a supportive school and mentor teacher
- I teach Mathematics and what worked for me was incorporating Zoom polls throughout my lesson. The zoom polls have given me an effective, quick and easy formative assessment that I can incorporate in all my lessons. In an online setting I talk to a blank screen, and there is limited verbal feedback from the students so it is almost impossible to gauge student understanding. Something as simple as a Zoom poll can dramatically transform the pace of the lesson once I am given this feedback
- Being given access to resources and systems - My supervising teacher was very supportive and inclusive. They gave me access to share drives, all the classes in Google Classroom, Sentral - so I was able to really see as much student data as possible. This gave me insight into both the school culture and where the student's learning was up to
- Being flexible and being open to suggestions from the students
- Having live Zooms not only with the students but also my supervising teacher
- Using Google Classroom with the ability to share with other staff worked well and helped me get feedback
- Using Zoom and the Google site hand in hand to help students who don't have access.
- Going through the lesson instructions and ensuring all students who attended the zooms knew what they had to do and what they had to
- Making mini lesson videos to engage students
- Discussion of ideas and collaborating about issues we are all having or need to know
- Being supportive, ensuring that well-being came first and having tasks with lots of voice recordings/videos for student engagement. This was shown as positive via student reflections at end of week
- Mandatory video meetings for all lessons
- Mental rehearsal, limit the 'lecturing' time, give students time to reflect and catch-up, make the lesson as 'fun' as possible
- Use of collaborative resources with students and teachers, listening to students' progress and being able to give immediate feedback.
- Giving my students all the information necessary for them to complete their work for each lesson at once. This allowed them to work independently rather than checking back into the meetings for a new activity.
- Direct questioning to enhance student participation. Easily digestible tasks that did not require extensive time to complete.
- Dedicating time at the beginning of every lesson to chat with students, catch up etc
- Having dot points next to me of main points to address the class with.
- Good communication with Supervising Teacher and PDHPE faculty proved helpful due to online learning environment.
- Given the opportunity to lead the online lessons, zooms and activities.
- A flexibility of creativity and lesson creation. Being able to rapidly develop lessons in a sequence before translating it into an online platform helped for further reflection on the lesson details and review in regards to students both at home and on site.

- I felt comfortable engaging with peers and students alike even through a camera.
- Using Zooms for wellbeing reasons and for fun game activities and creating explicit teaching videos via screencastify.
- Reviewing/ going through current learning and having class discussions.
- ClassDojo and learning how to create effective learning packs. Use of Loom as well
- Seeing students' names in zoom classes was really helpful for engaging the class as a whole.
- Creating worksheets was useful.
- Google Classroom - allocating students individual work - see improvement in student work.
- Daily phone call with mentor teacher - debrief.
- Using Mote to provide feedback - a time saver and got more response from students as they could hear my voice instead of read the feedback.
- Providing feedback via 2 stars and a wish – saw more improvements from students using this method of feedback.
- Having a day to engage with best online learning platforms for students

What didn't work:

- Students becoming disengaged and lacking motivation due to the autonomous nature of online learning
- In our school, remote learning has decreased the size of the lesson from 75 minutes to 45 minutes. In a Mathematics classroom this is incredibly difficult to cope with because there is a desire to want to go through the content, without sacrificing student understanding. I felt like I had let the students down whenever I rushed a lesson. In the future, I believe I will just chop off bits of content, and understand that it is not viable to go through the lesson as if it were a normal face-to-face one
- This is more about the environment we find ourselves in. Overall it was difficult to get a good handle on student engagement. There was only so much you can see or get from the online tools. Teaching online was challenging! I developed some good strategies to try and work around but, in the end, you just can't see this like being in a classroom
- Internet would drop out or programs wouldn't work the way you want them too
- Not being able to know the students as well
- Sometimes I struggled with PDF and Google Classroom conversions and then had to spend time creating extra documents.
- Only issue i had at the beginning of teaching online was issues with students not being able to view the videos but that was sorted out quickly with my supervising teacher's advice
- Setting too much work
- Student engagement was hard to deal with
- Lots of instructions, in written format. Students felt overwhelmed seeing so many instructions for the week
- Trying to get students to complete work with virtually no consequences for not completing it.
- Interactive learning activities
- Certain online programs, screen sharing (only sometimes), not being able to interact with students as I normally would (face to face, or actually being able to see their faces).
- Some collaborative activities due to the limitations of online learning. As expected.

- Not all students would participate. Students would be reluctant to turn on cameras. Ongoing instances of students not submitting work.
- Student engagement in conversations just weren't happening
- I didn't get a chance to manage classroom behaviours that would be in face-to-face environment.
- Being unable to interact with the kids 1 on 1 to encourage and provide specific feedback in a zoom with minimum 7 students
- Initially the experience was slightly jarring and without being in the same space as the students non-desired behaviour could show itself. The inability to encourage and help those students face-to-face that truly need it as well was difficult to deal with; this led to further creativity and differentiation however.
- Trying to provide high quality verbal feedback for every single activity for the day, a solution for this was to pick one activity to give more general feedback on each day.
- Sharing and playing videos on zoom lagged badly and students got irritated by it. Stage/class zooms were short.
- Technology. Not always on my side on a rural property in the middle of nowhere.

What training (or skills) would have been beneficial:

Pre-service teachers' feedback	Department of Education support
Having the Department login earlier	Contact your host school and ask for the SD6 form.
Knowledge of how to access learning tools on the DoE portal (I initially created my own Google Classroom account and failed because I was supposed to be accessing Google Classroom through the portal)	Professional learning available here .
How to use Sentral	Professional learning available here .
How to use Zoom optimally for teaching (Zoom polls, whiteboards, share screens for participants etc)	Professional learning available here .
Being able to tailor a lesson or adapt it to online learning	Worked example will be available soon here .
How to create and edited videos	Worked example is available here .
How to use Google slides and Google drive	Professional learning available here .
Using a school printer/photocopier	Ask for this to be included during the local induction on Day 1.
Training courses on Seesaw	How Seesaw works
Providing simple and clear instructions	What works best – explicit instructions
I struggled with engaging with the students online, particularly trying to get them to answer questions and participate	'Setting up for success' Session 1 and 2.
Caring for student wellbeing on an online context.	Ask for this to be included during the local induction on Day 1.