RESOURCES FOR EDUCATORS FOR PROFESSIONAL DEVELOPMENT FROM THE CURRICULUM SECTION 2020

A Few Tips on Blended Learning

- Blended learning is about combining online lessons, elearning, traditional methods of instruction and online feedback and assessment.
- Teachers should have a good reason for their students to be online – units should be designed so that students are going online for authentic, compelling reasons.
- Content should be engaging for students.
- Technology should be interactive to allow students to be active participants.
- Teachers can use Viewsonic's myviewBoard to combine content into a single presentation.
- Teaching should be collaborative.
- Independent study should be promoted. This can be easily achieved by using the flipped classroom.
- Before commencing, teachers should ensure that students possess the basic technological skills such as:
  -web navigation
  - use of &making of hyperlinks
  - uploading & downloading documents etc
- Teachers must ensure that technology enhances learning. It need not be used for all tasks.

MATHEMATICS

Subject: What are the skills teachers need to teach remotely

I started teaching online at the K-12 level back in 2001. YES, there were elementary, middle and high school students learning online almost 20 years ago. We have learned a lot since then. So when people ask me what does good remote teaching and learning look like, I consistently say **"good teaching is**

good teaching, regardless of the setting". For sure, there are specific strategies and tools that need to be mastered when teaching remotely but effective teaching strategies that are used in the classroom translate into a remote setting. **It is the translation piece that most teachers can struggle with.**

Digital Learning Collaborative has developed a 12 hour course for teachers, *Transitioning to Remote Learning*, that are finding themselves in a remote setting for the 2020-2021 school years. **This course helps teachers translate their great face-to-face teaching strategies to an online setting**, by covering topics such as:

- Developing strategies for online instruction success
- How to engage students
- Building relationships and community online
- Communicating with students and families
- Developing or finding and implementing digital content
- Accessibility issues
- Social emotional learning
- Assessment and evaluation

This course is facilitated by an expert on remote teaching and learning which include office hours for one-on-one and small group support. Teachers can earn CEUs and grad credit as well.

Want to discuss how to bring this support to your teachers? Let me know what your schedule looks like this week and next so we can schedule a time to chat.

P.S. We also have a course for administrators that are leading remote teachers!

Cheers,

Audie

Audie Rubin

303-564-6932

Digital Learning Collaborative

https://www.digitallearningcollab.com/

Mathematics Online Teaching Manipulatives/Resources

1. www.didax.com
2. https://apps.mathlearningcenter.org/number-frames/
3. https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Patch-Tool/
4. https://toytheater.com/two-color-counter-whiteboard/
5. https://apps.mathlearningcenter.org/number-rack/
6. https://www.topmarks.co.uk/learning-to-count/paint-the-squares
7. https://www.abcya.com/games/interactive_100_number_chart
8. https://stevewyborney.com/2015/01/the-green-light-hundreds-chart-free-resource-with-instructional-ideas/
9. https://www.mathplayground.com/
10. https://www.visnos.com/demos/clock
11. https://phet.colorado.edu/
12. https://www.visnos.com/demos/percentage-fraction-decimals-grid
13. http://nlvm.usu.edu/ Request password from Ed O (Maths)
14. https://www.ct4me.net/math_manipulatives_2.htm
15. https://brownbagteacher.com/online-math-manipulatives/

SUPPORTING THE REMOTE TEACHING/LEARNING OF MODERN LANGUAGES

Some Useful Guidelines for Conducting Successful Lessons in Modern Languages in the Online Modality

- **Do NOT create long lessons that demand students sitting for long periods disengaged.**
- Don't reinvent; reimagine.
- Separate what you would do in face-to-face sessions into manageable chunks;
- Build in strategies to check for understanding.
- Keep your objectives clear, concise and easy to digest…
- Make use of your favourite tools (PPT, Email, Whatsapp etc.)
- Find applications that enhance engagement and understanding.
- Use the tools that cater to the different learning styles.
- Have optional extension exercises for students who might be more able than their classmates.
- Post announcements at least once per week (Provide overview of the week)
- Create skill-based lessons aligned with your curriculum
- Provide opportunities for students at least once per week to share their learning with their classmates
- Provide your class with an outline of what will happen for the week.
- Perform a wellness check. Empathize. Make sure to ask students how they are doing.

<u>WEBINARS</u>

Resources for Teaching World Languages Remotely:

https//sites.google.com/dpi.nc.gov/remote-learning-resources

Upcoming webinar – Thursday September 17th, 2020, 4:00 p.m.

Using Mentimeter

Creating an Interactive Classroom

us02web.zoom.us/webinar/register

Recorded Webinars available on YouTube

- Engaging the MFL Student During Remote Learning
- Going the Distance: Tools and Strategies for Online Teaching and Learning (ACTFL)
- Developing Proficiency While Teaching Remotely

Useful YouTube videos

- Flipgrid Tutorials for Teachers
- Flipgrid tutorial-Creating Google Slides for Teaching
- How to Teach Remotely with Flipgrid
- What is Flipgrid? How do I use it with my Students?
- How to teach Remotely with Nearpod
- How to Use Nearpod
- How to Use Google Jamboard for Remote Teaching
- Making Google Slides for Teaching

Teachers should explore the following websites and software tools and applications that have been highlighted for their usefulness in many of the seminars on teaching/learning in Modern Languages

Good for Presentations

- **Screencastomatic** – supports video creation for flipped classrooms, bi-drectional student assessments, student video assignmennt
- **Screencastify -** records you screen, face voice and more

Good for Discussions

- **Flip Grid –** creates "grids" to facilitate discussion
- **Whiteboard.fi:** - an online whiteboard tool for teachers and classrooms. Great for formative assessment!
- **Jamboard: -** a digital whiteboard offered in the G Suite
- **Ziteboard –** zoomable online whiteboard for explaining, sketching, tutoring
-

Good for Checking for Understanding/Practice

- **Ed Puzzle -** create interactive video lessons with this. Easily integrated into your LMS
- **Quizzizz -** find quizzes online to help assimilate knowledge
- **Extempore:** - Speaking practice. Provides and oral language assessment tool
- **Wheel of names.com.** - randomly select names, good for vocabulary practice and asking questions

Gamified Activities

- **Fluentkey:** -Every video is a classroom game. Bring your class to life with interactive videos.
- **Quizlet Live –** Students can become excited about participating language games. Provides formative assessment.
- **Gimkit;** A game show for the classroom that requires knowledge, collaboration and strategy.
- **Kahoot:** A game-based learning platform. User generated multiple-choice quiizzes

Brainstorming Activities

- ***Padlet****:*
- ***Mentimeter:***
- ***Dotstorming*****:**

Good for Feedback

- ***Qwiqr*** – give individual feedback. Use can use audio and video to talk to your students.

GENERAL STUDIES

Professional Development Courses to Enhance Teaching in Online and Blended Learning Environments

COURSE NAME	TYPE	ORGANIZATION	COST	DURATION/ DATES

A Step-by-Step Situative Approach to Online and Hybrid Instruction, Motivation, and Assessment	Virtual Workshop (General)	AECT https://aect.org/convworkshops.php	$25.00 USD	October 29, 2020
Implementing Open Educational Practices	Virtual Workshop (General)	AECT https://aect.org/convworkshops.php	$25.00 USD	October 30, 2020
3D Weather Data Analysis and Visualization (3D Weather): Promoting Authentic Scientific Practices and Computational Science Literacy (Grades 7-12)	Workshop (Geography Teachers – Secondary School)	AECT https://aect.org/convworkshops.php	$25.00 USD	October 30, 2020

Immersive Books: How to Create AR Materials that Flourish	Virtual Workshop (General)	AECT https://aect.org/convworkshops.php	$25.00 USD	October 30, 2020
Virtual Teacher Specialization	MOOC – Certificate (General)	Coursera https://www.coursera.org/specializations/virtual-teacher	$39.00 USD per month	7 months
Powerful Tools for Teaching and Learning: Web 2.0 Tools	MOOC (General)	Coursera https://www.coursera.org/learn/teaching-learning-tools#syllabus	FREE OR $49.000 USD if pursuing certification	4 weeks
Get Interactive: Practical Teaching with Technology	MOOC (General)	Coursera https://www.coursera.org/learn/getinmooc	FREE OR $49.00 if pursuing certification	3 weeks
Designing Authentic Assessments for Online Teaching	Workshop (General)	CARICOM Secretariat https://caricom.org/practitioners-in-education-to-get-opportunity-in-designing-authentic-assessment/	FREE	October 01, 2020
Applying the 5E Inquiry-Based Instructional Model in a Blended Learning Environment	Virtual Workshop (Primary and Secondary Social Studies Teachers)	METVT	FREE	October 22 and October 23, 2020

SCIENCE

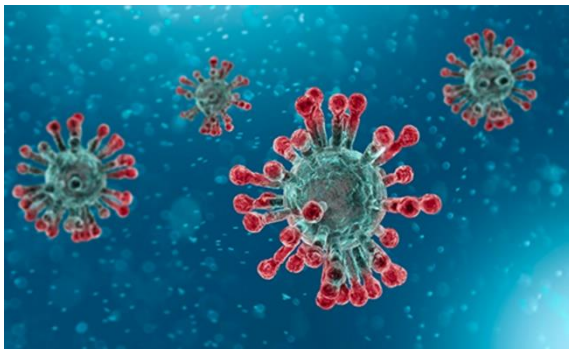
Beyond Brick – Towards Brick and Click

Embracing the Hybrid or Blended Approach to Instruction

The Science Perspective

Introduction

The current Corona virus pandemic has disrupted the activities in which humans usually engage, with the delivery of instruction in the traditional manner not being untouched. Despite the unusual, stressful situation which currently exists the human race is fortunate to have digital technologies which can be employed to mitigate the deleterious impacts on education and the constraints exerted on the physical resources in schools as the system seeks to follow the physical distancing mandate.



As the country embarks on the reopening of schools a number frameworks will be available from which to choose. The majority of which involve the infusion of communications technologies and can be classified as hybrid or blended. Access to the various information and communications technologies does not always translate into being able to leverage them for instructional purposes. Hence, this is a learning curve for all involved as persons are at different points along the proficiency continuuum. Operating in an

online environment requires a paradigm shift in thinking. These times require educators to be open and receptive to change as well as to becreative and innovative – to think outside of the box in order to engage the nation's children in meaningful learning. This is a period which could result in many positives for the education system but it requires all stakeholders to play their respective roles while offfering support and guidance to each other. "Together we will get through this."

Re-examining instruction

Resorting to the "tried and proven"

Pedagogy is pedagogy regardless of the modality – face-to-face or virtual. Therefore, teachers still need to plan extensively for the delivery of instruction.

Prior to the start of teaching the educator still needs to:

- consult the syllabus documents and determine which objectives/ attainment targets will be addressed;
- deliberate on the elements to be included in the scheme of work which serves as a guide for instruction. These should include the activities or task, skills to be developed, assessments;
- source digital resources best suited to realizing the objectives/attainment targets;
- research or create assessments which will capture data about the degree to which the objectives were met;
- Compile the scheme of work which should include the sequencing of activities which would facilitate creation of long-term memories;

- set up the various classrooms using the Google Classroom app and add the resources to the classrooms. This will be an ongoing process and will account for the bulk of the workload.
- Organize the learning outcomes into manageable chunks to influence lesson planning.

Rethinking Delivery of Instruction

Face-to-face sessions, whether in the brick or click environment, should be engaging and structured in a manner to grab and sustain student interest while facilitating learning. Some elements to consider, with suitable programmes or apps, are:

i. **using of a "hook" to draw students into the teaching/process** such as: Digital entrance tickets (**Nearpod**, **Peardeck**, **Google slides, forms and docs**); Video of a song, skit, demonstration (**Youtube/Powtoons/Animoto**); digital jigsaw puzzle (**Jigsawplanet.com**), teacher demonstration (**Flipgrid** or in real time); interactive video clip (**Edpuzzle**); word splash – **Slido**/ **Google slides** or **Google Jamboard** which allows for collaboration and brainstorming when in **Google meets**.

ii. **Unearthing of students' prior knowledge**

Research has revealed that new knowledge is constructed by incorporating it into already formed schema (old knowledge). Hence, facilitating successful cognitive growth in students is dependent on their level of prior knowledge (Piaget, 2013).

This can be achieved by use of: advance graphic organizers such as Venn diagrams, concept maps, Frayer model and T-charts; challenge of the day activity; 2-minute writes, matching activities, diagrams for labelling; pictures for observation and

comments; anticipation guides (can be created with **Google docs/forms/slides**) and brainstorming – **Slido**, **Padlet, wordcloud, Answergarden, ideasketch and whiteboard.fi** are excellent digital tools which facilitate this activity in real time;

iii. **Development of the concept to expand students' content knowledge as well as develop skills**
video (**Youtube**/**Powtoons**/**Animoto)** / video with infused questions (**EdPuzzle**); teacher modelling; teacher demonstration /simulations (**Phet.com**) and student observation; recording and reporting; reading excerpts from printed resources or ebooks (**Learning A-Z**); student practice (**Liveworksheets.com**, **Google docs**, **Google forms**, **Google slides**); student demonstration; show and tell; guided discovery.

iv. **Checking for understanding [Formative assessment] (finding out what students know in real time)**
hand signals, face emojis, digital spinners (**wheelofnames.com**) and quizzes **(Quizizz**, **Kahoot**, **Socrative**, **Google forms**, **Google slides, Peardeck, Nearpod, ahaslides).**

v. **Infusing humour (**try not to take yourself so seriously)
Brain-based research has unlocked some of the mysteries about the working of the human brain. It has been discovered that threat, or fear of such, causes the brain to downshift or go into survival mode. This brings about changes in the brain which render the organ incapable of learning. ( ).

vi. **Bringing the period of learning to closure**
breakout groups and reporting, discussion/ guided discussion; games/quizzes (**Kahoot**, **Quizizz**, **Google slides** and **forms**) digital exit tickets
(**Geddit**, **Voice thread**, **exit ticket**, P**ollEverywhere**, **Ahaslides**, **Directpoll**, **Nearpod**); two-minute write, completion of

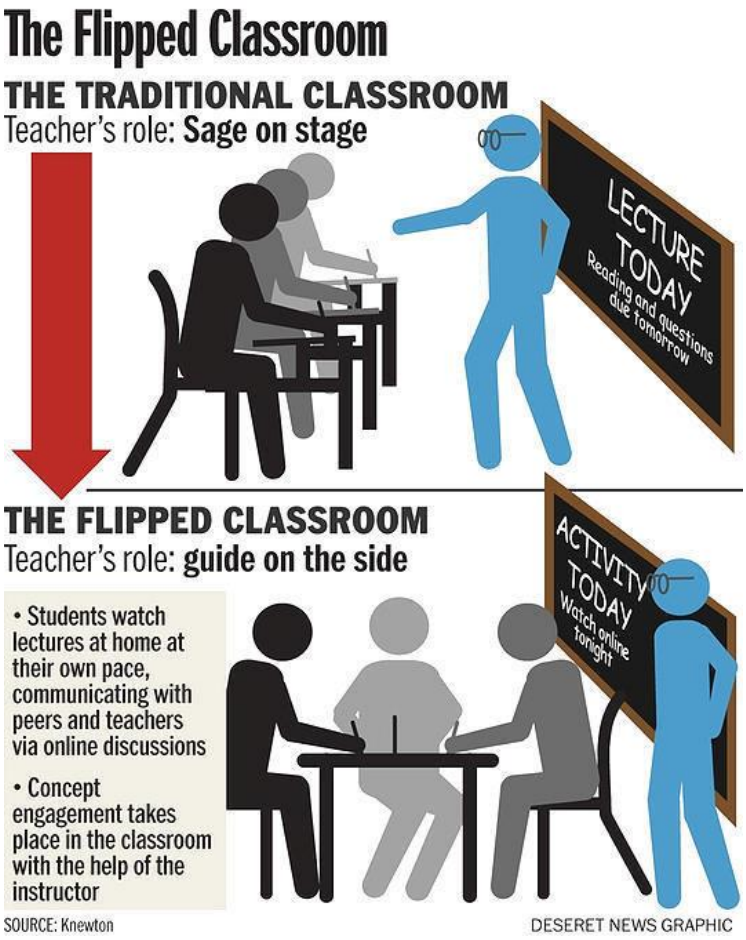
digitized/ interactive worksheets (www.liveworksheets.com, https://worksheets.edhelper.com); drawing/ sketching.

Another Approach to Instruction

Since, we are operating in a new normal and instruction will be blended or hybrid in nature, the concept of “flipping the classroom” is an approach which could be considered.

A flipped classroom is one in which Information or an activity related to the topic is shared with the students, before the face-to-face session, to be researched or completed asynchronously.

This is followed by a synchronous session which accommodates collaboration and rich discussion, and facilitates high levels of analysis, problem-solving and critical thinking.



In a ‘flipped classroom” teacher serves as a facilitator rather than a dispenser of knowledge. Students take more responsibility for their learning.

Rethinking the Teaching of Science in a Remote Environment

Some activities which can be used to enhance the teaching and learning of Science:

- Scavenger Hunts
- Projects
- Exploration
- Robust discussion
- Virtual Field trips
- Online Educational videos - National Geographic Kids, Magic School Bus

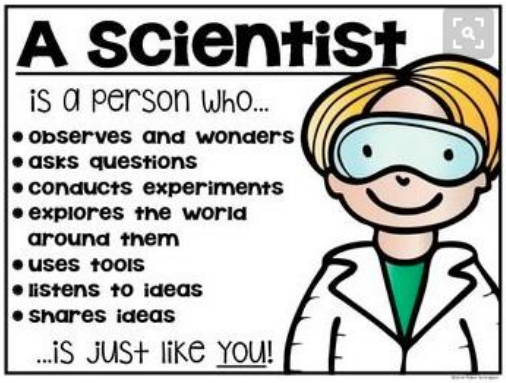
- Comprehension Passages – Nonfiction books on Epic.com

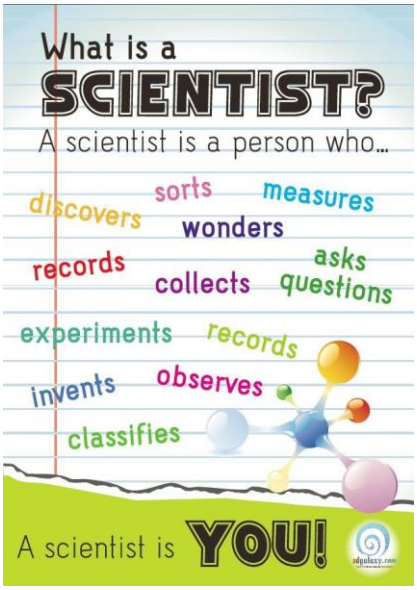
- Practical activities – teachers can utilize a number of strategies to have students exposed to this important aspect of Science education
    i. Teacher-led demonstrations – live or taped prior to the synchronous session
    ii. Simulations (Phet, https://virtuallabs.nmsu.edu/, https://www.sciencekids.co.nz/, https://interactives.ck12.org/simulations/)
    iii. Data sets - provide students with data and require them to analyse with supporting evidence and literature

iv. Experiments – students to complete simple experiments with household substances and materials

Whenever students are exposed to practical activities they should be encouraged to predict the observations/ results before engaging in or observing the experiment.

Science is a dynamic subject which should naturally facilitate the use of hands-on, minds-on instruction. However, emphasis is usually placed on the learning and regurgitating of content. Science instruction should be designed to enhance scientific literacy. Therefore, students should be given opportunity to operate like a scientist. A scientist:





Science instruction can be exciting and engaging to dispel the myth that the area of study is boring, consist of copious notes and is only for an elite few. The following link directs one to an article which addresses fifty innovative teaching methods for the teaching of Science:

https://www.edsys.in/innovative-science-teaching-methods/#:~:text=50%20Innovative%20Teaching%20Methods%20in%20Science%201%20Hands,learning%20a%20new%20concept.%20...%20More%20items...%20

Refashioning Homework

Asynchronous Learning - Assigning tasks to continue to enhance students' knowledge and skills.

In an online or eLearning environment, where the synchronous sessions should be short but impactful, it is important to also think about the activities to be completed during off-screen (asynchronous) time.

This is an opportune time to incorporate more performance tasks into the learning process. Performance tasks are learning activities that require students to demonstrate their knowledge, understanding and proficiency. They result in the generation of tangible products and, or performances which serves as evidence of learning (McTighe,)

Please note that EACH performance task should be accompanied by a rubric – the framework for grading the process and, or product. The rubric should be shared with the students at the same time as the assignment.

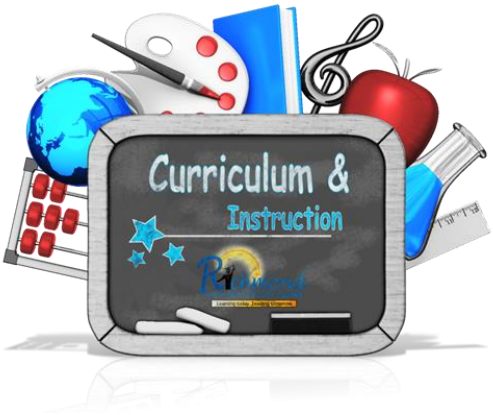
The internet is a rich source of rubrics. In addition the following websites facilitate the making of rubrics: https://www.teach-nology.com/web_tools/rubrics/general/ ; https://www.Rubric-Maker.com; https://www.quickrubric.com and rubistar.4teachers.org.

Examples of Performance tasks are:

- create a song,
- write a poem or essay,
- create a digital book (Google slides, BookCreator, Comic Life);

- develop a piece of music;
- create a poster(Canva)/ collage (Canva)

/ diorama/model



- perform a dance and video tape for submission
- role play
- watch videos or observe a picture/photograph and give opinions or respond to prompt;
- complete experiments
- complete write up of Science experiments; collect, represent and analyse data

If the activity involves: i: creating a product - the students may take pictures of their efforts and forward to teacher or ii. carrying out a process, then students may take videos of themselves as they complete the various components of the task and then share with the teacher using any available medium. [Many of these are summative assessments]

Summative assessments can also be created using Google Forms which can facilitate both lower order questions (Knowledge and Comprehension) and higher-order ones (Use of Knowledge).

Resources

Professional Development Platforms

http://www.futurelearn.com – self-pace short courses ranging in length from 2weeks to 5 weeks on a variety of topics. There are archived documents of courses which are not being offered at the time of access. These are still helpful as one can still navigate the course as well as view the discussion threads from the previous groups of attendees. Some of the available courses are:

"Teaching Science" - 19 courses

"Primary Education Teaching" - 39 courses

" How to Teach Online" - 12 courses

Two courses which might be of value are "Teaching for Home Learning: Primary Science" and

"Teaching for Home Learning: Primary Science"

https://www.scilearn.com/webinars/ - a number of archived sessions on science-related topics as well as on "how the brain learns".

Webinars

Techtools for Interactive Remote Teaching https://www.youtube.com/watch?v=1_PFLcNXMqg

(31:20)

Videos

Blended learning

- Five Tips to Prepare for Blended Learning - https://www.youtube.com/watch?v=cm9HoJz_f2Y (10:01)

- Blended Learning: Learning to implement a blended Learning Curriculum - https://www.youtube.com/watch?v=bLLAi1I3N7M (8:27)

- blended learning and the future of education: Monique Markoff at TEDxIthacaCollege https://www.youtube.com/watch?v=Mb2d8E1dZjY (12:29)

- Blending technology and classroom learning: Jessie Woolley-Wilson at TEDxRainier https://www.youtube.com/watch?v=o0TbaHimigw

Online Teaching

- Effective online Teaching Methods - https://www.youtube.com/watch?v=wKEwHqODaiw&feature=youtu.be

- E-Learning: How to Deliver an Engaging Virtual Classroom presentation - https://www.youtube.com/watch?v=VxY22IhbaH4 (10:00)

Google

- Google Classroom in 2020 The Complete Overview for Online Teacher - https://www.youtube.com/watch?v=IeMq39WSuu8 (18:15)

- Google Slides The Complete Beginners Overview - https://www.youtube.com/watch?v=o7wvajrAxUQ (18:00)

- How to use Google Slides for a Lesson Plan - https://www.youtube.com/watch?v=s9Vwcro03xI (10:16)

- Creating Quizzes in Google Classroom - https://www.youtube.com/watch?v=oRddkNOTeZI (15:41)
- Google Classroom: How to Create Self-Grading Quizzes - https://www.youtube.com/watch?v=m6O5Afr6Gak (7:32)

- Creating Memory Game with Google Slide - https://www.youtube.com/watch?v=DX2crgVxSVs (11:00)

- How to Make Interactive Google Slides with Pear Deck - https://www.youtube.com/watch?v=b0ALtFL6HSE (11:12)

Miscellaneous progams to enhance Teaching and Learning

- How to Teach Remotely Using Flipgrid - https://www.youtube.com/watch?v=aLzX13jw7bw (14:42)

- Flipgrip Tutorials for Teacher - https://www.youtube.com/watch?v=D1cOteRWMLU (7:32)

  Getting Started with Pear Deck to Make Your Google Slides Presentations Interactive - https://www.youtube.com/watch?v=9PJgsa-fnmA (8:07)

- How to transform your PDF worksheets into digital worksheet! - https://www.youtube.com/watch?v=Les-R0ea490 (8:34)

- How to use Quizizz to make quiz and share it - https://www.youtube.com/watch?v=JRxLIdemLPw (7:03)

- How to Teach Remotely with Nearpod - https://www.youtube.com/watch?v=lSIZX8RxoOQ (11:28)

- How to Teach Remotely with EdPuzzle - https://www.youtube.com/watch?v=8I0fV0djfJA (13:54)

- Edpuzzle Tutorial for Teacher - https://www.youtube.com/watch?v=y1cdFvU-7Mk (14:48)

- Getting started with Edpuzzle - https://www.youtube.com/watch?v=emS5JGciwuI (6:50)

- How to Teach Remotely Using with Padlet - https://www.youtube.com/watch?v=dC69Sr-OQik (11:26)

- How to Use Google Jamboard for Remote Teaching - https://www.youtube.com/watch?v=S9m4HCjOkcA (12:27)

Screen casting

- How to make Video Tutorial with Screencastify - https://www.youtube.com/watch?v=lHr9r-F-k1s

- Easy Screen Recording with Screencastify - https://www.youtube.com/watch?v=v7uScletiPc (11:12)

- Screencast-o-Matic Setup for Teachers 2020 - https://www.youtube.com/watch?v=2PlKBhHbLAU (7:45)

- Screencast-O-Matic Tutorial - FREE Screen Recording Tool - https://www.youtube.com/watch?v=s1jIPo1bWCo (11:09)

Creation Tools

- Book Creator Tutorial - https://www.youtube.com/watch?v=TE5DTD87-IE (18:23)
- Book Creator Tutorial - https://www.youtube.com/watch?v=ZO6i6gJj1UY (16:25)
- Canva in the Classroom - https://www.youtube.com/watch?v=67LeaTrSW-A (11.05)

Websites (More suited to Primary or Junior Secondary students)

- https://www.sciencekids.co.nz/
- https://www.stevespanglerscience.com/
- https://elementarynest.com/how-to-teach-science-virtually/
- https://www.getepic.com/
- https://interactives.ck12.org/simulations/
- https://kids.scholastic.com/kids/books/the-magic-school-bus/

PROTOCOLS FOR PRACTICAL SUBJECTS

Physical Education COVID 19 Guidelines

The Physical Education teachers and their students are the major stakeholders in this exercise because it is indeed their reality. To this end, these protocols were developed in collaboration with Physical Education teachers and designed to provide guidance on how to modify curriculum and instruction for physical education during this ever-changing environment.

Purpose

Physical education is a critical part of a well-rounded education. Our intention through these guidelines is to provide key decision-makers with enough information to strengthen every school's ability to facilitate all students' rights' to a well-rounded physical education programme which provides for all students to learn motor skills and gain an understanding and love for physical activity.

It is of paramount importance that there be ongoing communication with parents and guardians through multiple means that have been approved by individual schools (e.g., letters, e-mails, phone calls and video chats). This is a fluid situation and good communication leads to greater cooperation.

Hygiene Protocols

1) Management of schools must have sanitizing agents available for their PE Department, so that equipment is cleaned before the next class. This process can be supervised by teachers of each group.

2) Temperature checking before school.

3) The changing rooms in schools are too small; therefore, students will have to change well before PE class starts. To eliminate congestion in bathrooms and changing rooms. Students whose classes are timetabled before lunch will change in the morning on arrival at school. Students whose classes are timetabled after lunch will change during the lunch period. Students must change back to school uniform if travelling on public transportation/school buses

4) Bathrooms/changing rooms must be sanitized periodically throughout the school day.

5) Face shields should be provided for all PE Teachers in schools

6) Reinforcement of safety measures such as social distancing, hand washing and general hygiene etiquette by use of charts and diagrams posted around the school compound. Consistently advise students to avoid touching their eyes, nose, and mouth during exercise. They should wash their hands intermittently as necessary.

7) P.E. students will be required to wash their hands before and after the lesson. P.E. teachers will have to monitor this to ensure compliance.

8) Students will walk to class while masked but will remove to participate in the PE class.

9) Encourage students to bring their own water bottles, filled at home, and labeled. There must be absolutely no sharing.

10) Students should be reminded and encouraged to inform their teachers immediately if they find themselves or classmate(s) feeling unwell.

11) Class size 15-20 students per teacher – working in small groups (Groups of 4 to 6 for possible contact tracing if necessary) and must work together for duration of lesson).

Equipment and facilities

1) More taps made available for the washing of hands on compounds.
2) Face shields should be provided for all PE Teachers in schools
3) The equipment should be disinfected after use. Disinfectant spray will be used to sanitize equipment quickly between lesson e.g. racket handles, balls etc.
4) Clean and disinfect school buildings, classrooms and especially water and sanitation facilities at least once a day, particularly surfaces that are touched by many people (railings, lunch tables, sports equipment, door and window handles, toys, teaching and learning aids etc.)
5) Sanitizing stations need to be located close to the areas of activity thus limiting student's movements during the class.
6) Shared equipment must be sanitized before during and after sessions which means that there will be limitations to using some equipment. Clean the surface (remove dirt and impurities from the surface) before disinfecting to kill the germs. If the surface is not cleaned first, the disinfected is less likely to be effective.

Teaching Processes

1) Students be assembled and dismissed from different areas or use separate controlled entrance and exit points.
2) Maintain social distancing when moving students across campus.
3) Minimize movement between classes.
4) No sharing of personal equipment
5) Reorganize classes with a temporary alternative schedule to reduce the student-teacher ratios and have smaller class sizes.
6) Mark areas to ensure social distancing on the hard court, playing area or playing field. Define areas for each separate group.
7) Accurate attendance register must be kept.
8) Consider using the virtual classroom and the 'Flip' classroom to teach the theoretical aspects of the syllabus.

PHYSICAL EDUCATION LESSON

The face to face class session

1) Meet students where they are. Be aware that students may move, think, feel, and act differently now and may need time to relearn skills.
2) Exercising after students have stayed home for an extended length of time with little to no physical activity during the COCID-19 pandemic may pose unforeseen health risks not directly related to the virus.
3) Teachers should, therefore, always observe students' physical condition and should have them increase exercise intensity progressively according to their fitness capacity.
4) Involve students in the decision-making process.
5) Students should be reminded and encouraged to inform their teachers immediately if they find themselves or classmate(s) feeling unwell.
6) Provide ongoing accommodations and frequent breaks to students with asthma and other respiratory conditions.
7) Encourage students to bring their own water bottles, filled at home, and labeled. There must be absolutely no sharing
8) Accurate attendance registers must be kept (by activity group this is important if contact tracing is needed)
9) Teachers should ensure that students demonstrate proper social distancing during physical activity.

10) Maximize your instructional time by designating multiple stations within your space.

11) Contact sports in a physical education setting is typically a team activity in which participants come within 2 meters (6 feet) of each other. Invasion games – activities in which students try to advance into an opponent's territory to score a goal or point – would also fall under this category. Such activities should not be encouraged at this time.

12) Activities that involve close, sustained contact between participants and lack significant protective barriers have a high probability that respiratory particles will be transmitted between participants. Examples of activities that traditionally do not meet social distancing recommendations include tag, soccer, basketball, hockey, football, netball.

13) However, students can still learn and practice the skills that are typically performed in team sports without a partner or by sharing equipment.

14) Use wet erase floor markers, floor tape, field paint, and/or chalk so students can have a visual representation of social distancing.

15) Divide the children in groups of 4 to 6 to perform a skill. Each remaining in their group and separated by 3ft.

16) P.E. teachers should set out cones mat, poly-spots, and/or hula hoops to visually identify areas for physical distancing on the pasture yard court or play area at the beginning of the day/session.

17) Contact activities will have to be reduced. Teachers will focus on the individual skills needed in specific sports (e.g.) netball, football hockey rugby and basketball without the contact aspect of the game.

18) Classes will focus on individual fitness activities and sport specific skills.

19) Physical activities include free hand exercise with focus on training aerobic capacity and individual exercise preferred (circuit training), stretching, aerobics, jogging, dancing, cross country, rounders etc.

20) Consider teaching different units at the same time if it is not feasible or practical (due to the amount of equipment available). For example, class/group A is working on meeting outcomes to dribble with their foot while group/class B is working on striking with a long-handled implement.

21) There should be formal practical assessment in physical education at all schools, practical assessment is mandatory at the level of CSEC and its' formal use in the lower school will produce a more physically literate student.

The Asynchronous Sessions

1) Online learning resources on selected individual exercise using short videos that can be done at home.

2) Use YouTube and other virtual teaching tools to enhance the lesson. YouTube is usually blocked so short videos are unable to be watched and used as a teaching tool.

3) Teach students to work out a plan for self-training and to extend their learning beyond lessons there encouraging students to participate in physical activities daily and for lifelong health benefits.

4) Theoretical section of the syllabus can be adequately covered during the asynchronous session or in the flip classroom.

Special needs students

1) It is imperative that school personnel work and communicate with parents. Be mindful that students' progress is very dependent on their home support systems and guardians and caregivers may need additional guidance.

2) During this unique time, the class teacher should work closely with the PE teacher to assist with social distancing and sanitizing protocols.

3) Teaching groups should be 2-4 and efforts should be made to have students use individual apparatus assigned to them.

4) Soliciting the assistance of persons involved in special Olympics to supplement the adult compliment during PE class may be a viable option.

5) Physical activities where there is less group contact with equipment include free hand exercise with focus on training aerobic capacity and individual exercise like stretching, aerobics, jogging, dancing. Activities promoting balance, agility training, obstacle courses and circuits are also recommended.

6) Be mindful that technology -especially specialized technology is not always available or accessible all students.

Considerations going forward

1. Consider continuing to use a blended or flipped classroom model to maximize continuity of learning.

2. Continue to use the online classroom to send videos and workouts and skills analysis. Online classroom is very useful to teach theory sessions. Nutrition, Body systems, Body parts, Types of movement etc. Encourage other teachers to emphasize the theory more in physical education.

3. Consider formal practical assessment as well as theory in physical education at all schools, practical assessment is mandatory at the level of CSEC and its' formal use in the lower school will produce a more physically literate student.

ENGLISH

"Virtual Morning Meeting Activities for Distance Learning (Zoom and Google Meet)" on YouTube

https://youtu.be/bk2h-3xuNDg

"Nearpod in the Virtual Classroom | Edtech made easy | Distance Learning Tips" on YouTube

https://youtu.be/oiki1fM0c38

"5 Ways to Create a Virtual Book Club for Students" on YouTube

https://youtu.be/IzptiIzodwA

"Virtual Morning Meeting Activities for Distance Learning (Zoom and Google Meet)" on YouTube

https://youtu.be/bk2h-3xuNDg

"How To Use Google Jamboard Tutorial For Teachers & Students - 2020 Guide" on YouTube

https://youtu.be/8ikEojc9_wI

"Blended Learning - Literacy & English Using #GSuite (Primary)" on YouTube

https://youtu.be/uy75La8LAU8

LTK+ Literacy Site

https://literacy.concordia.ca/en/

"Using Flipped Classroom when teaching online #'teachingonline #flippedclassroom" on YouTube

https://youtu.be/8hLOUlbAgs0

Teaching English Online - Free Online Course – FutureLearn

https://www.futurelearn.com/courses/online-tutoring

"5 Tips to Prepare for Blended Learning" on YouTube

https://youtu.be/cm9HoJz_f2Y

Blended Language Learning: Design and Practice for Teachers | Coursera

https://www.coursera.org/learn/blended-language-learning-design-practice-for-teachers

GENERAL

Digital Literacy Development in Education: Are We Ready for the Future? | FUTURE LEARN

https://futurelearnweb.wordpress.com/2020/07/27/digital-literacy-development-in-education-are-we-ready-for-the-future/

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TECHNICAL AND VOCATIONAL

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https://www.colvee.org/course/tvsd/blended-learning-classroom

https://www.colvee.org/course/tvsd/flexible-skills-development

http://www.telmooc.ca/.