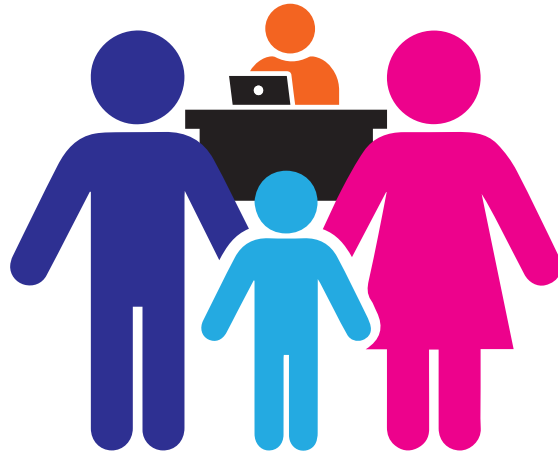


- Keep your personal and professional lives separate. Do not share overly personal information about yourself with students and/or their parents/guardians.



Guidelines for Online Instruction

(For teachers in primary and secondary schools)

Dear Teachers...

The temporary closure of schools, due to the COVID-19 pandemic, requires us to re-think and re-strategize suitable ways of continuing our students' education through remote learning. As we do so, let's keep in mind the guiding principles of learning and the multi-faceted ways in which our students' needs are met. Here are a set of suggestions to guide you as we meet our students ONLINE.

Best wishes,
CEO



A production of the Curriculum Development Unit
in collaboration with
The Education Media Unit
Ministry of Education, National Reconciliation and Information
St. Vincent and the Grenadines



PREPARATION OF LESSON



a) Structure

Ensure that the basic structure of a good lesson is maintained - introduction, development, closure and teacher reflection. Remember to schedule feedback, as well as follow-up instructions for the next class.

b) Content

Encourage student-centred learning by allowing the students' interests to drive the lesson's content while ensuring that the skills and concepts they learn align with the appropriate levels of the national and regional curriculum frameworks. Students are likely to better appreciate and understand lessons and activities that are based on concepts of active learning and are connected to real-world experiences.

c) Resources

While online, students can be engaged with a variety of learning resources including games, interactive materials, self-graded assignments, collaborative boards, online discussions, among others. However, standardized textbooks, workbooks and other hard copy learning materials should not be sidelined. Continue to set assignments using these resources in addition to those online.

NB: Other complementary resources available:

Visit www.svgcdu.org for access to CPEA and CSEC interactive quizzes, a data bank of worksheets for all levels of primary and lower secondary school in different subjects, e-books, CXC specimen papers, curriculum guides (primary and lower secondary)

View VC3 Channel 114 on Cable TV, SVGTV (no cable required) and <https://www.facebook.com/vincycultureconnectionchannel/> for remote learning facilitated by our very own educators - Monday to Friday, Primary and Secondary levels from 9:00 a.m. to 12 noon.

Request a "School in a Bag" of worksheets and note sheets from the Curriculum Development Unit - 457-1466 or svgcurriculumunit@gmail.com



d) Collaborative Planning

As far as possible, plan lessons collaboratively. This can be done by grades or forms within schools and may even be extended across zones. Even though lessons are delivered by individual teachers, collaborative planning and review is recommended in light of capacity-building, an essential element for teachers to comfortably navigate the new learning environment. Collaborative planning may also help to minimize the challenges in homes where there are many children competing for one device with assignments scheduled or due at the same time.

e) **Submission of lesson plans**

Prior to the teaching of your lesson, submit plan to the relevant personnel (principal, head of department or senior management team, etc.) as stipulated. For the purpose of monitoring, the principal or designated person should have access to your class, regardless of the platform.

f) **Provision of instructions to students**

Plan to provide instructions on how to use the technology. It may be new to some students. Do not assume that 'digital natives' know how to use every technology!

DELIVERY OF LESSON



a) **When to deliver your lesson**

To preserve order, deliver your lesson according to the standardized timetable created for remote learning at your school.

b) **Using eLearning platforms**

Sign on 5 to 15 minutes before the scheduled class time. This will allow for the identification of any technical problems and troubleshooting if necessary.

Use a blend of *synchronous* (in real time) and *asynchronous* (not in real time) online learning opportunities. A good mixture of synchronous and asynchronous platforms is likely to create a balanced and enriching experience for your students.

- A virtual classroom experience on Microsoft Teams or a video conferencing experience on Zoom (synchronous online learning)
- A discussion on a social media outlet or eLearning platform, an instructional video uploaded to Edmodo or an emailed assignment for completing (asynchronous online learning)

When using a **synchronous** platform, do the following:

- Clearly outline class rules and expectations
- Pay attention to the lighting in the room being used
- Avoid moving around during live sessions; have your plans and other relevant materials in close reach
- Ensure that students know which applications, tabs/buttons to use during the session

c) **Provision of instructions to students**

Provide instructions on how to use the technology. It may be new to some students. Do not assume that 'digital natives' know how to use every technology!

d) Visuals in eLearning

Good visual content helps to make eLearning effective and the ability to see participants in a virtual classroom enhances the connection among participants. For this reason, it is recommended that you deliver the lesson with your video on and ask the students to do the same at the beginning of each lesson.

e) Dress Code

In a virtual classroom environment, you should dress comfortably but presentably. It may not be necessary for you to wear a blazer and dress pants, but your choice of attire



should maintain respect and credibility and should not be distracting. At all times, focus should be on the transfer of knowledge and skills, rather than on your appearance.

f) Spaces to conduct virtual classrooms

You should select an area that has as few noises and distracting images as possible. If you are unable to control a distracting visual scene in your space, use a non-distracting virtual background. Try to eliminate distractions as much as possible.

g) Language

Use language correctly and appropriately unless the activity dictates otherwise. Do not encourage the use of social media language.

~~c u tmrw~~

See you tomorrow

h) Record Keeping

Update your attendance register at every class. Inform your grade head/head of department/principal of the students who are absent or not completing assignments. Ensure that your grade book is updated on completion of assessments.

COMMUNICATION WITH STUDENTS AND PARENTS/GUARDIANS

a) Protocols

- Connect with students and their parents/guardians using your school's approved form of communication. This is the mode of communication that will be used when giving students reminders, etc.
- Students and their parents/guardians should be able to contact you (possibly by WhatsApp) if, for example, they are having problems signing into the eLearning platform. However, you should set and communicate clear boundaries like when and how they should contact you.
- When contacting students, do so within reasonable time (between 9:00 a.m. and 6:00 p.m. unless otherwise agreed to by parents/guardians).
- Avoid one-to-one video calls with students and other forms of private interaction online, unless absolutely necessary.
- Counselors and other staff providing one-on-one support to students should dialogue with the school administrators in order to establish the best mode of communication.