Teaching from home
Managing the new reality

Before considering curriculum, delivery or planning, take a moment to reflect on the differences with online teaching. Use our checklist to ensure you address a new set of needs.

Download the checklist

Physical space
Without the classroom, students need a place they associate with learning. This physical cue helps them adopt the right mindset. It can be as simple as a desk or the way the kitchen table is set up.

Providing feedback and setting high expectations
In school, you can walk around the class, observe activities, provide feedback, showcase best practice and challenge students to achieve more. This is even more critical in an online world.

Inclusivity
Your class will have students with different accessibility needs, as well as home circumstances. They may be sharing a computer with a parent or have a poor Internet connection.

Routine and decompression
School routines help students manage learning and break times. They need a timetable at home too. Decompression is important for their physical and mental wellbeing so breaks should be play and ‘change’, not just free time on the computer.

Wellbeing
Learning needs to be as much fun as possible. Students will miss the connection with their teacher and social engagement with friends. Student anxiety may need managing.

Parental involvement
This is a new and challenging learning dynamic. Parents (particularly of primary students) are overwhelmed. They often lack time, experience and knowledge to assist in learning. Their child may have no desire to please them by attempting or completing tasks. They need regular support and check-ins.
Which approach will you take?

**Self-directed learning**

Students work independently and/or collaboratively with classmates. The teacher provides detailed lessons in Class Notebook with clear deadlines and expectations. The teacher also schedules a regular class meet-up to introduce a new topic, clarify requirements, provide explanations and check for understanding.

For the rest of the time the teacher is available for students to ‘drop in’ via video conference at set times and has a regular one-on-one check-in scheduled with each student. Students can also connect to classmates to ask questions and discuss assignments.

**Pros**

✓ Teachers have more time to monitor student progress and support their learning.

✓ Students build independent learning, collaboration and communication skills.

**Cons**

✗ Teachers spend more time preparing detailed, thorough lessons, complete with resources.

✗ Students may be challenged to complete independent self-directed tasks.

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**Teacher-led learning**

Students and teachers meet face-to-face via video conference in Teams as they would in class. The teacher leads the lesson and students carry out learning activities using the shared whiteboard, co-authoring, video, chat and other tools to join in. Key learning activities take place in these sessions, complemented by homework that occurs independently.

Outside of teaching time, the teacher monitors student progress, provides feedback, answers questions and marks assignments in Teams.

**Pros**

✓ Teachers are in regular contact with the class and can guide and support them directly.

✓ Students are familiar with this model of learning and may feel more supported.

**Cons**

✗ Teachers may be challenged to upskill quickly to deliver more complex subjects online.

✗ Students may find it tiring to remain engaged.
Planning your classes

Be confident. You’re a qualified teacher. You know your subject and your students. You just need to adapt the way you deliver learning to teach remotely and make sure you aim for active student engagement.

**Passive use**
- Online videos
- Digitised worksheets

**Active engagement**
- Coding
- Presenting online
- Talking to experts
- Creating videos, podcasts
- Playing simulation games
- Collaborating with students
- Writing blogs and stories
- Designing quizzes and games
- Researching and note-taking
- Contributing to chat

**Make learning simple**
Your students are going to have to take control of their learning. Make it easy for them. Microsoft Teams provides a single, digital learning hub where they can find everything they need.

**Move to student-driven assignments**
Online learning takes more time to plan and requires more detail. Where possible, move to longer, enquiry-based student-driven assignments, freeing up time to plan ahead. Set clear checkpoints and deadlines for students to meet.

**Make teaching manageable**
You may find it easier to split your class into smaller ‘virtual table groups’ and rotate your face-to-face video conferences accordingly. Encourage students to say on the call afterwards to discuss assignments, ask each other questions and stay connected.

**Support different learning preferences**
Empower students to approach information in more than one way. Microsoft Accessibility tools support disabilities and learning preferences with text-to-speech, changeable colour contrast, backgrounds, alterable text size and support for dyslexia.
Start with learning goals, not technology

Begin with your learning intention. This could be a concept, theory or idea you want to convey and skills you want to develop – collaboration, creativity, critical thinking, etc. Then use the suggestions on the following pages to develop your best approach in an online setting.

To help you get started, we’ve taken the four stages in Kolb’s experiential learning cycle* as the departure point and suggested ways you could use different online learning technologies and methods to deliver meaningful experiences at each stage.

Where possible, we have also mapped ideas to the four key learning types identified by Kolb, so you can provide a choice of activities for:

**AS – Assimilators**
Who learn better when presented with sound logical theories to consider.

**C – Convergers**
Who learn better when provided with practical applications of concepts and theories.

**AC – Accommodators**
Who learn better when provided with ‘hands-on’ experiences.

**D – Divergers**
Who learn better when allowed to observe and collect a wide range of information.

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Kolb’s experiential learning cycle*

- **Do**
Concrete experience – the learner actively experiences an activity.

- **Plan**
Active experimentation – the learner plans and tests the model or theory.

- **Observe**
Reflective observation – the learner consciously reflects back on that experience.

- **Think**
Abstract conceptualisation – the learner attempts to conceptualise the theory or model.

* www.learning-theories.com/experiential-learning-kolb.html
## Introducing a new experience, concept or topic

<table>
<thead>
<tr>
<th>What you’d normally do in class</th>
<th>What you could do online</th>
<th>And how to do it</th>
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</thead>
<tbody>
<tr>
<td><strong>Pre-assessment</strong></td>
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<tr>
<td>Hold a quick class quiz or discussion to find out how much students already know and what they want to learn.</td>
<td>Send out a true-false diagnostic quiz including common misconceptions related to the targeted learning.</td>
<td>Create, share and grade quizzes <a href="#">→</a></td>
</tr>
<tr>
<td>Have the students create concept maps, drawings, and K-W-L (Know-Want to Learn) charts.</td>
<td>Ask students to research, create and design the most effective visual representation of what they know and want to learn and upload it to their OneNote Class Notebook.</td>
<td>Set up OneNote <a href="#">→</a>; Teams for Education comes with a linked OneNote Class Notebook.</td>
</tr>
<tr>
<td><strong>Introducing the topic</strong></td>
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<tr>
<td>Face-to-face explanation, live demonstration, inspirational reading from a text followed by discussion.</td>
<td>Set students an active listening task and pre-record your introduction or demonstrate live over video conference with class discussion.</td>
<td>Pre-record and share a lesson <a href="#">→</a>; Schedule and deliver a live video conference <a href="#">→</a></td>
</tr>
<tr>
<td>Commentary on a video, recording, photograph or diagram while students ask questions for clarification.</td>
<td>Share a link to a video or recording, diagram, photograph or other file. Students enter questions into chat for others and the teacher to answer.</td>
<td>Upload a file <a href="#">→</a>; Open group chat <a href="#">→</a></td>
</tr>
<tr>
<td>Students carry out a concrete, active experience while teacher walks around discussing it.</td>
<td>Students carry out a concrete, active task at home, then record findings to share, discuss or receive assessment online.</td>
<td>Student collaboration space in OneNote Class Notebook <a href="#">→</a></td>
</tr>
<tr>
<td><strong>Providing the assessment criteria</strong></td>
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<tr>
<td>Hand out a printed sheet.</td>
<td>Upload rubric to OneNote for the class.</td>
<td>Upload a file <a href="#">→</a>; Set an Assignment <a href="#">→</a></td>
</tr>
</tbody>
</table>
Year 6 Maths example

Teacher delivers live or recorded lesson with props explaining how to calculate perimeter and area.

Students use the Chat Window to discuss how perimeter and area are useful for farming, real estate, landscaping and architecture.

Students take a pre-assessment quiz uploaded by the teacher to see how much they already know, so the teacher knows where to focus.

Students measure their lounge room for a new carpet then share and discuss their findings in their collaboration space.

Teacher uploads the assessment, helpful links, files and marking criteria rubric to the students’ OneNote so it’s all in one place.
# Observe

## Helping students to reflect on learning

### What you’d normally do in class

<table>
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<th>Encouraging students to reflect on learning</th>
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<tbody>
<tr>
<td>Ask students to spend the last five or ten minutes of a class to reflect on what they have learned in a diary.</td>
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<tr>
<td>Informally ask students about what they are learning as you walk around the class. How do you know you understood? What got in the way of your learning? What helped? How did you feel?</td>
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<tr>
<td>Creating a physical folder or scrapbook of student learning.</td>
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<tr>
<td>Pair students up to swap final assessments and interview each other on learning experiences.</td>
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</tbody>
</table>

### What you could do online

<table>
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<tr>
<td>Ask students to reflect on their learning in a blog. Where are you with your project? What challenges are you having? What are you planning to do about those challenges? What did you learn?</td>
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<tr>
<td>Ask students to record a 60-second ‘video confessional’ as per reality TV. Set guidelines to suit the topic such as, “Comment on the initial stimulus (map, photo, maths theory, literary quotation, video) and what it means to you now, compared to two weeks ago.”</td>
</tr>
<tr>
<td>Students build a personal online learning portfolio that records their learning reflections.</td>
</tr>
<tr>
<td>Two students exchange projects, then schedule and record a video conference discussing what they learned from each other’s work.</td>
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</tbody>
</table>

### And how to do it

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<tbody>
<tr>
<td>Publish blogs from Word</td>
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<tr>
<td>Record and share video over Teams</td>
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<tr>
<td>Using a digital notebook as an e-portfolio</td>
</tr>
<tr>
<td>Schedule and record a video conference</td>
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</table>

## Formative assessment

| Ongoing review of students’ work to see where the major stumbling blocks are. |
| Ask students to embed an audio commentary when they submit their assignment with five key ‘because’ reflections. I find this difficult because... This makes sense to me because... |
| Annotate an assignment with audio comments |
Year 12 History example

Students record a 60-second video reflecting on an artefact that they think is a primary source and what it means to them now compared to when they started the topic.

Having learned how to identify and interpret primary and secondary historical sources, students reflect on their new understanding in a blog.

Students exchange their projects with a small team and then record a 20-minute video call where they discuss what they learned from each other’s work.

Students chart the differences between primary and secondary sources, the challenges in identifying which is which and how they have learned to help themselves do that.
## Think

**Guiding students’ intellectual understanding**

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<td><strong>Encouraging students to analyse a concept, theory or approach</strong></td>
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<tr>
<td>Compare and contrast different approaches, techniques, theories, beliefs or methods by asking students to contribute their thoughts on the whiteboard.</td>
<td>Write relevant headings — e.g. pros/cons — on the Teams whiteboard. Ask students to contribute ideas directly or in the chat window and select the best for the whiteboard while explaining why.</td>
<td>Share whiteboard in Teams &gt;</td>
</tr>
<tr>
<td>Ask a probing question that causes students to think deeply about a topic and discuss their answers live in class.</td>
<td>Use Flipgrid, a social learning platform in Teams that allows educators to ask a question, so students can respond in a video. Students can also respond to one another, creating a ‘web’ of discussion.</td>
<td>Using Flipgrid &gt;</td>
</tr>
<tr>
<td>Provide a stimulus that students analyse and dissect — e.g. two differing newspaper opinion pieces, a fake and an authentic artwork, etc.</td>
<td>Challenge students to find a household object that they would use to explain the theory you are studying and how they would do so.</td>
<td>Live video conference &gt;</td>
</tr>
<tr>
<td>Split students into groups and ask them to analyse an aspect of learning and collaborate on a report.</td>
<td>Split students into ‘virtual table groups’ and ask them to co-author a report that analyses an aspect of learning in more depth.</td>
<td>Co-authoring in Word &gt;</td>
</tr>
</tbody>
</table>

### Summative assessment

| | | |
| Set a series of short essay questions. | Set a quiz containing short essay questions. | Setting up a class quiz > |
Year 9 English example

Students use Flipgrid to provide video responses to their teacher’s question: “Which techniques did Baz Luhrmann retain from Shakespeare’s play and why?”

In groups, students co-author a short speech from different characters in the play explaining who they are, how they feel, what their life is like and what they want.

On live video conference, students are challenged to run and find an object that might have been found in Juliet's home and present it on screen, explaining contextual differences in the past 400 years.

Having read Shakespeare’s *Romeo and Juliet* and watched Baz Luhrmann’s movie, students use the whiteboard and chat window to brainstorm the contextual differences and similarities of each piece.
### Plan

**Providing opportunities for active experimentation**

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<td>Experiential learning</td>
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<tr>
<td>Ask students to make a model, draw or paint to demonstrate their learning.</td>
<td>Students create a design in 3D to demonstrate or model an aspect of learning.</td>
<td>Paint 3D</td>
</tr>
<tr>
<td>Ask students to conduct an experiment and record the process.</td>
<td>Students use Minecraft to simulate an experiment or activity and document their process.</td>
<td>Using Minecraft for remote learning</td>
</tr>
<tr>
<td>Ask students to develop a training manual for others, based on what they have learned.</td>
<td>Create a dynamic training resource with photos, multimedia and interactivity.</td>
<td>Microsoft Sway</td>
</tr>
<tr>
<td>Ask students to design a new game.</td>
<td>Students learn coding and design a functioning game.</td>
<td>Using Minecraft to create a game</td>
</tr>
<tr>
<td>Create a storyboard to show a process or event.</td>
<td>Students create an animation in PowerPoint to demonstrate a sequence or process.</td>
<td>Create animations in PowerPoint</td>
</tr>
<tr>
<td>Summative assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask students to develop a list of FAQs to explain a topic to others.</td>
<td>Students create a wiki explaining the topic. Advanced students create a chatbot to automatically answer FAQs on a topic.</td>
<td>Creating a Wiki in Teams</td>
</tr>
</tbody>
</table>
Year 8 Science example

Groups of students use Minecraft element constructor to study atoms and report back on five different elements.

Students animate the movement of electrons around neutrons and protons in a PowerPoint animation.

Students use Sway to create an appealing chapter on atoms for a science textbook.

Students create a 3D model of an atom using Paint 3D.
Get set up with Microsoft Teams

Microsoft Teams is how you create your central hub for remote learning. It’s intuitive and has everything you need for:

• Presenting and discussing – Video conferencing.
• Sharing assessments, resources – Files.
• ‘Hands up’ informal conversations – Text chat.
• Demonstrating, brainstorming – whiteboard.
• Secure student learning spaces – OneNote.
• Interactive assessments and quizzes – Forms.
• Ensuring inclusivity – Best in class built-in accessibility features.

Download Teams ›
Quick Guide ›
Free online course ›
5-day guide to setting up your school for remote learning – for school leaders ›

Practice to build confidence

Organise a Teams video conference with a group of colleagues to get familiar with the basics while brainstorming your school’s, subject’s or year’s approach to remote learning.

Share the screen in turns, with each teacher experimenting or demonstrating a different feature (schedule a video conference, share an assessment rubric, start a text conversation, use the whiteboard, add a class quiz, etc.) while others chip in to help with ideas and support.

Start your first video conference
Quick Guide ›
How to pre-record lessons, organise group work and teach live on Teams ›
3 Set yourself up for success

Here are the key things you need to do:
- Create a Team for each class, topic or course.
- Invite your students to join and let them know how to behave and what to expect.
- Clearly label or number all the course and learning materials you want to share and put into the files section.
- Set up the date for your online class.

Watch 30-second step by step video
Expectations and behaviour guide for students

4 Engage the parents & guardians

Class Teams has a parent/guardian link where they can keep up with their student’s work, class announcements and discussion. It’s especially helpful for those who feel their child needs extra support to review assignments and know what to do at home.

Class Teams also offers a weekly parent/guardian email option, which provides a concise summary of assignments, categorised by subject or class, and highlights the status of each assignment (turned in/not turned in).

5 Join the community

We’re all in this together. Join teachers right around Australia who are sharing their ideas and best practice as they get up to speed with new ideas and techniques. We’re sharing their experiences on:

Remote Learning Blog
Facebook
Twitter
Microsoft Teams
The digital hub for online learning

Learning from home works best if there’s just one place to organise schoolwork. Teams provides a single, online location to share files and assignments, study, collaborate and communicate – without juggling multiple log-ins or worrying about storage or backups.

**Communication and collaboration**
- Voice and video conferencing for teacher-led lessons and class discussions.
- Chat for quick real-time answers, questions or comments.
- Team posts to contribute to the conversation and share links, photos, videos, etc.
- Flipgrid for short video responses.

**Managing Learning**
- Calendar for school timetable with automatic reminders.
- OneNote provides a searchable digital notebook with tabs for different subjects/classes and real-time co-authoring.
- One searchable place for files posted by students or teachers.
- One place for assignments.

**Subject-specific tools**
- Teams can be extended with a wide choice of learning apps. Simply search and add the ones you need and they can appear in a tab.

**Creativity, brainstorming and thinking**
- Office 365 tools, including Word, OneNote, Excel, PowerPoint, Sway, Outlook and more.
- Interactive whiteboard for sketching and sharing ideas.

**Shared knowledge**
- Students and teachers can create their own wikis that are accessible to all to reference or contribute.
Microsoft Teams
Analytics for teachers

When you’re supporting online learners, you need to see, understand and manage student progress easily and efficiently. To make this simple, Teams offers Class Insights – analytics on student engagement and performance.

Class dashboard
See current averages for Digital activity, Grade, On-time assignments, Time for feedback and Communication activity.

Digital activity
See what your students are working on, and when, for any aspect of the project/task.

Average grade
Click to compare a student’s grade against the class average.

On-time assignments
Click to see the percentage of assignments submitted on time.

Average time for feedback
The time between a student submitting an assignment and it being returned.

Communication activity
See how engaged students are in terms of replies, posts and reactions to posts.
1. **Move to project-based learning.**
   It’s easier to manage entire units of work where students are encouraged to work on their own compared to high-touch teaching on a subject-by-subject basis.

2. **You are not going to be perfect.**
   Don’t waste time re-recording videos of your teaching to upload. Just teach the class live over video conferencing and record it at the same time. Then make it available for other classes or for students to recap.

3. **Ask for IT support.**
   Try to get IT support for the first week or assign two students or even a parent who is not working to field texts from students who are ‘on mute’ or in the wrong file, page, etc., to avoid interruptions when you are teaching live.

4. **Persevere, they all get the hang of it in the end.**
   Factor into your planning at least five minutes at the beginning of each live event for students to set themselves up properly.

5. **Engage parents/guardians early and regularly.**
   They are now your co-teachers. Consider using the first 10 minutes of your day on a video conference to explain your goals and the hands-on activities you would have done in class and how parents could replicate/reinforce them at home. Think about offering a ‘drop-in’ time for parents so they can stay connected.

6. **Information is key.**
   Post a video or list of FAQs for parents to reduce common ‘how-to’ enquiries.

7. **Don’t pretend to be the expert.**
   Let your students know you’re learning how to teach online and that it’s new for everyone. Ask them for help. They feel included and respected and they become more sympathetic and supportive.

8. **Create a routine.**
   Once you have found methods that work for your class, you may well find that students are more comfortable repeating the same structure and types of activities. This also makes planning easier for you.
Supporting student wellbeing

**R U OK?**
Your students will miss you. Create personalised touch-points through Microsoft Teams video messages, texts, stickers, praise or comments on shared documents. Send a personalised video message.

**Conduct regular check-ins.**
“How are we all feeling?” Use the emojis in the chat window to respond. Use our quiz template in Forms to check how students are coping. Ask them to check in with one classmate every day.

**Incorporate plenty of hands-on tasks.**
Assign tasks that get students up and moving away from their devices, even if these involve presenting the findings or results as photos, videos or data later.

**A routine is important.**
Send out a weekly timetable so students know what is expected.

**Set up a chat site where students post questions and help each other.**
Monitor it, but encourage them to support each other. This will take the pressure off you and develop peer learning. Schedule a time in your day that is devoted to student and parent enquiries and stick to it. Don’t keep checking constantly – they will learn that you will respond, but not as instantly as if they had their hand up in class.

**Maintain a sense of community.**
Celebrate birthdays. Use a channel to share photos and videos. Consider a weekly online quiz to end the week on a high note (you ask questions over video, students respond in the chat window).

**Yoga and meditation.**
For young kids
For older kids