GUIDELINES FOR EDUCATORS
FOR WORK-FROM-HOME OR ALTERNATE WORK ARRANGEMENTS

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SECTION C: Online Learning and Teaching Tools

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Lockdown Measures

- promotion of healthy hygienic practices (especially hand-cleansing) and the practice of social distancing and the wearing of cloth masks when ill or out of the home
- prohibition of gatherings of more than 50 people
- closing our national borders and prohibiting non-citizens from entering the country
- repatriating South African citizens abroad and screening and testing returning international travellers
- limiting interprovincial travel
- promoting self-isolation
- quarantining those who show COVID-19 symptoms.

Introduction and background

On 31 December 2019, the China office of the World Health Organisation (WHO) was informed that cases of pneumonia with an unknown cause had been detected in the city of Wuhan in China's Hubei Province. On 7 January 2020, the causative pathogen was identified as a novel (new) coronavirus (2019-nCoV). On February 11, WHO gave the disease an official name: *Coronavirus Disease 2019*, abbreviated as *COVID-19*.

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.

The National Lockdown came into force on 26 March and remained in place until 30 April. President Cyril Ramaphosa announced the easing of lockdown restrictions on 23 April 2020 from 1 May 2020, including the gradual reopening of schools from June 2020.

Purpose

The purpose of this document is to provide consolidated guidance for considering work-from-home and special workplace arrangement options, guidelines for remote teaching and learning, as well as sections on remote teaching resources and guidelines on the use of online learning tools.
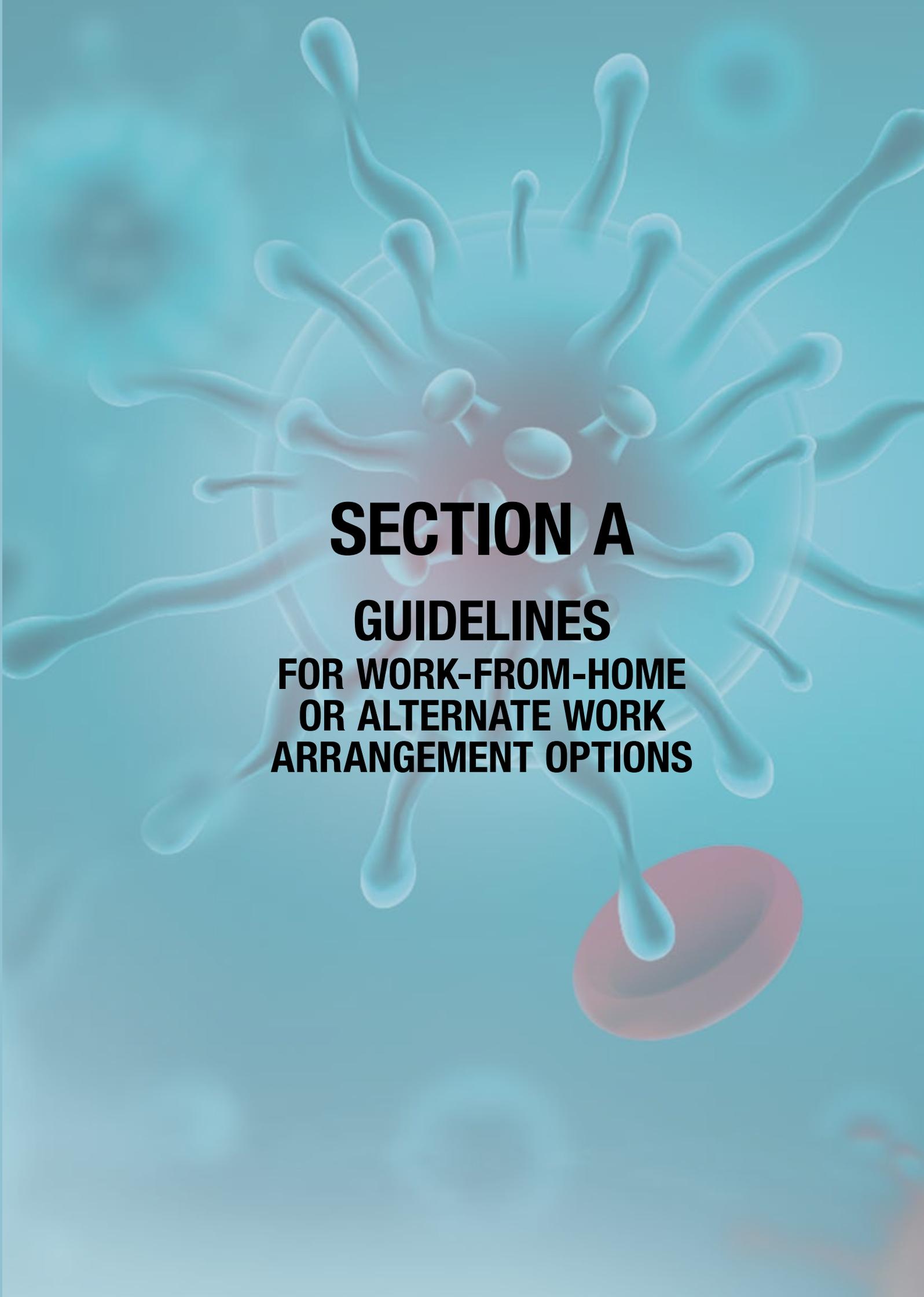
SECTION A

GUIDELINES
FOR WORK-FROM-HOME
OR ALTERNATE WORK
ARRANGEMENT OPTIONS

Teachers working from home are advised, where possible, to explore the use of various sources, platforms and modalities outlined in Sections B, C and D of these guidelines.

1. Introduction

Some staff may have to self-isolate due to a comorbidity or age and work either from home or from an alternate work environment. The *work-from-home* or an *alternate work arrangement* approach for a teacher can ensure the continuation of teaching and learning at school. These new 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 teacher 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, by 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 competencies for engaging in online teaching may explore other alternatives, including using more conventional means of supporting learners.

2. Role of Principal and Circuit Manager

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 teacher communicate with the learners?

- How will learners be supervised at school if the teacher works from home?

- How will learners' work, curriculum coverage and school-based assessment (SBA) be monitored?

- Can the school offer the additional support requirements? The support may include the following:

  1. Printing and delivery of worksheets / learning packs to and from the teacher's home or alternate work environment to school;

  2. 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 teacher to prepare lessons and engage in online teaching, if possible. However, it is the responsibility of the teacher 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 a teacher can't work from home or report to the classroom?

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

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

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

4. Management of teacher well-being

Teachers 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:

- Maintain daily contact and communicate with the principal and/or supervisor as well as with colleagues at school before 09.00 in the morning.
- Take regular breaks (at least three times a day not exceeding 90 minutes in total).
- Ensure that teaching time and time set aside for preparation and assessing of learners' work are identified.
- Identify and avoid activities like consuming food or snacks that have a negative impact on one's health.
- Take precautionary measures to avoid becoming infected with COVID-19.
- Identify activities and resources that can help to simplify and make the work from home environment conducive to teaching and learning.
- Contact a healthcare provider or medical practitioner should one become ill.
- 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 teacher 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 teacher must therefore inform the principal of a need for remote working facilities so that the necessary arrangements can be made.

Where the teacher 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 teacher 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.

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

5.1 An existing staff member takes care of the classes of the teacher working-from-home:

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

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

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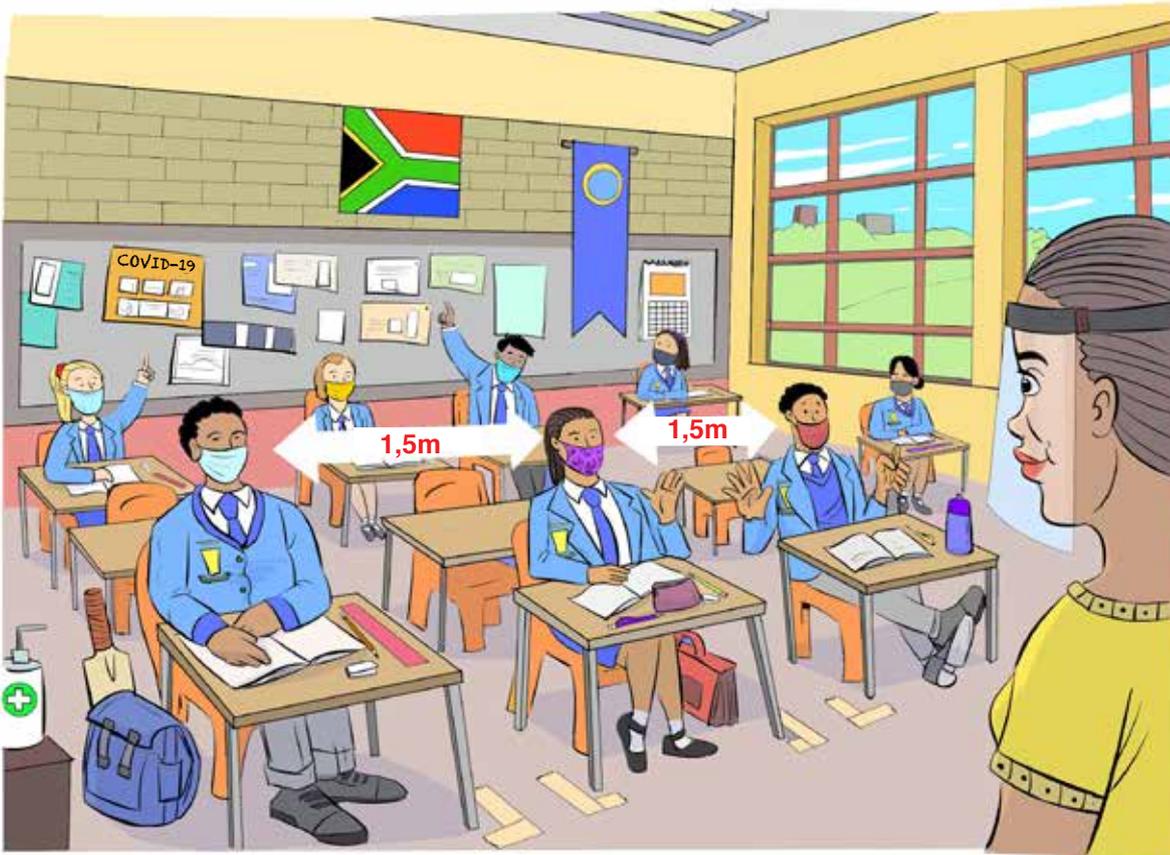
- The principal and the work-from-home teacher must agree on alternative tasks that may be assigned to the work-from-home teacher such as setting assessment tasks, marking, moderation, etc.

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

- Teacher education (BEd and PGCE) student teachers may be recruited as Teacher Assistants/Teacher Aids to take care of the classes of the teacher working-from-home.

- This approach will have additional financial implications. Teacher Assistants/Teacher Aids will have to be paid a stipend/allowance.

- The teacher 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 teacher working-from-home.

- This approach supports online or remote teaching and learning strategies that will be further discussed in Sections B, C and D.

- This approach will require regular planning meetings between the teacher working-from-home and the Teacher Assistant/Teacher Aid.

One needs to appreciate that an teacher working from home or from an alternate work arrangement due to comorbidity or age will be a new and different experience for both the teachers and the learners. Both parties may struggle with using technology or developing learning packs and a new routine in teaching and learning. The teacher 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.

The caretaker/assistant teacher must be supported by the allocated teacher to ensure effective learning takes place when learners are at school.

6. Expectations of teachers working-from-home

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 caretaker/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.

Utilising the various sources/platforms and modalities outlined in Section B, C and D, 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 Caretaker 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) Develop a lesson(s) for each of the topics to be delivered remotely. There are various options available to the teacher e.g. recording the lesson on WhatsApp (voice or video) and sending this to learners, compiling step-by-step easy to understand written notes on each topic, or developing work sheets, selecting appropriate video lessons (YouTube, Mindset, IBP, etc.) that learners can watch to facilitate understanding.

d) Develop formal assessment tasks as per the Revised ATP, and are responsible for the marking of these assessments. Setting final examination papers based on the work covered is also the responsibility of the teacher

e) Make themselves available on various platforms (e.g. telephonically or via WhatsApp) throughout the day in order to support learners and answer questions where necessary.

f) Ensure that feedback provided to learners is individual, frequent, targeted and detailed in order to assist learners in identifying gaps in their knowledge 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.
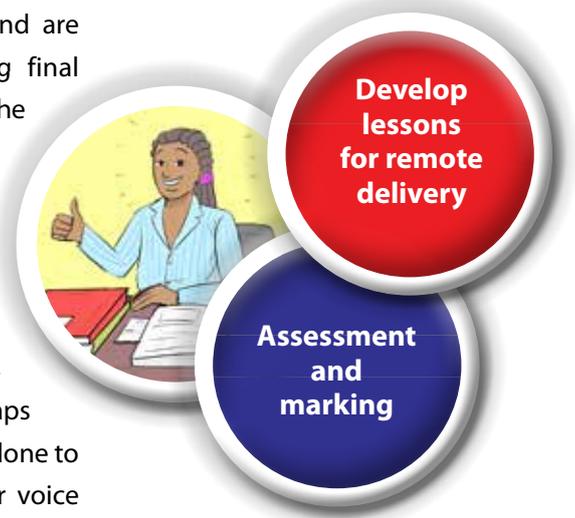
7. Expectations of the School Management Team (SMT)

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.

8. 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/caretaker 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.
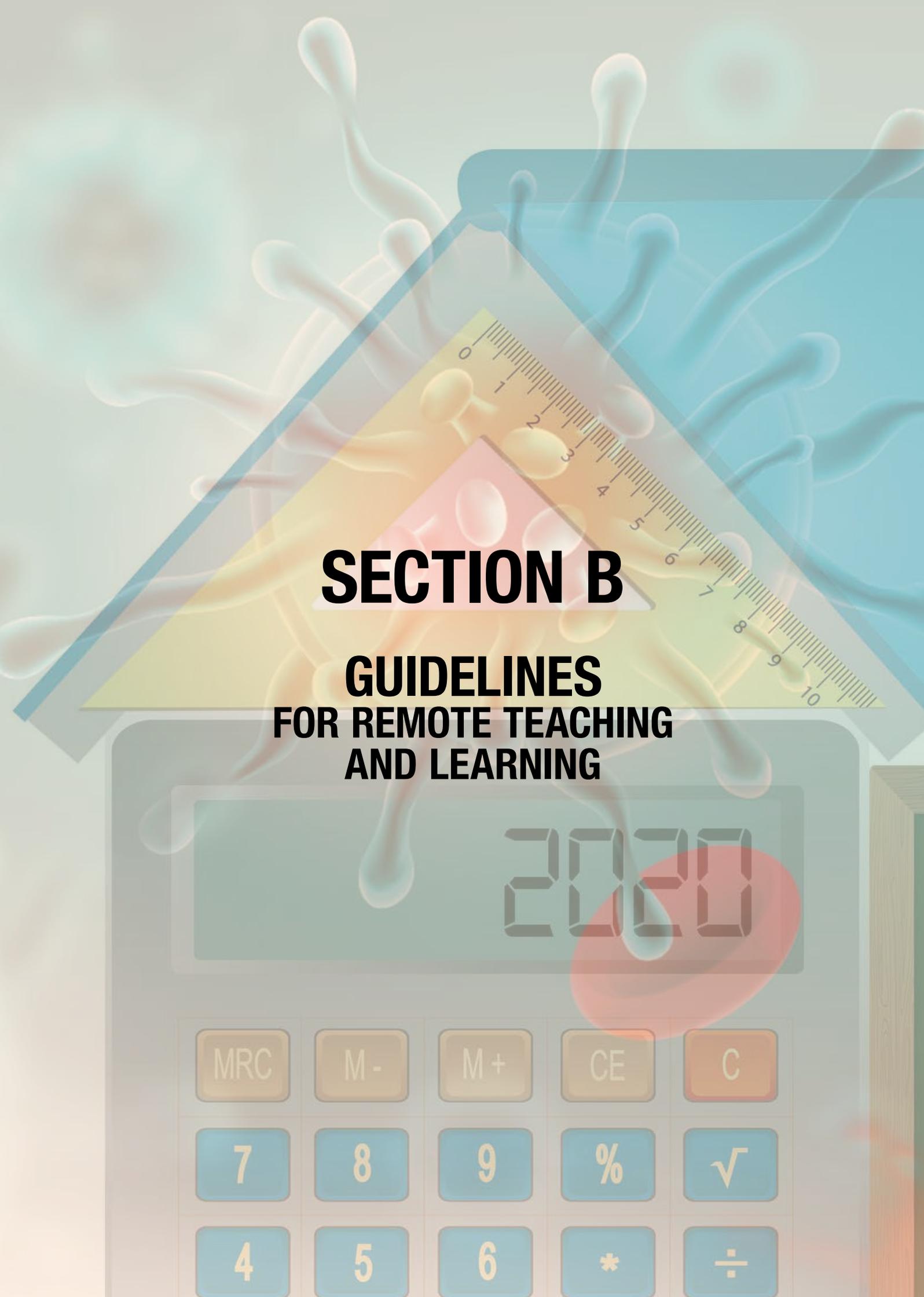
SECTION B

GUIDELINES
FOR REMOTE TEACHING AND LEARNING

Improve your digital literacy skills.

By reading this manual on your device online and clicking on the hyperlinks you will be able to connect with a variety of remote teaching and learning opportunities.

1. Introduction to online teaching

Section B provides guidance to the teacher working from home on implementing remote teaching and learning. This Section has been written in a "manual style" and addresses the teacher 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 my learners and I cope?**
- **To what extent should I be co-teaching with parents?**

Learners are also faced with various questions depending on the manner and extent to which they remain in contact with you, their teacher. They may be asking questions such as:

- **What role will my teacher play?**
- **What role will my parents play?**
- **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 these questions will depend on circumstances – some elements may be beyond your control, such as socio-economic conditions, which may limit access to certain resources, but there are also elements you can change, such as your skill set, routine and learning culture. Ultimately, it is your choice; you can wait for things to happen *to you,* or make things happen *for you*. Seize the opportunity.

1.2 Opportunities and challenges

Being physically separated from our learners presents us with both new opportunities, as well as some challenges. How do we proceed in this situation?

1.2.1 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 made 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 digital learning, especially the programmes that are designed to help teachers to teach remotely.

1.2.2 Challenges

In order to respond to challenges in the best way possible, you will need to be innovative. Challenges may include:

- Further develop your digital literacy skills;
- Think about how you use online resources to conserve data usage;
- Adapt to working from your home environment, which may not always be peaceful;
- How will you manage to maintain your influence over your learners;
- Find effective ways to communicate and collaborate with your colleagues;
- Develop effective ways to support your learners and their parents.

One thing worth remembering is that challenges present opportunities and it will be rewarding to know that when we return to normal schooling, you will be a better teacher because of it and you will have a whole new range of skills.

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 did you engage with your learners?

Get fully dressed in the morning at the usual time. Use the time you used to spend travelling to work to organise your domestic chores so that they do not interfere with your working day.

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, you now have to re-evaluate that role in light of being socially distanced from them.

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!

Providing information and explanations has never been your only role as a teacher. Your role as a facilitator, providing feedback as an assessor, diagnosing gaps in learning, challenging thinking, and providing structure to the learning programme are still vital. 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 not as easy as one thinks. You need the self-discipline to establish clear boundaries between your work and your private life, even though they occur in the same space.

To work from home successfully you need to establish and maintain a clear routine, like that provided by school with its strict 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, 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;

Learners have always noticed what their teacher is wearing. Don't disappoint them. Dress as if you were going to the classroom. You need to look good in the videos you will make for them.

3. Get fully-dressed – a day in your pajamas is likely to be a lot less productive as 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 (the equivalent of leaving school);

8. Communicate your working routine to 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. By working from home you will be saving travel time, so you will have more time during work hours. If you have to work overtime, view that as normal after-hours activity, but be careful not to make it a daily routine.

Communicate your work routine to your learners and their parents and encourage them to develop similar routines, which include sleeping, 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.

Routines make life feel safer and more normal

**Module 1:
DIY Home Classroom**

https://wcedeteacher.wixsite.
com/eteacher/module1overview
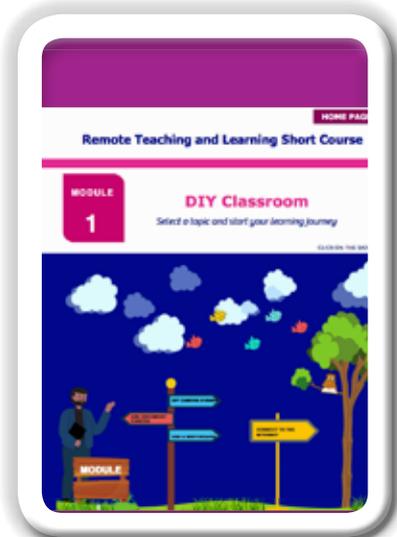
The Remote Teaching and Learning FOR TEACHERS *website, is a great place to explore various educational platforms. Click on the site and follow the links for explanatory videos.*

If you use social media on your cellphone you will be able to develop the skills to teach online too!

2.2 Preparing your working environment

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. Your work space should be physically separate from your relaxation space if this is possible. Avoid having your personal social media tools open during work hours as they 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)

3.   Preparing for virtual teaching

COVID-19 has recently introduced millions of school-based learners to online learning. Around the world learners and teachers were unprepared and have been compelled to seek solutions in their unique contexts.

In South Africa too, teachers are faced with challenging circumstances. The majority of teachers and learners have had limited exposure to online learning and access to resources.

However, the circumstances that COVID-19 has forced upon us provide an opportunity to look afresh at how we can teach and how our learners can learn more effectively. It is a wonderful opportunity to be resourceful and try new approaches and learning experiences.

In order to ensure that teachers fulfill their primary role of providing education to their learners, they have to develop the skills to support their learners to overcome barriers such as:

- Access to and use of technology;
- Perceived isolation;
- Time management;
- Finding the balance between work and relaxation;
- Confusion about curriculum content; and
- A distracting home environment.

COVID-19 is set to be part of our lifestyle for some time and has forced us to find **new ways of teaching and learning**.

Let's begin:

4.   Responsibilities of the online teacher

4.1 Preparation

Teachers are responsible for acquiring the skills and competencies for teaching online. The teacher is expected to:

- Be operationally proficient in the use of online technology.
- Be able to complete the required administrative tasks.

4.2 Subject knowledge/familiarity

Teachers working from home are expected to:

Familiarise themselves with the contents of the Revised Annual Teaching plan documents and develop a detailed plan with dates and topics to indicate how the revised ATP will be completed while the teacher is at home.

Same teacher, different tools

- Develop lesson(s) for each of the topics to be delivered remotely.
- Develop formal assessment tasks as per the Revised ATP, mark the scripts and set the final examination papers based on the work covered.

4.3 Communication

Teachers must be available on platforms of their choice throughout the day in order to support learners and answer questions where necessary.

4.4 Feedback

The online teacher is responsible for 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.

4.5 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 all communications with learners from various platforms;
- Record and communicate learner's progress information such as assignment and quiz grades;
- Post the final lesson grade promptly.

4.6 Use existing resources

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

Module 5:

Sharing Platforms

https://fsdoeelearning.wixsite.
com/e-teacher/module5-
overview

5. Planning with your colleagues

5.1 Forming Professional Learning Communities (PLCs)

A professional learning community is a group of like-minded people (either in a room or online) who share an interest in professional learning. School based PLCs are usually structured around subjects. These communities meet for the purpose of planning, creating or learning together.

You may ask how you pursue professional learning communities and school subject meetings if you are unable to meet in person? You can hold virtual meetings.

Hold 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.

An online learning platform is an integrated set of interactive online services that provide teachers, learners and others involved in education with information, tools and resources to support and enhance education delivery and management. One type of E-Learning platform is a Learning Management System or LMS. Google Classroom, Edmodo, and a combination of Microsoft Teams and OneNote Class Notebook are examples of LMS.

6. Replace your real classroom with a virtual one by putting it on a platform

The classroom environment can be digitally simulated through the use of 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 and Microsoft Teams/OneNote Class Notebook. These platforms function best when all teachers and learners are set-up with accounts to ensure easy access and connectedness. As an example in 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. Every learner is then assigned an email address.

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 for storing and sharing documents 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

Now that you know how to create an online classroom, let's look at how you can find and share educational resources.

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. See pages 42 - 47 of this guide for an example of an online classroom on the Google Classroom platform.

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

6.1 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 other similar offerings are available within other industry leads.

- To learn how to share a OneDrive file or folder watch this video online: https://youtu.be/Z6qpwTI5lRI

- To learn how to share a Google Drive file or folder watch this video: https://youtu.be/CfSECNx6OUI

6.2 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".

7.   Find and evaluate content

In order to present lessons online you will probably need to make your own or find existing digital resources. Below your will find some useful tips to help you find relevant sources.

Explore the **Remote Teaching and Learning FOR TEACHERS website. Module 3: Finding Digital Content** https://fsdoeelearning.wixsite.com/e-teacher/module3-overview

Module 3:

Finding Digital Content

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

7.1 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 can only post a link to YouTube videos.

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.

7.2 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 resource 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.
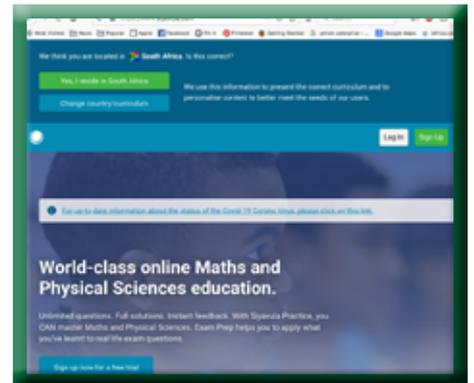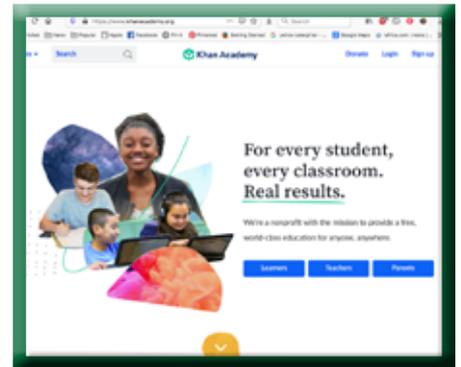
8. Develop content

Many subject teams have decided to develop notes to replace 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 other 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:

8.1 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 teachers 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 in the bottom right-hand corner to register your free education account. This will provide you with one 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

**Module 4:
Creating Digital Content**

https://wcedeteacher.wixsite.com/eteacher/module-4-overview

8.2 eBooks

PDF documents are often considered eBooks, but in reality 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.

8.3 Interactive Content

Make your content more engaging 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.

You can acquire the skills to use these online tools by looking for tutorials on their websites or conducting a search on YouTube or Vimeo.

8.4 Video teaching

One option for replicating classroom teaching, if your learners have good connectivity, is Video Teaching. This technique requires specific presentation, video creation and editing skills. We recommend that teachers learn how to use MS PowerPoint with voice overs and a screen recorder such as **ScreenCastify** to create multi-media content. For more information on how to use ScreenCastify see pages 48 and 49 of this guide.

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.

**Module 2:
Teaching Strategies**

https://fsdoeelearning.wixsite.com/e-teacher/module2-overview

A better option for scheduling and communicating classroom activities from home is Google Classroom

http://classroom.google.com

Toolbox 2:

FOR PARENTS

https://wcedeteacher.wixsite.
com/parenttoolkit/toolbox-2

9. 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 time-table. 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 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. Google Classroom will automatically synchronise due dates with Google Calendar so it might be a better option for scheduling and communicating classroom activities from home. 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 support in their 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.
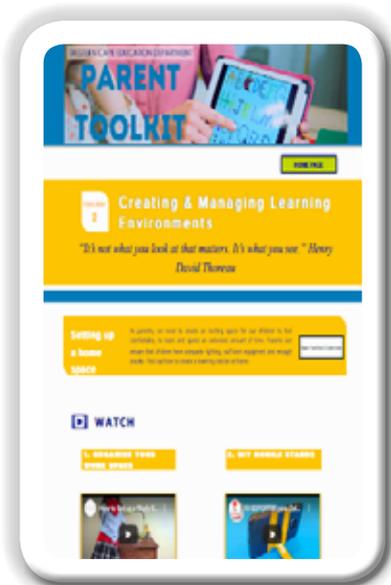
10. Managing learning

10.1 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 respond or provide feedback.

4. All stakeholders must be able to pursue the conversation.

5. 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 on the next page 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 of the use of the tool.

10.2 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 simple online resources that allow you to set up a blog or website 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 these resources are designed for sharing information.

Table 2: Considerations when communicating online

Type	Advantages	Disadvantages
Cell phone voice calls	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 to
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 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

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? We have already shown how Google Classroom can be used to share online information.

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.

10.3 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.

10.3.1 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 assignments 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.

10.3.2 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.

10.3.3 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.

11. Virtual teaching

11.1 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:

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

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
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.**

12. Assessment

12.1 Formative assessment

Formative assessment is a dialogue or communication between the learner and the teacher. By definition communication is a two-way process often taking the form of feedback to answers given. 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 Forms as an example:

You probably know that Google Forms can be used to created 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 key:

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 (OneNote 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.

12.2 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 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).

12.3 Monitoring progress

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

More sophisticated Learning Management Systems allow the teacher to set conditions requiring a learner to complete one section of work before being able to access the next, thereby tracking 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, but you can also 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 assignments need to be graded, but you can use assignments to issue instructions on what to do and attach the necessary resources. After the learner has viewed the assignment, he/she can click on "Mark as done" button. The learner is also able to have a private conversation with the teacher within an LMS.

As a teacher you will be able to see a summary of who has been given 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's part of the teaching and learning strategy and it's part of the social contract for home learning and teaching. Here, the parent is a partner, and leveraging on the teacher-parent-learner connectedness is key for continued monitoring of the learner's 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).
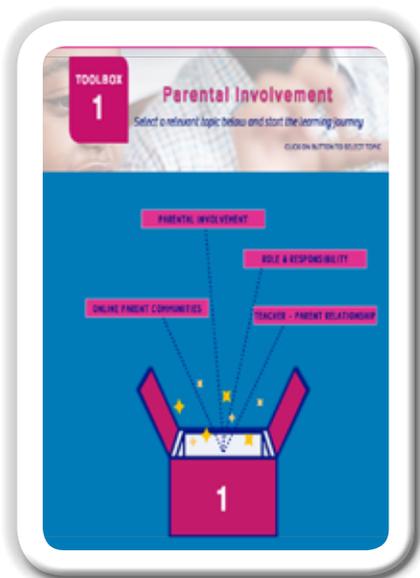
Remote Teaching and Learning
FOR PARENTS

**Toolbox 1:
Parental Involvement**

(https://wcedeteacher.wixsite.com/parenttoolkit/overview1)

13. Learner-centred approaches

13.1 Engaging learners through dialogue

Engaging learners in a way that develops critical thinking means immersing them in real life applications 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 in-depth group discussions which include the teacher as facilitator when necessary.

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 group classroom exercise.

Platforms such as Google classroom, without additional add-ons that allow for discussion rooms, are essentially a teacher tool. Wiki's, on the other hand, are good for collaborative written content development as the variety of collaborative tools offered in online storage spaces means that they can be used for a greater variety of activities.

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	✔	✔	✔	✔	✔

Online communication and collaboration tools (Digital Learning Competency No. 7) will improve learner engagement and enhance their awareness of curriculum related local and global issues. As the teacher, you must factor in what kind of tools your learner community will cope with, not only in terms of costs, but also in terms of the simplicity of its use.

13.2   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 and suggested that the teacher's role as the fountain of all knowledge would be challenged.

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. Teaching strategies, such as reflective learning, flipped classroom and other didactic approaches will be key.

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

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

Teachers in a flipped classroom situation shift the activities associated with the lower levels of Bloom's Taxonomy 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 deepen and clarify understanding. Typically, we would see activities which respond to any 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.

Once the learners understand the basic content, they can begin to engage with it more deeply in activities typically associated with the higher orders of Bloom's Taxonomy, such as:

- 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 you and your learners' context.

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

13.3 Storytelling

The benefits of storytelling as a pedagogical approach are well-documented. You can read a brief summary of these benefits at the blog post https://bit.ly/Storytelling2.

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

Free images

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 by telling the story using slides in Powerpoint or Google Slides online and saving it as a PDF. As a teacher you could prepare a story template which the learners could copy and then edit.

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 artefacts as both story-telling and reading resources.

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.

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.

13.4 Collaboration

A collaborative learner activity is one in which learners work together, interdependently on one common product. Typically such tasks can be in the form of writing, thinking processes, creating multimedia 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 communicate with each other and connect to the content 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 the sidebar above.
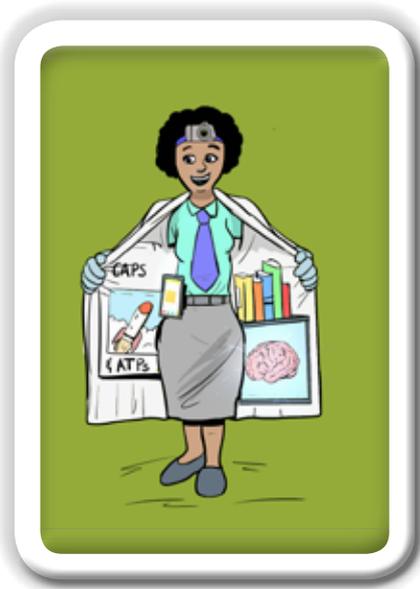
13.5 Make thinking visible

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.

More ❯

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, yet important, aspects to see and provide feedback on is thinking. This includes seeing evidence of an individual's effort in a group activity. 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.
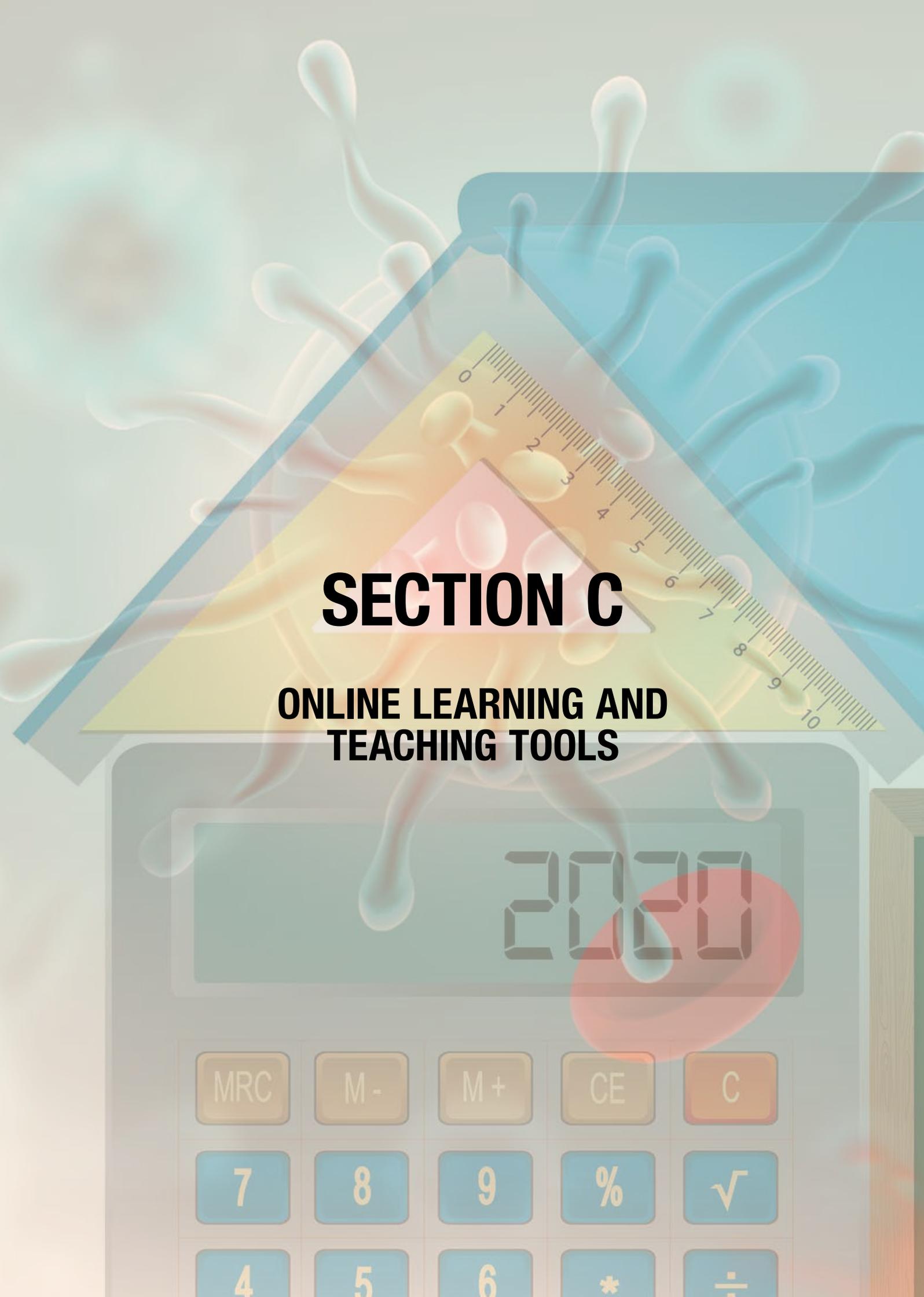
SECTION C

ONLINE LEARNING AND TEACHING TOOLS

Online Learning and Teaching Tools

Section C provides examples of some online learning and teaching tools that can help you. It is important to remember that each teacher and learner's working environment is unique and therefore various online tools should be explored so as to cater for individual distance teaching and learning environments. We have included simple tips to help streamline the process of creating effective online material no matter which applications you choose to use.

Tips and advice

Record your lessons, do not stream them

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

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.

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.

Test out slides

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

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.

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.

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.

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.

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.

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 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.

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.

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.

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

# An example of an online classroom on the Google Classroom Platform

Google Classroom is a user-friendly free service and there are many online tutorials to help you learn how to make the most of its various functions. With an array of add-on functions and tools, it provides a single online location whereby you can communicate with your learners through written notices and reading material as well as live video lessons. You can assign work, provide links to other online resources, collect and mark assignments and host live video lessons. One of the best things about creating your own online classroom is that the lessons and resources may be viewed at any time, this means that learners can view lessons several times when preparing for examinations and teachers can repost previously recorded material to be used in subsequent years.
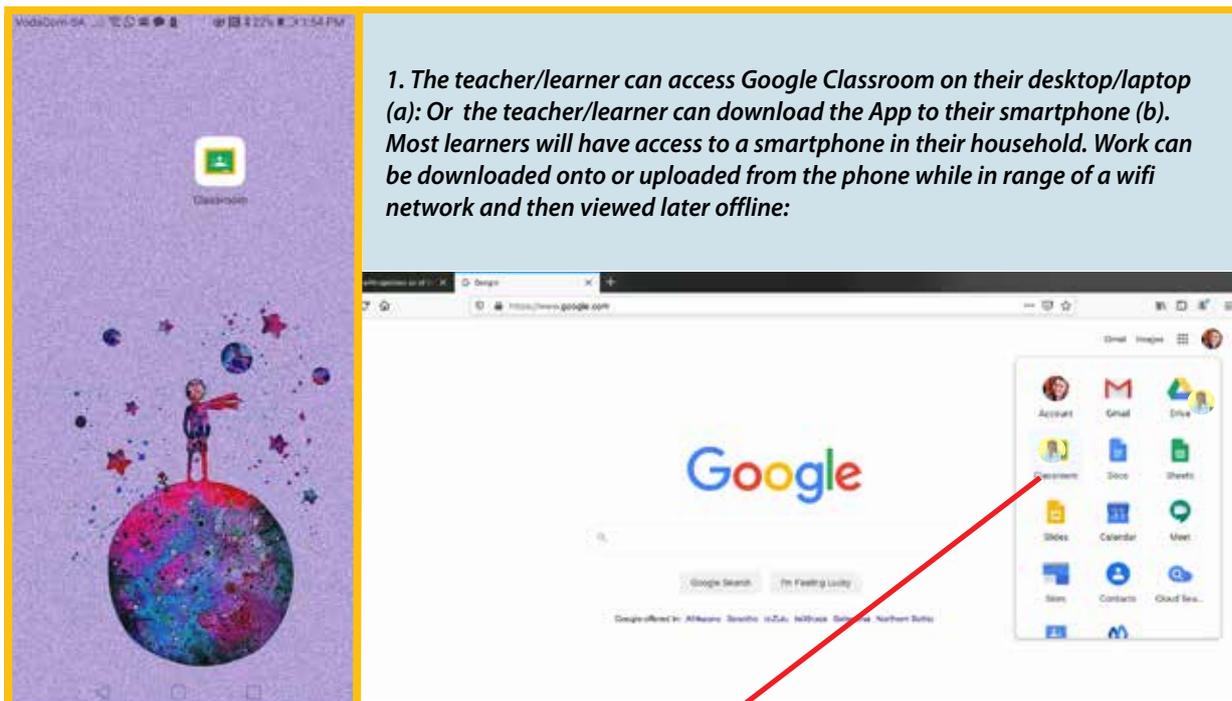
1. The teacher/learner can access Google Classroom on their desktop/laptop (a): Or the teacher/learner can download the App to their smartphone (b). Most learners will have access to a smartphone in their household. Work can be downloaded onto or uploaded from the phone while in range of a wifi network and then viewed later offline:

1b) Smartphone version   *1a) Desktop version*
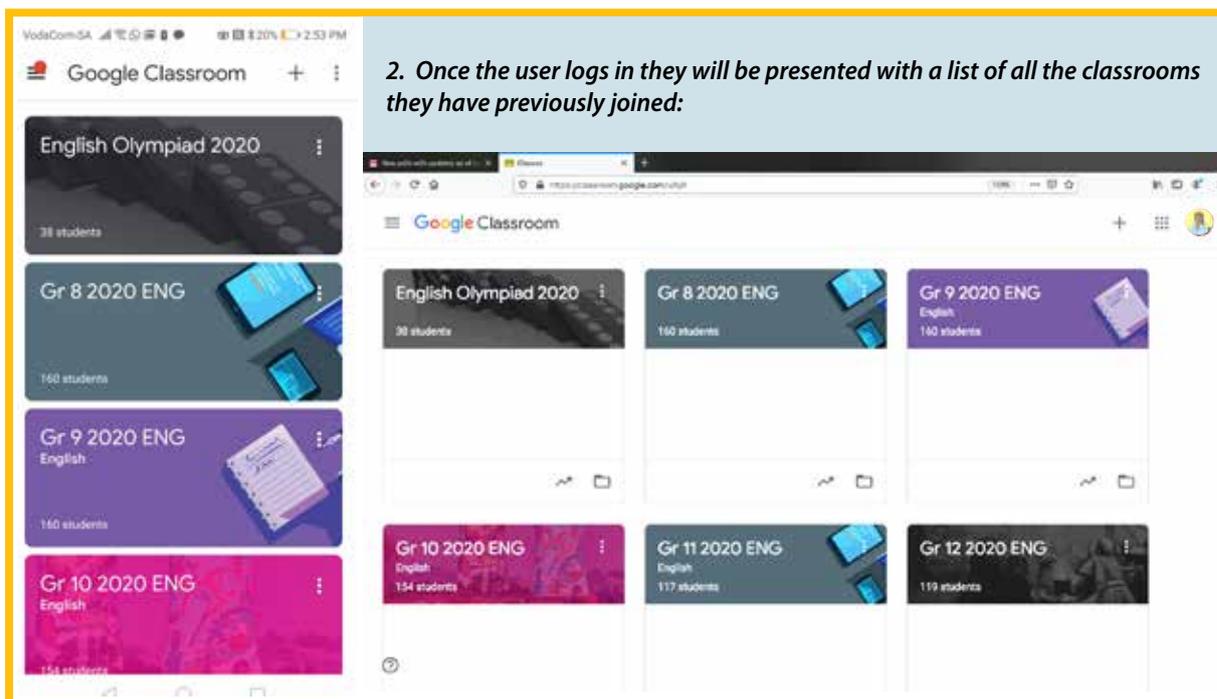
2. Once the user logs in they will be presented with a list of all the classrooms they have previously joined:

2b) Smartphone version   *2a) Desktop version*

3. To create or join a new class click the + sign; it is only by entering the unique code that their teacher gives them that learners will be able to join a class and have access to its materials:
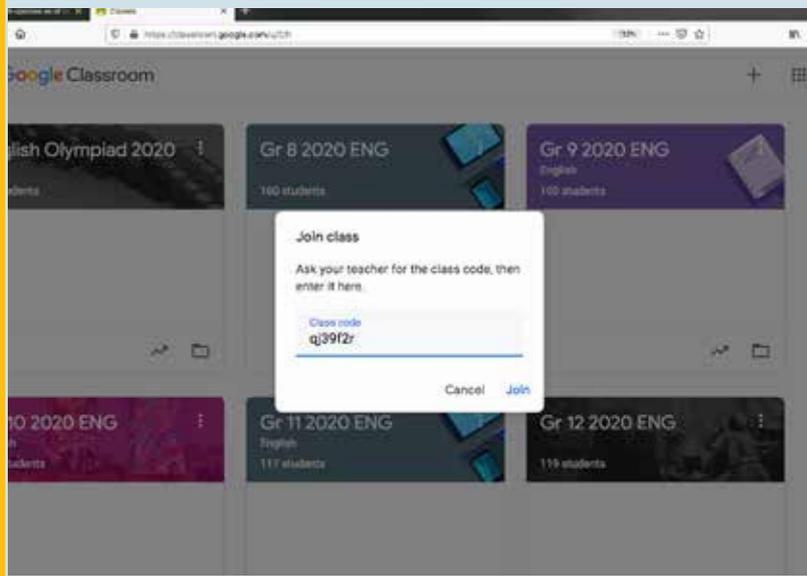
3a) Desktop version
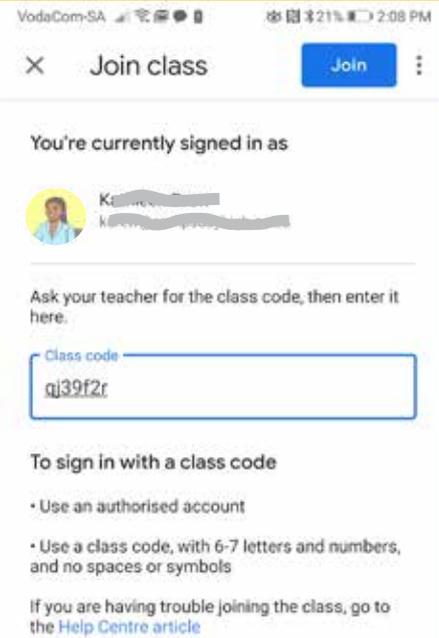
3b) Smartphone version

4. All of the teacher's posts for that class (notices, messages and comments by teachers and learners that build a sense of community, etc.) appear chronologically under the Stream tab with newest work appearing at the top.
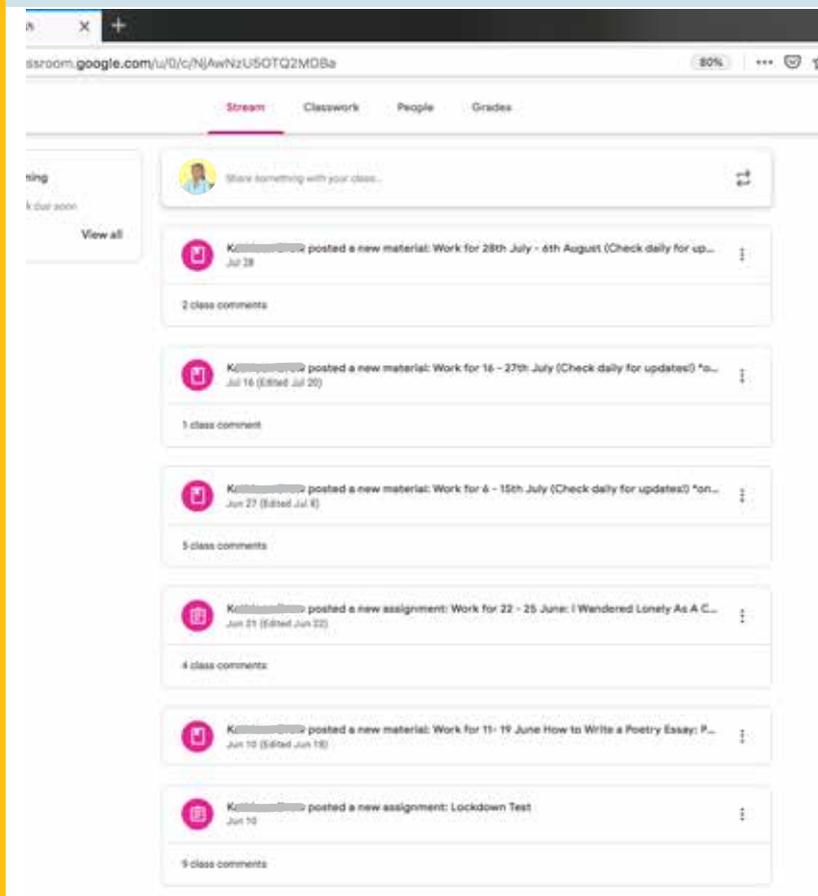
4a) Desktop version
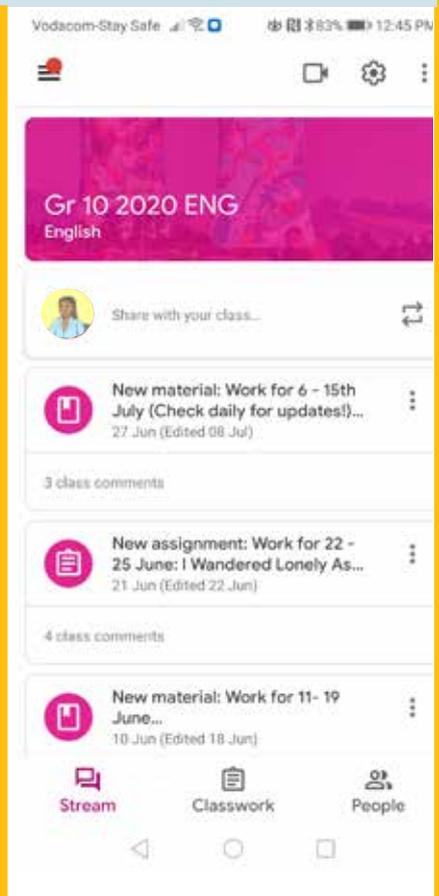
4b) Smartphone version

5. To look at the classwork, click the Classwork tab. All work here is arranged by topic therefore the learner can see all the work pertaining to a particular topic published that year.
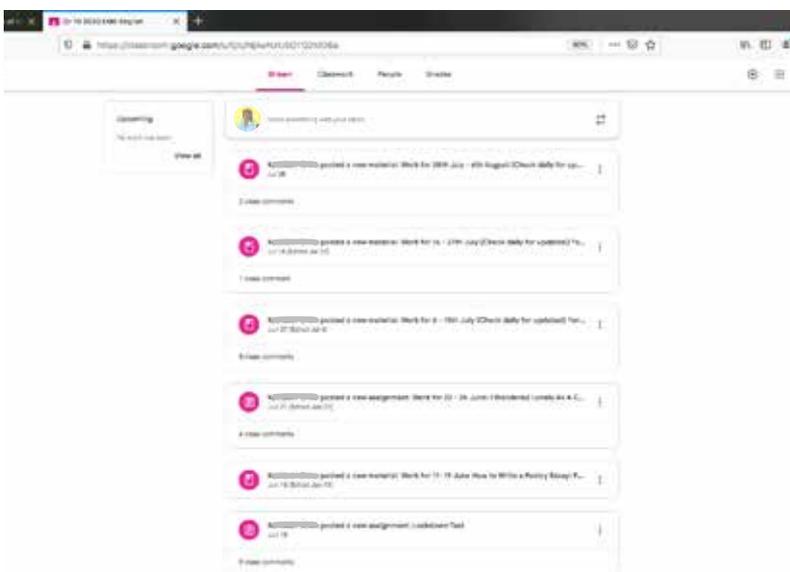
5a) Smartphone version   *5b) Desktop version*

6. You can create new work for your learners in the Classwork tab. This can take the form of new assignments, new reading material or a multiple-choice quiz can be automatically marked if you create a rubric for this.
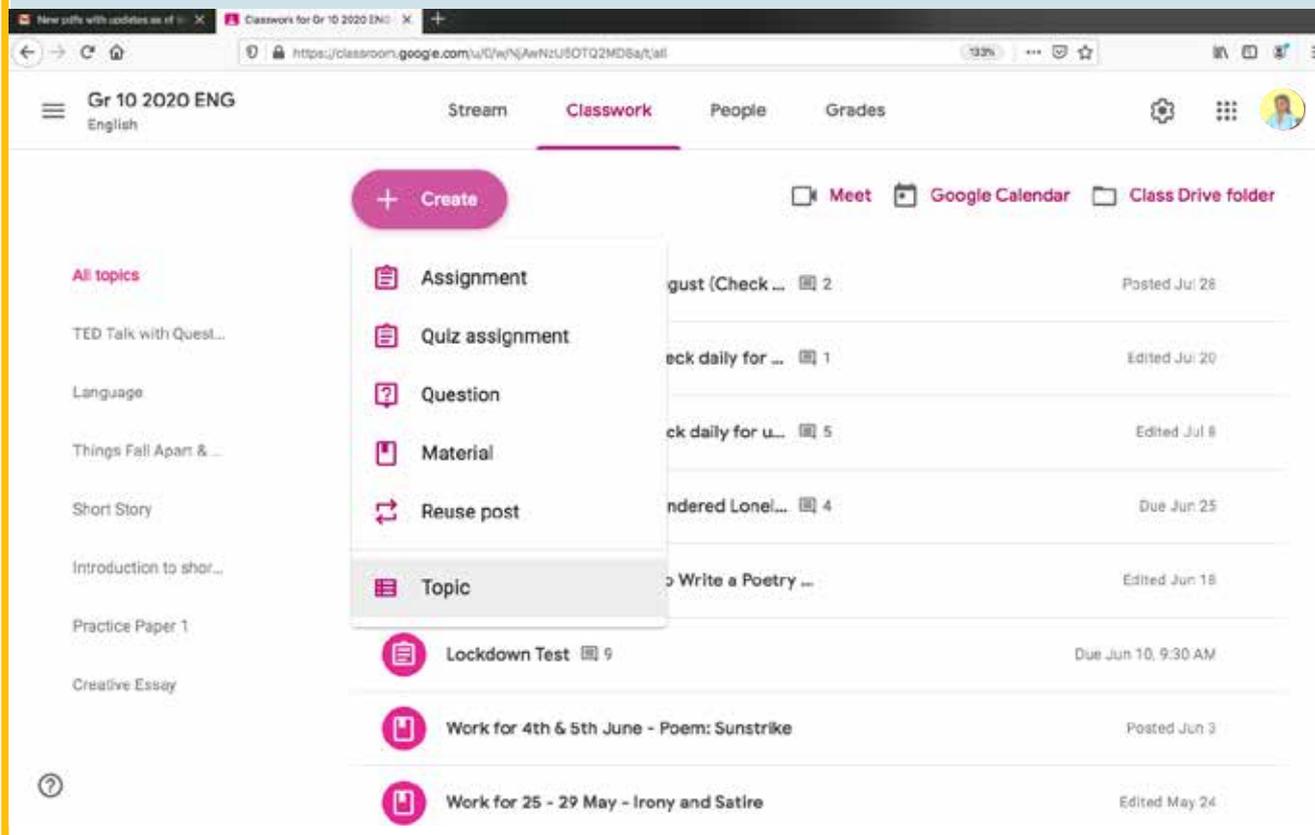
6a) Desktop version

7. Learners learning at home appreciate it when their teacher posts all the work for the week on Google Classroom, ideally on day 1. This gives the learners the ability to structure their week better so they can do two or three days English in one go or two or three days Maths in one go which is not what happens in class. Online teaching is different to working in the classroom. Forty-five minute lessons are not ideal when learning from home. Knowing what work is set for the next few days makes learners calmer so they don't wake up every morning to a fresh batch of work they need to plan for.

7a) Desktop version
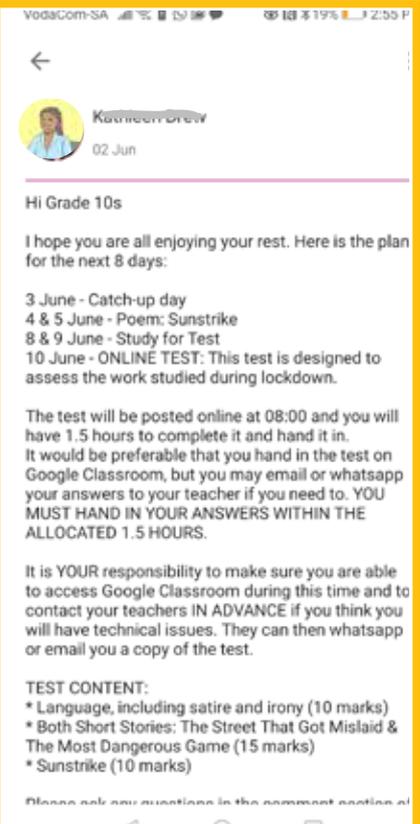
7b) Smartphone version

8. When posting new assignments the teacher can upload files and videos from various locations, adjust the mark allocation, set a due date and time for the learners to upload their assignments by; and if your learners submit typed work, you can run their work through an online plagiarism checker: https://support.google.com/edu/classroom/ answer/9335816?hl=en&authuser=0
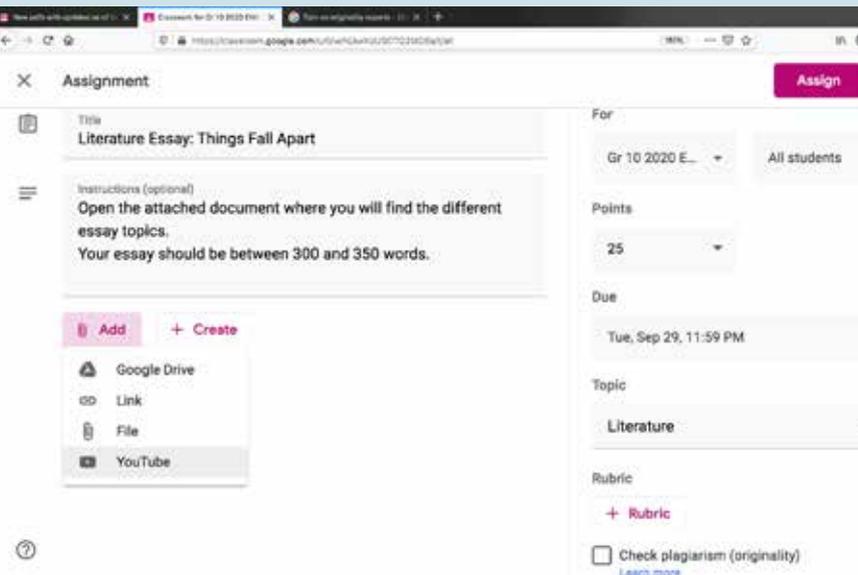
8a) Desktop version
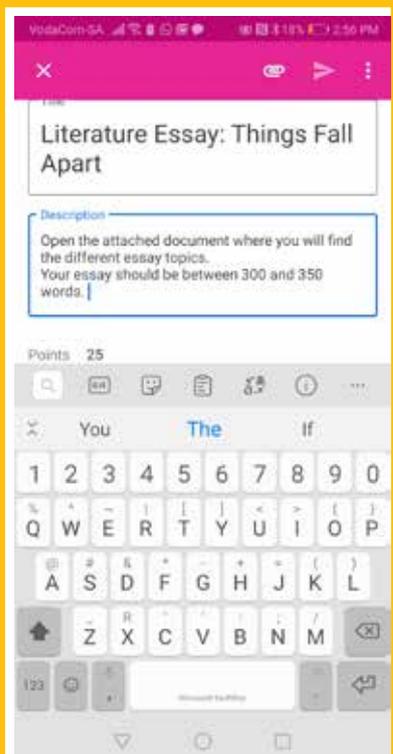
8b) Smartphone version

9a) Smartphone version

9b) Desktop version
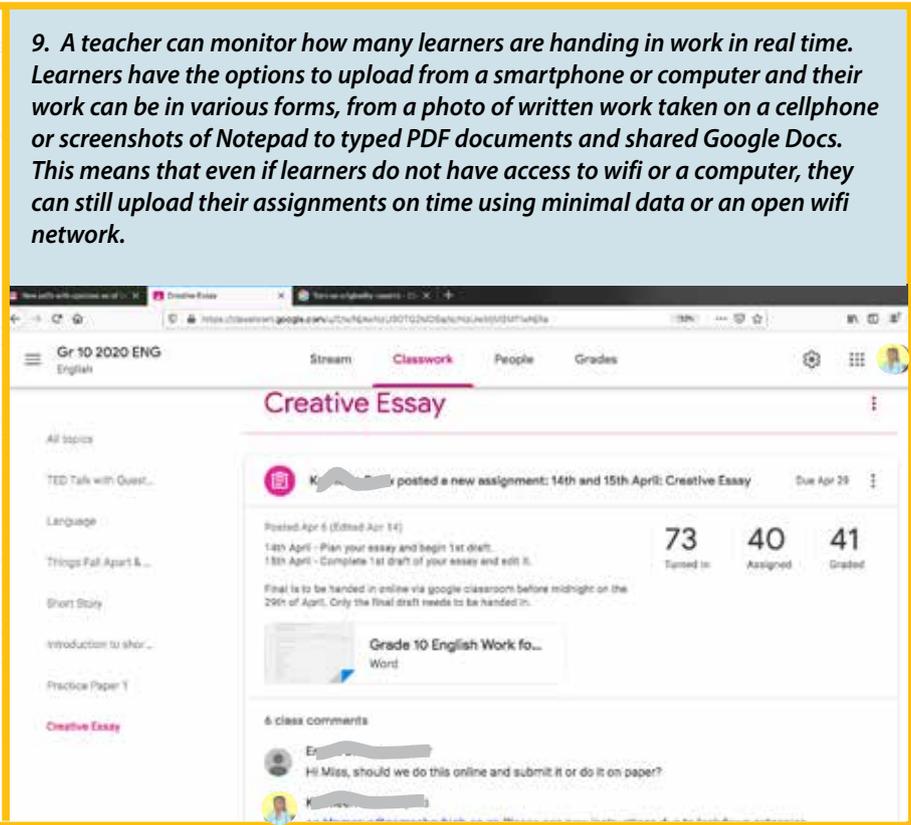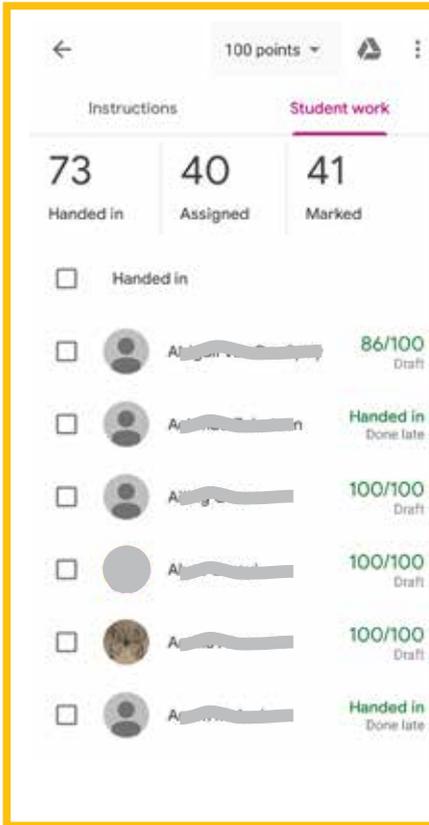
9. A teacher can monitor how many learners are handing in work in real time. Learners have the options to upload from a smartphone or computer and their work can be in various forms, from a photo of written work taken on a cellphone or screenshots of Notepad to typed PDF documents and shared Google Docs. This means that even if learners do not have access to wifi or a computer, they can still upload their assignments on time using minimal data or an open wifi network.

10a) Smartphone version

10b) Desktop version

10. Once a teacher has marked the test or essay, learners will receive an automatic email with their mark and teacher's comment. They can reply to your comments if they need further help or clarification:

11. When posting material, i.e. content, it helps to have various sized options for learners to download depending on their data restrictions. Teachers can post a high resolution video for learners with computers and uncapped data, a lower resolution video for those with limited data using smartphones, and an audio file with accompanying screenshots for learners with very little data (these low resolution options can also be downloaded and sent via WhatsApp).

Learners can ask questions about the material in the Comments section under each post.
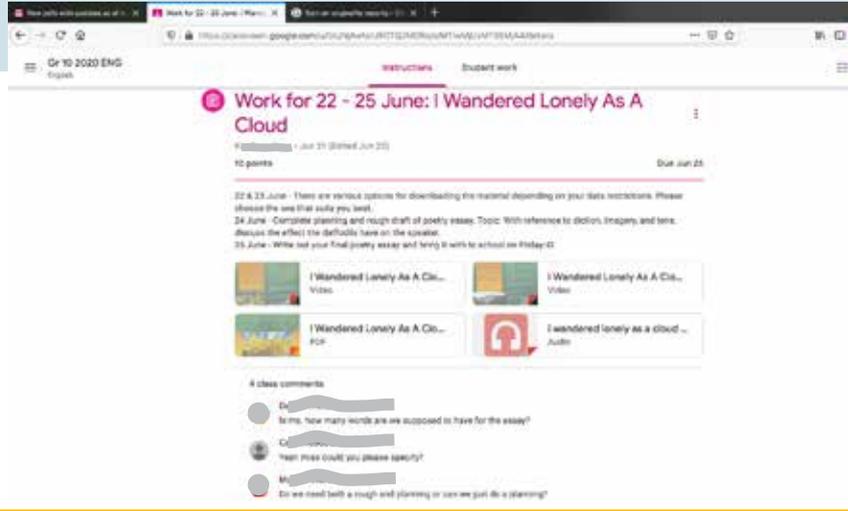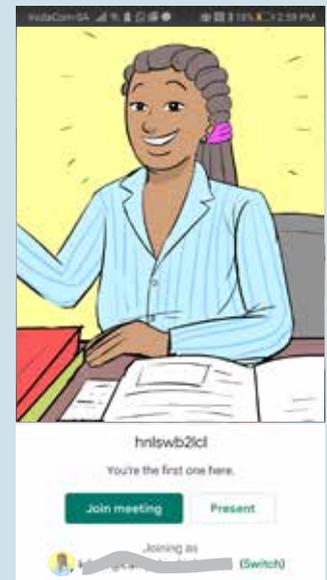

11a) Desktop version
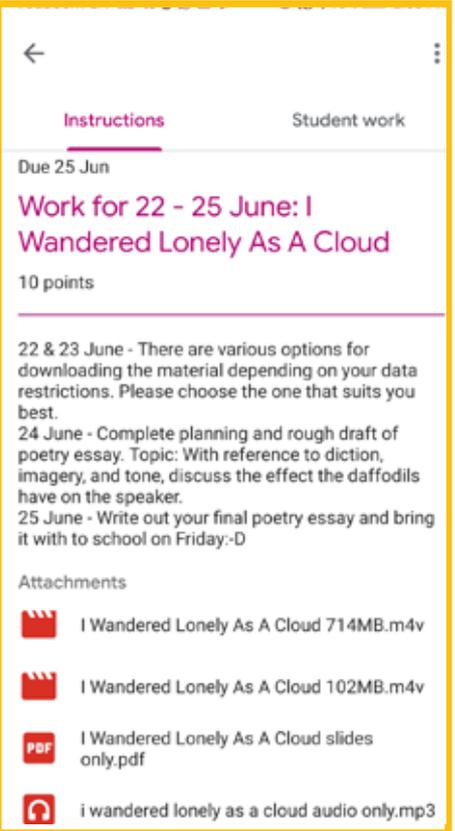
11b) Smartphone version

12. Teachers can see a summary of all their learners' upcoming, missing, received and graded work. This feature only works on a desktop or laptop. This provides easy access to a learner's academic history when writing end-of-term reports and during parent-teacher meetings.
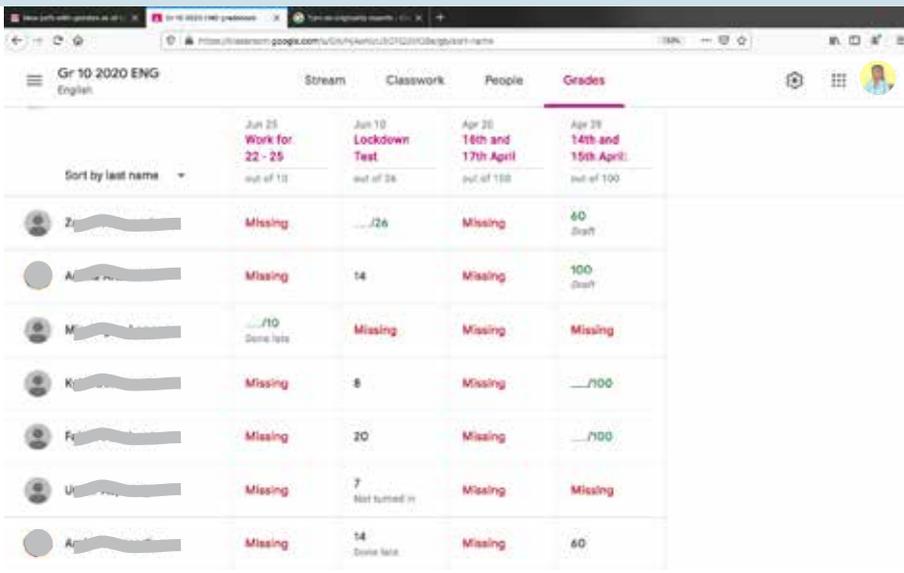
12a) Desktop version

13. Teachers and students can also speak to each other live via Google Meet for oral tasks etc. If the participants all turn off their cameras and just use their microphones, less data will be needed. The whole class can join.

A useful Google Chrome extension to add to your web browser is Sreencastify. It allows you to record, edit (Premium option only), and share videos of your computer screen. You have the option to download your recording at variable frame rates to decrease the size of the file depending which platforms you wish to share it on. These include, Google Classroom, shared files on Google Drive, e-mail or even via WhatsApp for users with limited data.

Google Drive is an indispensable tool that provides an online location to store all your lessons which can be easily accessed and shared to other applications when needed. Storing your files online will free up space on your personal device and allow it to operate more efficiently. It also allows you to access your files from any connected device.

Online Communication Tools

- Cell Phone voice calls and SMS
- Blogs/ Wikis
- Forums i.e. Proboards
- Conferences Meet Zoom Skype
- Social Networks
- Email
- WhatsApp
- Video conferences

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 a teacher - 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**.

Another option for live communication is Skype. You can use it to make phone calls and share messages, send links to files and websites, and share your computer screen. It does, however, require a strong internet connection as footage is shared in real time.

Teaching via 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)   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.

f)   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.

EDUCATIONAL RESOURCES

SECTION D

TEACHING WITH RADIO AND TELEVISION

Teaching with Radio and Television

Various online support programmes have been deployed to provide lesson content and to guide learners, teachers, education officials, as well as parents and care givers, through the curriculum. These are available for different subjects across the grades. Many of these resources are available through radio, television, and online through various portals. Section D lists television and radio programme schedules, zero-rated websites, learning portals and podcasts where lessons and resources can be found.

In the classroom teachers use resources such as the DBE Channel which is designed to facilitate interaction between learners and the teacher. A lesson in which a broadcasting channel is used as a teaching tool could lead to quite passive learners and it is therefore important that the teacher consciously maintains an active role in the lesson and encourages the learners to be active listeners. If learners are learning in isolation many will still be able to access the television and radio broadcasting resources as well as the zero-rated (no data cost) websites and learning portals. The learners can also download various podcasts and visual and audio tutorials, when in a wifi hotspot, which can then later be viewed offline. What role can you play now that you are socially distanced?

Teachers can communicate the schedule for radio or television broadcasts to their learners, flagging the lessons that are most relevant. While watching or listening to the programme, teachers can formulate questions to ask the learners at a later time. If learners know they will be verbally tested on the content of a broadcast, they are far more likely to be active listeners and to take notes. Teachers can schedule a WhatsApp group call or a Zoom or Google Meet meeting before the broadcast and/or a similar session after the broadcast to respond to questions and facilitate discussion about issues that arise. In this way TV and radio lessons can be used as a diagnostic tool to find areas of a syllabus that need extra attention.

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.

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

Module 4:

Enable Learning

https://wcedeteacher.wixsite.com/parenttoolkit/overview4

How to teach virtually with radio or television

Requirements

- Learners and teachers need devices to communicate and interact with each other and to watch or listen to the programme (TV set, radio, smartphone, tablet, laptop, internet connectivity).

- Teachers will need to know beforehand what topics are to be covered by the radio/TV lesson and when the lesson will air. For downloadable podcasts, teachers can view the lesson beforehand.

- Teaching with television or radio when learners are not in the classroom will also have to go through the following four steps:

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

- Teacher plans possible platforms to communicate and interact with learners and parents on, such as via a WhatsApp group chat or a Zoom meeting.

- Teacher selects online materials from a zero-rated website or portal, or produces their own resources to 1)use as remedial work for those learners who will find the lesson challenging, 2) help learners apply the possible knowledge gained from the TV/radio lesson, as well as 3) enable expansion activities.

- Teacher selects online tools for team work and collaboration exercises after learners have viewed/listened to the lesson.

Step 2: Minutes before the broadcasting of the radio or television lesson

- Teacher communicates with parents and learners using the selected platforms, reminding them to make themselves available to actively listen to the lesson.

- Teacher provides a guide for watching/listening to the TV/radio lesson (guiding learners to the most important elements they should focus on).

Step 3: During the broadcasting of the radio or television lesson

• Teacher and leaners watch the TV lesson using their preferred devices while making notes about information they find interesting and wish to investigate further, as well as taking note of elements they find confusing and wish to gain clarification on later.

• Teacher checks the suggested remedial, application and expansion activities during the transmission, evaluates their impact on learning and adjusts them where necessary.

Step 4: After the broadcasting of the radio or television lesson

• Teacher addresses the questions raised by learners, individually and collectively, using the platform selected (social media platforms, such as Google Meet or collaboration tools, such as WhatsApp).

• Teacher refers learners to the learning activities s/he has found online or produced him/herself, in order to guide further understanding and deepen content knowledge.

• Teacher guides learners to online collaboration and communication tools to help learners interact, summarise, share their opinions and provide feedback.

• Teacher uses online poll systems and social media networks to rate the learners' opinion, in relation to what was observed, and shares it with other teachers.

• Teacher can share a recorded or transcribed question and answer session with learners who cannot join on the day due to data or other restrictions.

TV Program Schedules

Time slot	Grade	Subject	Day	Channel
00:00 – 04:00	12	Grade 12 Revision	Mon – Sun	DSTV 139 0r OVHD 134
00:00 – 06:00	12	Grade 12 Revision	Mon – Sun	OVDH 122
05:00 – 06:00	10 – 12	Maths	Mon	SABC 1
05:00 – 06:00	10 – 12	Physical Sciences	Tue	SABC 1
05:00 – 06:00	10 – 12	English FAL	Wed	SABC 1
05:00 – 06:00	10 – 12	Accounting	Fri	SABC 1
05:00 – 06:00	1 – 3	Literacy	Sat – Sun	DSTV 139 0r OVHD 134
05:00 – 06:00	10 – 12	Life Sciences	Thur	SABC 1
06:00 – 07:00	10 – 11	English FAL, Maths, Physical Sciences	Mon – Fri	SABC 3
06:00 – 21:00	1 – 9	Mindset PoP (Primary School)	Mon – Sun	DSTV 317
09:30 – 10:00	10 – 12	Home Languages	Mon – Fri	SABC 2
10:00 – 11:00	12	Geography, Life Sciences, Accounting, Mathematics, Physical Sciences	Mon – Fri	SABC 2
11:00 – 23:00	10 – 12	All	Mon – Sun	DSTV 139 0r OVHD 134

Radio Program Schedules

Time slot	Grade	Day	Radio channel	Frequency	Province
09:00 – 09:30	10 – 12	Mon – Fri	Ukhozi FM	91.5	KZN, Gauteng
10:00 – 11:00	10 – 12	Mon – Fri	KZN Community Radio Stations		KZN
10:15 – 10:45	10 – 12	Mon – Thur	UWFM	93.2	EC
10:30 – 11:30	10 – 12	Mon – Thur	Radio 2000	97.2 & 100 FM	Gauteng
10:50 – 11:50	10 – 12	Mon – Fri	Gagasi FM	99.5	KZN
11:00 – 18:00	10 – 12	Mon – Fri	CAPS Radio	https://capsradio.co.za/	Online
11:20 – 12:20	10 – 12	Mon – Fri	Vuma FM	103	KZN
13:00 – 14:00	10 – 12	Mon – Fri	East Coast Radio FM	94.00 – 95.90	KZN
13:05 – 14:05	10 – 12	Mon – Fri	Radio Pulpit AM	657 AM	Gauteng, Mpumalanga, KZN
14:30 – 15:00	10 – 12	Mon – Thu	Ikwezikwezi FM	94.5 to 106.3	Mpumalanga, Limpopo, Gauteng
15:00 – 16:00	10 – 12	Mon – Fri	Tut FM	96.2	Gauteng
15:30 – 16:30	10 – 12	Mon – Fri	Lotus FM	87.7 - 106.8	KZN
17:30 – 18:00	4 to 6	Mon – Thu	Thobela FM	87.6 – 92.1	Gauteng

Time slot	Grade	Day	Radio channel	Frequency	Province
17:30 – 18:00	10 – 12	Mon – Thu	Ligwalagwala FM	87.7, 92.5 to 104	Mpumalanga, Gauteng, NW, Limpopo, Free State
17:30 – 18:00	10 – 12	Tue – Wed	Kangala FM	92.8 FM	West Mpumalanga
17:30 – 18:00	10 – 12	Tue – Wed	kanyamazane FM	107.3 FM	East Mpumalanga
17:30 – 18:00	10 – 12	Tue – Wed	RFM	103.2 FM	East Mpumalanga
17:30 – 18:00	10 – 12	Tue – Wed	Barberton FM	104.1 FM	East Mpumalanga
17:30 – 18:00	10 – 12	Tue – Wed	Bushbuckridge FM	88.4 FM	East Mpumalanga
17:30 – 18:00	10 – 12	Tue – Wed	Emalahleni FM	98.7 FM	West Mpumalanga
17:30 – 18:00	10 – 12	Tue – Wed	Eyethu FM	104.3 FM	West Mpumalanga
17:30 – 18:00	10 – 12	Tue – Wed	Greater Middelburg FM	89.2 FM	West Mpumalanga
17:30 – 18:00	10 – 12	Tue – Wed	Ligwa FM	101.3 FM	South Mpumalanga
17:30 – 18:00	10 – 12	Tue – Wed	Mash FM	91.7 FM	East Mpumalanga
17:30 – 18:00	10 – 12	Tue – Wed	Mkhondo FM	98.9 FM	East Mpumalanga
17:30 – 18:00	10 – 12	Tue – Wed	Moutse FM	96.3 FM	South Limpopo
17:30 – 18:00	10 – 12	Tue – Wed	Nkomazi FM	100.2 FM	East Mpumalanga
17:30 – 18:00	10 – 12	Tue – Wed	Voh FM	905.5 FM	Mpumalanga, Limpopo
17:30 – 18:00	10 – 12	Tue – Wed	Voice of the community	102.9 FM	South Mpumalanga
18:00 – 00:00	12	Mon – Fri	CAPS Radio	https://capsradio.o.za/	Online
19:30 – 20:00	10 – 12	Mon – Thu	Motsweding FM	89.6	Gauteng, NW, Free State

Links to Broadcasting Schedules

Channel	Link
SABC 1	http://www.sabceducation.co.za/gelezanathi/schedule/
SABC 2	https://mydorpie.com/tv-guide/TV-Guide-South-Africa-SABC-etv-OpenViewHD-DSTV
SABC 3	https://mydorpie.com/tv-guide/TV-Guide-South-Africa-SABC-etv-OpenViewHD-DSTV
DSTV	https://guide.dstv.com/channels
OVHD	https://kfmulaudzi.files.wordpress.com/2020/03/epg_layout.pdf https://www.openview.co.za/tv-guide https://www.openview.co.za/tv-guide

Zero-rated Websites & Learning Portals

Grade	Name	Link	Resource type (website, e-learning, hotline etc)	Zero rated network
R – 9	DBE Workbooks	https://www.education.gov.za/Curriculum/LearningandTeaching SupportMaterials(LTSM)/Workbooks.aspx	Website	Vodacom/MTN / Telkom/Cell C
R – 12	Khan Academy	https://www.khanacademy.org/	Website	MTN/Telkom
10 – 12	Self-Study Guides	https://www.education.gov.za/SelfStudyGuidesGrade10-12.aspx	Website	Vodacom/MTN/Telkom/Cell C
10 – 12	Tech Teachers	https://www.techteachers.co.za/	Website	MTN
7 – 12	Olico (Maths)	https://olico.org/	Website	MTN
7 – 9	MST Workbooks	http://www.mstworkbooks.co.za/index.html	Website	Vodacom/ Telkom
4 – 12	Siyavula Textbooks	https://www.siyavula.com/	Website	Vodacom/MTN/Telkom
4 – 6	Thunderbolt Kids	http://www.thunderboltkids.co.za/	Website	Vodacom
4 – 6	South African Stories	https://www.education.gov.za/Portals/0/Documents/Publications/Storytime%20Intermediate%20Phase%202015.pdf?ver=2015-03-19-125050-580	Website	Vodacom
3 – 12	Ecexams	https://www.ecexams.co.za/ExaminationPapers.htm	Website	MTN
1 – 12	Vodacom e-school	https://vodacom.mytopdog.co.za/	Website	Vodacom/MTN
1 – 12	Mindset	https://learn.mindset.africa//	Website	Vodacom/MTN/Telkom
1 – 12	Ecurriculum	https://www.eccurriculum.co.za/	Website	MTN
1 – 12	Extra Marks	http://www.extramarks.co.za/	Website and App	MTN
1 – 9	African Storybook	https://www.africanstorybook.org/	Website	Vodacom/MTN/Telkom
1 – 3	Big Books	https://www.education.gov.za/Curriculum/LearningandTeaching SupportMaterials(LTSM)/IIALResources.aspx	Website	Vodacom/MTN/Telkom/Cell C
1 – 3	Big books	https://www.education.gov.za/Curriculum/LearningandTeaching SupportMaterials(LTSM)/GradedReadersandBigBookHL.aspx	Website	Vodacom
12	Mind the Gap Study Guides	https://www.education.gov.za/Curriculum/LearningandTeaching SupportMaterials(LTSM)/MindtheGapStudyGuides.aspx	Website	Vodacom/MTN/Telkom/Cell C
12	FET Revision Booklets	https://www.education.gov.za/Programmes/SecondChanceProgramme/RevisionBookletsFET.aspx	Website	Vodacom/MTN/Telkom/Cell C

Grade	Name	Link	Resource type (website, e-learning, hotline etc)	Zero rated network
12	Second Chance Matric	https://www.education.gov.za/secondchance/Home.aspx	Website	Vodacom/MTN/Telkom/Cell C
12	Second Chance Matric	https://www.education.gov.za/Programmes/SecondChanceProgramme/RadioLessons.aspx	Radio Lessons	Vodacom/MTN/Telkom/Cell C
12	Video Tutorials	https://www.education.gov.za/Informationfor/Learners/VideoTutorials.aspx	Video Lessons	Vodacom/MTN/Telkom/Cell C
1-12	School in a Box	https://schoolinabox.co.za/	Interactive site and lessons	Telkom

Podcasts

Grade	Subject	Content	Link	Duration (hours)	Channel/website
All	All	Paid podcasts for all grades and subjects	https://viaafrika.com/podcast/	N/A	Via Afrika
8 – 9	Mathematics	Euclidean Geometry	https://soundcloud.com/caps-radio-344950611/dbe-kzn-grade-8-and-9-euclidean-geometry-basic-concepts	N/A	Soundcloud
7 – 12	Afrikaans	Improve your Afrikaans speaking, grammar, vocabulary & writing	https://www.radio-south-africa.co.za/podcasts/learn-afrikaans-afrikaanspod101com	1 hr	Radio South Africa
7 – 12	Afrikaans	Improve your Afrikaans speaking, grammar, vocabulary & writing	https://www.radio-south-africa.co.za/podcasts/learn-afrikaans-afrikaanspod101com	1	Radio South Africa
10 – 12	Geography	N/A	http://www.yfm.co.za/2020/04/02/grade-12-lessonswithy-geography-history-life-science/	1 hr	YFM
10 – 12	History	N/A	http://www.yfm.co.za/2020/04/02/grade-12-lessonswithy-geography-history-life-science/	1 hr	YFM
10 – 12	Life Science	N/A	http://www.yfm.co.za/2020/04/02/grade-12-lessonswithy-geography-history-life-science/	1 hr	YFM
10 – 12	Questions	N/A	http://www.yfm.co.za/2020/04/02/grade-12-lessonswithy-geography-history-life-science/	1 hr	YFM
12	Accounting	Financial Statements	https://www.ecr.co.za/e-learning-doe/accounting/	1 hr	East Coast Radio
12	Accounting	Module 1	http://www.702.co.za/articles/379966/gauteng-matric-revision-2020-tourism	1 hr	702
12	All	Video tutorials on variety of topics and subjects	https://www.education.gov.za/Informationfor/Learners/VideoTutorials.aspx	N/A	DBE
12	All	Audio Tutorials	https://www.education.gov.za/Programmes/SecondChance Programme/RadioLessons.aspx	N/A	DBE

Grade	Subject	Content	Link	Duration (hours)	Channel/ website
12	All	Podcasts on subject specific topics for all grades	https://soundcloud.com/user-331760652	1 hr	Soundcloud
12	All	Podcasts on subject specific topics for all grades	https://capsradio.co.za/podcasts-2/	1 hr	CAPS Radio
12	Business Studies	Module 1	http://www.702.co.za/articles/379967/gauteng-matric-revision-2020-business-studies-module-1	1 hr	702
12	Economics	Module 1	http://www.702.co.za/articles/379965/gauteng-matric-revision-economics-module-1	1 hr	702
12	English	Revison Exam Paper	https://www.ecr.co.za/e-learning-doe/english-doe/	1 hr	East Coast Radio
12	English FAL	Paper 1 & 3	https://iono.fm/e/845057	1 hr	Motsweding FM
12	English FAL	Module 1	http://www.702.co.za/podcasts/379/gauteng-matric-revision-2020/304895/english-home-language-module-1	1 hr	702
12	English SAL	Module 1	http://www.702.co.za/podcasts/379/gauteng-matric-revision-2020/304897/english-additional-language-module-1	1 hr	702
12	Geography	Mid-latitude cyclones	https://www.ecr.co.za/e-learning-doe/geography-doe/	1 hr	East Coast Radio
12	Geography	Paper 1	https://iono.fm/c/3855	1 hr	Motsweding FM
12	History	Essay – USA 1950 – 1970	https://www.ecr.co.za/e-learning-doe/history-doe/	1 hr	East Coast Radio
12	Mathematics	Trigonometry	https://iono.fm/c/3855	30 min	Motsweding FM
12	Maths	Euclidean Geometry	https://www.ecr.co.za/e-learning-doe/pure-mathematics-doe/	1 hr	East Coast Radio
12	Maths Literacy	Data handling and probability	https://www.ecr.co.za/e-learning-doe/maths-literacy-doe/	1 hr	East Coast Radio
12	Maths Literacy	N/A	https://iono.fm/e/845080?fbclid=IwAR2ijC9CArmM42QaLp0X96GU-IZFeTib59it5kIZcEwKcm8eLEn7bFf0dhs	1 hr	Motsweding FM
12	Tourism	Module 1	http://www.702.co.za/podcasts/379/gauteng-matric-revision-2020/305251/tourism-module-1	1 hr	702
10	Accounting	N/A	https://iono.fm/e/845067	30 min	Motsweding FM

E-learning, Online Video & Audio Tutorials

Grade	Subject	Content	Link	Duration (hours)	Channel/ website
All	All	Online Lessons Everyday	https://www.facebook.com/ AfricaTeenGeeks/posts/2865287 876882195?__n__=K-R	N/A	African Teen Geeks Facebook
All	All	Videos on all subjects and topics for all grades	https://www.facebook.com/ AfricaTeenGeeks/videos/	N/A	African Teen Geeks Facebook
All	All	E-classroom – video tutorials, mock exams & CAPS support content	https://e-classroom.co.za/	N/A	E-classroom
All	All	Vodacome E-school – guided content, tasks & tests	https://vodacom-cleverly. vodacom.mytopdog.co.za/	N/A	Vodacome E-school
7 – 9	Mathematics, English & Matural Sciences	Online Lessons, worksheets & memos. New content uploaded everyday.	https://www.worksheetcloud. com/live/classrooms/	N/A	Worksheet Cloud
4 – 6	Mathematics, English & Matural Sciences	Online Lessons, worksheets & memos. New content uploaded everyday.	https://www.worksheetcloud. com/live/classrooms/	N/A	Worksheet Cloud
10 – 12	All	E-school – digital classroom with lessons, asignments & games	https://seva.co.za/app.html#/ dashboard/guest	N/A	Seva
10 – 12	Mathematics	Video lessons on limits, average gradient and derivitives	https://www.isasa.org/ mathematics-lessons-calculus/	1 hr	Rodean School
1 – 5	All	CAPS aligned online lessons, games & exercises in all subjects & extra subjects	https://2simple.com/za/purple-mash/	N/A	2simple
12	All	Video tutorials on variety of topics and subjects	https://www.education.gov. za/Informationfor/Learners/ VideoTutorials.aspx	N/A	DBE
12	All	Audio Tutorials		N/A	DBE
3	Mathematics & English	New Online Lessons, worksheets & memos uploaded everyday	https://www.worksheetcloud. com/live/grade-3-online-classroom/	1	Worksheet Cloud
12	Afrikaans	Online lessons	https://www.youtube. com/channel/ UC_05vZ2jn3iBGQtSR37h_ug	N/A	You Tube

Other Resources

Grade	Subject	Content	Link	Channel/website
All	All	Online Lessons Everyday	https://www.facebook.com/AfricaTeenGeeks/posts/2865287876882195?__tn__=K-R	African Teen Geeks Facebook
All	Various	SABC Education Podcasts on variety of topics	https://iono.fm/c/3855	Iono FM
All	All	CAPS aligned materials, podcasts, videos & past papers	https://capsradio.co.za/	CAPS Radio
All	English	Printable English lessons and worksheets for every grade	https://remotesupport.achieve3000.com/	Achieve 3000
All	All	Videos on all subjects and topics for all grades	https://www.facebook.com/AfricaTeenGeeks/videos/	African Teen Geeks Facebook
All	All	E-classroom – video tutorials, mock exams & CAPS support content	https://e-classroom.co.za/	E-classroom
All	All	Vodacome E-school – guided content, tasks & tests	https://vodacom-cleverly.vodacom.mytopdog.co.za/	Vodacome E-school
1 – 3				
1 – 3	All	Suggested schedules, worksheets & mixed subject PDF activities	https://www.isasa.org/ecd-and-foundation-phase-resources-from-st-andrews/	St. Andrews School
1 – 3	N/A	Home education schedules and ideas for younger children	https://www.isasa.org/home-education-schedule-for-younger-children/	ISASA
1 – 3	Home Language & English	Comprehensive African Language graded reading resources	https://vulabula.molteno.co.za/how-use-resources#graded_readers	Vulabula
1 – 3	All	Lessons, worksheets for all subjects & suggested home schedule routine. Offline resour-ces	https://sites.google.com/sparkschools.co.za/home-learning/home/foundation-phase?authuser=0	SPARK Schools
7 – 9	Lessons & worksheets	Lessons, worksheets for all subjects & suggested home schedule routine. Offline resources	https://sites.google.com/sparkschools.co.za/home-learning/home/senior-phase?authuser=0	SPARK Schools
4 – 6	All	Offline & online resources & worksheets. CAPS opensource textbooks	https://sites.google.com/sparkschools.co.za/home-learning/home/intermediate-phase/math?authuser=0	SPARK Schools
1 – 7	English	Worksheets & curriculum information for grade 1 to 7	https://www.smart-kids.co.za/activity/worksheets	Smart kids
10 – 12	All	E-school – digital classroom with lessons, asignments & games	https://seva.co.za/app.html#/dashboard/guest	Seva
12	All	Video tutorials on variety of topics and subjects	https://www.education.gov.za/Informationfor/Learners/VideoTutorials.aspx	DBE

Grade	Subject	Content	Link	Channel/website
4	Maths, English, Natural Science	Downloadable lesson resources	https://www.isasa.org/intermediate-phase-resources-from-st-andrews/	St. Andrews School
1 – 12	All	Online library incl. study guides	https://www.snapplify.com/za/freeaccess	
1 – 12	All	Full online library	https://syafunda.co.za/	Syafunda
1 – 6	Reading and Language	Remedial Reading and education	https://www.bellavistashareonline.org.za/	Bellavista Share

GUIDELINES FOR EDUCATORS
FOR WORK-FROM-HOME OR ALTERNATE WORK ARRANGEMENTS

The purpose of this guideline is to provide consolidated guidance for 'work-from-home' or 'alternate work arrangements'. It includes guidelines for considering:

- 'Work-from-home' and 'special workplace arrangement' options;
- Guidelines for Remote Teaching and Learning;
- Educational Tools and Resources to Support Remote Teaching and Learning;
- Guidelines and Resources for Teaching with Radio and Television.