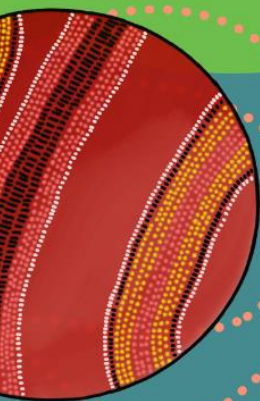


NTSDE

'Education Wherever You Are'

NT School of Distance Education



HEAL HANDBOOK

Learning Cycle



Pre-Learning

Online



Review & Apply



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Explanation of acronyms and terms

ASIP	Annual School Improvement Plan
EAL/D	English as an Additional Language/Dialect
Home School	The school responsible for enrolling students at NTSDE
IOL/IOLs	Interactive Online Learning/ Interactive Online Learning session
NTCET	Northern Territory Certificate of Education and Training
NTSDE	Northern Territory School of Distance Education
PD	Professional Development
SACE	South Australian Certificate of Education
Third Teacher	Physical learning environment, e.g., classroom
VET	Vocational Education and Training

Pre-information

Overview

The HEAL Project is a program that focuses on building the literacy, numeracy and ICT skills of students. It is an intervention program that is highly structured to support EAL/D learners to achieve **EAL/D Level 4 Achieved**. It is our belief that by students achieving **EAL/D Level 4 Achieved** they have the required literacy to navigate independently the responsibilities of family, community and work.

Course materials and learning content are age and culturally appropriate to enable students who have low levels of literacy, numeracy and ICT skills to engage in the learning. Materials focus on building student capabilities, so they can support their families, contribute to community, complete their NTCET and continue their education post their senior secondary schooling.

The HEAL Project is conducted over two-years with Home School teachers working in partnership with NTSDE teachers. The provision of the teaching and learning program, content, assessment and reporting is the responsibility of NTSDE staff, releasing Home School staff to focus on differentiating their support of students in their classrooms and providing additional scaffolding for students as required.

When students enrol in the HEAL Project, the expectation is that they commit to engaging in the program in the online environment, and commit to the following:

- complete Pre IOL Moodle activities
- participate in the IOLs - 30-60 minutes per week
- complete Post IOLs activities in Moodle

The HEAL Project is delivered in partnership with the Home School and provides the following:

- a structured online program that includes all content and assessments
- support and assistance to complete literacy and numeracy diagnostics
- assessment and reporting of student EAL/D growth
- collaboration meetings with Home School teacher weekly/fortnightly
- collaboration meetings to establish next steps in learning for each student
- opportunities to co-create, contextualise and differentiate learning materials and strategies
- resources to support the provision of quality teaching and learning in Home Schools.

HEAL course material, provides differentiated support for students with different learning needs within a single class. They are designed to support remote schools who have multiple year levels (senior years) in the same classroom.

The project has been developed as an intervention strategy for secondary students who do not have the required literacy, numeracy and ICT skills to be successful in VET and SACE subjects.

Once students reach the required **EAL/D Level 4 Achieved** they will have the required literacy to be successful in SACE Stage 1 subjects, the skills to successfully transition to an NTCET Pathway and the necessary literacy skills to navigate life beyond school independently.



For HEAL enrolments to be confirmed the following preconditions need to be met:

Students

- EAL/D level must be below Level 4 Achieved
- Be enrolled in Year 9 or 10
- Must enrol in all four subjects
- Be prepared to learn in an online environment

Schools

- Commit to a minimum of 12 months
- Minimum of eight weeks schedule of classes in a structured timetable each term
- Support students to learn in an online environment (NTSDE Instructional Model)
- Have School Council support for adopting HEAL for a minimum of 12 months
- Include partnership with NTSDE in Annual School Improvement Plan
- Improvement agenda focus on NTCET completions and improving student literacy (so not over committing to VET program, excursions).

HEAL Pathways

The HEAL Project is a two-year program and students will work towards building their capabilities to successfully complete the following subjects:

HEAL LITERACY

HEAL ENGLISH

HEAL NUMERACY

HEAL HEALTH

If students complete work in the above subjects, at the end of each year all student work submissions will be moderated to see if they have met any of the performance standards in the following Stage 1 courses. If students have met the performance standards for any of the following Stage 1 subjects, they may receive a result and 10 credits that will contribute to their NTCET pattern.

- Stage 1 Essential English
- Stage 1 Essential Mathematics
- Stage 1 Health and Wellbeing
- Stage 1 Integrated Learning – Literacy

Once students have achieved the **EAL/D Level 4 Achieved** they will transition to an NTCET pathway.

Each student's NTCET pathway will vary according to student participation and aspirations; it is anticipated that on completion of the above HEAL subjects, students will continue on to complete VET certificates and SACE subjects that are relevant to their individual communities and contexts.

Many schools already have local programs in place and our hope is that the HEAL Project supports these programs by improving the literacy, numeracy and ICT skills of all students. NTSDE can support Home Schools to use student learning from local programs to gain NTCET credits.

The sequence for the two-year program is shown below.

HEAL – Year 1		HEAL – Year 2	NTCET – Year 3
HEAL English	HEAL English		Transition into NTCET Pathway
HEAL Numeracy	HEAL Numeracy		
HEAL Health	HEAL Health		
HEAL Literacy	HEAL Literacy		
<i>Literacy skills are embedded in all subjects to provide a common literacy focus for each five weeks' worth of work across all subject areas</i>			
New content each year	New content each year		

Operation

NTSDE has established expectation for the Home School, the Home School teacher and the Third Teacher (learning environment), to ensure the program is delivered as intended. These expectations are unpacked with the Home School coordinator and NTSDE coordinator prior to the enrolment in the HEAL Project.

Home School

For students to be successful the Home Schools will have the following:

TIMETABLE

- Clear, structured routine
- Consistent
- Visible on the wall

BLOCKS OF TIME FOR HEAL

- Weekly online session for each subject
- Online session clearly identified on timetable

TIME ALLOCATION

- Four hours/weekly English
- Four hours/weekly Literacy
- Four hours/weekly Math
- Four hours/weekly Health

RESOURCES – STUDENTS HAVE:

- Laptops
- Headsets
- Dedicated HEAL space
- Active ePass
- Access to emails, Compass, Zoom and Moodle

DEDICATED

- Teacher/support in each class/HEAL lesson

COMPASS

- Use Compass to access student data

HOME SCHOOL TEACHERS WILL ATTEND:

- Online Clarifying PD Week 1 of each term
- Online Clarifying PD Week 6 of each term
- Online Moderation sessions
- Two days face to face PD

COMMITMENT TO PROGRAM

- Ten weeks to complete unit
- Formative tasks due Week 4 and 7
- Summative tasks due Week 9

Home School Teacher

For students to be successful the Home School teacher will:

TIMETABLE

- Have class timetable visible on the wall
- Unpack the class timetable with the students
- Stick to the timetable

KNOW

- The content of each HEAL subject
- Students EAL/D Levels

TEACH

- The HEAL program using the structure and access resources through Moodle
- Students to work in Moodle to access resources, complete activities and upload work
- Students to participate in the IOLs each week
- Encourage students to be communicating with their teacher in Darwin through online forums
- Home School teacher to annotate student work and provide feedback to students as students are completing their assessments

UNPACK WITH STUDENTS

- How to access and navigate Compass, Moodle and their laptop
- Learning Intentions and Success Criteria
- Content
- Formative assessment requirements
- Summative assessment requirements
- Performance standards
- Timelines

ATTEND

- Online clarifying PD Week 1 of each term
- Online Clarifying PD Week 6 of each term
- Online Moderation

ZOOM

- Fortnightly meeting with NTSDE teacher
- Participate in Regional Collaboration Hub
- Space, laptops and headsets ready for weekly IOLs for students with NTSDE teacher

NTSDE Teacher

For schools, teacher and students to be successful the NTSDE teacher will:

Relationships

- Weekly/fortnightly meeting with Home School teacher via Zoom
- Participate in the Regional Collaboration Hubs

Professional development

- Present Online Clarifying sessions
- Participate in Moderation
- Deliver two days PD (Alice Springs and Katherine)

Resources

- Develop Moodle course
- Unpack resources and content
- Provide clarifying sessions regarding marking to SACE performance standards

Direct Lessons

- Officer 60 minute IOLs each week per subject (can be two 30 minute sessions)

Commitment to program

- Formative task completed in Week 4 and 7
- Summative task completed in Week 9
- Maximising student pathway to NTCET completion

Data

- EAL/D data
- Moodle Analytics
- Traffic Light data
- Assessment tasks and due dates on Compass
- Results on Compass
- Chronicles on Compass

Third Teacher

For students to be successful the classroom environment needs the following on the walls:

ROOM

- Room needs to be large enough to accommodate students
- Where disruptions and distractions can be kept to a minimum

ICT

- Room is furnished with required ICT/connectivity
- Students each have a laptop with headphones

TIMETABLE

- Subject timetables clearly visible

TIMELINE

- Data timeline so students can see what they are required to do and when – e.g. due dates, tracking for formative and summative assessments

NTCET TRACKING

- NTCET patterns for each student up on the wall with student photos
- Student profiles clearly visible

NTSDE TEACHING TEAM

- Photos on the wall with the teachers contact details

PROTOCOLS

- Classroom expectations are clearly visible

WORD WALLS

- Used and referred to often
- Culturally appropriate material are visible in classroom
- Student profiles clearly visible
- Student work visible
- Task exemplars visible

Preconditions Agreement

Preconditions for enrolling students in HEAL Project

Commitment to deliver complete program as written:

- ☐ English ☐ Math ☐ Literacy ☐ Health
- ☐ Home School teacher accepts responsibility for being familiar with the content, timelines and assessment tasks associated with each subject

Establish timetable for each term:

- ☐ Weekly lesson structures – four hours per subject
- ☐ Annual program that identifies eight weeks of regular programming minimum each Term

Commitment to set up school program as per Service Provision Matrix:

- ☐ Complete checklist re: Third Teacher

Facilities required:

- ☐ dedicated space – required storage for student work
- ☐ computers – one for each student
- ☐ reliable connectivity is ideal (there are other options in an offline space)
- ☐ headphones – one for each student
- ☐ dedicated staff member

Commitment to use Compass to communicate and share information:

- ☐ generic email
- ☐ school dashboard
- ☐ student dashboard

Principal commits to deliver the HEAL Project for 12-months:

- ☐ School Council commits to the delivery of the HEAL Project at the school for 12-months
- ☐ The HEAL Project is to be included in the school ASIP as a strategy to improve student NTCET completions.
- The following wording may be used in school ASIP:

Actions	When	Aligned EES Actions	Who		Resources
Outline what the school will do to lead to the desired changes of behaviours and / or practices.	Outline the start and end date for implementing the action.	Identify the relevant EES actions which most align. Refer to the ASIP Guide for link to complimentary strategies to consider.	Please include division, branch, and lead contact where this expertise is being sought in 2024, including where this is being achieved through external providers and networks.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.
We will partner with Northern Territory School of Distance Education so our senior students can access an NTCET pathway.		3.4 Investigate ways to strengthen pathways in senior years and provide more pathway options.	NTSDE staff and curriculum specialists.	NTSDE Coordinator	<ul style="list-style-type: none">Teacher and/or classroom supportRoomLaptops and headphones for each studentConnectivity

Preconditions are not met at this time, Transition Plan, what next:

Record of agreement:

Please note: Enrolments will not be actioned until Preconditions Agreement is finalised and signed off by all parties.

Signature: _____ Signature: _____

Home School Principal name: _____ NTSDE Coordinator name: _____

Date: _____ Date: _____

Third Teacher Checklist

- ☐ Room – large enough to accommodate students and likely disruptions and distractions can be kept to a minimum
- ☐ ICT – room is furnished with required ICT/connectivity and students each have a laptop with headphones
- ☐ Student timetables – each students timetable to be clearly visible
- ☐ Timeline – data timeline so students can see what they are required to do and when – due dates
- ☐ NTCET patterns and pathway plans for each student up on the wall with student photos
- ☐ NTSDE teaching team photos up on the wall and their contact details
- ☐ Protocols – classroom expectations are clearly visible
- ☐ Word walls – used and referred to often
- ☐ Culturally appropriate material visible in classroom
- ☐ Student work visible
- ☐ Task exemplars visible
- ☐ Anchor charts supporting students to complete current assessment



Onboarding process

Process for onboarding new schools to the HEAL Project

Step 1

Unpack HEAL Service Provision Matrix

Unpack Preconditions document

Introduction Moodle Course: HEAL Project (audience: Home School staff)

Unpack NTCET

Share flyer for community/council information

Step 2

School to complete Preconditions Agreement, sign and return to NTSDE

Decision is made to enroll in HEAL Project or investigate alternative options with NTSDE

Technology audit of the school (links to preconditions)

Collection of School Profile Data

Introduction Moodle Course: HEAL Project (audience: students).

NTSDE staff visit school to support students to access and navigate Moodle.

Introduction to Compass – generic email, dashboards, student data (audience: staff).

Step 3

Home school to provide NTSDE with list of students, year levels, eDash student data (EAL/D), NTCET credits

Complete NTSDE Enrolment paperwork and SAMS Student Update forms

Current curriculum/programs in place at school

Unpack NTCET in detail

Develop Student Individual Pathway Plans

Full induction – meeting with Home School Coordinator to introduce curriculum team and team structure

Subject teachers commence clarifying sessions and unpacking course material with Home School teacher.

Compass (communication strategy)



Generic Email

A generic email has been created on Compass for your school so the staff at your school, who have access to this email account, can view all your students' dashboards. This provides your staff the same permissions to view student data as a parent.

NTSDE utilises Compass as our Student Database System. This platform holds all student data, including:

- academic reports
- subject learning tasks and grades
- student progress and chronicle data
- personal and general communications from teachers and coordinators.

NTSDE requests that email correspondence with NTSDE comes from your school's generic email to our generic email. This creates a historical log of communication between our schools and ensures that important information is not lost when there are staff changes and when there are unexpected absences. This ensures consistency in service and minimises the risk of important information being lost.

NTSDE's generic email for coordinator communication is NTSDE.Coordinator@education.nt.gov.au. Home Schools are required to use this email when communicating with NTSDE.

School Student Dashboard

NTSDE has created a school student dashboard on Compass for each school that we work with. This dashboard will hold contact details for relevant staff at the school, contact visit records, updates relevant to the school's circumstances e.g. flooding, extensive Sorry Business, change in staff... This dashboard is visible to all staff who have access to the generic email.

To access your school student dashboard, log on to Compass using your generic email account and then select the school from your list of students.



Northern Territory School of
Distance Education

Username

Password

Sign in

☒ Remember me

[Can't access your account?](#)

Compass



Welcome back, Kalkaringi!
Northern Territory School of Distance
Education



Profile (Attendance, Schedule, Reports)

Send email to [redacted] teachers

+ Add Attendance Note (Approved Absence/Late)

View Academic Reports

12 overdue learning tasks

3 learning tasks due in the next week



Kalkaringi School



Profile (Attendance, Schedule, Reports)



Send email to Kalkaringi's teachers



Add Attendance Note (Approved Absence/Late)



View Academic Reports

1. Log on to

2. From your dashboard, scroll down until you reach
your school

3. Select your school

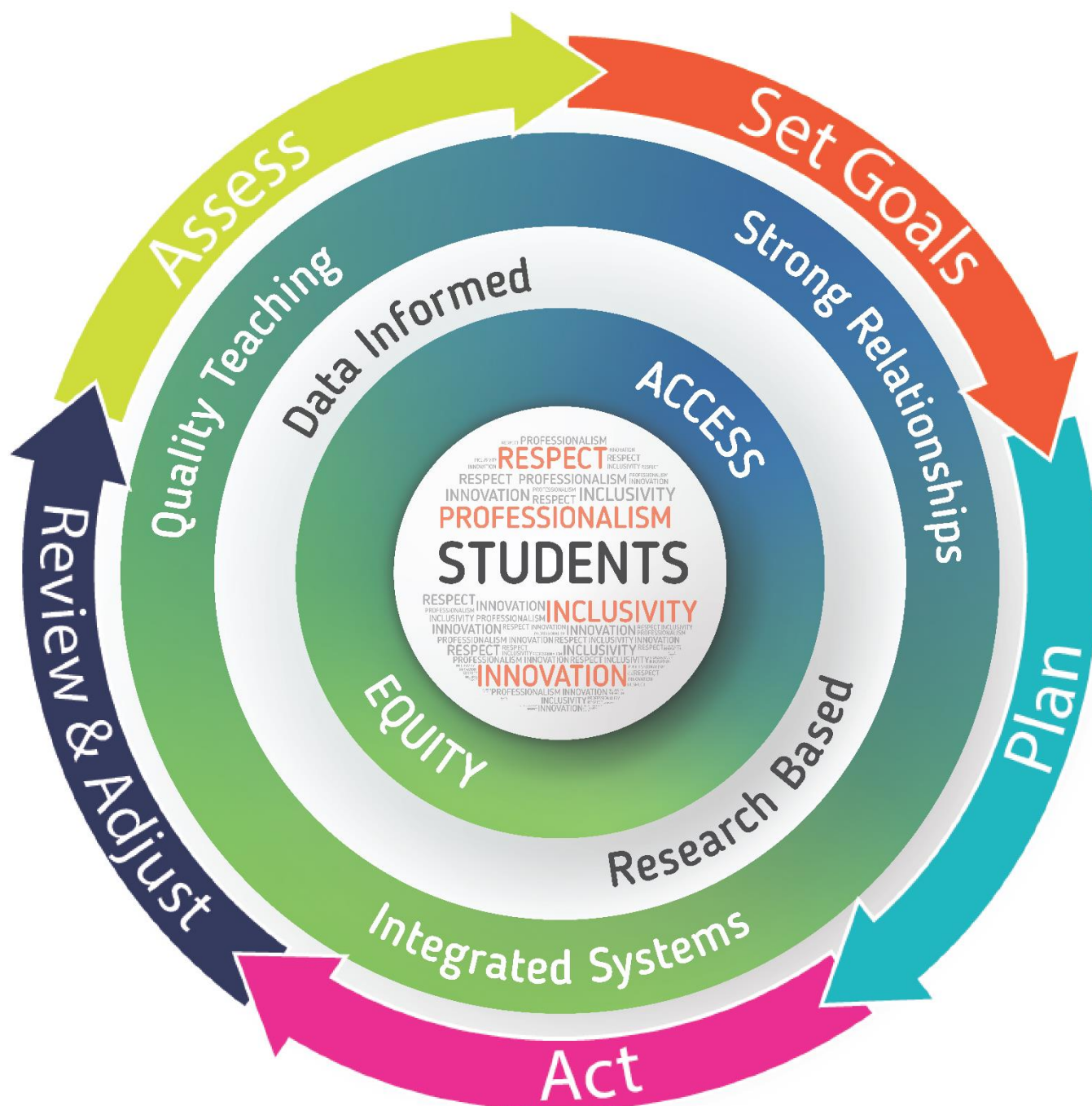
Trouble shooting Compass

Your NTSDE coordinator should be your first port of call when experiencing difficulties with Compass. Please contact your coordinator at NTSDE.Coordinator@education.nt.gov.au to request support.

Pedagogical Framework

Vision

Create an inclusive learning community that inspires students to achieve their educational goals, aspirations and potential as local and global citizens.



Quality Education Wherever You Are!




Instructional Model

NTSDE Pedagogical Framework underpins our Instructional Model. At NTSDE, we use online learning technology to enhance our pedagogy and improve student engagement. We incorporate diverse pedagogical strategies through advanced interactive tools to deliver our course material and assessment through asynchronous course design.

Teachers develop and deliver learning programs to align with our online model of Flipped Learning Pedagogy. Our courses use Moodle as the online teaching and learning platform and it is central to our course delivery in tandem with our IOL sessions.

All courses must be asynchronous, align with our online model of Flipped Learning Pedagogy and meet the standards set out in the Moodle Manual. The Moodle Manual sets the standard for course design to provide consistency for students.

Flipped Classroom Pedagogy

	Pre IOL session	IOL session	Post IOL session
Individual Space	<p>Teachers communicate pre-learning requirements via the Moodle course forum. Students are required to access the course content, instructions, and complete activities in the Moodle course in preparation for the IOL session.</p>  <p>Pre-Learning</p>		<p>Students are expected to reflect, review, and apply the learning from their pre-learning and IOL session to their Moodle course activities and assessments.</p>  <p>Review & Apply</p>
Collaborative Space		<p>Online</p>  <p>Students are expected to be active participants in their learning by being visible online. They are required to engage in collaborative activities, discussions, and group work. IOL sessions provide an opportunity for teachers to understand student context, develop relationships with and between students and check for understanding.</p>	



Pre IOL session

Teachers communicate pre-learning requirements via the Moodle course forum.

Students are required to access the course content, instructions, and complete activities in the Moodle course in preparation for the IOL session.

IOL sessions

The IOL session is a synchronous interactive session. IOL sessions provide opportunities for exploration and consolidation of learning for students.

IOL sessions should primarily focus on:

- student collaboration
- building relationships between students and teachers and each other
- checking students' understanding
- practical application of higher order thinking skills.

Students are expected to be active participants in their learning by being visible online. They are required to engage in collaborative activities, discussions, and group work. IOL sessions provide an opportunity for teachers to understand student context, develop relationships with and between students and check for understanding.

IOL session plans

IOL session plans are expected to include:

- Learning Intentions
- Success Criteria
- Lesson structure and timing
- Intentional use of technology for flipped learning
- Links to preparatory work/activities
- IOL sessions to be recorded and edited or a summary video to be saved in Vimeo and linked to the Moodle course.

Post IOL session

Teachers communicate the requirements of the post IOL session work in the Moodle course forum. Students are required to reflect, review, and apply the learning from their pre-learning and the IOL session to their Moodle course activities and assessments.

Learning time for courses

Teachers need to ensure students are aware they need to complete the preparatory (pre IOL session) and follow up (post IOL session) course work for each IOL session. Teachers also need to ensure students know how to navigate Moodle and access all course material and instructions.

Students are expected to spend at least four hours per week, which includes the IOL session for each subject they study. Additional time may be necessary for study in preparation for and completion of summative tasks.

Our Technology

Moodle



Moodle is NTSDE's learning management system that provides access for students to their class work and assessment tasks. Moodle is used for accessing the course content for pre IOL session and post IOL session.

Courses are designed to deliver teaching programs that align with the Australian Curriculum Version 9/SACE curriculum requirements and informed by the Australian Professional Teaching Standards. The learning programs should stand alone and be asynchronous, allowing students to work independently and access course material 24/7.

Students access their learning and assessment material in Moodle, where they also upload their work for feedback and assessment.

Teachers use Moodle analytics to monitor student progress and application in their course work.



Zoom

Zoom is currently used as the preferred video conferencing software to deliver IOL sessions. Each course is allocated a minimum of one IOL session per week. Studios and Buzzy Booths are available for use and must be booked/timetabled through NTSDE Compass.

A range of tools are used in the IOL session to enhance student participation:

- screen sharing
- break out rooms
- shared documents through Office 365 – to enable asynchronous student collaboration
- whiteboard – to enable asynchronous student collaboration
- other online interactive tools e.g., chat, polls.

IOL sessions are recorded, or teachers can choose to record a summary of the IOL session. The recording is made available to students as a link on the subject Moodle site.

Recordings will support students who are unable to attend the IOL session to access the session content. There will be students who benefit from reviewing the session, promoting 24/7 access, and providing greater flexibility.

Video production, editing & online storage



Teachers use the video capabilities in Canva, Zoom and Adobe Rush to create the video content for the pre IOL Sessions, and to edit the recordings of the IOL session.

Vimeo is the cloud storage NTSDE uses to store our media collection. All materials created by teachers must be uploaded to Vimeo to enable linking to Moodle.

Microsoft Office 365



Microsoft Office 365 is used to develop teaching and learning materials for students through Word, PowerPoint, and Excel. Teachers can use these documents to enable students to create, edit and collaborate.

Microsoft Forms can be used to create online quizzes and surveys to collect student input and assess understanding.

OneDrive allows cloud storage for teachers and students to access documents from anywhere with an internet connection, ensuring seamless access to materials. Links to OneDrive documents must be embedded in Moodle

