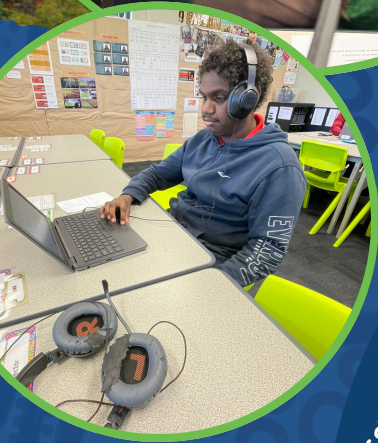




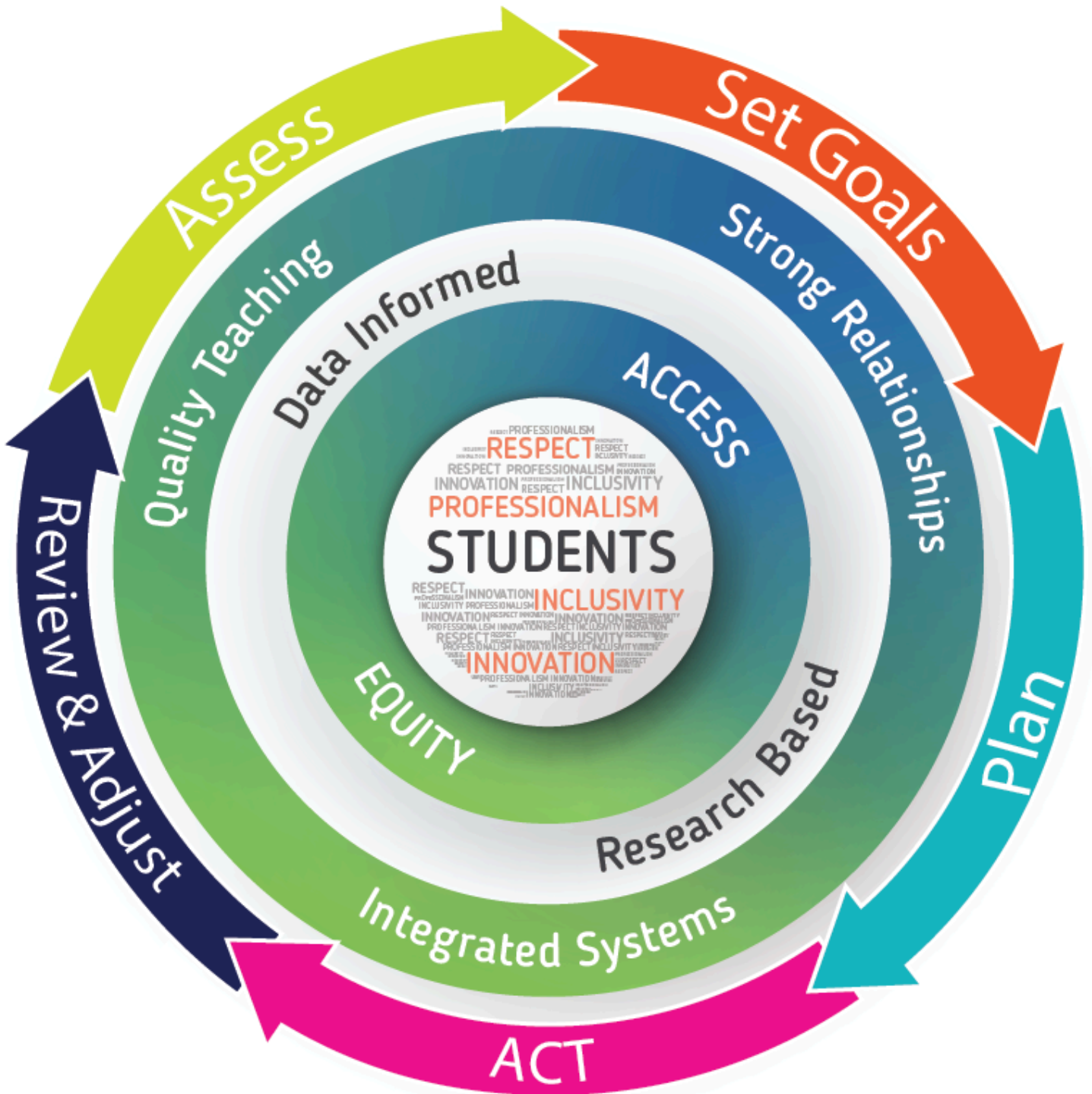
# HEAL PROJECT HANDBOOK



# 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!**

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# Acronyms and Key Terms

ASIP	Annual School Improvement Plan
Compass	A school and student software management system. <a href="https://ntsde.nt.edu.au/student-links/">https://ntsde.nt.edu.au/student-links/</a>
Contact Visit	When an NTSDE staff member travels to a Home School to provide support to staff and students.
EAL/D	English as an Additional Language or Dialect
EIF	Stage 1 Exploring Identities and Futures SACE subject
HEAL Project	A program that focuses on building the literacy, numeracy and ICT skills of students.
Home School	The school where the student is primarily enrolled. The school is responsible for student attendance, wellbeing and behaviour.
Home School Teacher	A teacher based at the Home School who delivers Moodle content.
ICT	Information and Communication Technologies
IOL	Interactive Online Learning
Moodle	Moodle is NTSDE's learning management system which houses all of NTSDE's online courses. Moodle is NTSDE's classroom. <a href="https://ntsde.nt.edu.au/student-links/">https://ntsde.nt.edu.au/student-links/</a>
NTCET	Northern Territory Certificate of Education and Training
NTSDE	Northern Territory School of Distance Education <a href="https://ntsde.nt.edu.au/">https://ntsde.nt.edu.au/</a>
NTSDE Dual School Coordinator	An NTSDE staff member who is assigned to your school to support with onboarding and enrolments.
NTSDE Teacher	A teacher who works for NTSDE, responsible for course development, delivery of online lessons, assessments and reporting.
SACE	South Australian Certificate of Education <a href="https://www.sace.sa.edu.au/">https://www.sace.sa.edu.au/</a>
Third Teacher	Physical learning environment, which includes word wall, classroom protocols, resources and student timetables.
VET	Vocational Education and Training

# Overview of HEAL

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 the responsibilities of school, 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 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.

The HEAL Project is delivered 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. Home School staff provide differentiation support for students in their classrooms and provide additional scaffolding for students as required.

When students enrol in the HEAL Project, the expectation is that students engage in the online environment, and commit to:

- completing pre-IOL learning
- participate in IOL sessions - 60 minutes per week per subject
- completing post-IOL learning.



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

- a structured online program that includes 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 and NTSDE teachers to establish next steps in learning
- resources to support quality learning and teaching in Home Schools (Third Teacher).

HEAL course material provides differentiated support for students with low literacy and numeracy. They are designed to support remote schools who have multiple year levels (senior years) in the same classroom.

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

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

#### Home School

- commitment to deliver the HEAL Project for a minimum of 12 months
- annual program that identifies a minimum of eight weeks of regular HEAL programming each term
- improvement agenda focus on improving student literacy and increasing NTCET completions (not over committing to VET program, excursions etc.)
- dedicated Home School teacher delivering the HEAL Project
- structured and consistent timetable for HEAL classes (four hours per week per subject)
- support for students to learn in an online environment by following the NTSDE Instructional Model
- have School Council support for committing to the HEAL Project for a minimum of 12 months
- include partnership with NTSDE in your school's Annual School Improvement Plan

#### Students

- EAL/D level below Level 4 Achieved
- be enrolled in Year 9 or 10
- enrol in a minimum of three or maximum of four HEAL subjects
- be prepared to learn in an online environment.

## Pathways and Progression

The HEAL Project is a two-year program where students work towards building their literacy, numeracy and ICT capabilities through the following subjects:

**HEAL Literacy**

**HEAL Numeracy**

**HEAL English**

**HEAL Mathematics**

**HEAL Health**

**HEAL EIF**

At the end of each year, if students complete work in the above subjects, work submissions will be moderated to identify performance standards in the following Stage 1 courses:

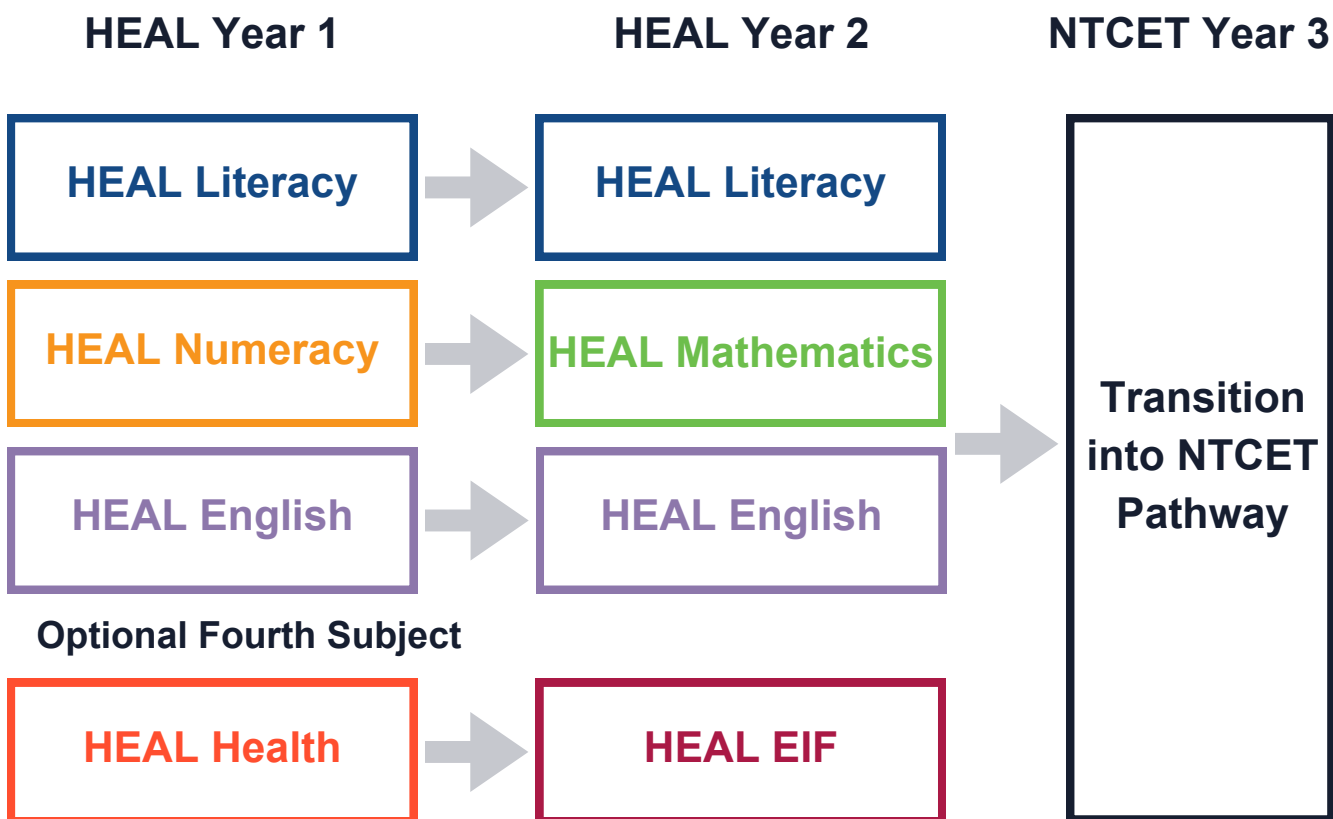
- Stage 1 Essential English
- Stage 1 Essential Mathematics
- Stage 1 Health and Wellbeing
- Stage 1 Exploring Identities and Futures (EIF)
- Stage 1 Integrated Learning (Literacy and Numeracy)

If students have demonstrated evidence of learning against the performance standards, they may receive 10 credits to contribute to their NTCET Pattern.

Once students have achieved EAL/D Level 4 Achieved they will transition to an NTCET pathway. 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. Each student's NTCET pathway will vary according to student participation and aspirations.

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 HEAL Project is designed to be flexible, offering multiple entry points for students with low literacy or numeracy levels. Students can be enrolled in a minimum of three or maximum of four HEAL subjects. Below is a suggested HEAL pathway for students to complete over the two years of HEAL. This scope provides students with the opportunity to complete the compulsory subjects for their NTCET.



# Preconditions Agreement

## Preconditions for enrolling students in the HEAL Project

Commitment to deliver HEAL Project as outlined in the HEAL Handbook:

- Literacy
- Numeracy
- English
- Mathematics
- Health
- EIF (Year 10 Students)

Establish HEAL timetable for each term:

- Annual program that identifies a minimum of eight weeks of regular HEAL programming each term
- Dedicated Home School teacher delivering the HEAL Project
- Structured and consistent timetable for HEAL classes (four hours per week per subject)

Home School teacher accepts responsibility for:

- Being familiar with Moodle content, timelines and assessment tasks associated with each subject
- Planning and delivering three structured lessons per subject each a week, aligned with Moodle content
- Understands SACE assessment requirements and confirms that all student work submitted be the students. Home School teacher will sign the declaration on summative assessment task sheets.

Commitment to set up school program as per HEAL Handbook:

- Complete Home School Teacher Checklist (on following page)
- Dedicated classroom space
- Computers - one per student
- Headphones - one per student
- Reliable internet connectivity

Commitment to use Compass to communicate and share information:

- Generic email
- School dashboard
- Student dashboard

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

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

## Home School Teacher Checklist

Home School teachers will establish a classroom environment (Third Teacher) to promote academic success.

### Room

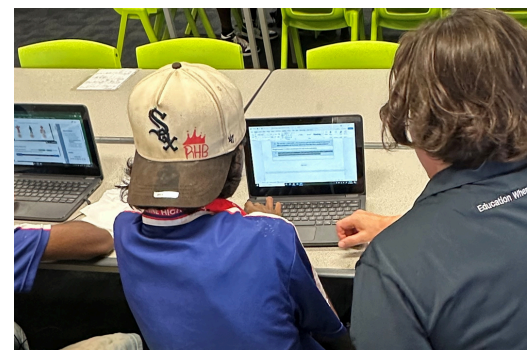
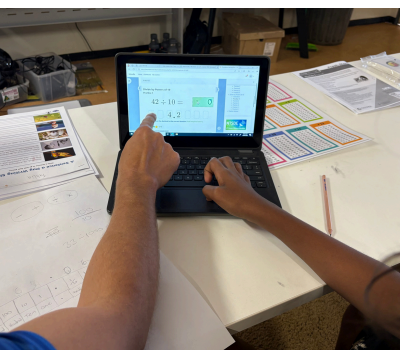
- Adequate space to accommodate the number of students, where disruptions and distractions can be kept to a minimum
- Appropriate desks and chairs
- Reliable ICT connectivity
- Dedicated space for Third Teacher resources in HEAL classroom

### ICT

- Computers - one per student
- Headphones - one per student
- Active ePass account for students
- Access to Outlook emails, NTSDE Compass, Zoom, Moodle and Canva

### Visual Resources in Classroom to be Clearly Visible

- Third Teacher resources from Moodle for current subjects are displayed and referred to often
- HEAL timetable clearly visible including IOL times
- Subject timelines and assessment trackers
- NTSDE HEAL teacher contact details
- Culturally appropriate materials
- Classroom routines and expectations
- Subject specific vocabulary for current subjects displayed and referred to often
- Student work displayed
- NTCET patterns for each student with student photo



# Roles and Responsibilities

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

## NTSDE Dual School Coordinator

### Onboarding:

- Unpack the HEAL Service Provision Matrix
- Unpack the HEAL Preconditions Agreement
- Unpack the Home School Teacher Checklist
- Unpack NTCET
- Conduct a contact visit to establish the HEAL Project, where required
- Induction to NTSDE systems, including Compass, Moodle and Zoom

### Enrolments:

- Support Home School to complete NTSDE enrolment paperwork
- Student Update Forms
- Collect School Profile Data to understand the context of the school and broader community
- Develop Individual Student Pathway Plans
- Connect Home School teachers with subject teachers
- Negotiate IOL times for students

### Ongoing:

- Arrange Contact Visits, as required
- Provide communication around reporting and important dates
- Liaise regarding enrolments and student movements
- Provide support with technology, understanding NTSDE systems and facilitating communication about school wide events (e.g. school closure)
- Track NTCET completion and support pathway planning

## NTSDE Teacher

### Relationships:

- Schedule and attend Professional Learning Community meetings with Home School teachers via Zoom, as required
- Participate in collaborative online EAL/D levelling sessions
- Travel to Home School for a Contact Visit, as arranged

### Teaching and Learning:

- Deliver weekly IOL sessions
- Develop course material and Moodle content that is age and culturally appropriate, with a primary focus on improving literacy and numeracy and a secondary focus on maximising student pathways to NTCET

### Content and Resources:

- Unpack Moodle content with students and Home School teacher, including Third Teacher resources
- Provide clarification, as required

### Assessment and Reporting:

- Provide clarity on SACE Performance Standards
- Moderate work, as required
- Use evidence to identify EAL/D level
- Use Moodle analytics to identify student engagement
- Provide assessment feedback to students via Moodle and enter results on Compass
- Enter chronicles on Compass, as required
- Complete Traffic Light Reports and Semester Reports

## Home School

### Commit to HEAL

- Annual program that identifies a minimum of eight weeks of regular HEAL programming each term
- Focus on improving student literacy and increasing NTCET completions (not over committing to VET program, excursions etc.)
- Use NTSDE Compass and Moodle platforms

### HEAL Timetable

- Structured and consistent timetable for HEAL classes (four hours per week per subject)

### Dedicated

- Dedicated Home School teacher delivering the HEAL Project
- Adequate space to accommodate the number of students, where disruptions and distractions can be kept to a minimum

### ICT

- Computers - one per student
- Headphones - one per student
- Reliable internet connectivity
- Active ePass account for students
- Access to Outlook emails, NTSDE Compass, Zoom, Moodle and Canva



## Home School Teacher

### HEAL Timetable

- Four hours per week per subject (this includes time for each IOL)
- Timetable with IOL sessions clearly visible in HEAL classroom
- Clear and consistent routine for students

### Know

- NTSDE Instructional Model including purpose of pre- and post-IOL forum posts
- Navigation of Outlook emails, NTSDE Compass, Zoom and Moodle
- Compass to access learning tasks, assessment and reporting information, and flow of information between teachers and coordinators
- Moodle content, subject timelines and assessment tasks associated with each subject
- Student's EAL/D levels

### Teach

- Plan and deliver three structured lessons per subject each week, aligned with Moodle content and subject timelines

### Support Students To

- Access and navigate their laptop, Outlook emails, NTSDE Compass, Zoom and Canva
- Enrol in and navigate Moodle to engage with content, complete activities and upload work independently
- Read pre- and post-IOL lesson forum posts to identify and complete weekly tasks
- Actively participate in IOLs each week on individual laptops with individual headphones
- Communicate with their NTSDE teachers
- Understand formative and summative assessment requirements

### Attend

- Participate in online Professional Learning Community meetings, as scheduled
- Attend meetings with NTSDE and other Home School teachers, as scheduled
- Participate in collaborative online EAL/D levelling sessions

## Third Teacher

Home School teachers will establish a classroom environment (Third Teacher) to promote academic success.

### Room:

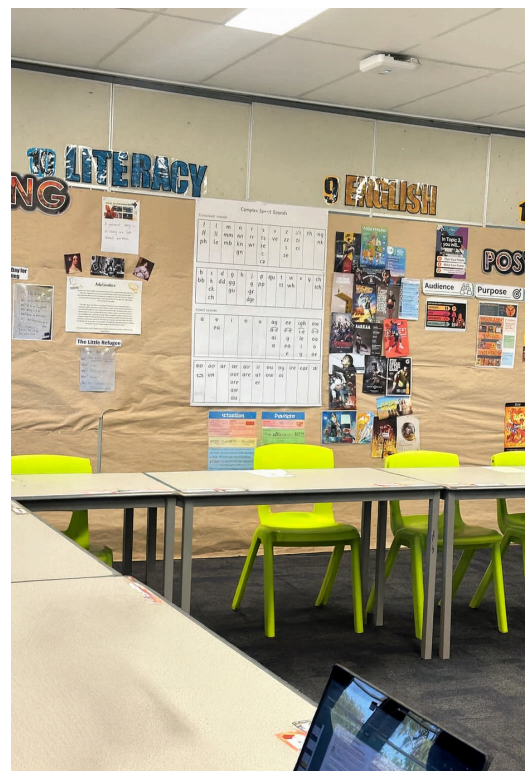
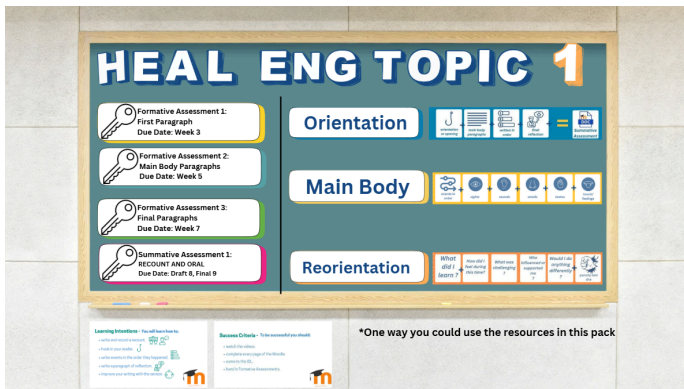
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- Dedicated space for Third Teacher resources in classroom

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### Visual Resources

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Subject Information Semester One	Term 1										Term Break	Term 2									
	1	2	3	4	5	6	7	8	9	10		1	2	3	4	5	6	7	8	9	10
<b>Topic 1: Practical Exploration – 30%</b>																					
Book 1: Reading Recounts																					
<b>Formative Assessment Task 1</b>																					
Book 2: Reading Information Reports																					
<b>Formative Assessment Task 2</b>																					
Book 3: Reading Narratives																					
<b>Formative Assessment Task 3</b>																					
<b>Summative Assessment Task 1</b>																					
<b>Topic 2: Connections – 30%</b>																					
Book 1: Reading Procedures																					
<b>Formative Assessment Task 1</b>																					

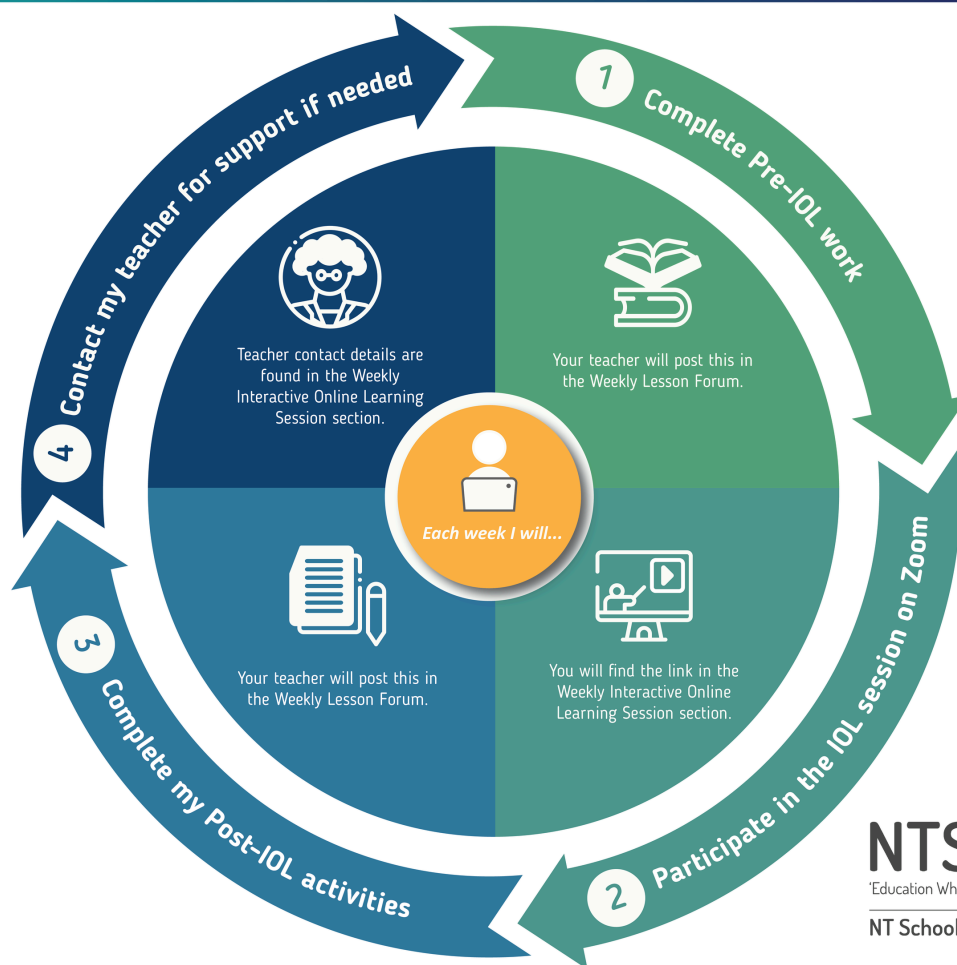
# NTSDE Instructional Model

NTSDE's Pedagogical Framework underpins our Instructional Model. NTSDE uses online learning technology to enhance our pedagogy and improve student engagement. 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 are asynchronous and align with our online model of Flipped Learning Pedagogy.

The Instructional Model can be found at [www.ntsde.nt.edu.au](http://www.ntsde.nt.edu.au).

## Flipped Classroom Pedagogy

### Weekly Online Flipped Learning Cycle



## Pre-IOL

Teachers communicate pre-learning requirements via the Moodle 'Weekly Lesson Forum'. Students are required to access the course content instructions, and complete tasks 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 primarily focus on:

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

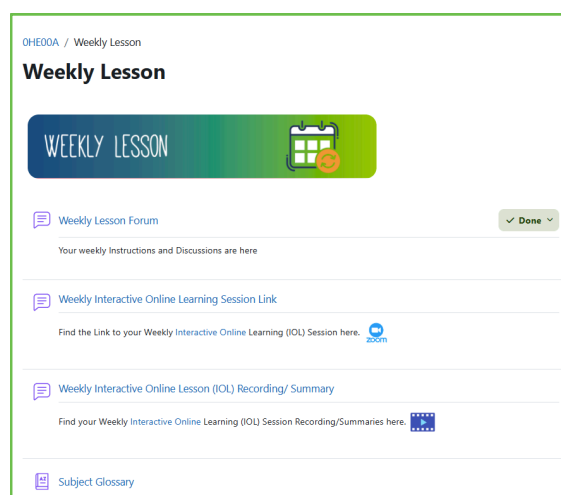
Students are expected to be active participants in their learning by being visible online. They are required to engage in collaborative activities, discussions, and group work. IOL sessions provide an opportunity for teachers to understand student context, develop relationships with and between students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

- learning intentions and success criteria
- lesson structure and timing
- intentional use of technology for flipped learning
- links to preparatory work/activities.

All IOL sessions are recorded, and a summary video is produced. Summary videos can be found via the Moodle 'Weekly Interactive Online Lesson (IOL) Recording/ Summary'.

## Post-IOL

Teachers communicate the requirements of the post-IOL session via the Moodle 'Weekly Lesson 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.



# Technology

## Compass



Compass is the platform that NTSDE uses for NTSDE's Student Database System. It holds student data including:

- subject learning tasks and student grades
- student academic progress reports (Traffic Light Reports), Records of Achievement and End of Semester Reports
- NTCET Patterns
- chronicled information/data/administrational information
- communication flow between teachers, NTSDE Dual School Coordinators and Home School Coordinators.

Your school will have a 'School Dashboard'. This displays contact details for relevant staff at your school, contact visit report records, and updates relevant to your school's circumstances.

## Moodle

Moodle is NTSDE's learning management system. It provides a platform for students to access their learning and assessment tasks. Moodle is the online classroom. Students navigate Moodle to complete course content for their pre-IOL and post-IOL sessions. Moodle courses are designed to deliver teaching programs that align with the SACE Curriculum requirements and are informed by the Australian Professional Teaching Standards. The learning programs should stand alone and be asynchronous, allowing students to work independently and have access to course material 24/7.



Students access their learning and assessment material in Moodle, where they also upload their assessment tasks. NTSDE Teachers use Moodle analytics to monitor student progress and application in their course work.

## Zoom

Zoom is NTSDE's preferred video conferencing software to deliver IOL sessions. Each course is allocated a minimum of one IOL session per week. A range of tools are used in the IOL session to enhance student participation such as:

- 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, Padlet, Canva.



## ePass

Home School teachers require access to ePass to retrieve student credentials and manage student passwords: <http://epass.ntschoools.net/>.