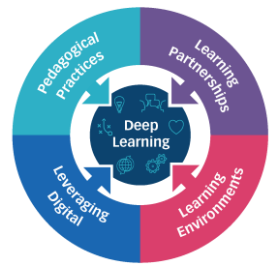


Teacher as Activator: tips for remote learning

Three ways teachers can engage and propel the online/remote learning process



ACTIVATOR

- ❖ Let your students know **you** are a learner. This is about progress not perfection.
- ❖ Be explicit about **learning goals** and provide ongoing opportunities for students to confirm understanding
- ❖ Encourage **co-construction** of success criteria
- ❖ Show them **how to be organized**, check in with them regularly and be flexible with deadlines
- ❖ Provide effective **formative feedback** both verbally and in written form
- ❖ Arrange an on-line and off-line **peer support and feedback system**
- ❖ Students' diverse needs will be more pronounced than ever. Prepare to **adapt to enable them to succeed**
- ❖ Apps and tools are secondary to the **teacher's relationship** to and connection with the students



CULTURE BUILDER

- ❖ Co-identify how norms are the same and different on-line and off-line; **co-construct explicit norms** that you continue to revisit as a class community
- ❖ **Establish community routines** on-line by including in every session: a fun community builder; kinetic activity, expressions of appreciation or gratitude; and a clear summary about what's expected for next time you meet
- ❖ Provide asynchronous and synchronous opportunities for learning to meet **all needs**
- ❖ Schedule optional **friendly check-in times**; invite feedback-- what's working/ what's not?
- ❖ **Engage student voice** by inviting them to co-design and contribute ideas projects and approaches
- ❖ **Prioritize well-being** of students. Create safe ways for them to individually share discomfort
- ❖ Encourage students to **find joy**; play, experiment and explore beyond the structured learning space



COLLABORATOR

- ❖ Establish rotating **leadership roles** for all students: recorder, coach, collector, reminder, chair
- ❖ Aim for **interaction**. Expect no more than 10 minutes of focused direct instruction—and even less for younger learners
- ❖ Create **an accessible hub** where students and families can find all class materials
- ❖ **Honour equity** by facilitating a variety of ways families can communicate (phone, email) and show flexibility for families who are constrained
- ❖ **Prioritize the 6Cs** in learning design and encourage collaboration wherever possible; content acquisition cannot be sole focus on-line
- ❖ **Take pressure off the caregiver** to teach content; tap collaboration and creativity instead
- ❖ **Work creatively with colleagues** to reduce the on-line learning design pressure
- ❖ **Incorporate intentional spaces for inquiry** including assessment and reflection with colleagues and with students