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| Katherin: | Thanks for joining us this afternoon. We're going to be talking about our course "Mathematics Building Blocks for Numeracy". Just to give you some basic information on how to use it, navigating around the site and some frequently asked questions that we're already getting around the course. I think you for coming on. The session today is being recording and it will shared both on the Mathematics Building Block for Numeracy website and on the internet where the link is as well, in case people go to either of those locations (I hope I'm not too loud) to have a look at the course. Just to know, it won't probably go up this afternoon. It will be a day or two because we need to get our videos and Adobe sessions transcript-ed now for web-accessibility. So it will just be a couple of days before it's up and available. |
|  | So we'll start. Thanks for joining us today. So I have in here with me today as well, Yvonne Hughes who is the numeracy K to six advisor and Rachel Thompson's in here today as well. She's in here doing some work with us at the moment on some of our courses and projects. Today on the chat, if you've got any questions as I go, but we do have an extensive question section today, and there will be a time for open questions as well. Hang in there until we at least get past the questions and if you've still got questions let us know. |
|  | If you haven't had a look at the site at all yet, we'll be going there in a moment, but just to give you a bit of an overview of "Mathematics Building Blocks for Numeracy". It's five modules. At the moment, that's the base modules that we've set up, and they really encompass the practices from our previous initiatives Targeted Early Numeracy, Count Me in Too, and TOWN. They're not replacing these courses, and I'll talk a little bit about that later, but we're trying to show you how all three of these and also our other programs like Counting On all have the same pedagogy, so the same thinking about how students learn and the same practices. Those efficient mathematics strategies that we use in the classroom. They have a very common theme throughout them, and if we can showcase that together, we're hoping that teachers won't see these as separate programs. |
|  | It's for K to eight teachers. We understand that there are many of our students that come into year seven and continue into year eight without the necessary skills around basic numeracy facts to help them cope with the mathematics in a stage four classroom level. So, we're hoping that the course will be able to be used into early secondary as well. As I mentioned, it has a focus on pedagogy and also the teaching and learning cycle which most teachers are already familiar with. The numeracy continuum and how that relates to our mathematics syllabus. It's always going to point us back to the syllabus, and some work around initial assessment processes and differentiation. It's online which is sort of a new way of working for us mainly because there's just not enough of us anymore. Also, I think it means that no matter what location you're in, if your rural and remove or if you want to do some further professional learning from home, you can access it from anywhere. It's open to everybody. |
|  | So there's tasks that need to be completed, which I'll go through in a moment. There's some readings. We're trying to keep you up-to-date with the current research, and we'll also add some extra readings onto that site as we continue to develop modules. There's also new SENAs which are the schedule for early number assessments to trial and videos to view. This is sort what the opening of the course looks like, and I'll go into it in a moment, but just to give you a bigger picture ... It has those five modules. There's an introduction to the course just to get you to understand how it all fits together. Module two is around pedagogy. This is pedagogy, not a program. We're hoping that people aren't going to be saying, "Oh, we're doing building blocks." We're trying to see it not as a program, but we're just teaching mathematics well for numeracy basically. Module Three is looking at that numeracy continuum. How it links to our syllabus, and how it helps us differentiate how we teach the syllabus to our students. There's an initial assessment module and a module on differentiated learning as well. |
|  | I'm going to go into site navigation now. I'm going to switch over, so just bear with me while I get my desktop up and running. Okay, so I might actually go ... Ruth is not around, but I'm using her as my guinea pig. She's our secondary advisor. Okay, so hopefully everybody can see that. I think what's important when you're looking at a website is just to start from the left. Start from the very beginning, and then work your way through. We've got the home tab here. If I click on the home tab, it'll take me back to the beginning where we've got a little video there of Yvonne and I talking about what Mathematics Building Blocks for Numeracy is and a little brief description there for people who have never seen it before or are outside the department. We have a section where it talks about the standards and it's got the course code. I'll talk about registering the course later, and just a summary of the course requirements and how long each of those is. On the bottom are our details. |
|  | If we work across the tabs, there's a before you begin section which is really important to read. There's a section there about information for participants. That's you as teachers, and there's also a drop down concertina for principals or delegates. That just means the person who will be either scheduling or reviewing your deliverable tasks to sign you off as completed for this course. We've got a little note at the bottom that, yes, this is available for non-departmental teachers that they can access the course. They can't really access my PL, although there is a way they can do that, and I will mention that in the frequently asked questions, but it just gives them some information that they can still use as teacher identified hours through BOSTES. |
|  | The course tab there obviously goes into each of the modules. I can click on module one. The modules are prerequisites. That's a word? Prerequisited. What that means is if I go to module four ... for you when you got to module four, yours down here will probably not have these little eyes here. Mine are viewed because I've actually completed the course already. I can go back at any time now and see parts of the presentation, but if you're new and you've just enrolled, you'll only be able to see the beginning of module one. As you work through each of the sections of the module, they'll get the little eye over on the right like that. That will mean that you viewed it, and when you finish viewing the whole of module one, you'll be able to access module two. So that's how that works. Even within the modules, though, there are some little tabs along here. It's a good idea to read the description as well just to get an idea of what this module is about and the activities and about how long it's going to take. That information is on the front page as well, but we thought it would useful to have it here. |
|  | Then, the resources for this particular module are also here for you to download. You can also download them from the right, so they're in a number of locations on the one page of the module. As I clicked to before accidentally, they're also in the module resources where all of them sit. I know someone brought to my attention from in there that the button for downloading all SENAs at once for each other SENA wasn't working. That's now being fixed by our tech website people, so that's good news. As I mentioned in module one, there's a table of contents which has each of the lesson parts of the module. There's a description and then there's the resource file. When you work through each of the modules, if I click on one of these, it comes through to the PowerPoint, and you can probably hear me talking. I can hear myself talking. We've voiced over the presentations. Particularly for, we thought, the people that might be doing this by themselves or anyone with another teacher and might not have the expertise in mathematics. We try to add a little bit more information. |
|  | I'm sorry that you might get sick of hearing Yvonne and myself speaking. I have each of those, but if you think you're confident in mathematics or if you're maybe a TEN training or a Best Start trainer, or some kind of leader in numeracy or mathematics, you might want to present this to your staff, and Yvonne will talk later about the different ways you could present it at your school. If you want to present it, and you talk instead of people listening to me, that's why we've got the download the full PowerPoint presentation on the right. It comes up just as an Adobe file. You can present that to your staff and you do the talking if you don't want to listen to us go through that. I will note here, though, that is just a PDF of it. At any point where it says there's going to be a video or there's a link to a reading, it won't work in there. Those will only work in the interactive online site where it has like a next lesson and things like that. It just keeps moving you through each of those until you get to the end of the module. |
|  | That's the same for each module. Once I've completed module one, I can move on to module two. You can take as long as you like to complete these and have as much time in between or as little time between as you like. That's up to you to make those decisions. We've given you indicative hours of long we think it will take, and that's how many registered hours. It's 12 registered hours, but if you go beyond that, the extra hours you do you're most welcome to add them as self-identified hours through BOSTES for accreditation. |
|  | Going across the tabs at the top again because each of those modules is the same. I will note that in module three, there is an online activity is one of these parts of this module. Down here, there is a drag and drop activity which I'll bring up because I've completed the course so I can go back and access any of these parts. It won't sit very well on my screen at the moment, but you can see that it has drag and drop activity around the aspects of the numeracy continuum. I will pretend to do this with my mouse. Don't look where I'm putting it. It's not the right answers or anything. You drag and drop and there's a reset and a check box for that. We've tried to do a couple of things a little bit more of an interactive nature, and in module four that's where the videos sit for the SENAs as well. There's an activity around viewing SENAs, and there's also a video around me explaining what SENA is for those who haven't used it before. This is where a lot of the videos sit, and there are additional videos in here as well in module four. |
|  | We've then got a tab about registering. You are the student. That's why it says "student registration" form. It's not for your classroom students. It's for you when you're setting up an account. I will probably repeat myself in the frequently asked questions, but it is very important that you have every teacher register themselves on here because as you can see, you can go back and view the presentations again. If you go through all of those parts in the online form of the course, you get a little certificate at the end that says you've completed the course as well. It's just nice to have your own login, and it also gives us information about how many teachers are actually participating in the course across the state or across Australia. Obviously, the log out button as well. |
|  | I'll just revert to the homepage, and that's pretty much the website itself. We love our little animated graphic. We thought you can actually move things around it's bit of good fun, so we hope you think it looks quite inviting. It's taken awhile. I'm just going to stop sharing. I'll come back to my presentation. If you've got any questions about the website, just hold on a moment, if you can, or write them down for yourselves, and I'll just move on to our frequently asked questions in a moment. I'll had over to Yvonne for a moment who's going to have a little chat about how you could possibly facilitate this in your school. |
| Yvonne: | Hi there, everyone. This is just a slide to give you some ideas on how to go about facilitating this particular course, and if you look at the image, it's bit self-explanatory so obviously when we build courses like this, we have to ensure that individuals in schools that are way out waste and in various remote locations across the state, they are able to join a course like this and get as much benefit out of it as everybody else, so as an individual that you able to do this by yourself. In pairs, this is really good if you can manage to do this with at least one other person, because it just makes that conversation so much more rich and deep. You get a whole lot more out of it as you discuss things and issues come up. It makes it much more interesting and interactive type of course. |
|  | When you might consider your year group, in your school with inner stage. Especially if you're doing, have a few teachers who really need that deep understanding of the basics and the building blocks of numeracy and mathematics. Within the a year group, someone can take the lead and run that that way, or to move into that whole stage aspect of that, you might find your whole stage is ready to take on some really deep learning about numeracy and mathematics. The stage leader could do that, and take you through that. It can be run as a whole school option where the whole school takes this numeracy focus, and different people can actually take the lead. So it provides you with an opportunity to actually take a lead role within the school, within your stage group, or even within your year group to listen to what's said and then take over and turn off the sound of Katherin and I for a change, and provide that experience for your staff at your contextual level. |
|  | It doesn't have to be listening to us all the time. It's about making sure that this is the best sort of presentation that you can make it at your contextual level. Also put down there that you can do this with a community of schools. So if you finding that you've only got a couple of people at your school who think they need this type of professional learning, maybe in the next school you'll also find some people. That cross-sharing amongst schools is a really rich experience as well to make those connections with other schools, and it may give you opportunities to lead outside your school. Just developing your skills as well as a leader, that's a really perfect opportunity. You can see that there are many ways in which you can do this. If you're going to actually facilitate this for other people, it's good idea that you go through this and understand what's expected of the participants so that you can guide them and ask them to do a certain task by a certain time. Look at your whole professional learning calendar and set this up so that is achievable and as many hands on experiences that you can bring to this. |
|  | Anything you can add to this that is going to make this a whole special learning experience that people remember, it's fine to do that. Remember that when you're presenting this course in your context, use other ideas to enhance what we've provided you at the same time. It might take more than the indicative hours as Katherin suggested, so you can actually self-identify those other hours, but by making this a much more rich and exciting course for you and your environment. |
| Katherin: | Thanks, Yvonne. I think we could probably do a whole day that would be just on different ways that you could present in your school. Obviously, most people would know that you could use your stage meetings or your stall meeting or faculty meetings or you could use staff development day. Depends how big a focus numeracy is in your strategic school plan. Maybe people have it as their personal professional development plan as mathematics or numeracy, and particularly if you're in a secondary setting as well, you might have a LaST or other teacher support people that come help in the mathematics classroom that might not have numeracy as their background so this would be great for them to undertake as well. |
|  | You can obviously flip it in the way that teachers could in their own time or RFF view some of the parts of the presentations, and then you come into the tasks together. We have, where possible, suggested that they do that task as pairs as Yvonne said, but we have provided some examples like when you get to the videos of the SENA students. We've done some of the recording of what we think the students were doing so that you can compare it with what we said, obviously, if you don't have other people that you could talk to. We've also tried to make if flexible where there are readings and where there are those SENA videos. There's a section where you can choose from for younger grade's readings and then there's a middle years-type readings and also the SENAs. There's obviously one, two, three, and four now, and those numbers don't relate to the stages which is explained in the module. They're just the ordering in which they're presented, but we have tried to go all the way to the end or the completion of what the numeracy continuum covers in regards to those assessments. |
|  | We've tried to make it as flexible as possible, and as Yvonne said, bringing things that you already know. If you have a background in Count Me Too or TEN or TOWN, any of those strategies are going to work alongside these professional learning modules. This is just the initial. We are creating some more, but there will be more about what it looks like in the classroom. We also have, at the moment we're still developing the DENS books online digitally. One is pretty much finished, but we haven't made it live yet. It's coming, but in there we're also wanting to show some illustrations of practice, so videos and classes. There's lot of thing on the burner for us that we're hoping to bring out in the next 6 to 12 months, so we want to keep supporting you and any feedback you want to provide to Yvonne or myself after you've completed these modules of what you'd like as future modules, we'd really like to hear that. Obviously, a lot of it will be combining some of the resources we already have from our great initiative like TEN, Count Me Too, and TOWN. We have a lot of lesson resources from there that I think would be great to have all together. It just depends on what those modules look like. |
|  | The elective modules that we create will be about an hour each, so there's something that you could do in just a one hour afternoon school meeting or something like that. So from the feedback, those will be created. This is just an idea of how you could facilitate it. I think there's plenty of people that are online today who already know the names of or who are working in schools. If you're the instructional leader or you've got a background in any of our numeracy programs, you would be more than qualified to present any of these to your school or to a community of schools. There's no problem with doing any of that. You don't need to meet us at a [inaudible 00:21:27]. It's all up to you. We're really trying to hand over that expertise and control to schools so they feel, and so that you can feel as teachers that you've all got the same level of understanding about mathematics and what we should be focusing on to help our students become numerate. I think that's what we really want is that every teacher feels confident and comfortable teaching mathematics. |
|  | This is just some frequently asked questions that Yvonne and I initially came up, and then I'll answer some that we've already had since it's gone live. How does this complement current Department of Education numeracy issues? As I said in the beginning, it's the same ideas and pedagogy of how students learn that we've always talked about in TEN, TOWN, and Count Me in Too. For us, it's very complementary. They align perfectly. Leading onto that second question of what if we are already involved in a numeracy initiative. If you are undertaking TEN or TOWN, please continue to do so. There's still a fair amount of TEN trainers around. There's not as many TOWN. I know we don't have as many, but if you know one of those people or they're happy to lead any of those initiatives in your school or other schools, that is fine to continue doing that. We've tried not to double up, I guess. Any of the presentations in here, they're not always directly from those programs, if that makes sense. We've added things and tweaked things and changed how we've presented content. |
|  | Please note that you can do these professional learning if you've already undertaken any of those. You can also it if you haven't. It doesn't matter. We've tried to get a whole cross-section in trying to show that there's flexibility in how you implement any of these things. This is just about good math teaching for numeracy. There's nothing wrong with continuing or starting any of those initiatives. You can still work that way as well as using this course. As I said, you can take as long as you want to complete this even if you started this year and finish it next year, or take even longer. There's nothing wrong with that. It's not like you have to get it done in a certain amount of time. It's up to your school how you run that, and how people come on board as new teacher to have a go at it as well. |
|  | How is Mathematics Building Blocks for Numeracy different from what you're doing now? Well for some of you, it might not be different at all. It might just be reaffirming and that's usually why we like picking some of the readings we pick because it's like, "Yeah, that's exactly what I think already." It's really nice to be affirmed with what you're doing. You've obviously got lots on your plate with many of the different and new syllabuses coming out and changes to structures in schools, so it's really nice to know that what you're already doing fits perfectly. We're not saying that this is a different or new way of teaching. It's what research has said for a long time about students constructing the knowledge themselves, that they're developing these strategies to work with mathematics to become numerate. It's what's already there. We're just trying to enhance it so that everyone from K through to 8 and probably beyond have the same understanding. We all see student learning the same, and we can look at a student and say, "Oh, I can see what they're doing or I can see what needs to be done next." That's what it's about. It's really making sure that we know what's the next step in the learning for these students, and we know that's an ongoing need for professional learning. |
|  | How can deliver the professional learning? I've skipped one. I'll come back to that one in a minute. Anyone, as I said, can deliver it. If you're not confident in delivering, then that's why you might want to use the presentation where we voiced over. If you have been a trainer, a facilitator, a lead trainer, you can deliver it. If you’re someone who is doing that, if you're going to take control and deliver it either in your whole school or across schools, then you could use that as some of your identification for a lead or high-accomplished level in accreditation. We haven't set up a portion of this course as that yet, because you normally only do it as a registered course if you're maintaining. We know that there will be teacher a long that path very soon, so that it is in our pipeline. |
|  | We do have that as a future focus for us, but you could definitely use your leadership of the course and extra time you've put in. Because it's a good chance if you're going to deliver it just from the pity of presentations, you probably have to have sat through us first yourself in your own time. If you're given time to do that, that's brilliant. You're almost going to be doing the course twice if you're leading it in that kind of fashion, so why wouldn't you use those hours to add towards why you should become high accomplished. That's something that you can look at as well. |
|  | How does it fill with our mathematics K-10 syllabus? Well, that's our main focus. No matter how much we look at student strategies and what we can do to assist our students, and if we use the continuum or other resources, it's always coming back to the syllabus to teach our students what they need to know about mathematics. Numeracy has a place in mathematics, so there is some mathematics we need to be numerate, but you don't need everything in our K-10 syllabus to be numerate. There are areas you get into particularly into stage 4 and 5 mathematics that are important but not needed to be numerate in our everyday life, if that makes sense. They have a really nice relationship together. We always come back to the syllabus. It's very important that ... This is just giving us that information we need per student to differentiate what's already there in the syllabus. That's how we sort of say it. |
|  | What are the time expectations? We did say it's 12 hours of registered learning, but we expect that some people will complete it a bit shorter and some will take a bit longer and that's fine. I would just add them in as self-identified hours if you're finding it's taking a long time. Yes, the course is accredited for those 12 hours. |
|  | Getting on to the questions we have been asked, and I want to make sure that everyone gets answers to these today, because it might save some emails coming through. I do realize that we may have some more questions as well. I can't find the course in MyPL. How do I register? This is probably the biggest question I've had the most of. What we've done with the course as we've created it, and it has a course code. That course code which is the double O 387 portion of the code. You can't search for that for your own to look for an event. It's not an event. It's a course. So each school has to schedule an event. If you hang on to the Adobe Connect session after I've finished this presentation, I'm going to walk through how to schedule a course if you need to know how to do that. You can't just pop that course code in when you're searching for your own professional learning. |
|  | You have to put it in as a scheduling an event and normally your principal has rights to do that and sometimes and executive member has rights to do that. They'll have a different screen in MyPL that says they can schedule events. They are normally classed as a deliverer. That's the person, and that's how you then register for your own school's course. |
|  | The next question I've got is: I've downloaded the resources but the links don't work. Why? I mentioned before those presentations, those PowerPoint presentations you can download as PDFs. The links in the videos won’t working there. If you want to and when you need to look at the links or the links to the readings and the resources and the videos, you have to do that in situ in the online module course. So if you're looking at those downloaded resources, you will have to wait until you're at that point in the course to conduct that. |
|  | Is there any way that we can miss a module? The answer to that is no. To have the 12-hours of registered learning you need to complete all 5 modules. As I said, we've tried not to double up completely on any of the modules or tasks that you would have completed as part of TEN or TOWN or Count Me in Too, so hopefully you won't feel that it's a repetition of something you've done before. It's just enhancing what you know. I hope that clears that up. It's important that if you are the person marking people off, you'll need to mark off that they've done all the tasks for each of the modules as their deliverables, and they are unable to miss a module. They must complete all the tasks. |
|  | I logged in a student. Is that correct? As I show you when I shared my screen, yes, you're logging in as a student and that might be a weird thing to think of if you haven't done any online learning before, but generally when you do online learning, you are classed as the student. In the future, there'll be a lot more online learning coming from the department as MyPL gets revamped and there'll be an opportunity where we can create courses in an online environment. That's going to be more to come, but yes, you are the student. As I mentioned, everyone needs to be the student. |
|  | I'm a casual teacher. Can I still complete the course? Yes, you can complete the course if you're a casual teacher. Now, because there are deliverables or tasks that need to be signed off by somebody, we can't do that for you in here. So I can't set up an event for casual teachers. You'll need to associate yourself with a school. Hopefully, you're at a school regularly or you've got a school contact who also might be running the course that you ... You're going to have to enter in that way. It's important that you do that because as you see module 4 in particular, you're going to need to view students and you're going to need to conduct assessments with students. Now whether they're your students or someone else's students in the class, you still need access to a school. We're hoping that principals will be able to look at the casual teacher they have that regularly attend their school and include them in the professional learning. That's the way casual teachers can complete the course. |
|  | So what if I'm not attached to a specific school? As I said, it makes it really different when you get to certain modules. You can obviously start looking at the modules yourself, but if you want to get the registration as a registered accreditation, you'll need to attach yourself to a school to complete that. |
|  | When scheduling the event what dates do I put down? I've had a couple of people ask this already. Because you can complete it any time you want, the dates probably don't matter too much, but If you want, you can put a start date from today or whatever date you schedule the course, and you can put it to the end of the year if you want because you might dip in and out and you might have dates set that you're going to do some of the professional learning we do with staff or as a group or as a pair with somebody else. You can put the end whenever or you can say it's available all year. It's for your school, so no one is going to come in and have a look at that. It's only for your school that that really matters. It doesn't really matter, but you can put it to the end of the year for the closing date if you like. |
|  | Some more questions we've got. Do all teachers need to create an account on the website? As I mentioned before, yes, it's a good idea. You can then track and what happens as your viewing those lessons on the website, it remembers where you're up to. When you log back in, you don't have to go back to the start. It will remember what lesson you're up to, and you can carry on from where you are. |
|  | Another question I had was: I've printed off the participants activity journal. Do I send it to you? You send nothing to Yvonne and me. We don't need to receive anything from you. That participant's journal and any of the tasks that you complete within the journal or that are additional to the journal need to be shown to either your supervisor or the principal. Whoever it is that's going to sign off on your deliverables through MyPL. That's who needs to see that. You need to keep all of that evidence. It is important to print off the activity journal. I would do it like that. You can fill it in online if you want to, but you can print it off. |
|  | Do I need ask your permission to schedule an event for this course? Now, I know this is always a bug bear because in MyPL there's a little box when you get scheduling that says do you have the deliverer or the creator's permission. Just tick it. You don't need to ask me by email, and I'm very thankful to those people that have been emailing because you're doing the right thing. I appreciate that, but I am allowing you now to have permission to do that. You do not need ask me before ticking that box, because we're not setting any criteria for people who can deliver the course. We're happy for anyone to tick that box. |
|  | Are the TEN/TOWN modules available online? This is a good question we had. We don't have them yet. Obviously if you're a TOWN school, you can access our TOWN website and if you're a TEN school, you've probably to the resources the USB. The Count Me Too ones Yvonne's in Edmodo group. Eventually, we would love to have those available online somewhere for teachers to us. We're in the midst of getting a new website as a department. So anything we've already got up there we're waiting until that comes about before we re-publish anything and everything will need to be web accessible for people with eyesight or other visual impairments so it takes it a little while to get those changed over into the right format. It is down the pipeline, but it was a very good question to ask. |
|  | Will there be more modules developed? As I mentioned, yes. Yvonne and I are hoping to develop modules mainly from what people's feedback is. If you're saying, "We'd really love workshop on just what it would look like in a math lesson or what it would look like if I wanted to group my students? Should I group my students? What are other assessments I could use in the classroom in an ongoing nature?" Whatever it is you think you still need more support with, that's how we're then going to create the module, so we really do appreciate feedback on those. |
|  | Can I do this on my own with my principal's permission? You can do it on your own remembering that your principal still needs to schedule an event if you want the hours registered through MyPL so that you get it for your accreditation. It is harder to do on your own because there's no one to chat with. You can, obviously, email us if you like, but not for every single task. It's not going to be feasible to do that. So if you can find a buddy, even if they're from a different school, that would be fine even if you're doing it online with another person would be fine. You can do it on your own, but if you want the hours, someone will still need to create an event even if the event is just for you. That's fine. It's not too hard to do. I will show people how to do that after. |
|  | Does it matter that I've already completed TEN? No, not at all. In fact, you'll be an expert now so you'll be able to help other people in your school with that professional learning. A lot about the pedagogy is the same as I mentioned around the teaching and learning cycle and how students develop and move through those early numeracy skills and strategies. So it's a real complement to what we're looking at in the mathematics building blocks for numeracy course. |
|  | Can I complete the course if I am not a DoE teacher? Yes. Pre-service teachers can complete the course as well, particularly if they are Prac students at your school. I'd say no problem at all including them. I need to get clarification on how they then could possibly use the hours for becoming proficient if they're still getting their graduate. Yeah, we're still trying to work out. I don't think they can do that, but they could do the course for their own enjoyment. I would think that would be the answer, and if they wanted to do the course for the accreditation, towards their accreditation at a higher level as proficient, they'd have to wait until they have completed their course at university. I would say that's going to be answer. It's a really good thing to think about as well. It is available publicly so they can complete the course without doing the MyPL section. You just don't get the hours as registered, basically. You will find it difficult to do some of the tasks if you're not attached to a school. |
|  | If you're a non-DoE teacher as is you are from the Catholic Education Department, or you're from AIS or somewhere else, yes, you can still do the course, but you'll use the hours as teacher identified the way that you would normally move them over to BOSTES. In our scheduling, the way we schedule in MyPL, it does have a box that you can tick for department teachers or open to everybody so if you're a department school and you know there's a Catholic or an independent school nearby and they might be interested in completing the course with you, feel free to invite them along because you can put them through MyPL. You can do that, but they can't do it as a whole school. They can't schedule through MyPL as a school as their principal, but they can tag along to yours. If you have a relationship with one of those schools in your area or they approach you, they can be involved in that way. That's just some questions answered that we've had so far. |
|  | I know that Yvonne was madly typing while I was talking. Are there any more questions that I haven't answered because we're nearing the end of presentation, and then I'll go through how to schedule if you need help with scheduling. Oh, okay. How long does it take for the scheduled even to appear in MyPL? It should happen straight away because you're the one that's approving it. If you're the person in the school whose the principal or you have delivery rights, it should happen straight away. Now if you tick the box that says, "only for our school", then you won't be able to search for it. Which is fine. That just means that you, then have to put everybody in as participants from your school. If you've ticked the box that says, "not for public viewing through MyPL search", then your teachers won't be able to find it either just by searching. I think they can still find it if you give them the link to the actual enrolment code which I can show people if they need to see that later, but you can leave it open to public and people will just see other schools. They are already doing that. People can see other schools when they've been searching, but really you're supposed to be enrolling in your own school's even unless you're making a community of schools. |
|  | If you're scheduling it as a deliverer, you'll need someone else to schedule it to check our task? I think just because you're scheduling it, I think you can still enrol yourself in that, but just make sure your principal signs off on your task. If you're the principal ... Yvonne? Who signs off normally? Yeah, maybe your director of schools. People who are principals can probably answer that better than me. If you're undertaking professional learning, who signs off on your deliverables? Is anyone a principal that can answer that question? I would think it's got to be someone higher up the food chain. |
|  | Will we hold any further Adobes? We can do ... I might see what happens with the questions I still get coming in. If I get a whole round of new questions as things go through, then I might even just record one and add it up to the website so it's always good to go back in and check. We're not planning to hold regular ones, though. We'd love to check in with people again if there's a need so feel free to drop us a line or an email and we'll see where we're up to. Because as people go through the modules, we might get to some sticky points or people might have questions and we might be able to run something then. |
|  | I might need to find out the answer to that question about if you're the principal and your scheduling who signs off if you want to do the course. Someone says, "Ask the website." I'm going to write it in the little box down here for you. We do have two ways to get to the site. That's the direct course link, but you can go through our website, and if I go to my next slide, you'll see it. We've actually put it on the intranet, so if you go to your intranet and go New South Wales syllabuses for the Australian curriculum, and if you then click professional learning curriculum, there'll be a couple more slides. You'll then get to the slide that has all of our courses. We do like to send people that way because that's where we're going to be adding anything new. As you can see form this slide, I've already put the little box for the Adobe Connect so it's ready for me to add the link to once I've sent this off to be made web-accessible this afternoon. It will then appear there. |
|  | It will probably also appear on the straight direct website, but I would continue to go back to the internet because other courses are there as well for you to have a look at, and particularly that using the numeracy continuum course because we recommend you completing that as an extra aspect of module 3 in this course. You need to be able to go back there and use the links to it. So I tried to link from both sides for you for that. It is good to both ways. I'm not sure, Rhonda, about that answer where whoever schedules the event signs off. That bit is correct. Yvonne is just saying you might not have the staff to actually be able to do that. It's normally someone who is above you, and AP or a DP or your principal. If you are the principal, that's where our question lies around someone higher would need to sign off on your deliverables, and we understand that there would a lot of teaching principals across the state who would be wanting to complete this for themselves. I will get an answer on that, and I might pop it up somewhere on the actual website. |
|  | I might see if Chris could get me a frequently asked questions tab on the actual module site so then people can see some of these written out as well as via this recording. Are there any more questions? I think for us the main one is that people would need to schedule their own event. That's really the one that we wanted to clear up today. Yes, Wendy, that is correct. Because you're probably a scheduler at your school and so your principal would need to sign off on your deliverables, yes. It's okay. I think I made about 20 typing errors already today on the presentation. It's what happens when you use the chat box. |
|  | I know that was a lot to take in. Thank you for so many people sticking on for so long. I really appreciate it. There are details and Yvonne's details if you have any more questions. Apart from that, I'm going to say thank you to those that want to sign off. If you do want to stick on, I will now share my screen and go through how to schedule and event through MyPL. So if you want to stick on for that, please do. If you don't want to hear that, if you're watching this recording, you can press start now, but I will continue to record for those that need a bit of advice around how to schedule an event. |
|  | Thank you so much for everyone for coming on. We hope you enjoy the course. |
|  | Okay, for those sticking around I won't muck around any longer. I'm going to share my screen. I'm going to bring up my MyPL section and it's probably going to make me log in again. So if you need to schedule an event, you'll find out if you’re a scheduler because you'll have these other menus on the side. See how I've got a menu says set up events. If you're not a scheduler you won't have that. So your principal is normally the person that has these rights but if you're an exec member, you already may have them or you ask for them. What you need to ask for is I want rights to be a deliverer. That's how you get these sections. Your principal can do that for you. You don't need to have everyone as a deliverer, but if you need to schedule the event. Basically, you're going to go to events, and you're going to schedule new event. You can browse the courses. Now you can either put in the course code or you can put in the title. Make sure you spell it right because it won't like you. There it appears. |
|  | I think click on the course, and then it's got these little tabs across the top. That's the course I want. You need to pick where you're from and you need to pick one of the principal networks, so depending if your Macquarie Park Ed. Service Area, Ultimo Ed. Service Area, Tamworth Ed. Service Area, or Wagga Wagga. I won't actually do these because then it's going to set it up. You need to choose one of those principal networks. You then need to fill in your own information so you get rid of ... Hopefully, yours will come up, not mine, when you do it because I'm logged in at the moment. You find your venue, so you can find your school. They should all be in there. If you happen to be hosting at somewhere else, you can choose a different school. |
|  | There's no cost so you have to fill in one of these. Just put a zero in for the cost. You can choose whether you change the maximum or minimum of participants. I would just leave that. The application closing date. You can put that just before you want to start the first module if you're doing a face-to-face session with your teacher, and this is where that start date and end date. You'll need to put a start date after the closing date otherwise it won't work. So if I put tomorrow as the closing date, I need to put next Monday I would say because can't start on a Saturday, in as the start date and the end date you can put as the end of the year if you want. Those things don't particularly matter when it's your own school because you're not really advertising it for other people to come to generally. |
|  | As you can see, here's the event ID number, and that's the one that you're going to want to share with your staff so they know what to search for. Because that's what you want them to be enrolling in is the event. Not the course. It's different for ever school. Every single school will have a different even ID. It would probably good to write that down. There is a link that you can send to people for that, and I can show you how to get to that as well if you need that. |
|  | Evaluation questions, I would just leave them the same because we've set them there already for you. The publication, this is where you tick the box to say it's endorsed. That's me and I said yes, so you don't have to ask me anymore. You can just tick it. Then you can tick this box if you want that says it won't be available to be seen on MyPL. Up to you. Then you just click "to publish" and that's it. Okay. It will tell you at the top in this box here if you haven't finished one of those section. Obviously, because I didn't fill in the date tiles, it's telling me that it's not ready. |
|  | As soon as you publish that even, you should then be able to find that event ID by going through My Professional Learning and searching for it. You need to search for you event ID, not the course code. The course code is only for you as the scheduler, if that makes sense. Then your event ID is for your teachers. I'll just move that down and I'll stop sharing. |
|  | Hopefully, people saw that. Was that helpful? Was that okay? Are there more questions? |
|  | Helpful. Okay. If you still need help if you want to walk through that, you can call me. I'm not always here, but you can call me and I can help you through it or you can call the help desk people at MyPL. I'm sure Dawn would love to speak to you to help you out with that. If you've not done it before or you're not scheduler but you're going to need to be a scheduler, it's pretty easy. As soon as you've scheduled it, as I said, it should appear for your teachers or you can put them in yourselves. |
|  | Well, bye for now and thank you. If you've got any further questions please let us know if you didn't want to type them in while everyone's watching live. You can just drop us an email. I might go back to that closing slide. If you need our details, but apart from that, thank you for coming on today. |