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As a result of the measures taken to control the outbreak, many children are not attending their regular school or early learning centre and may not do so for some time. Whilst this is appropriate, we must be clear that, for most, there will be less learning. We know that the vast majority of children learn better at school because of the direction, expertise and support that can be provided there. We also know that the risk is far greater for children and young people in vulnerable circumstances.

*Matthew Deeble*  
*Director, Evidence for Learning*

# Practical recommendations for home-supported learning

Dr Tanya Vaughan & Susannah Schoeffel  
21 April 2020, Webinar



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# Welcome

## Evidence for Learning

**Evidence for Learning helps great practice become common practice in education.** We help educators increase learning by improving the evidence of what works and why.



Dr Tanya Vaughan

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Susannah Schoeffel

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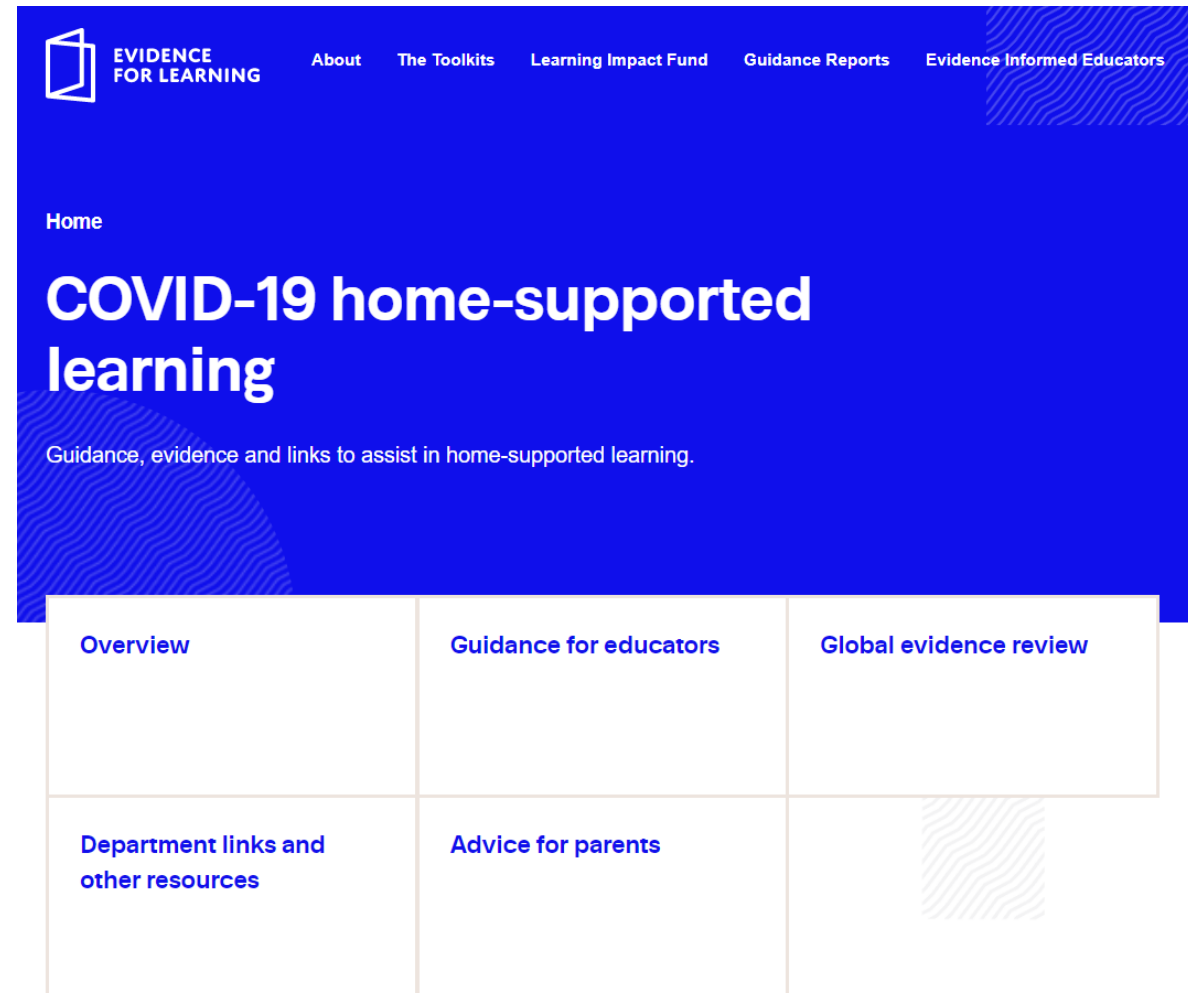
# Acknowledgement of Country

We would like to acknowledge the traditional custodians of the land on which we meet, and pay our respects to elders past, present and emerging.



# What to expect

- What are the challenges and opportunities for education during and post COVID-19?
- Building students ability to direct their own learning through metacognition and self-regulation
- Technology at home
- The role parents can play in supporting the education of their children
- Q&A

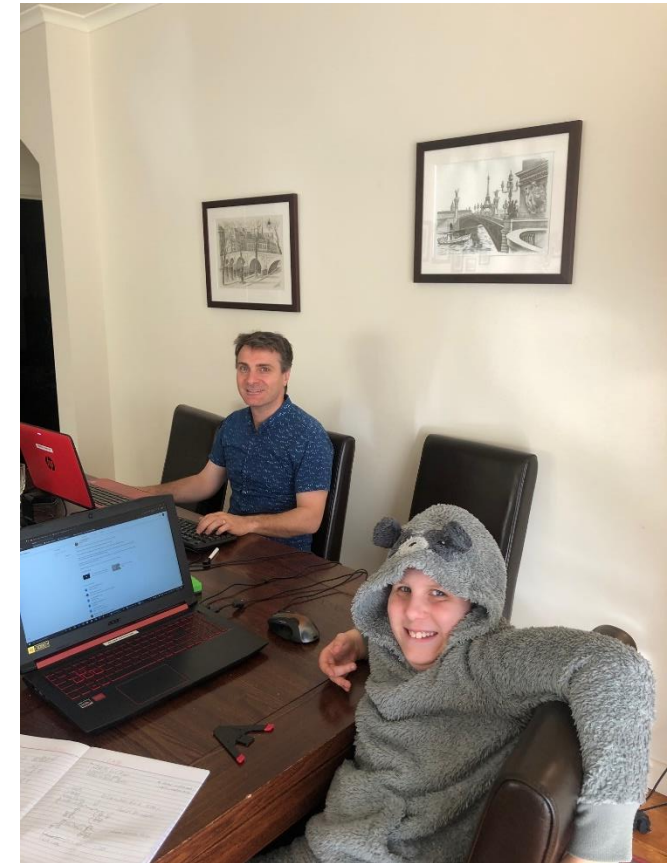


# Who is in the room and how are you teaching/leading?

1. What state are you teaching in?
2. What is your current experience as a teaching/leader/system leader?
  - Teaching/leading online
  - Teaching/leading online while also supervising your child/children
  - Teaching/leading onsite at your school/organisation and also teaching/leading online
  - Teaching/leading onsite at your school
  - Supporting leaders/teachers

3. What year levels do you work with?

- Preschool
- Primary
- Middle
- Secondary
- K-12
- University





# What are the challenges and opportunities for education during and post COVID-19?

- 15% of Australia's do not have access to the internet (Australian Bureau of Statistics, 2018)
- Students from families who don't speak English at home, or who are living in insecure housing may face additional barriers to their learning (Schoeffel & Vaughan, 2020)
- 75% of teachers felt that had received enough training and support to integrate technology into their teaching (Vassallo & Warren, 2018)
- Opportunity to gain new skills in using technology at the teacher, leader and system level (Schoeffel & Vaughan, 2020).

Australian Bureau of Statistics. (2018). Household Use of Information Technology. (Catalogue No. 8146.0) <https://www.abs.gov.au/ausstats/abs@.nsf/mf/8146.0>

Schoeffel, S., & Vaughan, T. (2020). Translating evidence of what works in schools to home-supported learning. *Teacher Magazine*. Retrieved from

<https://www.teachermagazine.com.au/articles/home-supported-learning-using-what-works-in-schools>

Vassallo, S. & Warren, D. (2018). Use of technology in the classroom. In D. Warren & G. Daraganova (Eds.), *Growing Up In Australia – The Longitudinal Study of Australian Children, Annual Statistical Report 2017*. Australian Institute of Family Studies. [https://growingupinaustralia.gov.au/sites/default/files/publication-documents/lsac-asr-2017-chap10-teachers\\_use\\_of\\_technology.pdf](https://growingupinaustralia.gov.au/sites/default/files/publication-documents/lsac-asr-2017-chap10-teachers_use_of_technology.pdf) (3.6MB)

# Submitted questions

Simple ways to effectively teach students at home during COVID-19

Should we focus less on delivering content and more on revision and consolidation of existing knowledge?

Online programs - do they offer deep learning for primary/secondary students?

Engaging students in this new form of learning.

Home / COVID-19 home-supported learning

## Global evidence review

A rapid review of distance and online learning, highlighting effective approaches to inform educators preparing for home-supported learning.

### COMING SOON

The [Education Endowment Foundation](#) is leading a project, supported by their global partners including Evidence for Learning, to produce a free and accessible evidence-based report for school leaders and teachers on effective distance and online learning approaches.

The report will be based on a rapid review of the evidence from existing systematic reviews and meta-analyses on effective distance learning and online learning approaches and summarise information on practices used worldwide to support and improve learning for students who are not able to attend classrooms.

The Protocol describing the design and methodology of the review will be published here once it has been finalised.

A timeline for the rapid review and the report will be published shortly.



# Best bets in an uncertain environment



Evidence-based resources for home-supported learning

Teacher  
resource for  
years F – 6

## Shared reading support

Support parents to read in an interactive way and promote longer and more frequent conversations with their children.

### Approach summary

A focus on reading during home-supported learning will likely lessen learning declines associated with not being in school.

Shared reading is an important means to support successful parent-child interactions, which are thought to be a key ingredient for success. Targeted support from schools can ensure these interactions are particularly effective.

Teachers can use the ORIM Framework when designing learning and tools to share with parents, helping to identify practical ways of supporting children's development in literacy by highlighting the importance of:

- Opportunities – for example, books or other print materials;
- Recognition – praise and attention when children take part;
- Interactions – sharing and working on activities together; and
- Modelling – demonstrating a skill.

### Tips

- Design tasks for students that encourage parent-child interactions such as conversation starters that will link the book to something in real life.
- Set 'environmental print' activities, which allows students to explore the environment around their home, such as letters and words on food labels, magazines etc.
- If sending home books, think about also sharing prompting questions to support parents in beginning a conversation, such as 'what do you think might happen next?'
- Share concrete examples with parents to help them engage, for example:
  - '5 W's' to prompt a wide range of questioning;
  - 'Pause, prompt, praise' strategies;
  - Simple suggestions like listening to older children read aloud.

### What should I consider?

- How will I tailor the task to the child's age or development stage?
- How will I support parents and from CALD backgrounds? (home-supported learning means that parental involvement becomes even more important)
- What lessons can I apply from how I design homework activities?
- How will I provide access to books or e-books for children who do not have many books at home?

This resource has been developed from our Guidance Report *Working with parents to support student's learning*.

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Evidence-based resources for home-supported learning

Teacher and  
leader  
resource for  
F – 12

## Strategies to help parents support learning at home

Sharing strategies ordinarily used by Teaching Assistants (TAs), may help schools to describe ways in which parents can effectively support learning from home.

### Approach summary

The first thing to establish with parents is an understanding that they are not expected to replace teachers or TAs, but they can be positioned to add value to what educators do.

Some students may require more assistance from their parents than other students during the period of home-supported learning, particularly younger students or students with additional learning needs.

There is good evidence on how to best assist students with their learning from the research on the effective use of TAs. These lessons about how to encourage learning may be useful for schools to share with parents who can:

- Encourage their child to be comfortable taking risks with their learning.
- Provide the right amount of support at the right time, in partnership with the teacher.
- Ensure their child retains responsibility for their learning; don't do the task for them.
- Use open-ended questions and allow enough thinking and response time.
- Give the least amount of help first to support students' ownership of the task.

This resource has been developed from our Guidance Report *Making best use of Teaching Assistants*.

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Evidence-based resources for home-supported learning

Teacher  
resource for  
years 5 – 12

## Plan, monitor and evaluate learning

Students who are able to plan, monitor and evaluate their own learning may experience a smoother adjustment to home-supported learning.

### Approach summary

Metacognition and cognition (two elements of self-regulation), interact when students understand the learning task and in completing it, are able to apply what they understand about themselves and similar tasks.

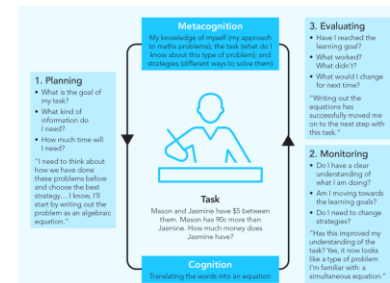
Teachers should consider the cycle of **plan, monitor and evaluate** when setting learning tasks and supporting students to complete them. In an expert learner, these processes are unconscious and automatic. In novice learners, however, it can be valuable to make them explicit.

### Tips

- Help student to understand this a cycle, not a checklist, and that the questions can relate to any learning task.
- Provide practical tools, built into learning tasks, to prompt students into thinking through the stages of planning, monitoring and evaluating.

### What should I consider?

- Have I designed tasks to prompt students to ask questions that will help them plan, monitor and evaluate at the level suited to them?
- For teachers of younger students: what platforms can I use to work through these processes with my students?
- How will I capture whether students are using these strategies while in home-supported learning?



This resource has been developed from our Guidance Report *Metacognition and self-regulated learning*.

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# Implementation is critical



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Resources for home-supported learning

## Example home-supported learning plan

School leader  
resource

Problem (why?)	Intervention description (what?)	Implementation activities (how?)	Implementation outcomes (how well?)	Final outcomes (and so?)
<p>The COVID-19 pandemic means that existing teaching and learning models no longer meet the needs of students.</p> <p>Many students are now learning at home and there is considerable variation in the supports that they have (including access to a learning space, technology, connectivity and family support).</p> <p>The urgency of this situation means that schools have had to rapidly respond and in many situations are accommodating two cohorts of students - those in home-supported learning, and those who remain in the classroom.</p> <p>Staff (leadership / teachers / teaching assistants) have varying experience and confidence with delivering home-supported learning.</p>	<p><b>Professional learning for staff</b> to build confidence with new pedagogies, tools and techniques to deliver home-supported learning.</p> <p><b>Communication with families and students</b> to build trust and ensure clarity of approaches and expectations.</p> <p><b>Development of a consistent approach for home-supported learning that is tailored to your context.</b> This will look different for all schools and may include a variety of approaches.</p>	<p><b>Professional learning for staff</b></p> <ul style="list-style-type: none"> <li>Identify staff in your school who are confident with technology and pedagogies that support learning at home as mentors for other staff.</li> <li>Schedule professional learning around pedagogies that support learning at home.</li> <li>Schedule professional learning around platforms that are being used to communicate with parents and students (e.g. LMS), and have follow up coaching available for staff.</li> <li>Tailored support for staff that require it.</li> </ul> <p><b>Communication with families and students</b></p> <ul style="list-style-type: none"> <li>Establish a communication protocol (this is particularly important where students have multiple teachers).</li> <li>Consider how communication will be received by parents (e.g. will a text message be more effective than email?), and that the means of communication might change depending on the nature of the message.</li> </ul> <p><b>Development of a consistent approach for home-supported learning that is tailored to your context</b></p> <ul style="list-style-type: none"> <li>Share the learning at home model with staff with opportunities for questions, clarifications and feedback.</li> <li>Unpack what the model looks like across different learning areas or year levels.</li> <li>Create a shared language around the learning at home model.</li> <li>Consider whether protocols need to be updated in response to a new approach.</li> </ul>	<p><b>Short term (0 – 4 weeks)</b> A consistent approach for home-supported learning is developed and shared with staff, families and students.</p> <p>Staff report increasing confidence with platforms and pedagogies that support learning at home.</p> <p>Students continue to engage with learning as measured through interactions with teachers / meeting due dates or milestones.</p> <p>Students remain connected to their school, peers and teachers.</p> <p><b>Medium term (4 – 12 weeks)</b> Students have a consistent learning experience across all learning areas and understand what is expected of them.</p> <p>Staff use a shared language around the home-supported learning approach.</p> <p>Families feel supported and understand what is expected of them and their child(ren).</p> <p>Students remain connected to their school, peers and teachers.</p>	<p><b>Long term (weeks 13 and beyond)</b> Learning for all students continues at home, directed by schools.</p> <p>Staff acquire new skills and knowledge that will add to their professional identity beyond this immediate change.</p> <p>Students are supported to continue to learning during this period of uncertainty, and all students continue to progress.</p> <p>Students remain connected to their school, peers and teachers.</p> <p>Families are more deeply engaged with their child's learning than they were previously.</p> <p>Students return to school settings ready to learn.</p>

Click on the image to access the full resources

# Building students metacognition and self-regulation

## Home-supported learning: Using what works in schools

SHORT ARTICLES

Authors: [Susannah Schoeffel](#), [Tanya Vaughan](#)

21 April 2020

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To what extent do classroom teaching strategies translate to home-supported learning? ©Rawpixel.com/Shutterstock

**High impact, very low cost, based on extensive evidence**

Metacognition and self-regulation approaches have consistently high levels of impact.

Average cost

\$ \$ \$ \$ \$

Evidence security

🔒 🔒 🔒 🔒 🔒

Months' impact

+7

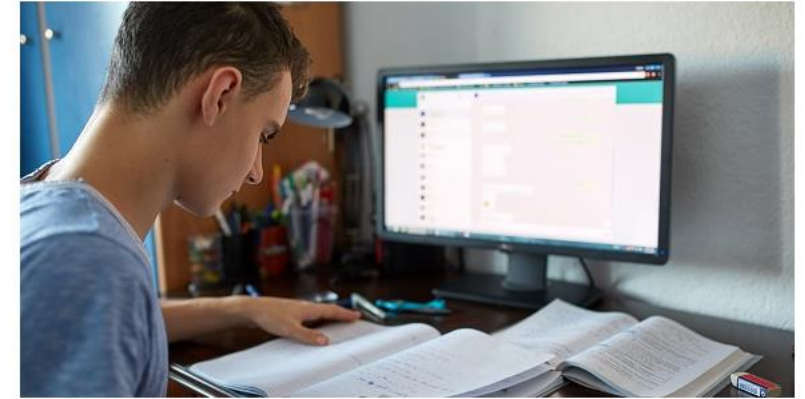


# The role parents can play

Importantly, parents aren't expected to deliver material or content. In a home-supported learning environment readiness to learn includes (Vaughan & Schoeffel, 2020):

- Supporting children to create regular routines and study habits;
- Ensuring a quiet space free from distractions e.g. asking the child to set aside materials that they don't need for learning (e.g. phones and other digital devices not required for learning);
- Home computer/laptop with adequate internet and video to interact with educators and rest of the class or group were applicable; and,
- Stationary items required for that lesson, including pen, paper and calculator.

Communication is a core recommendation of our Guidance Report '*Working with parents to support student's learning*' and this is essential.



## Providing parents with practical strategies for home-supported learning

🕒 13 minutes reading

'In this home-supported learning environment parents are being called upon to play a broader role in their children's education. The role of the parent is not to replace the teacher in learning from home, rather it may be thought of as working as an Integration Aide or Teaching Assistant to support the learning coming from the school.'

Dr Tanya Vaughan and Susannah Schoeffel share evidence on how teachers can work with parents to support students in a rapidly changing education landscape.

# The role parents can play



Evidence-based resources for home-supported learning

Early childhood educator resource for 2 to 5-year-old children

## Oral language development

Strong oral language skills provide children with a platform to communicate effectively, and predict children's success in formal classroom settings and life trajectories more broadly.

### Approach summary

Young children who are exposed to rich oral language environments, at home and in education settings, have increased speaking and listening skills.

Rich oral language environments are those in which children are exposed to complex and varied language, engaged in sustained conversations, provided opportunities for exploration and expression (e.g. using gestures, words and sentences) and allowed to communicate their thoughts, feelings and ideas.

### What should I consider?

- What resources can I provide to families to help foster rich conversations?
- What can I provide to families about their child's learning interests and experiences e.g. learning stories, photos, books?
- How can I support oral language development in families from culturally and linguistically diverse backgrounds?

*These tips are designed for early childhood educators but may also be useful for parents and applicable to support oral language development in older children.*

### Strategies and tips to try

Position children with knowledge, value their ideas and move between leading and following in conversations

- Use 'I wonder...' statements e.g. "I wonder, do all eggs hatch into birds?"
- Ask genuine questions that you really don't know the answer to

Practice pausing to create time for children to process and respond

- Play with intentional pausing for different lengths of time (eg. 3-5 seconds, 5-10 seconds) after asking a question

Make conversations personal by connecting to children's experiences, lives and interests

- When reading a book or telling a story, prompt a child to tell a story about a similar experience of their own
- Ask a child to provide commentary on photos of an experience or project

Use questions effectively

- Use 'open-ended' questions e.g. "What do you think might happen next?"
- Use statements followed by pauses rather than only question-answer interactions e.g. "Wow, look at the ..."
- Repeat, modify, or provide a hint, instead of answering your own question

Keep the conversation going

- Paraphrase a child's talk to model more complex language e.g. Child: "There's a bird", response: "Yes, I can see the lorikeet. It reminds me of a colourful rainbow."
- Use active listening e.g. eye-contact, nodding, facial expressions, gestures and short verbal cues



Evidence-based resources for home-supported learning

Teacher resource for years F – 6

## Shared reading support

Support parents to read in an interactive way and promote longer and more frequent conversations with their children.

### Approach summary

A focus on reading during home-supported learning will likely lessen learning declines associated with not being in school.

Shared reading is an important means to support successful parent-child interactions, which are thought to be a key ingredient for success. Targeted support from schools can ensure these interactions are particularly effective.

Teachers can use the ORIM Framework when designing learning and tools to share with parents, helping to identify practical ways of supporting children's development in literacy by highlighting the importance of:

- Opportunities – for example, books or other print materials;
- Recognition – praise and attention when children take part;
- Interactions – sharing and working on activities together; and
- Modelling – demonstrating a skill.

### Tips

- Design tasks for students that encourage parent-child interactions such as conversation starters that will link the book to something in real life.
- Set 'environmental print' activities, which allows students to explore the environment around their home, such as letters and words on food labels, magazines etc.
- If sending home books, think about also sharing prompting questions to support parents in beginning a conversation, such as 'what do you think might happen next?'
- Share concrete examples with parents to help them engage, for example:
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### What should I consider?

- How will I tailor the task to the child's age or development stage?
- How will I support parents and from CALD backgrounds? (home-supported learning means that parental involvement becomes even more important)
- What lessons can I apply from how I design homework activities?
- How will I provide access to books or e-books for children who do not have many books at home?

This resource has been developed from our Guidance Report [Working with parents to support student's learning](#).

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Evidence-based resources for home-supported learning

Teacher resource for years 7 - 12

## Features of an effective self-regulated learner

During the home-supported learning period, a student's ability to self-regulate may be one contributing factor for success.

### Approach Summary

Successful self-regulated learners use a number of strategies to help them learn independently:

- Setting specific short-term goals;
- Adopting powerful strategies for attaining the goals;
- Monitoring performance for signs of progress;
- Restructuring one's physical and social context to make it compatible with one's goals;
- Managing time-use efficiently;
- Self-evaluating one's methods;
- Attributing causation to results and adapting future methods.

Teachers can encourage their students to use these strategies to help them succeed in home-supported learning.

The extent to which the skills related to these strategies are acquired is in part dependant on the opportunities students receive to develop them outside of school and in the home. Providing tasks that require these strategies may provide additional benefit for the period of home-supported learning.

### Tips

- Teach strategies explicitly and with particular reference to home-supported learning.
- Put scaffolds in place for goal setting so that students can become more independent in determining their own goals.
- Share practical tools that will help students apply the strategies (such as a timetable template).
- Provide students with opportunities to reflect and self-evaluate the strategies they have used.
- Share strategies with parents so that good use of strategies can be reinforced (such as a rewards for time management).

### What should I consider?

- Have I considered how learners of different ages can best be supported to develop self-regulatory behaviours?
- Have I provided simple guidance and resources to help students develop strategies that will help them self-regulate during home-supported learning activities?
- Am I, and my colleagues, confident with adapting learning to develop these strategies in a home-supported learning environment?

### Related resource

E4L has also produced an Independent Learner Profile as an example of how an effective self-regulated learner may be approaching home-supported learning.

This resource has been developed from our Guidance Report [Metacognition and self-regulated learning](#).

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# The role parents can play

If a child is struggling with certain content, the parent can help younger children to seek help from their educator. For older children, parents can encourage metacognition and self-regulation through the child seeking help from the teacher (Evidence for Learning, 2019).

Improving the nature and quality of parents' talk to their children can support the development of independent learning skills that are associated with improved learning outcomes (Evidence for Learning, 2019). Schools can encourage parents to help their children to develop independent learning skills and manage their own learning through:

- Providing the right amount of support at the right time;
- Encouraging children to take risks with their learning;
- Using open-ended questions;
- Ensuring children retain responsibility for their learning; and,
- Giving the least amount of help first to encourage children's ownership of the task (Evidence for Learning, 2019, p.15; Vaughan, 2018).

Evidence for Learning. (2019). *Making best use of Teaching Assistants*. <https://www.evidenceforlearning.org.au/assets/Guidance-Reports/Teaching-Assistants/E4L-Guidance-Report-Teaching-Assistants-Sep-WEB.pdf> (741KB)

Vaughan, T. (2018, November 8). The effective use of teaching assistants. *Teacher magazine*. <https://www.teachermagazine.com.au/articles/the-effective-use-of-teaching-assistants>

Vaughan, T., & Schoeffel, S. (2020). Working with parents to provide practical strategies for home-supported learning. *Teacher Magazine*. Retrieved from <https://www.teachermagazine.com.au/articles/working-with-parents-to-provide-practical-strategies-for-home-supported-learning>

# Technology at home

Technology offers ways to improve the impact of student practice.

Evidence suggests that teachers can use technology to increase the benefits of practice to improve fluency or retention of information, and that this is likely to have a positive impact on learning.

If you are teaching/leading online what platforms are you using?

Please type your platform in the chat box.

# Technology can play a role in improving assessment and feedback

Verbal feedback over videos of annotations of students work.

Technology has the potential to improve both assessment and feedback, particularly in terms of speed and efficiency.

USING DIGITAL TECHNOLOGY  
TO IMPROVE LEARNING  
Guidance Report



Education  
Endowment  
Foundation

# Questions?



# Submitted questions

How to support students who are modified due to having a disability and/or specific learning needs from a virtual platform?

How do we support and differentiate online learning environments for students who have learning difficulties?

How can we best support students with diverse learning needs and disabilities?

How to meet the needs of non-verbal ASD and other children with special needs?

Providing effective teaching and learning support for families with LBOTE who may not be able to read English and no IT?

How do we ensure students with disability aren't left behind?

How can we go about adjusting and modifying work effectively for students with disability and learning needs?

How do we support for students with disability?



# Working with students with learning needs

Education professionals are usually driven by the desire to provide each and every young person with the best chance to succeed in life, no matter who they are or where they come from...this is especially crucial for those students that need the most support. (Davies & Henderson, 2020, p. 2)

Professor Becky Francis, Chief Executive, Education Endowment Foundation.

An inclusive culture is a prerequisite for an effective school: it brings happiness, a feeling of safety and being part of the community, and, of course, it impacts positively on learning, both in classroom and beyond. It is our job to prepare students to flourish and feel truly included in society. (Davies & Henderson, 2020, p. 10)

Frances Steel, Assistant Principal

# Working with students with additional learning needs

To ensure that students needs are being met in their schools there are five key recommendations:

- Create a positive and supportive environment for all students without exception
- Build an ongoing, holistic understanding of your students and their needs
- Ensure all students have access to high quality teaching
- Complement high quality teaching with carefully selected small-group and one to one interventions
- Work effectively with teaching assistants (Davies & Henderson, 2020, pp. 8-9).

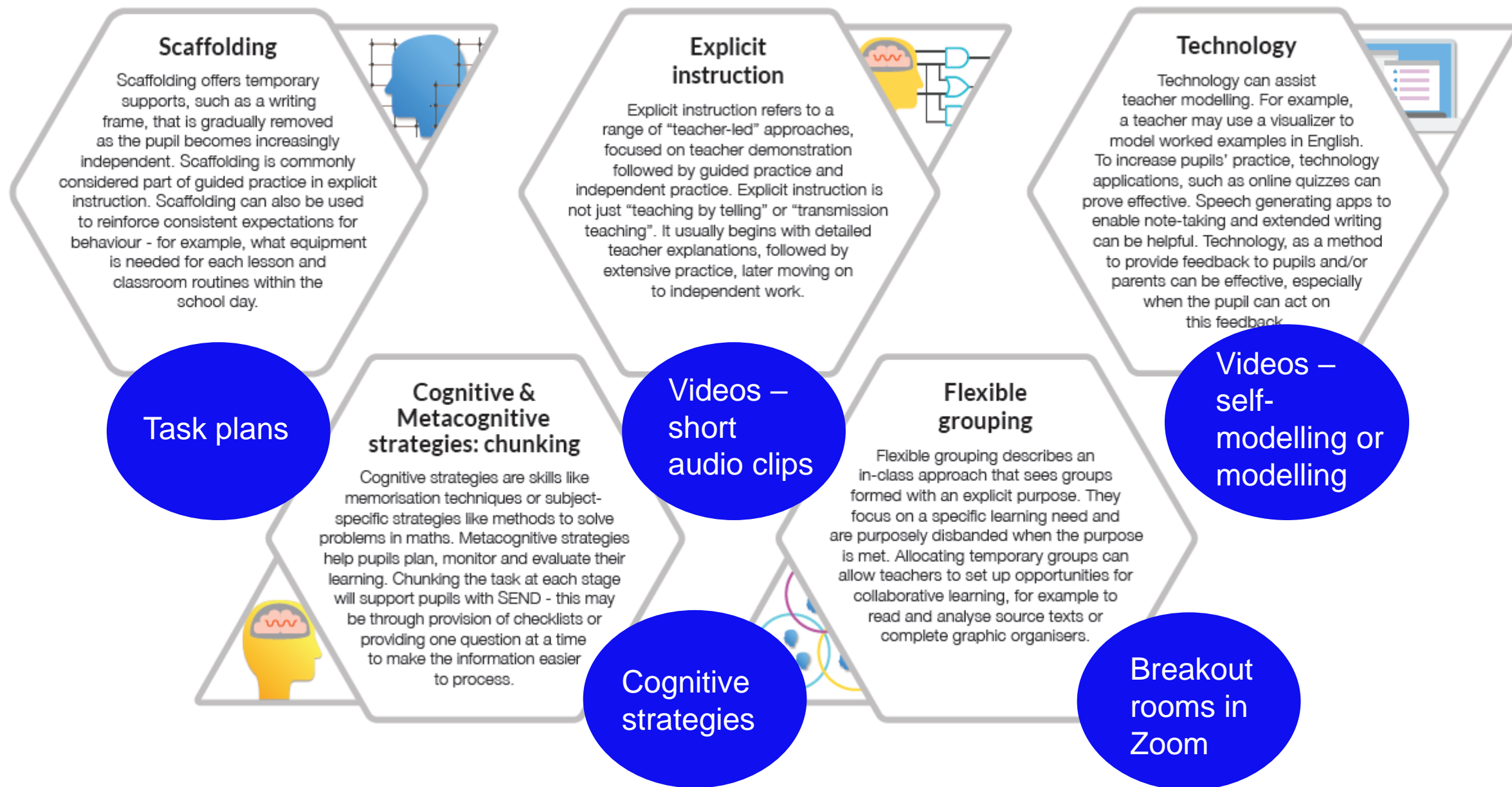
# Build an ongoing, holistic understanding of your students and their needs

While labels might convey some understanding of the nature of a condition, they do not provide adequate information about how each individual will be affected by this condition. Hence, it is necessary to carefully assess each child to determine their educational needs. (Duchesne & McMaugh, 2019, p. 435).

# Ensure all students have access to high quality teaching

Strategies that are already used by every teacher will be helpful for students with additional needs, although some may need further extensions. Some students will require additional support (Davies & Henderson, 2020). Key strategies that teachers can be encouraged to ensure every child has the greatest chance of success in learning are:

- flexible grouping;
- cognitive, metacognitive and self-regulation strategies;
- explicit instruction;
- technology and
- scaffolding.





# Scaffolding

What scaffolding are you using for your students?  
Share examples in the chat box.

## Task Plan

What do I need?

1	_____	4	_____
2	_____	5	_____
3	_____	6	_____

What do I need to do?


1	_____	<input type="checkbox"/>
2	_____	<input type="checkbox"/>
3	_____	<input type="checkbox"/>

Anything else?

_____	<input type="checkbox"/>
_____	<input type="checkbox"/>

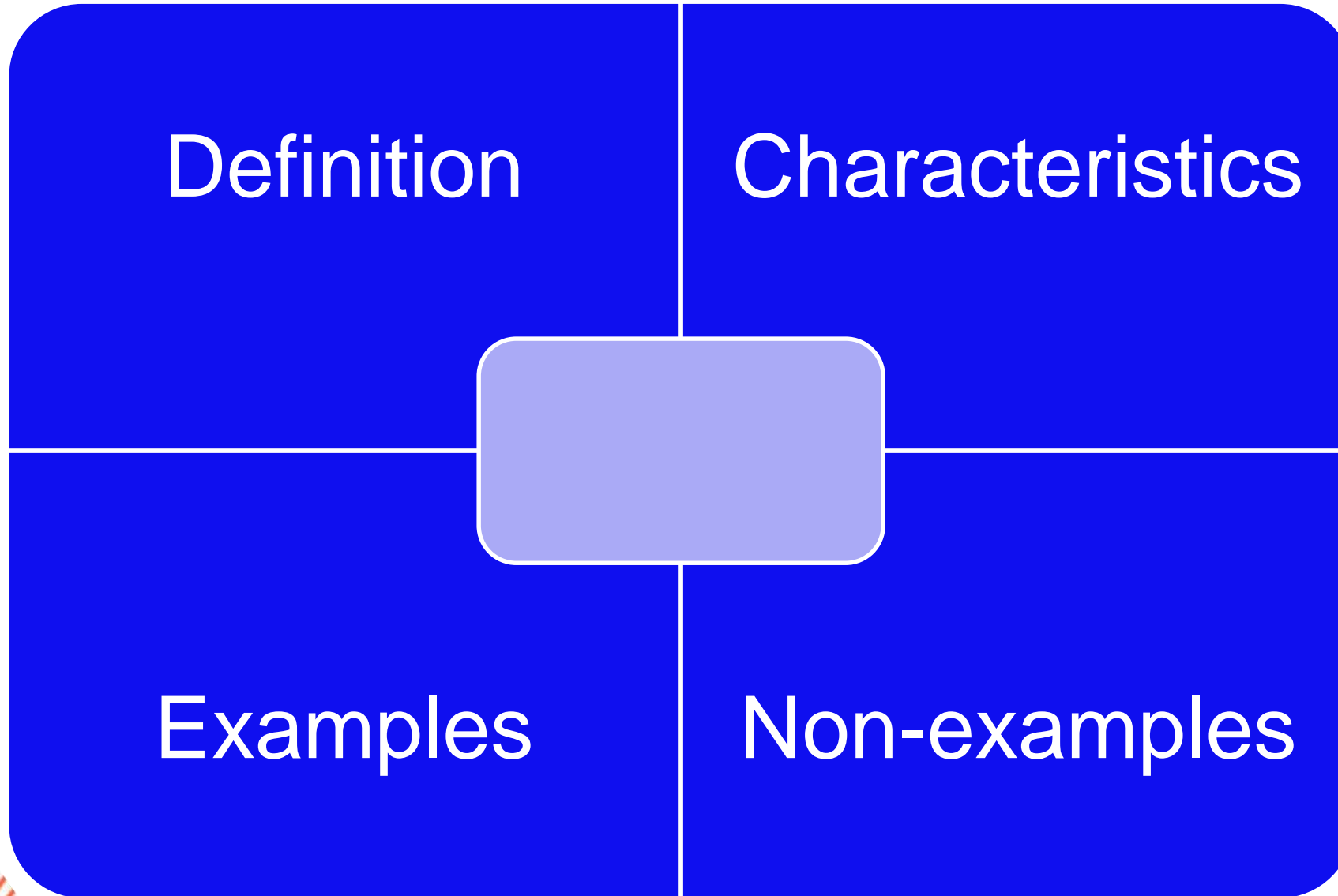
Reward

How long?

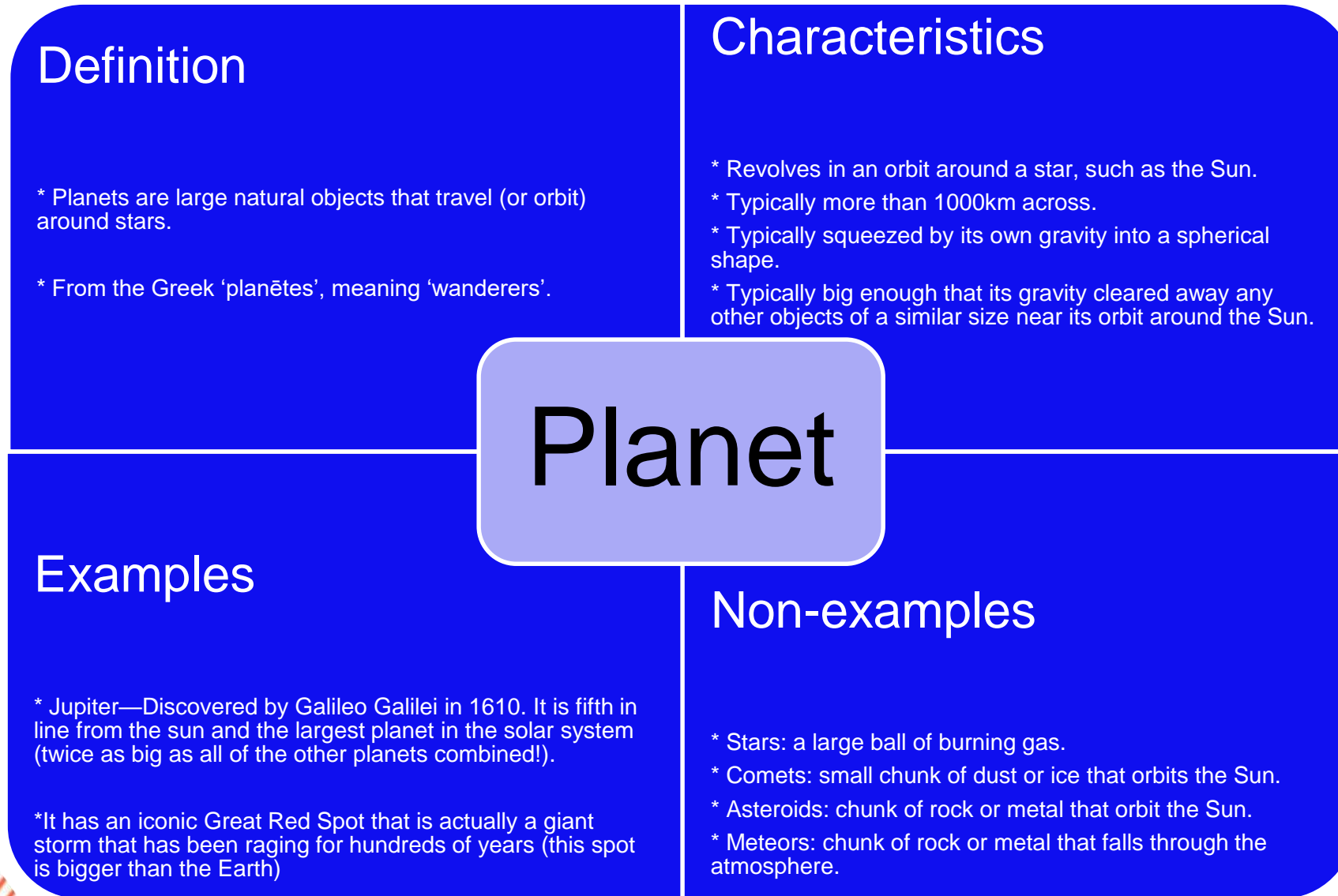


# Example of a cognitive strategy - The Frayer model

What are the cognitive organisers that you are currently using? Please type into the chat box.



# The Frayer model – worked example



# Using technology to support student with additional needs

Technology can be a useful tool to support student with additional needs. The successful application of technology can include:

- Instructional apps that provide instruction, modelling or practice opportunities for a wide range of skills
- Non-instructional apps – apps that provide tools to aid such as note taking – teachers can use these to provide audio feedback and create an explicit instruction presentation.
- Speech generating apps that augment the communication skills of students with communication difficulties (Davies & Henderson, 2020, p. 25; Ok & Kim, 2017).

Davies, K., & Henderson, P. (2020). Special Educational Needs in Mainstream Schools. Retrieved from [https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF\\_Special\\_Educational\\_Needs\\_in\\_Mainstream\\_Schools\\_Guidance\\_Report.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf)

Ok, M. W., & Kim, W. (2017). Use of iPads and iPods for academic performance and engagement of prek–12 students with disabilities: A research synthesis. *Exceptionality*, 25(1), 54-75.

# Using technology to support student with additional needs

Some evidence-based practices that are useful to look for or develop in using technology are:

- Explicit instruction
- Video self-modelling – students create own videos
- Video modelling – teachers create videos
- Constant time delay – set amount of time prior to response from program (Ok & Kim, 2017).



# Applying these strategies

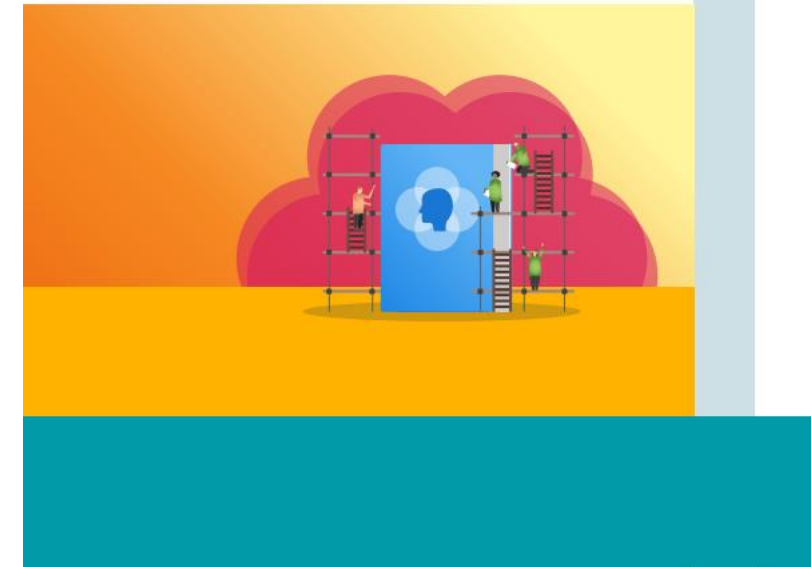
The application of the strategies involved in supporting students is dependent on the individual needs that are presented. Addressing students with additional needs may require consideration of individual needs, intensity and time, and flexibility.

**Response to need:** What is the student struggling with? What are you trying to teach?

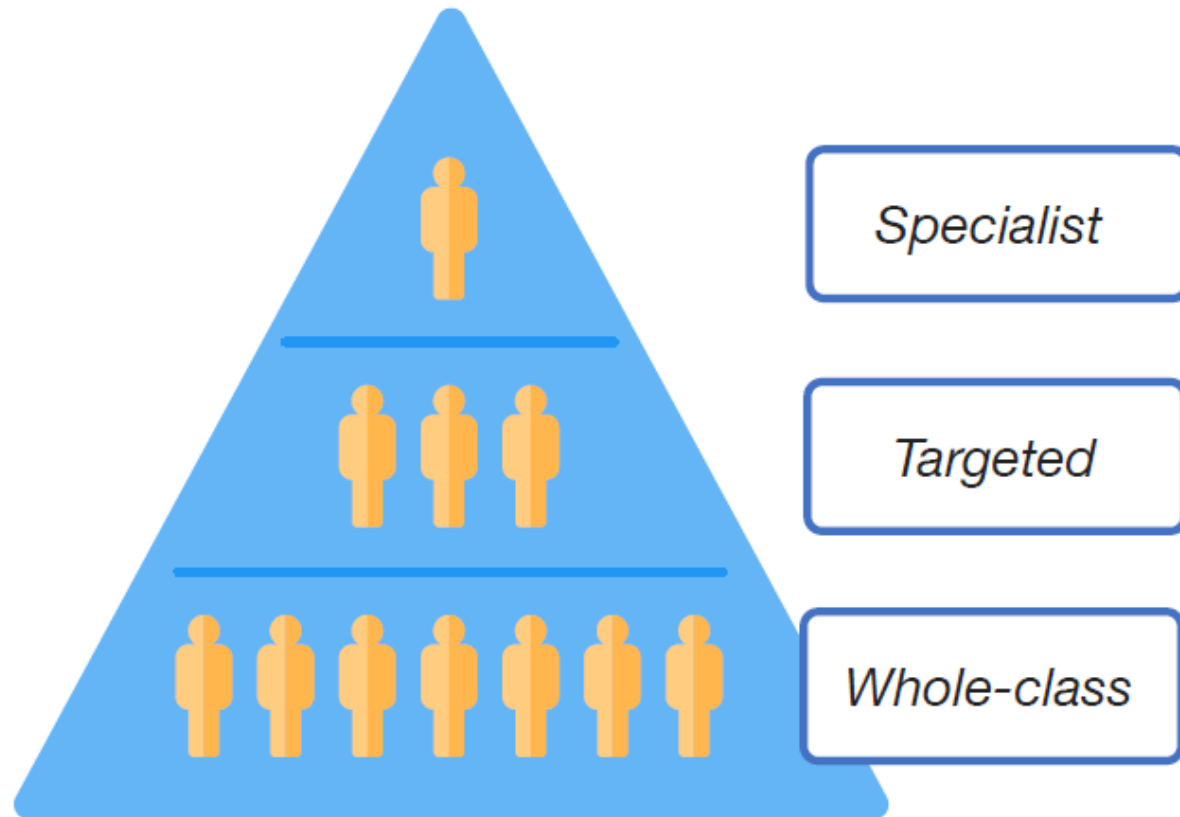
**Intensity and time:** Students might require the application of strategies over a longer period of time or a more intense focus on a small number of important, clearly defined skills or concepts.

**Flexibility:** If an approach does not appear to be working for a student, teachers need to consider what is not working and how it could be changed (Davies & Henderson, 2020, p. 27).

**SPECIAL EDUCATIONAL NEEDS  
IN MAINSTREAM SCHOOLS**  
Guidance Report



# Complement high quality teaching with carefully selected small-group and one to one interventions



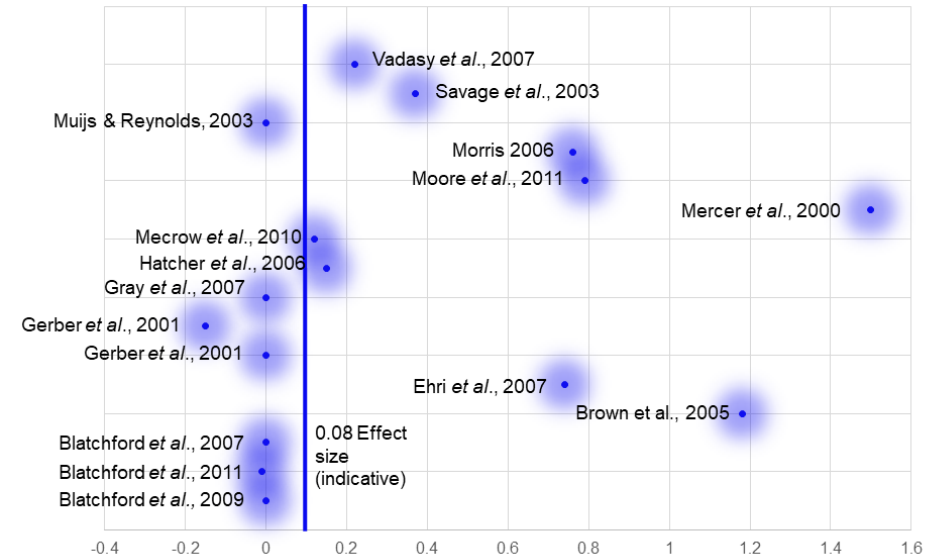
**Specialist support.** Some students will need a specialist intervention delivered by a trained professional.

**Targeted interventions.** If students require additional support beyond what can be offered by whole class teaching, a targeted or one to one intervention could provide the intensive focus required for the student to make progress.

**Whole-class teaching.** If you have evidence that a student requires further support, the starting point needs to be consideration of the classroom teaching that they receive. Have you maximised their opportunity to access the best possible teaching you can offer.

# Teaching assistants should supplement, not replace the teacher

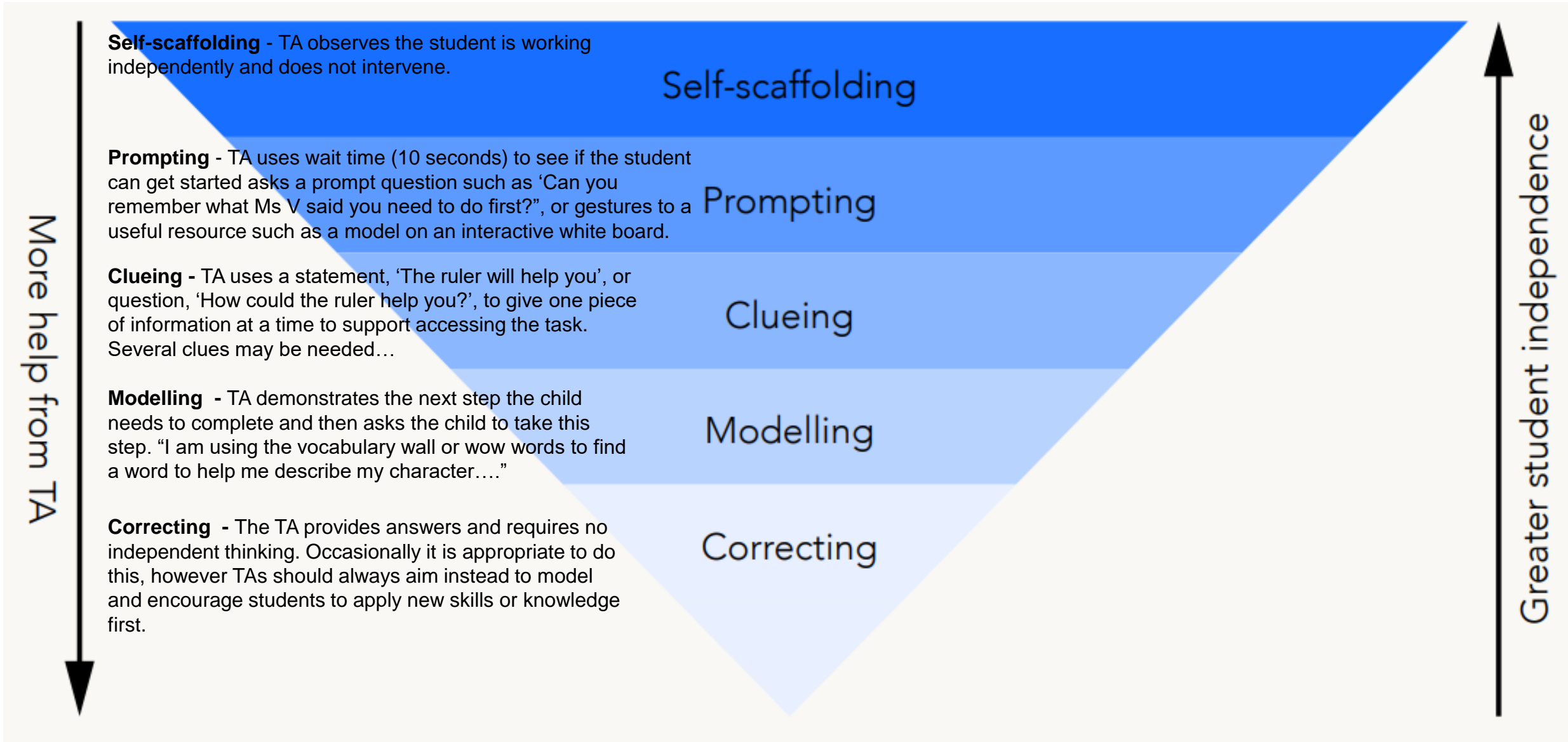
- Same rules apply as in the classroom – where you utilise Teaching Assistants well there is a positive impact.
- Aide – reports to teacher – teacher hands up to level coordinator.
- Use your Integration Aides/Teaching Assistants to help you support your students with learning needs.
- Feedback via [Seesaw](#) (or the platform you are using – provide videos and/or audio clips for feedback).
- Answer questions, support the technical issues.



# Teaching assistants should supplement, not replace the teacher

Avoid	Encourage
<ul style="list-style-type: none"><li>✗ Prioritising task completion</li><li>✗ Not allowing students enough thinking and response time</li><li>✗ 'Stereo-teaching' (repeating verbatim what the teacher says)</li><li>✗ High use of closed questions</li><li>✗ Over-prompting and spoon-feeding</li></ul>	<ul style="list-style-type: none"><li>✓ Students to be comfortable taking risks with their learning</li><li>✓ Providing the right amount of support at the right time</li><li>✓ Students retaining responsibility for their learning</li><li>✓ Use of open ended questions</li><li>✓ Giving the least amount of help first to support students' ownership of the task</li></ul>

# The effective use of TAs





# Submitted questions – relationships/feedback

How can I build relationships with my class online?

How might we build rapport & sustain relationships on virtual platforms, particularly if cohort has new students.

How can we efficiently practise differentiation and feedback?

- Using videos can help with trying to engage with new students, a simple one or two minute video explaining your area of passion as a teacher and how you are excited to have them in your class.
- Use of videos where you explain key concepts within the lesson and express your passion and enthusiasm for the topic can help build a online rapport with your students.
- Use the chat function you have to engage with your students as often as possible.

# Responses to relationships/feedback questions

- Share learning intentions and success criteria at the top of the online task outline. The success criteria can be differentiated for different groups of students. (Sharples et al., 2019)
- Extension activities can be provided within the outline of the online task.
- Provide feedback to students that is focused on these learning intentions and success criteria. Feedback can be provided as videos or short audio recordings for your students, this can be especially helpful for students with LBOTE and those that struggle with literacy.
- Teachers look for and make a note of common misconceptions in tasks. Then, using screen or voice recording technology, the teacher could record herself highlighting what students have been good at, what they need to be better at and how to be better at it. (Picardo, 2017)

Sharples, J., Albers, B., Fraser, S., Deeble, M., & Vaughan, T. (2019). *Putting Evidence to Work: A school's Guide to Implementation*. In. Retrieved from <https://evidenceforlearning.org.au/guidance-reports/putting-evidence-to-work-a-schools-guide-to-implementation/>

Picardo, J. (2017). How to do it: Using digital technology to support effective assessment and feedback. *Impact*. Retrieved from <https://impact.chartered.college/article/picardo-using-digital-technology-support-effective-feedback-assessment/>

# The four types of feedback that teachers can give

The most useful feedback is at the process and self regulation level, although sometimes it may be appropriate to give feedback at the other two levels.

Level	The question it helps students to answer	Example	Impact
Self evaluation	How good am I?	Well done, you've worked really hard this week.	Ineffective
Task	How can I get this done? How can I make this better?	Next time you do a calculation like this, try to set it out the way I showed you.	Useful
Process	How can I get better in tasks like this? What does it mean to be good in this subject?	Your understanding of Ohm's Law is good, but be careful to use the correct units.	Powerful
Self-regulation	How can I manage myself to learn better? How can I motivate myself?	Are you happy that you understand photosynthesis now? What could you do to extend your understanding further?	Powerful

# Webinar Activity

Type into the chat box:

- How you would give feedback on self-regulation consistent with your new environment?



# Submitted questions

How best to support young people in vulnerable households?

- Know students and how they learn – AITSL Standard 1.
- Differentiate.
- Each system has built a provision for vulnerable students to access education on-site, be guided by your department / association.



## Submitted questions – ECE / F-2

I will be interested in partnerships with parents and an early childhood application?

Working with children 0-4 years?

How best to support learning/play for ages 0-5 when home mightn't be the safest space?

How do we differentiate for students? How do we support our Kinder to Year 1 students?



Early Childhood Education Teaching & Learning Toolkit - [evidenceforlearning.org.au/the-toolkits/early-childhood-education-toolkit/](https://evidenceforlearning.org.au/the-toolkits/early-childhood-education-toolkit/)

Australasian Research Summaries  
[evidenceforlearning.org.au/the-toolkits/early-childhood-education-toolkit/australasian-research-summaries/](https://evidenceforlearning.org.au/the-toolkits/early-childhood-education-toolkit/australasian-research-summaries/)

Oral language for 2 to 5-year-old children <https://evidenceforlearning.org.au/assets/COVID-19-Home-supported-learning/E4L-Oral-language-development-FINAL.pdf>

[Discovery at Home](#) (from Early Start, University of Wollongong) - Virtual tours of the Early Start Discovery Space and Experiences, challenges and prizes, shows, reading stories and guided activities.

[First Five Forever](#) - A Queensland Government and State Library of Queensland initiative that provides strong early literacy foundations for all children aged 0-5 years. The website includes articles on early literacy and over 300 tips and activities to try at home, which can be personalised to the age and gender of the child.

[Five from Five's Parent Resources](#) - Evidence-informed play-based activities to help parents support children's literacy development.

[Goodstart@Home](#) - Play-based learning activities for parents to do together with preschool aged children, and activities that parents can set up for some individual play.



EVIDENCE  
FOR LEARNING

Evidence-based resources for home-supported learning

Early childhood  
educator  
resource for 2 to  
5-year-old  
children

## Oral language development

**Strong oral language skills provide children with a platform to communicate effectively, and predict children's success in formal classroom settings and life trajectories more broadly.**

### Approach summary

Young children who are exposed to rich oral language environments, at home and in education settings, have increased speaking and listening skills.

Rich oral language environments are those in which children are exposed to complex and varied language, engaged in sustained conversations, provided opportunities for exploration and expression (e.g. using gestures, words and sentences) and allowed to communicate their thoughts, feelings and ideas.

### What should I consider?

- What resources can I provide to families to help foster rich conversations?
- What can I provide to families about their child's learning interests and experiences e.g. learning stories, photos, books?
- How can I support oral language development in families from culturally and linguistically diverse backgrounds?

*These tips are designed for early childhood educators but may also be useful for parents and applicable to support oral language development in older children.*

### Strategies and tips to try

**Position children with knowledge, value their ideas and move between leading and following in conversations**

- Use 'I wonder...' statements e.g. "I wonder, do all eggs hatch into birds?"
- Ask genuine questions that you really don't know the answer to

**Practice pausing to create time for children to process and respond**

- Play with intentional pausing for different lengths of time (eg. 3-5 seconds, 5-10 seconds) after asking a question

**Make conversations personal by connecting to children's experiences, lives and interests**

- When reading a book or telling a story, prompt a child to tell a story about a similar experience of their own
- Ask a child to provide commentary on photos of an experience or project

**Use questions effectively**

- Use 'open-ended' questions e.g. "What do you think might happen next?"
- Use statements followed by pauses rather than only question-answer interactions e.g. "Wow, look at the ..."
- Repeat, modify, or provide a hint, instead of answering your own question

**Keep the conversation going**

- Paraphrase a child's talk to model more complex language e.g. Child: "There's a bird", response: "Yes, I can see the lorikeet. It reminds me of a colourful rainbow."
- Use active listening e.g. eye-contact, nodding, facial expressions, gestures and short verbal cues

This resource has been developed from E4L's [oral language tip sheets](#) and a [systematic review of the Australasian research](#) conducted by the University of Queensland.

[info@evidenceforlearning.org.au](mailto:info@evidenceforlearning.org.au) | [evidenceforlearning.org.au](https://evidenceforlearning.org.au) | [@E4Ltweets](https://twitter.com/E4Ltweets)

# Key takeaways

- Do fewer things, better
- Communicate
- Build on what you know and do already
- Make evidence-informed decisions based on what works for you and your students
- Monitor and evaluate



[Home](#)

# COVID-19 home-supported learning

Guidance, evidence and links to assist in home-supported learning.

[Overview](#)

[Guidance for educators](#)

[Global evidence review](#)

[Department links and  
other resources](#)

[Advice for parents](#)

# Where to now?



Get in touch

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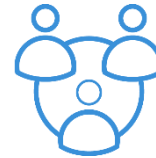
Facebook [Evidence for Learning](https://www.facebook.com/EvidenceforLearning)

YouTube [Evidence for Learning](https://www.youtube.com/EvidenceforLearning). We have recently released more detailed [Teaching & Learning Toolkit](#) and [Implementation Guidance report](#) videos.



Attend our webinar series

[evidenceforlearning.org.au/evidence-informed-educators/webinars/](https://evidenceforlearning.org.au/evidence-informed-educators/webinars/)



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Helping great practice become  
common practice in education



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# Further resources and links

Davies, K., & Henderson, P. (2020). Special Educational Needs in Mainstream Schools. Retrieved from [https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF\\_Special\\_Educational\\_Needs\\_in\\_Mainstream\\_Schools\\_Guidance\\_Report.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf)

Evidence for Learning. (2019). Making best use of Teaching Assistants. Retrieved from <https://www.evidenceforlearning.org.au/assets/Guidance-Reports/Teaching-Assistants/E4L-Guidance-Report-Teaching-Assistants-Sep-WEB.pdf> &

Evidence for Learning. (2020). COVID-19 home supported learning. Retrieved from <https://www.evidenceforlearning.org.au/covid-19-home-supported-learning/>

Sharples, J., Albers, B., Fraser, S., Deeble, M., & Vaughan, T. (2019). *Putting Evidence to Work: A school's Guide to Implementation*. In. Retrieved from <https://evidenceforlearning.org.au/guidance-reports/putting-evidence-to-work-a-schools-guide-to-implementation/>

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Schoeffel, S., & Vaughan, T. (2020). Translating evidence of what works in schools to home-supported learning. *Teacher Magazine*. Retrieved from <https://www.teachermagazine.com.au/articles/home-supported-learning-using-what-works-in-schools>

Vaughan, T., & Schoeffel, S. (2020). Working with parents to provide practical strategies for home-supported learning. *Teacher Magazine*. Retrieved from <https://www.teachermagazine.com.au/articles/working-with-parents-to-provide-practical-strategies-for-home-supported-learning>

## Inclusion resources

Released early May - [www.autismcrc.com.au/inclusionED](http://www.autismcrc.com.au/inclusionED)

The communication trust - <https://www.thecommunicationtrust.org.uk/resources/resources/>

