QCU101
Introduction to Curriculum

SEQTA Suite training manual

Date / Version October 2019, v. 2019.6.1

Commercial-In-Confidence
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Course Details

Aim
During this session attendees will develop an understanding of SEQTA planning, programming and assessments in a secondary environment and how to use these features in their school.

Target Audience
This manual was compiled to assist staff responsible for creating and maintaining programmes and lesson content. It is aimed at Secondary Teachers, Directors of Teaching and Learning, Heads of Learning, Instructional Leaders, Assistant Principals.

Duration
The duration of this course is 6 hours.

Learning outcomes
- System navigation
- Understand SEQTA’s programme paradigm
- Create new programmes or use existing programmes
- Plan and structure content and assessments
- Enable virtual classroom delivery
- Enhance teacher collaboration and communication
- Facilitate sharing of teaching programmes and resources
- Understand subject timetabling options for class and specialist teachers
- Understand the use of appointments and/or events managed within SEQTA
- Introduction to student/parent engagement
- Improve productivity

Australian Professional Standards for Teachers (AITSL) addressed
2.2, 2.3, 2.6, 3.1, 3.2, 3.4, 5.1, 6.2

Learning pathway
This course is part of the introductory training for the SEQTA Suite. There are four courses available at this level that form the core introduction to the SEQTA Suite and are generally delivered during implementation:
Next steps

In order to gain a deeper understanding of the curriculum aspects of the SEQTA suite, attendees should consider completing the level 2 curriculum courses. There are four training courses available in the advanced curriculum pathway.

Advanced Curriculum Pathway

- **QCU201** Programmes and lesson delivery
- **QCU202** Collaboration and pathways
- **QCU203** Marks book and assessments
- **QCU205** Engaging with students and guardians

Manual

This level 1 training course is intended to provide an introduction and guide for the utilisation of the Pastoral care aspects of the SEQTA Suite. It is not intended to be a stand-alone guide to the full functionality of the SEQTA Suite. The manual may provide some suggestions about procedures and processes. The suggestions may not be appropriate for the specific implementation of the schools’ policies and procedures and it is therefore recommended that staff should follow their own processes and policies where it differs from the suggestions within this manual.

Navigation

This manual is divided into chapters which are numbered 1, 2, 3 etc, subsections within the chapters are structured as individual quick guides numbered as QG100.1, QAD101.1, etc. These guides can be printed as individual documents or printed as an entire manual.

Use of bold and italics

Where SEQTA Suite modules, software controls, screens and links are mentioned the text will appear in bold or italics.
Contact Details

Points of contact

SEQTA provides a Software-as-a-Service product to each school, which includes full software support and allows teachers to contact SEQTA’s service desk when they need assistance in using the software.

Please bear in mind that in many situations schools have different workflows and utilise the software in a specific manner to meet their school’s requirements. While SEQTA provides exceptional support, in many cases it is quicker and more tailored to maintain a core group of school staff who are experts in the school’s unique utilisation of the SEQTA Suite and who are available to provide on-the-ground support to staff.

When schools implement SEQTA, they are asked to nominate two points of contact, a School Education Contact (SEC) and a School Technical contact (STC). These contacts are the first point of contact for school staff.

Each school is also provided with a School Relationship Manager (SRM) who is available to nominated key contacts at the school for high-level and strategic discussions regarding the school’s use of the SEQTA Suite.

Client support service desk

SEQTA’s service desk is available to all school staff.

Contact details:

<table>
<thead>
<tr>
<th>Method</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>By phone</td>
<td>1300 4 SEQTA (1300 4 73782)</td>
</tr>
<tr>
<td>By email</td>
<td><a href="mailto:helpdesk@seqta.com.au">helpdesk@seqta.com.au</a></td>
</tr>
<tr>
<td>Via chat:</td>
<td>Click the Live Sales Chat Online! button from the Welcome sub-page in the Home workspace.</td>
</tr>
</tbody>
</table>

Operating hours:

<table>
<thead>
<tr>
<th>Term</th>
<th>Operating Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 (Feb-Apr):</td>
<td>5am to 5pm WST</td>
</tr>
<tr>
<td>Term 2 (Apr-July):</td>
<td>6am to 5pm WST</td>
</tr>
<tr>
<td>Term 3 (July-Oct):</td>
<td>6am to 5pm WST</td>
</tr>
<tr>
<td>Term 4 (Oct-Dec):</td>
<td>5am to 5pm WST</td>
</tr>
</tbody>
</table>
When communicating with the service desk, to speed up the process and response times, it is of great help to include the following detail:

- Your valid email address (especially when you are using a personal email address rather than a school email address)
- The teacher and relevant class code if applicable
- The details of the exact query
- Screen shots if applicable

In addition, for all Academic Report queries, please provide the following details:

- Print the report
- Annotate / comment on the report with detailed required changes i.e. measurements, colour, movement of data etc.
- Scan the report to a file
- Create a helpdesk ticket and attach the scanned file and send the ticket to Help desk

**School Relationship Manager (SRM)**

Each school is appointed a SEQTA School Relationship Manager. Your SRM is there to support each school’s unique requirements to best utilise your investment in the *SEQTA Suite*. The SRMs are involved in the following processes:

- On-call for all severity 1 incidents
- Advising on changes to workflows for effective utilisation of the software in the school environment
- Liaising with the school for academic report requirements and any customisation for correspondence and other documentation
- Escalation channel for any support issues if required
- Providing feedback to SEQTA development and management processes to ensure SEQTA always meets the highest standards of support and software delivery

**NOTE:** SRMs are available 24/7 for severity 1 incidents. The School Technical Contact (STC) and School Education Contact (SEC) should have the SRM's contact details. Please contact the SEQTA service desk if you require contact details for your school's SRM.
1 System navigation

QG100.1 - Log in

The SEQTA Suite is web-based software, which means that it runs on an internet browser, e.g. Google Chrome, Mozilla Firefox, Microsoft Edge, Apple Safari.

1. Open a web browser.
2. Enter the school’s SEQTA Teach domain, e.g. teach.schoolname.state.edu.au.
3. The login screen loads.
4. Enter your Username.
5. Enter your Password.
6. Click Log in.

NOTE: For schools using Active Directory, the username and password will be the same as your normal school login details.

NOTE: Schools can customise the login screen with an image, a login page message and a school name.

Related quick guides
• QG100.2 – Log out
• QG100.3 – Navigation
QG100.2 - Log out

1. Navigate to the Spine.

2. Click the Log out button.

NOTE: For schools using older versions of active directory authentication, logging out may not be possible until the session ends. In this instance, close the web browser.

Related quick guides

- QG100.1 – Log in
- QG100.3 – Navigation
SEQTA Teach's design origins lie in the workflows and documents that teachers have used successfully for many years. Much of the language of the software layout and navigation reflects this. Navigation in SEQTA Teach works from left to right: from workspace selectors located in the spine, to page selectors and sometimes to sub-page selectors, e.g. Teaching workspace> Timetable page> Traditional View sub-page, (see screenshot below).

1. The Spine: provides overarching navigation and contains the Workspace selectors that give access workspaces relevant to the different areas of schoolwork, e.g. Teaching, Pastoral care and Administration. At the bottom of the spine there are buttons to access the Knowledge Base (help) and a Log out button.

2. Page selectors: each workspace contains several pages. Some pages may appear in multiple workspaces e.g. the Timetable page is available in both the Home and Teaching workspaces. This panel can be collapsed and expanded as required.

3. Sub-page selectors: some pages contain sub-pages, e.g. the Timetable page contains the My Day, My classes, Traditional View, Calendar and Student sub-pages.

4. The Page title: every page has a title, so you will always know your location.

5. The Toolbar: each page contains a toolbar, e.g. commands such as Save and Print, are located in the toolbar. Other commands are available depending on which page is selected.

6. The Main work area: comprises the area where the current page is displayed and is where work is undertaken.
7. **The Student information panel (SIP):** The Student Information Panel (SIP) is available from every page of the software and gives instant access to student information, including where applicable, contact details, emergency details, custody details and medical details as well as providing tools to enter pastoral care records, view academic reports and timetables for students. Buttons to the right of the Student Information Panel (SIP) enable users to move between content. For further details refer to quick guide QG100.4 – The Student Information Panel (SIP).

<table>
<thead>
<tr>
<th>NOTE:</th>
<th>The page selectors panel can be collapsed and expanded as needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTE:</td>
<td>The Student Information Panel (SIP) can be collapsed and expanded as needed.</td>
</tr>
</tbody>
</table>

---

**Related quick guides**

- QG100.4 – The Student Information Panel (SIP)
QG100.4 - The Student Information Panel (SIP)

Located on the right-hand side of the screen is the Student Information Panel (SIP). The Student Information Panel (SIP) consists of seven panes, six of which give access to student information, including contact details, emergency details, custody details and medical details. There are also tools to enter pastoral care records, view attendance history, academic reports and timetables.

The last pane is the News pane and by default is populated with SEQTA news regarding new releases, upcoming events and training. Schools can customise the news pane and display school specific or other information if required.

1. From anywhere in the software, click the Expand/collapse the SIP button.

2. Select a student.

3. Use the buttons on the right to move between the different panes.
The **General overview** pane displays student and contact information. View student alerts, custody information and add general notes. Standardised testing data is also available from this pane if school have imported the data into *SEQTA Teach*.

The **Medical overview** pane displays medical and emergency information.

The **View attendance history** pane displays historical attendance data. Change the time range from the time range button to view more or less data.
The **Enter Pastoral care notes** pane
Enter pastoral care notes for a student or students.

The **View timetable** pane
View and print a student timetable.

The **Manage student files** pane
View student academic reports, upload files and restricted files.
The **News** pane

The news pane is populated by SEQTA with release information, upcoming events and training opportunities.

This pane can be customised if needed by the SEQTA school administrator to display a unique URL.

---

**Related quick guides**

- QG100.3 – Navigation
QG100.5 - Getting help

1. Click the Help button on the spine.
2. The Help widget loads.
3. Enter a word or phrase in the search bar.
4. Press enter or click the search button to search the Knowledge base, a list of results will load.
5. Click a result to view the article.

6. Click the **back arrow** to go back to the search area.

7. Click the **collapse button** to hide the Help widget. Click the Help button again to reload the widget.

8. Click the expand button to load the article in a new sub-page.

9. Close the sub-page when finished.
10. From the Help widget, click **Submit a ticket** to populate a help ticket and **Send** to SEQTA.

11. Alternatively, click **Knowledge base**, the full knowledge base will open in a new sub-page.

12. In the **Search** bar, enter a word or phrase to search the **Knowledge base**.

13. Click any of the category headings to expand or collapse and view the available articles.

14. Click your name and click **My activities** to check your tickets.
QG100.6 - Commonly used icons

### The Page title

<table>
<thead>
<tr>
<th>Icon</th>
<th>Workspace</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Quick links icon]</td>
<td>Quick links</td>
<td>Access to other websites from the Quick links button in <em>SEQTA Teach</em>.</td>
</tr>
<tr>
<td>![SEQTA Community icon]</td>
<td>SEQTA Community</td>
<td>SEQTA Community is an online forum which brings together teachers and administrators from SEQTA schools across Australia and the world. SEQTA Community allows schools to make and vote on suggestions, ask and answer questions, post guides and tips for others, and provide feedback at the earliest stages on new developments in the SEQTA Suite.</td>
</tr>
<tr>
<td>![Create new DM (Direqt message) icon]</td>
<td>Create new DM (Direqt message)</td>
<td>Create and send a direqt message.</td>
</tr>
<tr>
<td>![User notifications icon]</td>
<td>User notifications</td>
<td>Users receive notifications based on various actions completed in the SEQTA Suite, e.g. a student submits an assessment, a teacher received an appointment invitation, or a report has been generated etc. Access, refresh and clear notifications from the profile picture.</td>
</tr>
</tbody>
</table>

### The Spine

<table>
<thead>
<tr>
<th>Icon</th>
<th>Workspace</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Home workspace icon]</td>
<td>Home workspace</td>
<td>The Home workspace is your starting point in <em>SEQTA Teach</em>. From here, you can access the welcome page, the dashboard, school notices, and help.</td>
</tr>
<tr>
<td>![Teaching workspace icon]</td>
<td>Teaching workspace</td>
<td>The Teaching workspace is for use in the classroom, including taking attendance, preparing lessons and assessments and marking student work.</td>
</tr>
<tr>
<td>![myEdOnline workspace icon]</td>
<td>myEdOnline workspace</td>
<td>The myEdOnline workspace (if enabled) gives quick access to myEdOnline for differentiated learning.</td>
</tr>
<tr>
<td>![Pastoral care workspace icon]</td>
<td>Pastoral care workspace</td>
<td>From the Pastoral care workspace, you can manage student welfare. Review students’ Pastoral care records from the student summary, manage student plans, track bullying incidents, and more.</td>
</tr>
<tr>
<td>![Portal workspace icon]</td>
<td>Portal workspace</td>
<td>The Portal workspace gives you access to other websites within <em>SEQTA Teach</em>. For example, your webmail or interview booking system may be embedded.</td>
</tr>
<tr>
<td>Icon</td>
<td>Workspace</td>
<td>Description</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td><img src="image" alt="Icon" /></td>
<td>Administration workspace</td>
<td>The Administration workspace provides facilities for administering both SEQTA and your school. In this area, absences can be resolved, correspondence sent to parents, accounts provisioned, and data updated.</td>
</tr>
<tr>
<td><img src="image" alt="Icon" /></td>
<td>Help</td>
<td>Click the button in the spine to access the knowledge base and get in touch with our dedicated support team.</td>
</tr>
<tr>
<td><img src="image" alt="Icon" /></td>
<td>Log out</td>
<td>Click the log out button to exit <em>SEQTA Teach</em>.</td>
</tr>
</tbody>
</table>

## The Home workspace 🏡 pages and sub-pages

<table>
<thead>
<tr>
<th>Icon</th>
<th>Page</th>
<th>Sub-page / Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Icon" /></td>
<td>Dashboard</td>
<td>Access to a collection of dashlets.</td>
</tr>
<tr>
<td><img src="image" alt="Icon" /></td>
<td>Direqt messages</td>
<td>Compose send and receive messages using Direqt message. Direqt messages are logged in <em>SEQTA Teach</em> not in an email client.</td>
</tr>
<tr>
<td><img src="image" alt="Icon" /></td>
<td>Help</td>
<td>Click the button to access the knowledge base and get in touch with our dedicated support team.</td>
</tr>
<tr>
<td><img src="image" alt="Icon" /></td>
<td>Notices</td>
<td>Create, edit and view school notices.</td>
</tr>
<tr>
<td><img src="image" alt="Icon" /></td>
<td>Timetable</td>
<td>View a teacher’s timetable. There are various timetable views available from the sub-page selectors (see below). <strong>My Day:</strong> My day gives teachers immediate access to view and edit everything about their day, including lesson content, appointments, and bookings. <strong>My Classes:</strong> My classes display classes in a list view. Untimetabled classes can be created in the My classes sub-page, but not calendar classes. <strong>Traditional view:</strong> Traditional presents only timetabled and untimetabled classes in a block timetable view. <strong>Calendar:</strong> Calendar shows real time placement of classes and allows creation of calendar classes appointments and/or events. The ability to zoom in and out of the timetable is available in this page. <strong>Student:</strong> Student shows the weekly view of a student’s timetable. The zoom facility is also available in this page.</td>
</tr>
<tr>
<td><img src="image" alt="Icon" /></td>
<td>Welcome</td>
<td>The default Welcome or Splash page. Welcome pages can be created by schools.</td>
</tr>
</tbody>
</table>
The Teaching workspace page and sub-pages

<table>
<thead>
<tr>
<th>Icon</th>
<th>Page</th>
<th>Sub-page / Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>📚</td>
<td>Academic reports</td>
<td>Generate, edit and archive Academic reports.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Report editor:</strong> Individual student reports (collated) can be reviewed on this page.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Academic Summary:</strong> A snapshot of a student’s academic results for a timetable period.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Qualitative analysis:</strong> The Qualitative page displays detailed information about Pastoral care records for students and staff based on time and Pastoral care type filters. This can be used to review Pastoral care records for cohorts of students, or to collate notes written by a staff member.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Reporting:</strong> Select and generate reports from this page.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Report archive:</strong> The Report archive page stores and classifies electronic files for academic reports. This may include academic reports generated from <em>SEQTA Teach,</em> or other, previous academic reports that have been imported into <em>SEQTA Teach.</em> Academic reports that are stored in the Report archive appear in the Student files pane in the Student Information Panel (SIP), allowing easy access and reprinting for all staff without requiring access to the Report archive directly.</td>
</tr>
<tr>
<td>👤</td>
<td>Attendance</td>
<td><strong>Roll:</strong> Take the attendance roll by clicking on the symbol in the cell for the relevant class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Seating plan:</strong> Attendance can also be taken from the seating plan sub-page.</td>
</tr>
<tr>
<td>📩</td>
<td>Direqt messages</td>
<td>Compose send and receive messages using Direqt message. Direqt messages are logged in <em>SEQTA Teach</em> not in an email client.</td>
</tr>
<tr>
<td>📁</td>
<td>Folios</td>
<td>Students can create, edit and delete their own folios in <em>SEQTA Learn.</em> Additionally, they can share folios with teachers, parents and other student and enable access for comments.</td>
</tr>
<tr>
<td>Icon</td>
<td>Page</td>
<td>Sub-page / Description</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>------------------------</td>
</tr>
</tbody>
</table>
| 🌐 | Forums | Where a school is using *SEQTA Learn* they may want to create an online collaborative space where a teacher can select participants in the forum, set the topic for the forum, post relevant comments and resources and monitor the online discussion. There are two types of forums:  
  - **General forums**: created and managed through the **Forums** page in the **Teaching** workspace  
  - **Assessment forums**: created through the **Overview of assessments** sub-page of the **Programme** page and managed thereafter from the **Forums** page.  

All forum discussions can include resources, and threaded replies. Teachers can delete comments made by students or ban students from the forum if necessary. |
| 💼 | Marks book | There is a Marks book associated with every programme. The Marks book is used to store assessment results and generate academic reporting data. |
| 🚨 | Notices | Create, edit and view school notices. |
| 📚 | Programme | **Cover page**: The overview or landing page of a programme. Generally used to describe the course or subject.  
**Unit planner**: The **Unit planner** sub-page is designed as a high-level planning tool, to map out topics, overarching questions, and adherence to syllabus. A programme can have multiple unit plans, which can be used in different pathways if necessary. A unit can be defined as a period of study that concludes with a summative assessment. There are three aspects of developing a unit:  
  - establishing the purpose of the unit  
  - defining the process of teaching and learning  
  - reflecting on the planning, process and impact of the unit  
**Planner**: The **Planner** sub-page provides an initial view of the programme broken into the available weeks which is drawn from the timetable information (except for untimetabled classes). The **Planner** sub-page in this form is ideal for going through the programme and setting out the topics for the lesson content, with quick access to view the relevant unit planners, the week number and dates. Simply click in the topic field and type in the topic for the week. |
<table>
<thead>
<tr>
<th>Icon</th>
<th>Page</th>
<th>Sub-page / Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Lesson organiser:</strong> The Lesson organiser sub-page is used to reorganise a programme or to import lessons from other programmes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Online lesson editor:</strong> The lesson listed in the Online lesson editor sub-page form matched pairs with the lessons from the Planning sub-page. It allows the creation of separate content specifically for students and is automatically available for them to view. Parents/Guardians can also view this content.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Student/Guardian preview:</strong> The Student/guardian preview sub-page displays all content in the online lessons as it will appear in SEQTA Learn and SEQTA Engage. This view is extremely useful for those schools who choose not to enable masquerading permissions for their teachers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Overview of assessments:</strong> The Overview of assessments sub-page lists all assessments attached to the programme.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>List of programmes</strong> sub-page is used to search, view, copy and share programmes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>View a teacher’s timetable. There are various timetable views available (see below).</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>My Day:</strong> The My day sub-page gives teachers immediate access to view and edit everything about their day, including lesson content, appointments, and bookings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>My Classes:</strong> The My classes sub-page shows all classes in a list view. Untimetabled classes can be created in the My classes sub-page, but not calendar classes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Traditional view:</strong> The Traditional sub-page presents only timetabled and untimetabled classes in a block timetable view.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Calendar:</strong> The Calendar sub-page shows real time placement of classes and allows creation of calendar classes, appointments and/or events. The ability to zoom in and out of the timetable is available in this page.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Student:</strong> The Student sub-page shows the weekly view of a student's timetable. The zoom facility is also available in this page.</td>
</tr>
</tbody>
</table>
### The myEdOnline workspace 🌐 pages

<table>
<thead>
<tr>
<th>Icon</th>
<th>Full name</th>
<th>Sub-page / Description</th>
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</thead>
<tbody>
<tr>
<td>🌐</td>
<td>myEdOnline</td>
<td>For schools who have access to myEdOnline, quests can be accessed from this workspace.</td>
</tr>
</tbody>
</table>

### The Pastoral care 👤 workspace pages and sub-pages

<table>
<thead>
<tr>
<th>Icon</th>
<th>Full name</th>
<th>Sub-page / Description</th>
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<tbody>
<tr>
<td>💌</td>
<td>Direqt messages</td>
<td>Compose send and receive messages using Direqt message. Direqt messages are logged in SEQTA Teach not in an email client.</td>
</tr>
</tbody>
</table>
| 🕵️  | Counterbullying   | Bullying incidents have greater reporting requirements than general pastoral care incidents. The Counter-bullying page provides a scaffold for recording bullying incidents to ensure that all relevant information can be captured easily, as well as providing tools for analysis of bullying incidents.  
**Incident editor:** Bullying incidents are created and edited using the Incident Editor sub-page.  
**Quantitative analysis:** The Quantitative sub-page allows for numerical analysis of bullying incidents using advanced filters based on the data collected.  
**Reporting:** Reports applicable to bullying are available from this sub-page. |
| 🎓   | Graduation tracker| The Graduation Tracker is a SEQTA product, which draws data from various areas within the SEQTA Suite, to provide a relevant summary in one space of how a student is tracking towards graduation.  
*Currently only available in WA.* |
| 🏥   | Health centre     | The Health centre provides tools for managing sickbay incidents at the school and integrates with the attendance system to allow the application of an attendance solution for the time that a student is in sickbay.  
**Sickbay entry:** Create and edit sickbay entries on this sub-page. Attendance solutions can also be generated from this sub-page.  
**Reporting:** Reports applicable to the sick bay are available from this sub-page. |
<table>
<thead>
<tr>
<th>Icon</th>
<th>Full name</th>
<th>Sub-page / Description</th>
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</thead>
</table>
| ☀    | Student goals | The *Student goals* page provides a general space for inter-disciplinary goal setting and pastoral care which schools can use flexibly for their purposes.  
**Goal manager:** Create, edit and manage student goals. Student goals can be made visible to students who use *SEQTA Learn* and, when visible, some goals can be edited and maintained directly by the students. Student goals are set each calendar year and are initiated by staff.  
**Academic Summary:** A snapshot of a student’s academic results for a timetable period.  
**In brief:** The *In brief* sub-page provides a summarised view of a single student’s pastoral care, correspondence and academic information. It is designed to provide a high-level ‘quick overview’ of a student within the school community, including the amount of correspondence that has been generated, e.g. to the parents regarding the student. Time ranges can be selected to show more or less information.  
**In detail:** The *In detail* sub-page provides full access to the details of all Pastoral care records entered for an individual student for a specified date range. |
<p>| 📚   | Student plans | A student plan is put in place to support students with specific needs in the school environment. This may be due to, for example, attendance rates, learning difficulties, medical conditions, or behavioural problems. A student plan supports staff in responding to, and accommodating, a student’s requirements. Different schools may have different student plans and different approaches to supporting their students. |</p>
<table>
<thead>
<tr>
<th>Icon</th>
<th>Full name</th>
<th>Sub-page / Description</th>
</tr>
</thead>
</table>
| 📘 | Student summary | The **Student summary** page is used to view pastoral care information including Pastoral care records of students.  
**In brief:** The **In brief** sub-page provides a summarised view of a single student’s pastoral care, correspondence and academic information. It is designed to provide a high-level ‘quick overview’ of a student within the school community, including the amount of correspondence that has been generated, e.g. to the parents regarding the student. Time ranges can be selected to show more or less information.  
**Academic Summary:** A snapshot of a student’s academic results for a timetable period.  
**In detail:** The **In detail** sub-page provides full access to the details of all Pastoral care records entered for an individual student for a specified date range.  
**Quantitative analysis:** The **Quantitative analysis** sub-page provides extremely powerful tools for analysing both pastoral care records and traits (see section on traits for further information). The **Quantitative analysis** sub-page is integral to the pastoral care follow-up process.  
**Qualitative analysis:** The **Qualitative analysis** sub-page displays detailed information about Pastoral care records for students and staff based on time and pastoral care type filters. This can be used to review Pastoral care records for cohorts of students, or to collate notes written by a particular staff member.  
**Correspondence log:** The **Correspondence log** sub-page provides users with the tools to search for and view any correspondence issued through the software relating to a student.  
**Network history:** The Cyberhound software offers a range of web filtering and reporting tools. SEQTA integrates with Cyberhound (formally known as Netbox Blue) to allow the Network history, Social media, and Admin settings to be accessed through SEQTA.  
**Social media:** As **Network history**.  
**Timetable:** View a student’s timetable.  
**Reporting:** Reports applicable to pastoral care are available from this sub-page. |
### The Portal workspace

<table>
<thead>
<tr>
<th>Icon</th>
<th>Full name</th>
<th>Sub-page / Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>⚙️</td>
<td>Portals</td>
<td>Pages set by the school which could be internal communication pages, e.g. Music department, or Cricket team, or embedded views of other websites, e.g. library catalogue, school website.</td>
</tr>
</tbody>
</table>

### The Administration workspace

<table>
<thead>
<tr>
<th>Icon</th>
<th>Full name</th>
<th>Sub-page / Description</th>
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</thead>
</table>
| 🛠️   | Academic reports | Generate, edit and archive Academic reports.  
*Report editor:* Individual student reports (collated) can be reviewed on this page.  
*Academic Summary:* A snapshot of a student’s academic results for a timetable period.  
*Qualitative analysis:* The Qualitative page displays detailed information about Pastoral care records for students and staff based on time and Pastoral care type filters. This can be used to review Pastoral care records for cohorts of students, or to collate notes written by a staff member.  
*Reporting:* Select and generate reports form this page.  
*Report archive:* The Report archive page stores and classifies electronic files for academic reports. This may include academic reports generated from *SEQTA Teach*, or other, previous academic reports that have been imported into *SEQTA Teach*. Academic reports that are stored in the Report archive appear in the Student files pane in the Student Information Panel (SIP), allowing easy access and reprinting for all staff without requiring access to the Report archive directly. |
<table>
<thead>
<tr>
<th>Icon</th>
<th>Full name</th>
<th>Sub-page / Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>🗯️</td>
<td>Application settings</td>
<td>Application settings are used to configure the SEQTA Suite to meet a school's policies and processes. There are a wide range of application settings available. These settings can be accessed from the Application Settings page on the Site settings sub-page. <strong>Application settings:</strong> Application settings are used to configure the SEQTA Suite to meet a school's policies and processes. There are a wide range of application settings available. These settings can be accessed from the Application Settings page on the Site settings sub-page. <strong>Media integration:</strong> Web-based media can be integrated into content using the macro insert tool. This includes media providers such as YouTube, Vimeo, TED etc. Schools may want to consider whether such sites are made available to students, if teachers use embedded content it is desirable for students to be able to access it on the school network. <strong>Branding settings:</strong> It's possible to configure separate background images for each of the four main applications in the SEQTA Suite (SEQTA Engage, SEQTA Learn, SEQTA Teach, and SEQTA Tutor). For each, multiple backgrounds can be added; one will be selected at random each time the login page is shown.</td>
</tr>
<tr>
<td>Icon</td>
<td>Full name</td>
<td>Sub-page / Description</td>
</tr>
<tr>
<td>------</td>
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<td>------------------------</td>
</tr>
</tbody>
</table>
| 📅 | Attendance administration | Manage all aspects of attendance.  
**Day by day:** The *Day-by-day* sub-page is intended to provide an easy way in which to identify students who  
**Absentee SMSes:** Send absentee SMSes to parents / guardians informing them of an absence.  
**Attendance manager:** The *Attendance manager* sub-page allows for processing of attendance in any form, including future attendance, resolutions for multiple students, as well as recurring absences.  
**Attendance undo:** Used to revert an attendance resolution that has been processed in error.  
**Tutorial queue:** Once tutorials are scheduled and saved in *SEQTA Tutor* the tutorial times proposed for the students become available to attendance administrators in the *Tutorial queue* sub-page. Here they can be authorised or denied.  
**Reporting:** Reports applicable to pastoral care are available from this sub-page.  
**Type manager:** When *SEQTA Teach* is implemented, a default set of attendance types will be available for use. These attendance types will cover nearly all scenarios for attendance recording and reporting. Occasionally, schools may require additional attendance types to meet specific reporting requirements or may need to edit the types to meet their specific needs. |
| 📅 | Booking management | Administration: The Booking management page is used to add and manage bookable items and assign them to categories. Additionally, it is possible to print summary reports of the items in the system.  
**Reporting:** There are two reports booking reports available the Item details list (CSV) and Summary of categories and items (CSV). |
<p>| 📅 | Connected apps | The Connected Apps page allows schools to enable or disable connected apps once they have been setup to integrate with SEQTA. |</p>
<table>
<thead>
<tr>
<th>Icon</th>
<th>Full name</th>
<th>Sub-page / Description</th>
</tr>
</thead>
</table>
| 💌   | Correspondence | **Send SMSes:** This page is used to create and generate SMS messages.  
**Send Letters:** This page is used to create and generate Letters.  
**Send Emails:** This page is used to create and generate Emails.  
**Send Direqt Messages:** This page is used to create and generate Direqt messages.  
**Export:** Export correspondence logs for further analysis in Excel.  
**Correspondence log:** The Correspondence log sub-page provides users with the tools to search for and view any correspondence issued through the software relating to a student. |
| 📚   | Curriculum setup | **Course types:** Course Types play a key role in determining what data can be entered into the Marks Book as well as the calculation used to determine results such as the 'Overall Grade'. Create and manage course types from this page.  
**Reporting syllabus:** Create and manage reporting syllabus sets. Once a set has been enabled for a Programme the syllabus will appear in the Reporting section of the Marks book.  
**Report templates:** Report templates provide the columns and input methods for teachers to record the affective attributes relating to a student’s achievement in their course, i.e. in addition to their pure academic results).  
**Value templates:** Values reports consist of affectives and their linked explanations. There is no restriction of the data values that can be inserted when writing a values report.  
**Comment bank:** Used to import or export comments. |
<p>| 🌟   | Dashboard management | Manage the availability of dashlets in SEQTA Teach, SEQTA Learn, SEQTA Engage and SEQTA Tutor. |
| 📁   | Data management | The <strong>Data management</strong> page allows school administrators to view, edit and delete data stored in the school's SEQTA Database. This page is primarily used by school's that use SEQTA as their admin system and for entering staff and student usernames. |</p>
<table>
<thead>
<tr>
<th>Icon</th>
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</tr>
</thead>
<tbody>
<tr>
<td>💌</td>
<td>Direqt messages</td>
<td>Compose send and receive messages using Direqt message. Direqt messages are logged in <em>SEQTA Teach</em> not in an email client.</td>
</tr>
</tbody>
</table>
| 🌐  | Network administration | **Blocked activity:** View student activity tracked by the Cyberhound integration.  
**Whitelist URL:** As Blocked activity. |
| 🔍  | Permission management | Manage user groups and permissions. |
| 🔒  | Portal management | Create and manage portals. |
| 📚  | School documents | Upload, delate and manage the availability of School documents in *SEQTA Learn* and *SEQTA Engage*. |
| 🎯  | Standardised testing management | Manage the setup and import of standardised testing data. |
| ⚪  | Student group management | Create and manage simple and advanced Student groups for use across the SEQTA Suite. |
| 📚  | Syllabus management | **Manage syllabus:** Install, activate and de-activate syllabus sets. 
**Reporting syllabus:** Create and manage reporting syllabus sets. Once a set has been enabled for a Programme the syllabus will appear in the Reporting section of the Marks book. |
| ☑️  | Timetable management | **Edit timetables:** Create classes and place them on the timetable. 
**Manage student classes:** Enrol and unenrol students from classes. 
**Cycle/period setup:** Create timetable structures. 
**Manage days:** Assign teaching days, weeks and terms. 
**Manage sync:** Create and manage sync query sets. |
| 📜  | Unit planner administration | **Curriculum mapping:** Generate Curriculum mappings reports. 
**Manage unit planner templates:** Create and manage Unit Planner templates. |
| 👤  | User management | **Account manager:** Provision user accounts, send welcome emails and revoke access. 
**Reporting:** Generate Login history report. |
The Student Information Panel (SIP)

<table>
<thead>
<tr>
<th>Icon</th>
<th>Full name</th>
<th>Sub-page / Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>📚</td>
<td>General overview</td>
<td>On the right-hand side of the screen is the Student Information Panel (SIP). The Student Information Panel (SIP) gives you immediate access to all the most important information about a student, including custody information, emergency contacts, and more.</td>
</tr>
<tr>
<td>🏥</td>
<td>Medical overview</td>
<td>View a student’s medical details.</td>
</tr>
<tr>
<td>🕒</td>
<td>View attendance history</td>
<td>View a student’s historical attendance details in period or time-based view.</td>
</tr>
<tr>
<td>🕒</td>
<td>Enter Pastoral care records</td>
<td>Enter a Pastoral care record.</td>
</tr>
<tr>
<td>🕒</td>
<td>View timetable</td>
<td>View and print a student’s timetable.</td>
</tr>
<tr>
<td>🗂</td>
<td>Manage student files</td>
<td>Add, view and deleted student files such as academic reports and Naplan results.</td>
</tr>
<tr>
<td>📗</td>
<td>News</td>
<td>SEQTA news, upcoming events and release notes.</td>
</tr>
</tbody>
</table>

Related quick guides

- QG100.1 – Log in
- QG100.2 – Log out
- QG100.3 – Navigation
- QG100.4 – The Student Information Panel (SIP)
- QG100.5 – Getting help

Activity

1. Login to the training site.
2. Collapse and expand the SIP.
3. Select a student and view their timetable.
4. Check to see if there are any files loaded against the student.
5. Search for help on “Printing a timetable”.
2 Curriculum

The origins of the SEQTA Suite lie in trying to capture proven and familiar workflows that teachers use and translate them into a software environment that supports enormous gains in efficiency.

When dealing with aspects of teaching and the curriculum, the main feature of the software, therefore, revolves around the idea of a programme. Teachers must write teaching learning programmes as the primary underpinning for the courses that they teach. Programmes provide the backbone for their whole task of teaching.

When looking at the curriculum related functions that software must undertake in order to meet the needs of teachers, SEQTA uses the programme as the vehicle where all the teaching and curriculum related goals are achieved.

QCU101.1 - The curriculum process

The curriculum aspects of the SEQTA Suite are based around the creation of a Programme and the main steps of the curriculum are as follows:

1. Create classes (if not provided through a centralised timetable);
2. Create or attach a Programme;
3. Enter programme details (cover page, lessons and online content);
4. Add assessments;
5. Enter marks or grades in the Marks book; and,
6. Write academic reports.

NOTE: Please read the relevant sections of this manual or undertake advanced curriculum training for further information on programming, marks book, collaboration and academic reports.
QCU101.2 - Timetable views

There are many different timetable views, these are explained in more detail below.

<table>
<thead>
<tr>
<th><strong>My day</strong></th>
<th>Gives teachers immediate access to view and edit everything about their day, including lesson content, appointments and bookings.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My classes</strong></td>
<td>Displays all classes in a list view. Untimetabled classes can be created in this view, but not calendar classes.</td>
</tr>
<tr>
<td><strong>Traditional view</strong></td>
<td>Presents only timetabled and untimetabled classes in a block timetable view. Untimetabled classes will display in a panel below the timetable.</td>
</tr>
<tr>
<td><strong>Calendar</strong></td>
<td>Displays real time placement of classes and allows creation of calendar classes, appointments and events. Untimetabled classes will display in a panel below the timetable. The calendar view also contains the options to zoom in and zoom out.</td>
</tr>
<tr>
<td><strong>Student</strong></td>
<td>Displays a weekly view of a student’s timetable. The zoom facility is also available in this view.</td>
</tr>
</tbody>
</table>

1. Navigate to the Teaching workspace.
2. Click the Timetable page.
3. Click the required sub-page.
4. The **My day** sub-page, gives teachers immediate access to view and edit everything about their day, including lesson content, appointments and bookings.

![My day - Timetable](image1)

5. The **My classes** sub-page displays all classes in a list view. Untimetabled classes can be created from the **My classes** sub-page.

   a. Access to a programme, marks book and attendance is available from the **Actions** column.

![My classes - Timetable](image2)
6. The **Traditional View** sub-page presents only timetabled and untimetabled classes in a block timetable view.
   
a. Untimetabled classes will display in a panel below the timetable. Click **Untimetabled classes** to slide open the panel.

![Traditional View - Timetable](image)

7. The **Calendar** sub-page displays real time placement of classes and allows creation of calendar classes, appointments and events.
   
a. A **timetable cell** appears on the timetable for all classes. In the **calendar** sub-page, clicking on a timetable cell for a class, opens additional information about that class.

b. Untimetabled classes will display in a panel below the timetable. Click **Untimetabled classes** to slide open the panel.

c. The calendar view also contains the options to zoom in and zoom out.

![Calendar - Timetable](image)
8. The **Student** sub-page displays a weekly view of a student’s timetable.
   
a. Navigate back ← and forth → week by week by clicking the arrow buttons.

b. The zoom facility is also available in this view.

---

**NOTE:** Most primary schools do not create a full subject timetable in a centralised timetable system. As such, when viewing their timetable in **SEQTA Teach**, most primary teachers will not see their full teaching timetable.

**NOTE:** In order to create a programme, a class is required.

**NOTE:** When colouring classes on the timetable, the colouring only applies for the user logged in.

**NOTE:** There is a dedicated QCU101P Introduction to Curriculum Primary training course that is recommended for primary teachers.
Class types

To create a programme for a class, you must be able to click on the class. The class name will display in the timetable for all classes in the **My classes** sub-page, the **Traditional** sub-page or the **Calendar** sub-page. There are three types of classes available in **SEQTA Teach**.

<table>
<thead>
<tr>
<th>Class types</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timetabled class</strong></td>
<td>Timetabled classes can be created externally or internally. Externally managed classes are created in an external timetabling system, for example, Synergetic, MAZE or Edval. These are either synced directly into SEQTA or exported from the timetabling system and uploaded into <strong>Sync UI</strong>. Internally managed classes are created directly in SEQTA through the <strong>Administration</strong> workspace under the <strong>Timetable management</strong> page. This method is ideal for managing roll classes.</td>
</tr>
<tr>
<td><strong>Untimetabled class</strong></td>
<td>Untimetabled classes can be created through the <strong>Teaching</strong> workspace and are typically used for reporting, for extracurricular classes and to allow teachers to programme ahead ready for next year’s classes. Untimetabled classes are not associated with a period of time, as such they cannot be used for roll marking.</td>
</tr>
<tr>
<td><strong>Calendar class</strong></td>
<td>Calendar classes are created through the <strong>Teaching</strong> workspace, under the <strong>Calendar</strong> sub-page. Calendar classes do not rely on the period structure of the timetable. Rather, they are saved against a period of time. Due to this, Calendar classes do not appear in the standard attendance view and on some attendance reports. Calendar classes can be cloned across timetable periods with the option to bridge classes automatically.</td>
</tr>
</tbody>
</table>

**Related Quick guides**

- QCU101.3 – Create an untimetabled class
- QCU101.4 – Create a calendar class
QCU101.3 – Create an untimetabled class

Occasionally there may be situations where a programme is required but there is no corresponding timetabled class. Situations where this might occur include:

- Extracurricular activities such as sporting teams, school choir or band debating teams, scouts or cadets etc.
- Planning for subjects and classes in future timetable periods.
- Academic reporting for primary schools where no subject timetable is created and teachers are not required to use the programme content tools.
- Online self-paced course.
- Class administration purposes that are not limited to a specific subject.

Untimetabled classes are created on the My classes sub-page, the Traditional view sub-page or the Calendar sub-page.

1. Navigate to the Teaching workspace.
2. Click the Timetable page.
3. Click the My classes sub-page, the Traditional view sub-page or the Calendar sub-page.
4. Scroll down the page, any existing untimetabled classes allocated to the selected teacher will display.
5. Click the +New Untimetabled Class button.
OR

6. Click either the **Traditional View** or **Calendar** sub-pages.

7. At the bottom right of the timetable, click the **Untimetabled classes** button to open the **Untimetabled classes** panel.

8. Existing untimetabled classes allocated to the selected teacher will display.

**NOTE:** Untimetabled classes are not linked to the formal school timetable and therefore do not have any time allocation to specific days, or periods or times. As such, no attendance can be marked and the programme does not refer to days or weeks by date but is rather organised in sequence.

**NOTE:** Untimetabled classes utilise the subjects available in the database, allowing staff to create additional classes that comprise of subjects, students and teacher, for a specific timetable period, e.g. 2020S2.CHOIR#1.

**NOTE:** If untimetabled classes are utilised for situations other than subject content, additional generic extra-curricular subject codes may need to be created.
9. Click the + button, the **Add/edit untimetabled class** dialog will display. Enter the details of the class:

   a. **Select student(s):** add individual students or use the ellipses button to use the Add students filter to filter by and add cohorts. Students who appear in the list will be included in the class list. Remove a student by clicking the bin button next to their name.

   b. **Subject:** select from the subject list.

   c. **Timetable period:** select from the available timetable periods.

   d. **Staff:** select a staff member whose timetable the class should appear. By default, the user creating the class is selected.

   e. **Number:** the combination of subject and number must be unique. For example, enter 04MUS#A for year 4 music class A, text can also be used, e.g. EXTRA#DEB1 for extra-curricular class for debating team 1.

10. Click **Save**.

11. The class will now display in the **Untimetabled classes** section of the relevant timetable sub-page.
NOTE: Untimetabled classes will remain visible on the timetable for the selected timetable period.

Related Quick guides

- QCU101.4 – Create a calendar class
QCU101.4 – Create a calendar class

Calendar classes allow staff to create class instances on their timetable for classes that do not form part of the school’s normal timetable. Circumstances in which calendar classes are useful include:

- Primary school subjects with a flexible timetable that is not centrally managed.
- Regular curricular and extra-curricular activities such as study groups, debating teams, sports teams, music ensembles, school production rehearsals etc.
- VET subjects that run alongside a timetabled subject.

1. Navigate to the Teaching workspace.
2. Click the Timetable page.
3. Click the Calendar sub-page.
4. Use the date selector to move back or forth through the timetable to locate the first date where the calendar class should occur.
5. Locate the time on the timetable where the calendar class should occur.

6. Click and drag the mouse down to cover the length of time required, release the mouse, a pop up will display.
7. Click Select a class.
8. Click New class, the Edit calendar class dialog will display. Enter the details of the class:

   a. Select student(s): add individual students or use the ellipses button to open the Add students dialog to filter by and add cohorts. Remove a student by clicking the delete button next to their name. Or…
b. **Select group(s):** add a pre-defined student group, e.g. Year 10 Boys.

c. **Date and time:** enter the date, start time and end time.

d. **Subject:** select from the subject list.

e. **Class Number:** the combination of subject and number or letters must be unique, e.g. EXTRA#SB10, for the year 10 school band extracurricular class, or EXTRA#DEB1 for the debating team extracurricular class.

f. **Allow attendance:** (optional) click the checkbox if you want to associate an attendance roll with this class.

g. **Room:** (optional) select a location where the class will take place. Rooms will indicate if they are in use by another class. If no room is required, select **Unspecified (null)** from the dropdown list.

h. **Timetable period:** select from the available timetable periods. The class will display on the staff member’s timetable for the date range for which the selected timetable period runs.

i. **Teacher:** select a staff member whose timetable the class should appear. By default, the user creating the class is selected.
9. Click **Save**. The class will appear on the teacher’s timetable.

**NOTE:**
Calendar classes can only be created and viewed on the Calendar sub-page of the Timetable page.

**NOTE:**
If calendar classes are utilised for situations other than subject content, additional generic extra-curricular subject codes may need to be created.

**Related Quick guides**
- QCU101.3 – Create an untimetabled class
- QCU101.5 – Replicate a calendar class
- QCU101.6 – Clone a calendar class
- QCU101.7 – Move a calendar class
- QCU101.8 – Delete a calendar class
QCU101.5 - Replicate a calendar class

Further instances of a calendar class can be created to form a template of a week.
1. Navigate to the Teaching workspace.
2. Click the Timetable page.
3. Click the Calendar sub-page.
4. Use the date selector to move back or forth through the timetable to locate the week where the first instance of the calendar class was created.
5. Locate the time on the timetable where the next instance of the calendar class should occur.
6. Click and drag the mouse down to cover the length of time required, release the mouse, a pop up will display.
7. Click Select a class.
8. Start to type the subject code to filter the list and find the required calendar class.
9. Once located, click to select the calendar class.
10. Another instance of the class will be placed on the timetable. Repeat to create as many instances of the class as required.
Related Quick guides

- QCU101.4 – Create a calendar class
- QCU101.6 – Clone a calendar class
- QCU101.7 – Move a calendar class
- QCU101.8 – Delete a calendar class
QCU101.6 - Clone a calendar class

Once a week of class(es) has been created, the week’s structure, including classes occurring in that week, can be cloned forward over a wider date range, for example a week, a term or a semester.

1. Navigate to the Teaching workspace.
2. Click the Timetable page.
3. Click the Calendar sub-page.
4. Use the date selector to move back or forth through the timetable to locate the first date where the calendar class appears.
5. Click to select the calendar class, click the Clone instances of this class button.
6. In the Source range, select the required timetable period and source week. A source week is the seven-day period in which the class occurs. A week in SEQTA Teach starts on a Sunday and ends on a Saturday.
7. In the Target range, select the required timetable period and target week(s), i.e. the next seven-day, 14-day, 21-day range, etc. where the class(es) should be cloned to. The target range will generally run to the end of the current term or semester.
8. Once the target range has been selected, a message may appear indicating that there are non-teaching days in the target range.
9. Click **Advanced Options** to select further options.

10. Select the class(es) to be cloned, alternatively click **Select all** to select all classes.

11. Click **Save**.

12. A confirmation pop-up will display.

**NOTE:** A week in SEQTA Teach commences on a Sunday and concludes on a Saturday.

**NOTE:** A calendar class cannot be cloned beyond the current timetable period.

**NOTE:** A calendar class can be cloned backwards.
Supplemental notes on cloning

Clone to a single date:

To clone from one day to another day, select the source day in the **Source** area and select the target day in the **Target** area.

Clone a week:

To clone from one week to another week, select the source week in the **Source** area and select the target week in the **Target** area.
Clone a fortnight:

To clone a two-week period to another two-week period, select the source fortnight in the **Source** area and select the target fortnight in the **Target** area.

Clone a term or semester:

To clone a day, week or fortnight to a term or semester, select the source range in the **Source** area and select the target range in the **Target** area.
Related Quick guides

- QCU101.4 – Create a calendar class
- QCU101.5 – Replicate a calendar class
- QCU101.7 – Move a calendar class
- QCU101.8 – Delete a calendar class
QCU101.7 - Move a calendar class

An individual instance of a Calendar class can be moved within the timetable.

1. Navigate to the Teaching workspace.
2. Click the Timetable page.
3. Click the Calendar sub-page.
4. Use the date selector to move back or forth through the timetable to locate the required instance of the calendar class.
5. Click and hold the calendar class until it fades colour, do not release the mouse.
6. Drag the calendar class to another location on the timetable and release the mouse.
7. The selected instance of the calendar class has been moved, this will not affect other instances of the calendar class.
8. Click an instance of the calendar class, the class details display.

9. Click the **Edit entry** button.

10. The **Edit calendar class** dialog will display.

11. Change the date, the start time and the end time.

12. Click **Save**.

13. The class will move to the new date, start and end time.
Related Quick guides

- QCU101.4 – Create a calendar class
- QCU101.5 – Replicate a calendar class
- QCU101.6 – Clone a calendar class
- QCU101.8 – Delete a calendar class
QCU101.8 - Delete a calendar class

An individual instance of a Calendar class or all instances of a Calendar class can be deleted from the timetable.

1. Navigate to the Teaching workspace.
2. Click the Timetable page.
3. Click the Calendar sub-page.
4. Use the date selector to move back or forth through the timetable to locate the required instance of the calendar class.
5. Click the instance of the calendar class, the class details display.
6. Click the Edit entry… button to open the Edit calendar class dialog.
7. Click **Delete**.

8. Choose from the following options:

- **Delete this instance only**
  - This option is useful in situations where one instance of the class cannot take place due to other activities, e.g. a sporting event is taking place or students are on a school excursion.

- **Delete this and all future instances**
  - This option is useful if a calendar class has been created and cloned in error.

### Related Quick guides
- QCU101.4 – Create a calendar class
- QCU101.5 – Replicate a calendar class
- QCU101.6 – Clone a calendar class
- QCU101.7 – Move a calendar class
QCU101.9 – Create an appointment or event

Appointments and events allow staff to create instances on their timetable for appointments or events that do not form part of the school’s normal timetable. Circumstances in which appointments or events are useful include:

- Staff meetings, parent teacher interviews, personal appointments
- Duty rosters
- Scheduling events for school purposes with mandatory attendance, e.g. sports event.

Appointments or events can be created for the following scenarios:

- **Appointment**: specify staff, students and/or guardians to invite and enter details of the appointment. Invitees can respond to the appointment request.
- **Event**: specify staff, students and/or guardians to attend the event. Attendance is considered mandatory and there is no ability for invitees to respond.

**NOTE:** Depending on the settings enabled by a school, staff, students or parents can create appointments or events and can receive invitations to appointments or events.

1. Navigate to the **Teaching** workspace.
2. Click the **Timetable** page.
3. Click the **Calendar** sub-page.
4. Use the date selector to move back or forth through the timetable to locate the date for the appointment or event.
5. Locate the time for the appointment or event.
6. Click and drag the mouse down to cover the length of time required, release the mouse, a pop up will display.

![Calendar - Timetable](image)
7. Click **Appointment**, the **Edit appointment or event** dialog opens.

8. Enter the appointment / event details.
   a. **Title**: Enter a title.
   b. **Invitees**: Select the invitees, select from students, staff or guardians, add individuals or use the ellipses button to filter by and add cohorts. Remove an invitee by clicking the delete button next to their name.
   c. **Colour**: Select a colour.
   d. **From**: Enter the date, start time and end time.
   e. **Type**: select from the subject list.
   f. **Private**: select whether the appointment or event details should be private. Private events are only visible to invitees and administrators.
   g. **Room**: (optional) select a location where the appointment or event will take place. Rooms will indicate if they are in use. If no room is required, select **Unspecified (null)** from the dropdown list.
   h. **Organiser**: the user logged in will be displayed. Another staff member can be selected from the dropdown if required.
   i. **Detail**: enter the details of the appointment or event.

9. Click **Save**. The appointment / event will appear on the organisers timetable.
| NOTE: | Appointments or events are only visible on the Calendar subpage on the Timetable page. |
| NOTE: | Schools may want to consider whether they enable the option to create appointments and events for all users, i.e. staff, students or parents. |
| NOTE: | Invitees to an appointment will receive an alert and can respond to the appointment request. |
| NOTE: | Event attendance is considered mandatory and there is no ability for invitees to respond. |

**Related Quick guides**

- QCU101.10 – Clone an appointment or event
QCU101.10 - Clone an appointment or event

1. Navigate to the Teaching workspace.
2. Click the Timetable page.
3. Click the Calendar sub-page.
4. Use the date selector to move back or forth through the timetable to locate the initial appointment or event.
5. Click the appointment or event, click the Clone instances of this entry button.

6. In the Source range, select the required timetable period and source week. A source week is the seven-day period in which the appointment or event occurs. A week in SEQTA Teach starts on a Sunday and ends on a Saturday.

7. In the Target range, select the required timetable period and target week(s), i.e. the next seven-day, 14-day, 21-day range, etc. where the appointment or event should be cloned to. The target range will generally run to the end of the current term or semester.

8. Once the target range has been selected a message may appear indicating that there are non-teaching days in the target range.
9. Click **Advanced Options** to display further options. Select the required options.

10. Select the appointment or event to be cloned, alternatively click **Select all** to select all appointments and events.

11. Click **Save**.

12. A confirmation pop-up will display.
Supplemental notes on cloning

**Clone to a single date:** To clone from one day to another day, select the source day in the **Source** area and select the target day in the **Target** area.

**Clone a week:** To clone from one week to another week, select the source week in the **Source** area and select the target week in the **Target** area.
Clone a fortnight: To clone a two-week period to another two-week period, select the source fortnight in the Source area and select the target fortnight in the Target area.

Clone a term or semester: To clone a day, week or fortnight to a term or semester, select the source range in the Source area and select the target range in the Target area.
Related Quick guides

- QCU101.9 – Create an appointment or event

Activity

1. Login to the training site.
2. Create an untimetabled class.
3. Create a calendar class.
4. Clone the calendar class so it occurs once a week during the current semester.
5. Create an appointment titled Staff Meeting to occur once a month on the last Friday of each month for the current semester.
3 The SEQTA programme

The steps in the curriculum journey are all encompassed within what SEQTA considers a programme. The programme is the underlying vehicle for managing and engaging with everything that is curriculum-related for a class which is undertaking a course.

Access a programme

To engage in the curriculum aspects of the SEQTA Suite, a class must have a programme attached to it. A programme can be attached in several ways;

- Create a new programme
- Use an existing programme by using the collaboration tools
- Where a class is continuing into a new timetable period, continue using the previous programme by using class bridging. Class bridging is only required where a school uses term-based or semester-based timetables.

Programmes contain many elements that can be used for different curriculum purposes, including broad planning (Unit Planner) and syllabus mapping, lesson planning, lesson delivery for online engagement, as well as managing assessments, marks book and ultimately, academic reporting.

Schools may decide not to implement these steps; for example, they may choose to complete academic reporting, while not requiring teachers to enter their programme details.

However, some elements are dependent on others; if grades for syllabus are to appear on reports, then Reporting syllabus must be created (normally created by a head of curriculum or the SEQTA School administrator), or the syllabus outcomes must be added to the programme and linked to the assessable criteria in at least one assessment.
Programme considerations

The programming aspects of SEQTA Teach are highly flexible and intended to be generic in terminology, as very few teachers plan and programme in the same manner.

When planning how to utilise programmes within a school, the following should be considered;

- Plan what must take place to ensure academic report requirements are met
- A programme can be left blank of planning and delivery information, or assessments and marks
- Every class that requires an academic report must have a programme attached
- Utilising the full marks book will allow it to feed directly into academic reports (subject reports) with little end of semester work
- A programme is a versatile commodity and can be shared with other classes and reused
QCU101.11 - Create a new programme

A new programme can be added to a class from either the **My classes, Traditional view** or **Calendar** sub-pages.

1. Navigate to the **Teaching** workspace.
2. Click the **Timetable** page.
3. Click the **My classes, Traditional view** or **Calendar** sub-page.
4. Use the staff selector or date selectors to locate the class that requires a programme.

**Option 1 - Create a new programme from the My classes sub-page**

5. In the **My classes** sub-page, the details listed in the **Programme title** column indicate whether the class has a programme attached.

6. If there is no programme attached to the class, click any part of the class details, e.g. **class**, **subject**, **students** or **programme title**, or click the **Load programme** button under the **Actions** column to open the **What would you like to do?** dialog.
7. Continue to step 15 to complete this process.

Option 2 - Create a new programme from the Traditional view sub-page

8. Click the **Options** button on the toolbar and click **Advanced options** if it is not already ticked, this will display additional buttons on the timetable cell, which includes the **Programme** button once a new programme has been created.

9. In the **Traditional view** sub-page, the marks book icon will appear on a timetable cell to indicate a programme is already attached.

10. If there is no programme attached to the class, click the timetable cell to open the **What would you like to do?** dialog.

11. Continue to step 15 to complete this process.
Option 3 - Create a new programme from the Calendar sub-page

12. Click the Options button on the toolbar and click Advanced options if it is not already ticked, this will display additional buttons once the timetable cell is selected, which includes the Load programme button.

13. In the Calendar sub-page, the marks book icon will appear on a timetable cell to indicate a programme is already attached.

14. If there is no programme attached to the class, click the timetable cell and click the Load programme button to open the What would you like to do? dialog.

15. Click New programme.

This class doesn’t have an associated programme. If you like, you can create one now.
16. The **Programme** page will load, enabling editing of the new programme.

NOTE: The default programme title is assigned from the schools subject list, this can be changed by editing the contents of the Title field.

NOTE: The programme owner is by default the person who created the programme.

NOTE: The default SEQTA Learn and SEQTA Engage visibility option is Show past lessons and cover page.

**Related Quick guides**

- QCU101.12 – The programme page
Each programme has many different facets that can be used flexibly by schools, as needed. All the curriculum functions relating to a class can be achieved through the programme, from planning and delivery through to assessing/marking and reporting.

The *Programme* page itself comprises of sub-pages with functions relating to curriculum needs:

<table>
<thead>
<tr>
<th>Sub-page name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cover page</td>
<td>The <em>Cover page</em> sub-page is used to create an overview of the course and provides access to programme management functions.</td>
</tr>
<tr>
<td>2. Unit planner</td>
<td>The <em>Unit planner</em> sub-page provides a space for high level or topic planning. This is particularly useful for curriculum mapping and analysis.</td>
</tr>
<tr>
<td>3. Planner</td>
<td>The <em>Planner</em> sub-page provides access to lesson planning tools. It provides the simplest and most straightforward engagement with a teaching learning programme; write lessons, provide syllabus links, set homework and assessments. Lesson outlines and resources created on this sub-page do not need to be released to students and parents, therefore giving teachers the ability to have a private planning space where documents, reflection and relief notes can be stored.</td>
</tr>
<tr>
<td>4. Lesson organiser</td>
<td>The <em>Lesson organiser</em> sub-page enables reorganisation of individual lessons, or entire weeks (including all lessons therein). Lessons can be imported from other programmes and will be stored in the <em>Unused lesson panel</em>. From there they can be integrated into the lesson sequence. Lessons can also be moved into and out of the unused lesson panel, giving further flexibility year on year or in shared programmes.</td>
</tr>
<tr>
<td>Sub-page name</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5. Online lesson editor</td>
<td>The <strong>Online lesson editor</strong> sub-page is used to create lessons paired with those in the <strong>Planner</strong> sub-page (either or both can be used, depending on programme visibility options) which provide rich content editing and tools for inclusion of multimedia and other forms of media or documents. Online lessons are visible to students and guardians using <strong>SEQTA Learn</strong> and <strong>SEQTA Engage</strong>.</td>
</tr>
<tr>
<td>6. Student / guardian preview</td>
<td>The <strong>Student/Guardian preview</strong> sub-page provides a preview of what users of <strong>SEQTA Learn</strong> and <strong>SEQTA Engage</strong> will see based on the programme options set. This is especially useful for schools who have not enabled Student or Contact masquerading for their teachers.</td>
</tr>
<tr>
<td>7. Overview of assessments</td>
<td>The Overview of assessments sub-page provides an overview of key assessment information for review and options to edit assessments or add assessment forums.</td>
</tr>
</tbody>
</table>

**Related Quick guides**

- QCU101.11 – Create a new programme

**Activity**

1. Login to the training site.
2. Navigate to a timetable.
3. Create a new programme for one of the classes / subjects on the timetable.
4. Create a programme for the calendar class created in the last activity.
4 Plan and structure a programme

It is important to decide how to structure and utilise programmes within a school. The following items should be considered:

- Plan what must take place to ensure academic report requirements are met
- A programme is a versatile commodity and can be shared with other classes and reused
- A programme can be left blank of planning and delivery information, or of assessments and marks

Drilling down into a programme follows the progressions of:
1. Broad overview, whole programme, management of programme (Cover page sub-page)
2. Topic plans and curriculum research, syllabus, etc. (Unit planner sub-page)
3. Weekly topics and structuring content (Planner sub-page)
The Cover page sub-page is used to create an overview of the course and provides access to programme management functions, including marks book settings, collaboration settings and programme restrictions.

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Title</td>
<td>The programme title is taken from the subject description determined by the school. This can be edited and can also be used on academic reports if needed.</td>
</tr>
<tr>
<td>2. Owner</td>
<td>Certain restrictions can be set pertaining to who can edit and manage the programme information and settings. By default, the programme owner is the person who created the programme. This can be edited.</td>
</tr>
<tr>
<td>3. Schoolyear</td>
<td>This (optional) setting can be used to assign the schoolyear for which the programme is intended. It is used as a filter for curriculum mapping reports and analysis of unit plans.</td>
</tr>
<tr>
<td>4. In SEQuential Teaching and Assessment (SEQTA) Learn and SEQuential Teaching and Assessment (SEQTA) Engage</td>
<td>Controls which aspects of the programme can be viewed by users of SEQuential Teaching and Assessment (SEQTA) Learn and SEQuential Teaching and Assessment (SEQTA) Engage.</td>
</tr>
<tr>
<td>5. Tags</td>
<td>Tags enable terms to be associated with a programme for easy searching and retrieval at a later stage. Multiple tags can be used, e.g. English, Literature, Poetry, Grammar, YR08, etc. Tags may be suggested from the content in the programme.</td>
</tr>
<tr>
<td>Item</td>
<td>Description</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
</tr>
<tr>
<td>7.</td>
<td>Edit collaboration settings Manages the way in which the programme is shared with or copied to additional classes. The collaboration button also gives you a quick indication of how many classes the programme is shared with.</td>
</tr>
<tr>
<td>8.</td>
<td>Edit pathways Where the programme is shared among multiple classes using the collaboration settings, pathways can be used to personalise the sequence and content of the programme for each class.</td>
</tr>
<tr>
<td>9.</td>
<td>Edit restrictions Manages which staff can view or edit aspects of the programme, including programme setup and content, the unit planner and the marks book.</td>
</tr>
<tr>
<td>10.</td>
<td>Manage OneNote Class Notebook* *Schools will need an Office 365 subscription. Further details available from the SEQTA Service Desk. Manages the integration of Microsoft OneNote Class Notebook with SEQTA Teach.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Programme image</td>
<td>An image can be associated with the programme for easy visibility in lists.</td>
</tr>
<tr>
<td>12. Overview</td>
<td>Provides an area for a programme overview that is specific to users of SEQTA Learn and SEQTA Engage allowing tailored content for students and guardians. Content is created using the SEQTA Creator editor.</td>
</tr>
<tr>
<td>13. Outline</td>
<td>Provides an area to summarise the programme. The content appears on the List of programmes page when searching for programmes. Alternatively, it can be used to present information specific to the programme on academic reports.</td>
</tr>
<tr>
<td>Element name</td>
<td>Description</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>14.myEdOnline*</td>
<td>*Schools will need a MyEdOnline subscription. Further details available from the SEQTA Service Desk. Enables users to create myEdOnline sites within SEQTA Teach.</td>
</tr>
<tr>
<td>15.Moodle*</td>
<td>*Schools will need a Moodle subscription. Further details available from the SEQTA Service Desk. Manages the integration of Moodle with SEQTA Teach. This makes it easy for teachers to embed content from Moodle within an online lesson or on the Cover Page.</td>
</tr>
</tbody>
</table>
QCU101.14 – Create an overview

An overview (programme/subject outline) is visible in SEQTA Learn and SEQTA Engage as the Cover page of a programme.

The Overview panel uses the SEQTA Creator editor to provide school staff and teachers with a way to create engaging, rich, online content that is that is optimised for viewing in any digital environment.

The main difference between SEQTA Creator and the legacy editor in SEQTA is that the legacy editor was focussed on text, with dynamic content forming part of the text (similar to Word), whereas SEQTA Creator enables users to drag content onto a canvas and move it around easily.

Where can SEQTA Creator be used?

The SEQTA Creator editor is used on the following sub-pages:

1. A programme outline (overview) can be created in the Overview panel on the Cover page sub-page
2. Online lessons can be created in the Online lesson editor sub-page
3. Portal pages can be created in the Portal management sub-page in the Administration workspace

SEQTA Creator editor structure

When using SEQTA Creator, the page is divided into three areas:

1. **The canvas**: Most of the space is given over to the canvas, where content is created.
2. **The palette**: The palette located on the right, lists all available modules which are categorised around functionality. The palette can be collapsed if needed. This frees up space on medium-width screens. If the screen area is particularly narrow, the palette will float above the creation; otherwise, opening it will pin it to the side of SEQTA Creator workspace.
3. **The preview**: Preview content to see how it will look to students and other viewers.
Related Quick guides

- QCU101.13 – The cover page sub-page
- QCU101.15 – Create content
- QCU101.16 – Edit content
- QCU101.17 – Reorder content
- QCU101.18 – Delete content
QCU101.15 - Create content

1. Content is created by dragging a module from the palette onto the canvass and then populating the module.

2. Click to select a module from the palette and drag it onto the canvass.

3. Drop zones will appear in orange on the canvas, drag the module into the drop zone and release.

4. Dropped modules open in configuration mode, enabling a user to insert/upload/select the content and set the required behaviour of the module. Most modules contain the following:
   a. the module header
   b. the delete button
   c. the move up and move down buttons
   d. the configuration button
   e. the cancel button and
   f. the apply button
QCU101.16 - Edit content

1. Once modules have been placed onto the canvas, they can be edited as required.
2. For text-based modules, simply click in the module and edit the text.

   STREAM 1

   Semester 1 and Semester 2
   Students will begin to examine the theory and practice of studying “literature” as well as other print and non-print texts; and the values, beliefs and practices implicit in such study. They will explore a range of texts in order to understand how culture, text and reader interact, not only to produce meaning but also to underpin historically and culturally specific ideas about gender, race, class and the place of the individual in society.

   Semester 1
   • Term One: Short Stories, Feature Film and Documentary
   • Term Two: Novel and Poetry

   Semester 2
   • Term Three: Poetry and Drama
   • Term Four: Novel

3. For other modules, click the Open module configuration button in the module header to adjust content and settings.

4. Click the Apply button to save changes.

   NOTE: Changes to the Text and Advanced layout modules are saved automatically.

Related Quick guides
- QCU101.15 – Create content
- QCU101.17 – Reorder content
- QCU101.18 – Delete content
QCU101.17 - Reorder content

1. When at least one module has been placed onto the canvas, users can choose whether to place additional modules above, below or in between existing modules.

2. To reorder the modules after they have been placed, use the up and down arrows in the module header.

3. Alternatively, click and hold on the module header to drag and drop the module into a new location; the drop zones will display, allowing you to select where to place the module.
Related Quick guides

- QCU101.15 – Create content
- QCU101.16 – Edit content
- QCU101.18 – Delete content
QCU101.18 – Delete content

1. Navigate to the required module.
2. Click the **Delete** button.
3. A confirmation dialog will appear, click **Delete** to confirm deletion or **Cancel** to cancel deletion.

![Really delete HTML module?](image)

**NOTE:** If a module has been deleted the action cannot be reversed.

**NOTE:** Deleting a module will result in any content contained in that module also being deleted.

**NOTE:** If the Advanced layout module is deleted each embedded module will also be deleted.

---

**Related Quick guides**

- QCU101.15 – Create content
- QCU101.16 – Edit content
- QCU101.17 – Reorder content
QCU101.19 - Creator modules: general category

The **General** category of modules contains the text-based modules as well as the **Legacy editor**.

**HTML**

The **HTML** module enables you to write HTML directly inside SEQTA Creator. In addition to basic HTML, you can also write JavaScript and use CSS to style your content.

While editing content, users can swap between a full-width HTML editing experience and a split view, which lets you view changes made to content in real-time.

![HTML editor](image)

**Legacy editor**

The **Legacy editor** module provides users with content editing and management tools, including the ability to insert content such as images, resources and web content via the **Insert**… button and the option to switch to HTML editing.

Once the module is placed onto the canvas, you can click directly onto the canvas to edit. The configuration button will always be greyed out in the module.

![Legacy editor](image)

**NOTE:** Deleting the legacy editor module will result in any content contained in that module also being deleted. This cannot be undone.
Text

The **Text** module provides extensive text management tools, including:

- Paragraph style selections: normal, title, heading, sub-heading, block quote and code block
- Text colour
- Highlight colour

Once the module is placed onto the canvas, you can click directly onto the canvass to edit. The configuration button will always be greyed out in the module.

---

**STREAM 1**

**Semester 1 and Semester 2**

Students will begin to examine the theory and practice of studying “literature” as well as other print and non-print texts; and the values, beliefs and practices implicit in such study. They will explore a range of texts in order to understand how culture, text and reader interact, not only to produce meaning but also to underpin historically and culturally specific ideas about gender, race, class and the place of the individual in society.

**Semester 1**

- Term One: Short Stories, Feature Film and Documentary
- Term Two: Novel and Poetry

**Semester 2**

- Term Three: Poetry and Drama
- Term Four: Novel

---

**NOTE:** Deleting the text module will result in any content contained in that module also being deleted. This cannot be undone.

---

**Title**

The **Title** module provides a single line of text input and presents the text as a large-type title card. Click on the configure button to edit the title text.
Related Quick guides

- QCU101.20 – Creator modules: structure category
- QCU101.21 – Creator modules: media category
- QCU101.22 – Creator modules: engagement category
- QCU101.23 – Creator modules: programme category
QCU101.20 - Creator modules: structure category

Structural modules provide ‘containers’ where other modules can be placed.

Advanced layout

The **Advanced layout** module provides containers that allow multiple modules to be placed on the canvas in a group layout. This is useful to display text and images side by side.

1. Drag the **Advanced layout** module onto the canvas.
2. Click the required layout.
3. The containers will show as grey hashed lines, with a darker and lighter sections indicating the separate containers.

4. Click the **Open module configuration** button.
5. Drag other modules into the containers.

**NOTE:** Where the screen space on the device displaying the content is too small, the content will wrap below providing a better viewing experience.
Related Quick guides

- QCU101.19 – Creator modules: general category
- QCU101.21 – Creator modules: media category
- QCU101.22 – Creator modules: engagement category
- QCU101.23 – Creator modules: programme category
QCU101.21 - Creator modules: media category

Media modules are optimised for delivery of video and other dynamic content.

ClickView video

| NOTE: | Schools will need a ClickView subscription to utilise this module. |

1. Drag the **ClickView video** module onto the canvas.
2. Click **Browse ClickView library** to load a dialog to review the available videos.
3. The user will need to sign into **ClickView**.
4. Select the required video.
5. Select whether the video should **Autoplay** when loaded.

6. Click **Apply** to save the changes.

**External web content**

The **External web content** module enables users to embed any content from the web that allows and supports embedding. This may include (but is not necessarily limited to):

- Videos: e.g. YouTube, Vimeo, Ted Talks etc
- Google docs, spreadsheets etc

1. Drag the **External web content** module onto the canvas.
2. Enter the content URL into the **Web address** field.

3. Click **Apply**.

| NOTE: | Some web content may not allow or support embedding. |
Maths expression

The **Maths expression** module enables users to use the **LaTeX syntax** to create mathematical formula.

1. Drag the **Maths expression** module onto the canvas.
2. Enter the formula, use the Help button to open the tutorial on using LaTeX syntax.
3. Select the required size.
4. Click **Apply** to view the resulting formula.

\[ \sum_{k=1}^{n} k = \frac{n(n+1)}{2} \]
**Music snippet**

The **Music snippet** module uses **Lilypond notation** to render music notation for web viewing.

1. Drag the **Music snippet** module onto the canvas.
2. Enter the music snippet, use the Help button to open the tutorial on using Lilypond notation.
3. Select the required size.
4. Click **Apply** to view the resulting formula.
OneDrive

**NOTE:** Schools will need a Microsoft OneDrive subscription to utilise this module.

1. Drag the **OneDrive** module onto the canvas.
2. Click **Browse OneDrive files** to load a dialog to review the available files.
3. The user will need to sign into **OneDrive**.
4. Select the required file.
5. Select the required **Share link type**.
6. Click **Apply**.

**NOTE:** Anyone with OneDrive account can upload OneDrive files in SEOTA. However, only users with OneDrive for business can use OneDrive to share their files within the organisation.
**Resource(s)**

The **Resources** module enables users to insert a file of any type into a programme.

1. Drag the **Resource(s)** module onto the canvas.
2. If files have already been added to the programme, they will appear in a list.
3. Click a file name to select it, selected files are highlighted in blue.

4. To add files, click the **Add files** button.
5. Choose the location of the file.

<table>
<thead>
<tr>
<th>Device</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My device</strong></td>
<td>Enables users to select a file from their computer.</td>
</tr>
<tr>
<td><strong>In SEQTA</strong></td>
<td>Enables users to select a file they or any staff member have previously uploaded to <strong>SEQTA Teach</strong>.</td>
</tr>
</tbody>
</table>

6. Depending on the file storage integrations in your school, some or all of the following options may be available.

<table>
<thead>
<tr>
<th>Device</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dropbox</strong></td>
<td>Enables users to select a file from the schools Dropbox.</td>
</tr>
<tr>
<td><strong>Google Drive</strong></td>
<td>Enables users to select a file from the schools Google Drive.</td>
</tr>
<tr>
<td><strong>OneDrive</strong></td>
<td>Enables users to select a file from their personal or the schools OneDrive.</td>
</tr>
</tbody>
</table>
7. Choose the viewing option.

**Links**

Provides a list of file links. Users click the link to download the file and view it on their local machine.

<table>
<thead>
<tr>
<th>RESOURCE(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 English Plan.docx</td>
</tr>
</tbody>
</table>

**Cards**

Displays thumbnails of images and an icon for other file types in a coloured background. Users click the card to download the file and view it on their local machine.

<table>
<thead>
<tr>
<th>RESOURCE(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 English Plan.docx</td>
</tr>
</tbody>
</table>
### Slideshow
Will take up the available width of the module and present the images or file icons in large size. Where there is more than one file, arrows will display to the right and left of the image to progress through. Use the **Automatically advance** checkbox to select if the images should progress through on their own. Users click the slide to download the file and view it on their local machine.

8. Click **Apply**.
9. To delete a resource from the list, click the **Delete** icon next to the file name.

**NOTE:** Deleting a resource will delete it from all modules using the resource.

---

**Related Quick guides**
- QCU101.19 – Creator modules: general category
- QCU101.20 – Creator modules: structure category
- QCU101.22 – Creator modules: engagement category
- QCU101.23 – Creator modules: programme category
QCU101.22 - Creator modules: engagement category

**NOTE:** Engagement modules excluding Polls provide tools for utilising content from third-party integrated products. Please note that schools must have subscriptions for these products in order to access the third-party content.

**Campion MyConnect content**
1. Drag the **Campion MyConnect content** module onto the canvas.
2. Click **Launch Campion MyConnect** to search for books or view adopted books.
3. Preview the books to find the URL for the entire book, or for a specific page.
4. Copy the URL and paste it into the **Book URL** field.
5. Click **Apply**.

**LearningField content**
1. Drag the **LearningField content** module onto the canvas.
2. Click **Launch LearningField Bookholder** to search for books or view adopted books.
3. Preview the books to find the URL for the entire book, or for a specific page.
4. Copy the URL and paste it into the **Book URL** field.
5. Click **Apply**.
Moodle content
1. Drag the Moodle content module onto the canvas.

2. Open Moodle, locate the URL and shared secret for the content that is to be embedded.

3. Enter the URL and Shared secret into the fields.

4. Click Apply.

Poll content

Polls can be used on a programme Cover page or in online lessons. They are a useful method of asking questions about lesson content or gathering feedback from students. Polls can be public or anonymous. Within a programme, only students can respond to a poll. Individual respondents can see their choice on the poll module in SEQTA Learn. Parents will not see the results of the poll until it is closed.

Polls can also be used on portal pages and can be made available to staff, students or guardians and used as a mechanism to gather information. Within portal pages, anyone who can view the portal page is able to vote.

Create a poll

When you drag a poll onto the SEQTA Creator canvas from the palette, you will have the option of setting its text (that is, its proposition), status and options. You may have up to eight options. By default, polls will be closed, meaning that responses are not accepted. Polls can be opened or closed at any stage.
1. Drag the **Poll** module onto the canvas.

2. In the **Poll text** field, enter the poll question.

3. Set the **Status**, click **Open** or **Closed**, a poll must be set to **Open** for users to vote.

4. Select whether to show or hide voters.

5. Under **Options** type the options available for voting. A maximum of eight options can be created using up to 256 characters for each option.

6. Click **Apply**.

7. The poll will be available to all students that have access to the programme where the status is set to **Open**.
8. Click **Preview** from *SEQTA Creator* palette or click the **Students/guardian preview** sub-page to see the audience view.

9. Click **Close preview** to return to the editing screen.

**NOTE:** Once a poll has one or more responses, any changes made to the text or options will invalidate the poll and delete all votes collected so far. To make such changes, you will first need to unlock the poll module by clicking the “Unlock” button in the yellow panel.

**Poll response visibility**

1. If voter status has been set to **Show**, teachers will be able to view voter responses.

**Related Quick guides**

- QCU101.19 – Creator modules: general category
- QCU101.20 – Creator modules: structure category
- QCU101.21 – Creator modules: media category
- QCU101.23 – Creator modules: programme category
QCU101.23 - Creator modules: programme category

Assessment

1. Drag the Assessment module onto the canvas.
2. A list of assessments currently in the programme will display.
3. Select an assessment by clicking so it highlights in blue.

4. Select the preview status. The assessment will present to viewers based on the current status of the assessment for each relevant student.

**Assessment hidden:** displays the assessment title and due date of the assessment.

**Marks not released:** displays the assessment title and states that the due date has passed.
**Marks released:** once an assessment has been marked and marks have been released, viewers will see their own result in the assessment area.

![Assessment Card](image)

**NOTE:** The preview does not change the behaviour of the assessment for viewers – it simply presents an example of what viewers will see at each stage.

### Syllabus

The **Syllabus** module enables users to customise the syllabus card view to include different syllabus fields and to add a highlight colour.

1. Drag the **Syllabus** module onto the canvas.
2. Click **Browse syllabus…**, to open the **Insert syllabus** dialog.

![Syllabus Module](image)
3. Select the syllabus set.
4. Use the dropdowns to filter the required syllabus item(s) or use the search bar to search for syllabus.
5. If sub content is available further dropdowns will display, use these to filter the results further.
6. Click the checkbox to the left of the required syllabus item(s).

7. Click **Save** to return to the **Insert syllabus** dialog.
8. Select the **Syllabus** options:
   - Show code
   - Show strand
   - Show area
   - Show set
   - Show details

9. Select the **Syllabus sub-content** options:
   - Show code
   - Show year
   - Show details

10. Select the **Colour**.

11. Click **Apply**.

**NOTE:** Syllabus module is often best presented in the Advanced layout module, to minimise the screen space that is allocated to the ‘card’.

**Related Quick guides**

- QCU101.19 – Creator modules: general category
- QCU101.20 – Creator modules: structure category
- QCU101.21 – Creator modules: media category
- QCU101.22 – Creator modules: engagement category
QCU101.24 – Apply a SEQTA Creator theme

Themes enable users to apply a design to their content.

1. In the palette, click Themes to open the list of available themes.
2. Click a theme to select it, the content of the canvas will update to reflect the attributes of the theme.

3. Click the Favourite button on a theme to add it to your Favourites list.
4. Favourite themes display the favourite button.
5. Click the favourite button to display all favourite themes.
6. Type a theme name in the search field to find a theme.

QCU101.25 – Preview SEQTA Creator content
QCU101.25 - Preview SEVT Creator content

1. Click the Preview button at the top of the palette.

2. The page area will display the creation content as it will be seen by viewers.

3. Click Close preview to exit preview mode.

4. Alternatively, to view an online lesson with all content displayed switch to the Student/guardian preview sub-page.

QCU101.24 – Apply a SEVT Creator theme
QCU101.26 – The Unit planner sub-page

Further details on creating Unit plan templates and Unit plans is available in QC201 – Advanced Curriculum – Programmes and lesson delivery.

What is a Unit plan?

The Unit planner sub-page is designed as a high-level planning tool, to map out topics, overarching questions and adherence to syllabus. A programme can have multiple unit plans, which can be used in different pathways if necessary.

There are three aspects of developing a unit:

- establishing the purpose of the unit
- defining the process of teaching and learning
- reflecting on the planning, process and impact of the unit


NOTE: A unit can be defined as a period of study that concludes with a summative assessment.

Related Quick guides

- QCU101.27 – Planning overview
- QCU101.28 – The Planner sub-page
QCU101.27 – Planning overview

Lesson content can be utilised in several ways. The common methods of working with programme content include:

Create a whole programme as lesson outlines including homework, syllabus etc., using the Planner sub-page. This is often done at the start of semester as the process of programme writing.

Create and use lesson outlines for teacher reference and create online lessons from the Online lesson editor sub-page for students to view.
Create online lessons only and allow all lesson content to be visible to students.

Create a programme as individual lesson outlines using the My day sub-page.

Create lesson outlines for teacher use (and possibly create online lessons) and view lesson outlines for all classes on a day through the My day sub-page. This is like the process of using a teacher’s journal and reviewing the lesson plans for the day.

Related Quick guides
- QCU101.28 – The Planner sub-page
The Planner sub-page provides an initial view of the programme broken into the available weeks which is drawn from the timetable information (except for untimetabled classes).

The Planner sub-page in this form is ideal for going through the programme and setting out the topics for the lesson content, with quick access to view the relevant unit planners, the week number and dates.

By default, one lesson is available for each teaching week, however additional lessons can be added. These will be initially allocated to the available contact periods, or if no further contact periods are available, in numbered sequence.

The Planner sub-page enables teachers to manage course content, for example lesson detail, set homework and add resources to the programme.

Lessons from the Planner sub-page form matched pairs with lessons from the Online lesson editor sub-page. It allows the creation of separate content specifically for teachers, such as teaching notes and reflection, content for delivery in class that may not be required by students and notes for relief teachers. If required, resources and lesson outlines entered on this sub-page can be made visible in SEQTA Learn and SEQTA Engage by selecting the correct options on the Cover page sub-page.

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Toolbar</td>
<td>Options to jump to the current lesson, add weeks and assessments.</td>
</tr>
<tr>
<td>2. Week</td>
<td>The term and week number.</td>
</tr>
<tr>
<td>3. Topic</td>
<td>The title of the topic.</td>
</tr>
<tr>
<td>4. Lesson number</td>
<td>The lesson number and allocated period.</td>
</tr>
<tr>
<td>5. Lesson options</td>
<td>These buttons can be used to add an assessment, add lesson notes that could be used for a relief teacher or expand the lesson area to enter lesson details.</td>
</tr>
</tbody>
</table>
Related Quick guides

- QCU101.26 – The Unit planner sub-page
- QCU101.27 – Planning overview
- QCU101.30 – Add a lesson
QCU101.29 - Enter lesson topics

1. Navigate to the Planner sub-page.
2. Locate the required lesson.
3. Weeks are allocated sequence numbers, e.g. W1, W2, W3 etc.
4. Lessons are allocated a date and period/session number, e.g. P4 We 6 Feb, P5 Th 7 Feb etc.
5. Click in the topic field and type the topic (lesson title).

![Lesson Planner](image)

6. The lesson topics show the structure and lesson content can be added as required, both for teaching notes and student facing content.

Related Quick guides

- QCU101.30 – Add a lesson
- QCU101.31 – Delete a lesson
- QCU101.32 – Add all lessons
- QCU101.35 – Create or edit lessons
- QCU101.36 – Create a lesson outline
QCU101.30 - Add a lesson

1. Navigate to the **Planner** sub-page.
2. Locate the week that requires an additional lesson.
3. Click the **Add another lesson** button.
4. Lessons will be allocated to the next available contact period and thereafter as unscheduled lessons within the week.

**NOTE:** Lessons can only be created if there is a week to place them on.

**NOTE:** If there are more weeks in a programme than there is in the timetable period the programme spans, the additional weeks will display as untimetabled weeks.

**NOTE:** This page will automatically save changes as they are made.
Related Quick guides

- QCU101.29 – Enter lesson topics
- QCU101.31 – Delete a lesson
- QCU101.32 – Add all lessons
- QCU101.35 – Create or edit lessons
- QCU101.36 – Create a lesson outline
- QCU101.37 – Insert dynamic content
- QCU101.39 – Add an assessment
- QCU101.41 – Clone a lesson
QCU101.31 - Delete a lesson

1. Navigate to the Planner sub-page.
2. Locate the required lesson.
3. Click the Delete this lesson button.
4. Click Delete in the Really delete this lesson? dialog.

**NOTE:** Lessons can only be deleted from the Planner sub-page.

**NOTE:** Deletion of a lesson cannot be undone.

**Related Quick guides**
- QCU101.29 – Enter lesson topics
- QCU101.30 – Add a lesson
- QCU101.35 – Create or edit lessons
- QCU101.36 – Create a lesson outline
- QCU101.37 – Insert dynamic content
- QCU101.39 – Add an assessment
- QCU101.41 – Clone a lesson
QCU101.32 - Add all lessons

**NOTE:** Please think carefully before completing this as the action cannot be undone and removing lessons will need to be completed one by one and may be time consuming.

Based on the timetable in place, a programme may have several contact lessons per week. However only one lesson per week will initially display in the Planner sub-page. All contact lessons can be added to the programme.

1. Navigate to the Planner sub-page.
2. Click the Add All button in the toolbar.
3. An additional lesson bar will display for every contact session for every week on the timetable.

![Image of Planner sub-page showing course introduction and short story study]

### Related Quick guides

- QCU101.29 – Enter lesson topics
- QCU101.30 – Add a lesson
- QCU101.31 – Delete a lesson
- QCU101.33 – Add a week
- QCU101.35 – Create or edit lessons
- QCU101.36 – Create a lesson outline
- QCU101.41 – Clone a lesson
QCU101.33 - Add a week

1. Navigate to the Planner sub-page.
2. Click the Add week button on the toolbar.
3. The new week is allocated to the next available week number and contains one contact lesson, additional lessons can be added to the week as needed.

NOTE: If there are more weeks in a programme than there is in the corresponding timetable period, the week will display as untimetabled.

NOTE: Additional weeks or lessons are maintained in numbered sequence

Related Quick guides
- QCU101.30 – Add a lesson
- QCU101.31 – Delete a lesson
- QCU101.34 – Expand / collapse a lesson or a week of lessons
- QCU101.35 – Create or edit lessons
- QCU101.36 – Create a lesson outline
- QCU101.41 – Clone a lesson
- QCU101.42 – The Lesson organiser sub-page
QCU101.34 - Expand / collapse a lesson or a week of lessons

1. Navigate to the Planner sub-page.
2. The lesson or week of lessons display in a collapsed state, unless the lesson occurs in the current week.
3. To expand an individual lesson, click the Expand/shrink this lesson button. Click the button again to shrink the lesson.
4. To expand a week of lessons, click the Expand/shrink this week button. Click the button again to shrink the week.

Related Quick guides

- QCU101.30 – Add a lesson
- QCU101.31 – Delete a lesson
- QCU101.33 – Add a week
- QCU101.35 – Create or edit lessons
- QCU101.36 – Create a lesson outline
- QCU101.41 – Clone a lesson
- QCU101.42 – The Lesson organiser sub-page
QCU101.35 - Create or edit lessons

The Planner sub-page provides working space for a basic text-based teaching learning programme, as well as creating assessments and linking to the relevant syllabus.

Lessons created on the Planner sub-page form matched pairs with lessons created on the Online lesson editor sub-page. Content can be made available for students and guardians in SEQTA Learn and SEQTA Engage or kept specifically for teachers’ reference.

1. Navigate to a lesson.

2. Click the Expand/shrink this lesson button.

3. Enter the details in the relevant area.

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Topic:</td>
<td>This can also be added while the lesson is collapsed.</td>
</tr>
<tr>
<td>b. Essential learning:</td>
<td>Presents to teachers but not to students.</td>
</tr>
<tr>
<td>c. Syllabus links:</td>
<td>Prescribed syllabus (or school-specific outcomes) are available in a dialog box that allows for easy searching and adding of relevant syllabus items. These can then be linked to assessments and presented on reports as required.</td>
</tr>
<tr>
<td>d. Edit outline:</td>
<td>Text area for lesson content, notes etc., with options for rich text, macros and HTML editing.</td>
</tr>
<tr>
<td>e. Resources:</td>
<td>Any file type can be included as a resource.</td>
</tr>
<tr>
<td>f. Homework:</td>
<td>Is always visible to students and guardians. An indication of the pathway the homework is related to is also visible.</td>
</tr>
<tr>
<td>g. Lesson delivered</td>
<td>Record whether a lesson has been delivered (on a per-pathway basis). This checkbox is below the Homework section on the Planner sub-page of the Programme page.</td>
</tr>
</tbody>
</table>
Related Quick guides

- QCU101.30 – Add a lesson
- QCU101.31 – Delete a lesson
- QCU101.36 – Create a lesson outline
- QCU101.37 – Insert dynamic content
- QCU101.38 – Add a resource
- QCU101.39 – Add an assessment
- QCU101.40 – Add a lesson note
- QCU101.41 – Clone a lesson
QCU101.36 - Create a lesson outline

1. Navigate to the Planner sub-page.
2. Locate a lesson.
3. Click the Expand/shrink this lesson button.
4. Click the Edit lesson plan button to open the Editor.
5. Type or copy and paste text and use the available formatting options to enhance the text.
6. Use the Insert button to add multimedia content, which will appear as a placeholder.
7. Click the Preview button to view the resulting lesson plan.
8. Click Save.

**NOTE:** Basic formatting is available from the toolbar. The options available are similar to those in Microsoft Word.

**NOTE:** Click the Preview button to see how the lesson plan will display.

**NOTE:** Full HTML editing of the lesson is available by swapping from Simple editor to HTML editor.
Related Quick guides

- QCU101.30 – Add a lesson
- QCU101.31 – Delete a lesson
- QCU101.35 – Create or edit lessons
- QCU101.37 – Insert dynamic content
- QCU101.38 – Add a resource
- QCU101.39 – Add an assessment
- QCU101.40 – Add a lesson note
- QCU101.41 – Clone a lesson
QCU101.37 - Insert dynamic content

The content editing tool is flexible, enabling content creation that supports rich multi-media lessons with minimal technical skill. This is achieved from the insert menu. Different dialog boxes will display depending on the settings required for each content type. Content that can be embedded in lessons include:

### Content type

**Assessment**: Insert an assessment that has already been created into the lesson so that students can access the assessment in the context of the lesson.

![Assessment menu](Image)

**ClickView video**: Schools with a ClickView subscription can browse their ClickView catalogue and select a video to embed so that the video plays directly from the lesson. Users will be prompted to login to their ClickView account.

![ClickView video](Image)
Content type

**Hyperlink:** Type the website details and give it a text name which will display in the content as a clickable link. Clicking the link will open the website in a new window or sub-page.

**Maths or Music Snippet:** A dialog will open which displays an editor to write the expression, a preview of the rendered expression, as well as a full tutorial of how to use the required language; LaTeX for maths and Lilypond notation for music.
**Content type**

**Syllabus**: Use the Add syllabus links button to open the Insert syllabus dialog. Filter available syllabus, government mandated syllabus, as well as any other syllabus sets relevant to your school. Syllabus can be added to a lesson so students can view the specific syllabus items which are being delivered within the context of the lesson.

**Theme**: when a theme is used, any colours or page layouts defined in that theme will be applied. These can be used for lessons, portal pages and other areas in the SEQTA Suite where the editor can be found. If there is no theme selected the default look and feel will be applied.
**Content type**

**Web content:** Providing a URL enables any content from the internet that allows embedding to be inserted into the lesson and to be consumed from within the lesson (rather than clicking and going to another webpage to view). Paste or type the URL of the web content, or paste a HTML snippet if appropriate.

Content providers that often have useful content that can be embedded include (but are not limited to):

- YouTube, TED, National Geographic, Vimeo, TeacherTube, Viddler, etc.
- Google Maps, Google Docs, Google Spreadsheets, etc.

**NOTE:** Some webpages will prevent embedding of their content, which cannot be overridden by SEQTA, e.g. web-banking software.

**Related Quick guides**

- QCU101.30 – Add a lesson
- QCU101.31 – Delete a lesson
- QCU101.35 – Create or edit lessons
- QCU101.36 – Create a lesson outline
- QCU101.38 – Add a resource
- QCU101.39 – Add an assessment
- QCU101.40 – Add a lesson note
- QCU101.41 – Clone a lesson
QCU101.38 - Add a resource

1. Navigate to the Planner sub-page.
2. Locate the required lesson.
3. Click the Expand/shrink this lesson button.
4. Click the Add resource button.
5. Enter a Name for the resource, e.g. Short Story Study.
6. Select the type of resource, e.g. Only the resource name, Web link or File upload.
7. If File upload has been selected, click Add a file.
8. Select the file location, the following options will be available.

<table>
<thead>
<tr>
<th>My device</th>
<th>Enables users to select a file from their computer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In SEQTA</td>
<td>Enables users to select a file they or any staff member have previously uploaded to SEQTA Teach.</td>
</tr>
</tbody>
</table>

9.
9. Depending on the file storage systems the school has integrated with, some or all of the following options may be available.

<table>
<thead>
<tr>
<th>App</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropbox</td>
<td>Enables users to select a file from the schools Dropbox.</td>
</tr>
<tr>
<td>Google Drive</td>
<td>Enables users to select a file from the schools Google Drive.</td>
</tr>
<tr>
<td>OneDrive</td>
<td>Enables users to select a file from their personal or the schools OneDrive.</td>
</tr>
</tbody>
</table>

10. Select the file and click OK or Open.

11. Click Save.
QCU101.39 - Add an assessment

An assessment can be added to a lesson directly from the Lesson bar.

1. Navigate to the Planner sub-page.
2. Locate the required lesson.
3. Click the Assessment button.
4. Click Add assessment…

5. Complete the assessment details as required.
6. Click SAVE.
7. The Lesson bar will update to display the number of assessments.

Related Quick guides

- QCU101.30 – Add a lesson
- QCU101.31 – Delete a lesson
- QCU101.35 – Create or edit lessons
- QCU101.36 – Create a lesson outline
- QCU101.37 – Insert dynamic content
- QCU101.38 – Add a resource
- QCU101.40 – Add a lesson note
- QCU101.47 – The Overview of assessments sub-page
QCU101.40 - Add a lesson note

The Notes area is a useful area to enter reflection and relief notes. It contains functionality like that of the Legacy editor. Other content such as, ClickView videos, Hyperlinks, Maths or music snippets, Themes and Web content can be inserted.

1. Navigate to the Planner sub-page.
2. Locate the required lesson.
3. Click the Notes button.
4. Type the note.
5. Click Save.
• QCU101.30 – Add a lesson
• QCU101.31 – Delete a lesson
• QCU101.35 – Create or edit lessons
• QCU101.36 – Create a lesson outline
• QCU101.37 – Insert dynamic content
• QCU101.38 – Add a resource
• QCU101.39 – Add an assessment
• QCU101.41 – Clone a lesson

Related Quick guides
QCU101.41 - Clone a lesson

Cloning a lesson will create (duplicate) a lesson with the exact same content as the original lesson. The cloned lesson can be edited or deleted without affecting the original lesson.

1. Navigate to the Planner sub-page.
2. Locate the required lesson.
3. Click the Clone this lesson button.
4. The original lesson can be found in the Unused lessons panel in the Lesson organiser sub-page.
5. Edit the lesson topic and content as needed.

NOTE: When a lesson is cloned, all content in the lesson is cloned with it, including resources, lesson notes and assessments.

NOTE: When a lesson is cloned, the original lesson will move to the Unused lessons panel in the Lesson organiser sub-page.

Related Quick guides

- QCU101.30 – Add a lesson
- QCU101.31 – Delete a lesson
- QCU101.35 – Create or edit lessons
- QCU101.36 – Create a lesson outline
- QCU101.37 – Insert dynamic content
- QCU101.38 – Add a resource
- QCU101.39 – Add an assessment
- QCU101.40 – Add a lesson note
QCU101.42 – The Lesson organiser sub-page

The Lesson organiser sub-page is used to reorder the lesson sequence in a programme, or to import lessons from other programmes. A programme may need to be restructured due to:

- A programme is being used which has been copied from a previous timetable period and the lesson order has changed.
- A programme is shared and contains pathways and different classes cover different aspects of the programme at different times.
- An unforeseen event, e.g. a teacher is absent for a length of time and a topic can’t be covered by the relief teacher, or a school event is scheduled and reduces the number of contact periods available.
- A teacher has created a lesson containing great content and they want another teacher to utilise the lesson in their programme.

Use the Lesson organiser sub-page to:

- Move a single lesson to any other position within the same week, or to another week.
- Move a week of lessons to another week’s position in the sequence.
- Remove lessons from the sequence by dragging them into the Unused lessons panel.
- Reintroduce lessons into the lesson sequence from the Unused lessons panel, e.g. original lessons after being cloned, lessons that were created in other pathways, or had been previously removed from the lesson sequence.
- Import lessons from other teachers programmes and drag them into the lesson sequence. Once in the lesson sequence the lesson can be edited as needed.

The unused lesson panel.

On the right-hand side of the Lesson organiser sub-page is the unused lesson panel.

1. Click the expand or collapse button to show or hide the unused lesson panel.
2. Use the search bar to find unused lessons in the programme.
Related Quick guides

- QCU101.43 – Reorganise lessons
- QCU101.44 – Import lessons
QCU101.43 - Reorganise lessons

1. Navigate to the Lesson organiser sub-page.

2. Click an individual lesson to select it or click the header of a week to select the entire week of lessons.

3. Drag and drop the lesson or week of lessons to a new location in the lesson sequence, place it between items to insert between other lessons or weeks or drag into the Unused lesson panel.

4. Individual lessons or weeks of lessons relocated will display with a dotted border and retain their original sequence number until the changes are saved or reverted.

5. The unused lesson panel contains a search bar which can be used to find lessons. Type a keyword to filter by keywords and drag lessons into or out of the panel. Empty lessons will not appear in the unused panel.

6. Once the lesson sequence has been reordered, click the Save button.

7. To cancel changes, click the Revert button.
NOTE: Empty lessons will not appear in the unused panel.

NOTE: While you can delete lessons from a programme it is not recommended. Rather, drag unneeded lessons into the Unused lesson panel. This gives teachers the options to reuse them at a later date or in a future timetable period.

NOTE: A note on collaboration:
When a programme is shared among multiple classes it is important to be aware of the way in which the share is managed.

- If a programme is shared, but no pathways are set up, reorganising any lessons will result in the changes in lesson sequence applying to all classes using the programme.
- If pathways have been set up and appropriately assigned to the classes, it is possible to reorganise lessons for individual classes, ensuring that the sequence of lessons accurately follows each of the classes progress through the course.

Related Quick guides
- QCU101.42 – The Lesson organiser sub-page
- QCU101.44 – Import lessons
**QCU101.44 - Import lesson(s)**

Users can search other programmes for lessons and import them into the open programme.

1. Navigate to the **Lesson organiser** sub-page.
2. Click the **Import lessons** button, the **Lesson browser** dialog will open.
3. Use the available filters to search for lessons.
4. **Timetable period**: select the **Timetable** period(s).
5. **Staff**: select staff.
6. **Search lesson**: type the lesson title, or text that is contained in the lesson content.
7. **Search content**: check this box to search for the specified search terms in the lesson content.
8. Lessons that match the search criteria will display in a list.
9. Where a large number of lessons match the search criteria not all lessons will be displayed, this will be indicated at the bottom of the list.
10. Click a lesson to select it, the lesson will highlight and the checkbox on the left-hand column will be ticked. Multiple lessons can be selected.
11. To unselect a lesson click it again.
12. A preview of the selected lesson will display below the list, the preview will display the most recently clicked lesson.
13. Click **Import**.

![Lesson browser dialog](image)
14. The lesson(s) will be imported into the programme and will be available in the **Unused lessons panel**.

15. Locate the lesson and drag it into the lesson sequence as needed.

![Diagram of lesson sequence]

**Related Quick guides**
- QCU101.42 – The Lesson organiser sub-page
- QCU101.43 – Reorganise lessons
QCU101.45 – The Online lesson editor sub-page

Online lessons form matched pairs with the lessons from the Planner sub-page. It allows the creation of separate content specifically for students and is automatically available for them to view in SEQTA Learn. Parents / Guardians can also view this content in SEQTA Engage.

Online lessons can utilise the full functionality of SEQTA Creator to create content rich lessons. The Essential learning and Homework fields can be edited in this sub-page if needed.

To view an online lesson as students and guardians would see it, click the Preview button in the SEQTA Creator panel or move to the Student/ guardian preview sub-page.

1. Navigate to the Online lesson editor sub-page.
2. Click any lesson from the list on the left-hand navigation panel to load the lesson into the working area.
3. Use the SEQTA Creator tools to build a lesson.
4. If there is a corresponding lesson on the Planner sub-page content from the Topic, Essential learning and homework fields will appear if populated. These fields can be edited in this sub-page.

Related Quick guides
- QCU101.15 - Create content using SEQTA Creator
- QCU101.46 – The Student / guardian preview sub-page
QCU101.46 – The Student / guardian preview sub-page

The Student/guardian preview sub-page displays all content in the online lessons as it will appear in SEQTA Learn and SEQTA Engage. This view is useful for those schools who choose not to enable masquerading permissions for their teachers.

This means that the Student/guardian preview sub-page will always show online lessons in presentation mode, i.e. with actual content rather than placeholders and homework. In addition, if lesson outlines and/or resources created on the Planner sub-page have been selected to be visible, these will also show.

Some areas of a programme are automatically visible to students if content is entered and other areas of a programme rely on a teacher making a decision as to whether or not students can view the content. This flexibility means that teachers can set up a programme as they want and allow the flow of information to occur in the background without their ongoing attention.

The Student/guardian preview sub-page of the Programme page provides a replica view of what content is made visible to students and guardians depending on the visibility options selected in the programme.

1. Navigate to the Student/guardian preview sub-page.
2. Click any lesson from the list on the left-hand navigation panel to view that lesson.
3. Use the search bar to search for a specific lesson or word.

Related Quick guides

- QCU101.45 – The Online lesson editor sub-page
QCU101.47 – The Overview of assessments sub-page

The **Overview of assessment** sub-page lists all assessments attached to the programme. Assessments can be created and edited from this sub-page.

1. List of assessments.
2. Assessment editor.

**Related Quick guides**
- QCU101.39 – Add an assessment

**Activity**
1. Open the programme previously created on the timetable.
2. Create two lessons, add essential learning and teaching notes using the Planner sub-page.
3. Change the order of the lessons.
4. Import a lesson from another programme. Add the lesson to the term.
## 5 Programme visibility options

QCU101.48 - Visibility options

Visibility options control what users of *SEQTA Learn* and *SEQTA Engage* can see. Visibility options can be set for a programme, elements of a programme and elements of a lesson.

<table>
<thead>
<tr>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Users can select to hide a programme from <em>SEQTA Learn</em> and <em>SEQTA Engage</em> entirely. Hiding a programme means that it won’t show on the <strong>Courses</strong> page or on the <strong>Assessments</strong> page, under the <strong>Upcoming assessments</strong> section. However, the class will still show on the timetable.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme elements that can be made visible</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Cover page, e.g. Only the Cover page.</td>
</tr>
<tr>
<td>- Past lessons and cover page, e.g. lessons up to and including today.</td>
</tr>
<tr>
<td>- All lessons and cover page, e.g. all lesson in the programme including future lessons.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme elements that are never visible</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Outline, however, it may be used on academic reports if needed.</td>
</tr>
<tr>
<td>- Unit plans</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>If a programme is visible in <em>SEQTA Learn</em> and <em>SEQTA Engage</em> the following settings apply to lessons contained in the programme.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson elements that are always visible</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Homework added from the <strong>Planner</strong> sub-page, the <strong>Online lesson editor</strong> sub-page or <strong>My day</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson elements that are never visible</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Essential learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson elements that can be made visible</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Lesson outlines, created through the <strong>Planner</strong> sub-page or <strong>My day</strong>.</td>
</tr>
<tr>
<td>- Resources, added through the <strong>Planner</strong> sub-page or <strong>My day</strong>.</td>
</tr>
<tr>
<td>- Online lessons, created through the <strong>Online lesson editor</strong> sub-page.</td>
</tr>
</tbody>
</table>

### Related Quick guides

- QCU101.49 – Control visibility options
QCU101.49 - Control visibility options

Most of the visibility options are managed from the Cover page sub-page of the Programme page.

1. Navigate to the Cover page sub-page.
2. Expand the Configuration panel if it is not currently visible.
3. Use the visibility options to determine what programme content is made visible.
4. **Show lesson outlines**: makes any content typed into a lesson outline on the Planner sub-page visible to students and guardians.
5. **Show all resources**: makes any resources added to a lesson on the Planner sub-page visible to students and guardians.
6. **Show all lessons and cover page**: makes all lessons (past, current and future) and the cover page visible to students and guardians.
7. **Show past lessons and cover page**: makes past lessons only and the cover page visible to students and guardians.
8. **Show only cover page**: makes the cover page visible to students and guardians.
9. **Hide entirely**: hide the programme entirely from students and guardians.

**NOTE:** In shared programmes, the date of visibility will be determined by the first contact period for each class, which may be different.
Related Quick guides

- QCU101.48 – Visibility options

Activity

1. For the lessons created from the Planner sub-page make the lesson content visible to SEQTA Learn and SEQTA Engage.
6 Present lesson content

Lesson content can be presented in several ways.

- As online lessons visible in SEQTA Learn and SEQTA Engage.
- Projected from My day in class.

QCU101.50 - My day overview

1. Navigate to the Teaching workspace.
2. Click the Timetable page.
3. Click the My day sub-page.
4. The date selector.
5. The structure (agenda) for the selected date.
6. The working area.
7. Click the Me button to return to the timetable of the user who is logged in.
8. The Staff selector, switch to other staff members using the Staff selector dropdown.

Related Quick guides

- QCU101.51 – The day panel
- QCU101.52 – The lesson panel
- QCU101.53 – Printing options
QCU101.51 - The day panel

1. Located on the left hand-side of the My day screen is the Day panel.

2. Click the expand or collapse buttons to show or hide the Day panel.

3. Use the arrow buttons to quickly move back and forth between weeks or use the day selector buttons to select a specific day or use the date picker to select a specific date.

4. Every class, event or appointment for the selected day is listed according to time.

5. The class details visible are; the assigned colour, class details, i.e. class code, subject, period, time, room, topic, appointment or event name and relief information (if appropriate).

6. Action buttons are available to manage swaps, load marks book, load attendance, view event and appointment responses (right side). For example, if a roll has not been marked and it is the attendance roll for the current period, the attendance button will pulse. This serves as a reminder to mark the roll.

7. Shortcuts to the Notes and Tasks dashlets are located at the bottom of the Day panel.

Related Quick guides

- QCU101.50 – My day overview
- QCU101.52 – The lesson panel
- QCU101.53 – Printing options
QCU101.52 – The lesson panel

1. Select a lesson from the **Day** panel to load it into the lesson editing area.

2. The user is presented with a series of lesson elements contained within collapsible sections. The heading area of the section displays the visibility status.

<table>
<thead>
<tr>
<th>Visibility Status</th>
<th>Visibility Status Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visible (now)</td>
<td>NOW</td>
</tr>
<tr>
<td>Visible (in the future)</td>
<td>FUTURE</td>
</tr>
<tr>
<td>Visible (never)</td>
<td>NEVER</td>
</tr>
</tbody>
</table>

3. The **Lesson plan** panel will open by default. Content can be edited directly in this screen.

**NOTE:** When a lesson is created or edited from **My day** the underlying programme is modified also. Therefore, **My day** can be used to populate or modify the programme on the go.
Lesson planning tools

The My day sub-page can be used as a lesson planning tool rather than using the Planning and the Edit online Lessons subpages as it brings the functionality of these sub-pages into a single location.

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Topic</td>
<td>The lesson topic.</td>
</tr>
<tr>
<td>2. Shared programmes and pathways</td>
<td>If a lesson is used in another pathway, a small indicator in the top right will be visible. It will pulse a few times and will then remain still.</td>
</tr>
<tr>
<td>3. Programme</td>
<td>Click to open the programme.</td>
</tr>
<tr>
<td>4. Online lesson/presentation mode</td>
<td>Click <strong>Online lesson</strong> to open the panel and create online content. Click the <strong>Presentation mode</strong> button to launch a full-screen view of the document, suitable for projecting to the class.</td>
</tr>
<tr>
<td>5. Lesson plan</td>
<td>Open the <strong>Lesson plan</strong> panel to edit the details of the lesson using the simple editor.</td>
</tr>
<tr>
<td>6. Lesson info</td>
<td>The <strong>Lesson info</strong> panel provides a quick link to the previous and next lesson. It also provides details of the sequence of lessons. Enables the user to record whether a lesson has been delivered (on a per-pathway basis).</td>
</tr>
<tr>
<td>Element</td>
<td>Description</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>7. Class note</td>
<td>In the header of the Lesson info section, a Class note can be added. A Class note is a persistent note for the class or subject, which can be used for recording notes, e.g. a student borrowed a textbook, or two students should not sit together. This note is not attached to an individual lesson. If a Class note has been added the box will pulse when any lesson for that class is viewed.</td>
</tr>
<tr>
<td>8. Essential learning</td>
<td>The Essential learning panel enables teachers to add or edit the essential learning description for the selected lesson.</td>
</tr>
<tr>
<td>9. Homework</td>
<td>The Homework panel enables teachers to add or edit homework for the selected lesson. The homework is relevant to the pathway assigned to the programme.</td>
</tr>
<tr>
<td>10. Resources</td>
<td>From the Resources panel, teachers can add, remove and access resources related to the selected lesson. The resources which can be added include file uploads, hyperlinks or resource names, i.e. pages of a textbook.</td>
</tr>
<tr>
<td>11. Lesson notes</td>
<td>The Lesson notes panel allows teachers to store notes related to the selected lesson. These notes are unique to the pathway for the teacher’s programme.</td>
</tr>
<tr>
<td>Element</td>
<td>Description</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>12. Booking</td>
<td>From the <strong>Booking</strong> panel, teachers can easily review, edit or add a booking to the lesson. Booked item(s) will only be visible on the day that the items were added to the lesson. Therefore, if a lesson runs across multiple days, the item(s) will only be visible on the first instance of that lesson. For further information on using the Booking system carry out a relevant search in the SEQTA Knowledge base which is accessed via the “?” on the spine.</td>
</tr>
<tr>
<td>13. Syllabus links</td>
<td>The <strong>Syllabus links</strong> panel is a view of syllabus links that have been added to a lesson from another sub-page. Syllabus links cannot be added to the Syllabus links panel in the <strong>My Day</strong> sub-page. If syllabus is added to a lesson in the Planner sub-page or in the <strong>Online lesson editor</strong> sub-page, it will be visible in the Syllabus links panel. When a syllabus entry is selected, further information on the syllabus entry will be displayed. The Syllabus links panel is non-editable.</td>
</tr>
<tr>
<td>14. Assessments</td>
<td>The <strong>Assessments</strong> panel is a list view of assessments that have been added to a lesson from another sub-page. Assessments cannot be added to the Assessments panel in the <strong>My Day</strong> sub-page. If assessments are added to a lesson in the Planner sub-page or in the <strong>Overview of Assessments</strong> sub-page, it will be visible in the Assessments panel. Assessments appear with the due date and the assessment title and will display in this section for the entire week once the class is selected.</td>
</tr>
</tbody>
</table>
Lesson rollover

A teacher may plan a lesson and want the content to roll over multiple lessons, therefore creating gaps in the sequence, e.g. Monday's lesson will run across Tuesday and Wednesday, but Thursday and Friday will have different content. **My day** will display the previous lesson to fill the gap.

This approach makes it easy to undertake week-by-week programming, simply keep one lesson in each week of the programme and it will be accessible for every lesson within that week from **My day**.

1. An information bar will display at the top of the screen indicating that rollover has been applied.

![Short Story Assessment](image)

**NOTE:** This is not a copy of the lesson – any changes made will affect all days.
Event and appointment editor

Appointments and events are created from the **Calendar** sub-page and will display in the **Day navigator** in the **My day** sub-page from where they can be edited.

1. Navigate to the **My day** sub-page.
2. Navigate to the date.
3. Click an appointment or event to load the details.
4. The main part of the screen is given over to the event/appointment details editor, allowing staff to view or edit the details as needed. This can also be useful for taking notes during the event or appointment, as these notes will then be automatically made available to all invitees.
5. On the right-hand side of the screen are a series of collapsible panels which provide further details about the event or appointment.

   a. The **Info** panel provides details of whether it is an event or an appointment and who the organiser is. An indicator appears in the top right-hand corner that displays the staff member’s status for the appointment, i.e. **Organiser**, **Attending** or **Not responded** etc. When other staff members have been invited to an appointment, they are able to respond via **My Day**.

   b. The **Bookings** panel enables teachers to easily review, edit or add a booking to the appointment.

   c. The **Attendees** panel enables organisers to manage the invitees to the event. Organisers of the event or appointment can add additional invitees or remove those already invited.
Notes and tasks

Take notes and jot down tasks directly from the My day interface. These notes and tasks feed into the Notes and Tasks dashlets on the Dashboard and are available only to the teacher logged in.

1. At the bottom of the Day panel, click the My notes button to open the Notes panel.
2. Click the Add + button.
3. Enter the note details and click the Check ✓ button to save the note.
4. Click the Delete ✗ button to delete a note.
Or

5. In the **Day** panel, click the **My tasks** button to open the **Task list** panel.

6. Click the **Add** button.

7. Enter the task details and click the **Check** button to save the note.

8. Click the **Delete** button to delete a note.

9. Click **Show done** or **Hide done** to show or hide completed tasks.

---

**NOTE:**
The **My Notes** and **My Tasks** buttons are not available when viewing another teachers’ **My day** view.

---

**Related Quick guides**

- QCU101.50 – My day overview
- QCU101.51 – The day panel
- QCU101.53 – Printing options
QCU101.53 - Printing options

My day provides four options for printing. Two options provide week-oriented views and two options provide day-oriented views.

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
</table>
| My week               | The My week printout prints a view of the entire week on an A3 landscape page. This can be scaled down in your printer settings, however the print will be quite small.  
In this print-out, Monday to Friday will always be printed and Saturday/Sunday will automatically be included if there is any content for those days. 
Within each day, each item will be printed with enough space for teachers to write in their own notes. Included in the print-out are the basic details of the item. |
| My week (by subject)  | The My week view displays items by time in each day. The by subject variant instead organises items in a cross-sub-page by days and by subject, i.e. each row across the page is one subject. This lets teachers easily see what has been scheduled in each class across the week. |
| My day                | The My day print-out gives a portrait A4 view of the selected day, organised by time.                                                      |
| My day (with details) | This variant is the same as the My day print-out but will also print the outline / lesson plan.                                              |

Related Quick guides

- QCU101.50 – My day overview
- QCU101.51 – The day panel
- QCU101.52 – The lesson panel

Activity

1. Use My Day to present lesson content.
2. Add a note and a task.
3. View the printout options.
7 Assessments and Marks book

As the curriculum process in SEQTA progresses from plan → deliver → assess → report, assessments are part of the programme. Creating assessments occurs from the Programme page, with the assessments then populating the Marks book.

The marks book consists of a variety of assessments and is organised based on the use of assessment groups, due dates and assessment names.

Most course types provide each assessment with an overall summary result and summary columns for the assessment group results. Overall summary results are provided in purple at the right-hand side of the marks book.

The marks book for a programme is determined by;

- The course type that is selected for the programme;
- The utilisation of assessment groups and assessment types; and,
- The content entered in the assessments.

NOTE: As with the programme itself, if the programme is shared among multiple classes, the Marks book is also shared.

NOTE: Marks books should be set up in consultation with curriculum leaders as the settings will be specific for each school.
QCU101.54 - Marks book colours

The colours of the marks book are used to easily identify the different elements.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Grey/white cells</strong>:</td>
<td>Raw data columns, where grades and scores (marks) are entered.</td>
</tr>
<tr>
<td></td>
<td>*These colours can change depending on the Dashboard colour settings.</td>
</tr>
<tr>
<td><strong>2. Light green</strong>:</td>
<td>Assessible criteria.</td>
</tr>
<tr>
<td><strong>3. Teal</strong>:</td>
<td>Individual assessment and summary columns.</td>
</tr>
<tr>
<td><strong>4. Dark blue</strong>:</td>
<td>Assessment group and summary columns.</td>
</tr>
<tr>
<td><strong>5. Blue</strong>:</td>
<td>Attendance summary columns</td>
</tr>
<tr>
<td><strong>6. Purple</strong>:</td>
<td>Overall summary calculated columns</td>
</tr>
</tbody>
</table>

QCU101.55 - Elements of a Marks book

1. **Toolbar**: options for the marks book.

2. **Saved date**: lists who last saved the marks book data and when.

3. **Student list**: list of students in the selected class along with associated student data.
4. **Assessment group title:** displays group name, weight and reportable indicator.

5. **Assessment group summary columns:** overall calculated group columns.

6. **Expand / collapse button:** group expand / collapse button.

7. **Assessment title:** displays title of assessment.

8. **Assessible criteria:** multiple assessable criteria for a single assessment.

9. **Assessment summary columns:** assessment calculated columns.

10. **The Mark entry cell:** Enter results and predicted scores.

11. **Focus Mode:** Enter achievement data, release feedback and results.
12. Attendance (and trait) summary columns:

13. Overall summary and reporting area:

![Report Image]

### Related Quick guides

- QCU101.54 – Marks book colours
- QCU101.56 – Manage marks book settings
QCU101.56 - Manage marks book settings

Course types have several key functions, including:

- Determining which algorithm to employ for the marks book
- Allocating the correct summary and calculation columns in the marks book
- Allocating the correct data columns for academic reports
- Allowing academic report data to be correctly collated, analysed and presented on reports

Programmes which run the same curriculum level or purpose should have the same course type to ensure that academic results can be correctly collated and analysed and presented consistently on reports.

NOTE: Course types are generally set up by a school’s curriculum team.

Set the course type for a programme

1. Navigate to the Cover page sub-page.
2. Expand the configuration panel if it is not already visible.
3. Click Edit marks book settings.
4. In the Course type table, click the Course type drop down to select the required course type.
5. The marks book cutoff table will display for the selected course type.
6. Click Save.
Assessment groups

Assessment groups are a useful way to organise the marks book and can display several summary columns. In addition to controlling the view of the marks book, i.e. how the assessments are sorted and presented, assessment groups are also crucial in the results calculation process, as assessment results are parsed through the assessment group weightings to form the final calculated results.

By default, a single assessment group called **All assessments** will be available in every programme and assessments are allocated to this default group.

1. Navigate to the **Cover page** sub-page.
2. Click **Edit marks book settings**.
3. Scroll to the **Assessment groups** table, by default one **Assessment group** is available titled **All Assessments**. The name can be replaced with chosen text.
4. Edit the assessment group information:

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Label:</td>
<td>The name of the <strong>Assessment group</strong> that displays in the marks book. <strong>Assessment groups</strong> sort in the marks book in alphabetical order.</td>
</tr>
<tr>
<td>6. Colour:</td>
<td>The colour assigned to an <strong>Assessment group</strong>. Each assessment assigned to an <strong>Assessment group</strong> will be tagged with the <strong>Assessment Group</strong> colour.</td>
</tr>
<tr>
<td>7. Weight:</td>
<td>The weighting at which the results for each assessment group contribute to the overall calculated scores in proportion to the other assessment groups.</td>
</tr>
<tr>
<td>8. Available on reports:</td>
<td>Toggles whether data from assessments, syllabus scores or results etc can be drawn into academic reports. A tick in the checkbox indicates that data will flow through to reports as applicable.</td>
</tr>
<tr>
<td>9. Delete group</td>
<td>If an <strong>Assessment group</strong> is deleted, any assessments contained in the group will move to the previous group.</td>
</tr>
</tbody>
</table>
10. Hist Mean and Hist stDev: These are set values through which marks book raw data can be parsed in the Adjusted view of the marks book to indicate how scores may be moderated based on historical performance. Further information is provided in the advanced curriculum courses.

11. Add group: Click the + Add group button to add one row for each assessment group required.

12. Click Save.

13. The assessment groups are now available when creating or editing assessments.

**NOTE:** Assessments can only be allocated to one assessment group.

**NOTE:** Assessments cannot be copied.
Related Quick guides

- QCU101.54 – Marks book colours
- QCU101.55 – Elements of a marks book
- QCU101.57 – Create an assessment
- QCU101.58 – Delete an assessment
- QCU101.59 – Entering marks and comments
- QCU101.60 – Write academic reports
QCU101.57 - Create an assessment

Assessments can be created from three locations within the Programme page.

1. The **Add assessment...** button in the toolbar on the Planner sub-page. This option will set the due date of the assessment to the current date, or

2. The **Add assessment** button in the lesson bar on the Planner sub-page. This option will set the due date of the assessment to the date of the lesson.

3. The **Add assessment** button on the Overview of assessments sub-page. This option will set the due date of the assessment to the current date.

4. Using any of these methods will open a new assessment.
Enter assessment information

The following parameters can be set:

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Title:</td>
<td>The title should be informative; it will display in the Marks book and to students and guardians where the assessment has been made visible. It can be drawn onto academic reports, if applicable.</td>
</tr>
<tr>
<td>2. Group:</td>
<td>Where multiple assessment groups have been created in the Marks book settings (Marks book settings on the Cover page sub-page of the Programme page), the available groups can be selected from the Group dropdown. Assessment groups are used to organise marks books, e.g. results may need to be organised into ‘Semester 1’ and ‘Semester 2’ groups, or for applicable courses ‘Theory/Written’ and ‘Practical’ course components. This is used where the final result for end of semester reporting is based on two or more sub-sets of results which are then weighted against each other. Assessments can be added to or removed from assessment groups at any stage. If no assessment groups have been created, assessments will be placed in a default group called All assessments.</td>
</tr>
<tr>
<td>3. Weight:</td>
<td>The weight is the proportion (not necessarily a percentage) that this assessment contributes towards the overall score for the Group to which this assessment is assigned. The proportion is relative to the total ‘weight’ for the assessment group. For example, if the assessment weight is 10 and the total of all assessment weights in the group is 50, the assessment will be worth 10/50 (20%) of the total score for that assessment group.</td>
</tr>
<tr>
<td>4. Custom column (“XXX”): (If set)</td>
<td>If enabled in the Marks book settings, a custom column can be used to store additional information in the marks book. The column will display as an additional column to the right of each assessment result column. For example, it could be used to record homework submitted or to determine which assessments show on reports. Any text string can be used for the column title. However, the cells in the column can only store a maximum of three characters, this can be text, numbers or symbols such as emojis.</td>
</tr>
</tbody>
</table>
Assessable criteria:

Assessable criteria are the individual components of an assessment which receive the scores or results. By default, one assessable criterion is added with a max score of 10. Elements of assessable criteria are:

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td><strong>Label:</strong> The name, i.e. the marks book label, which will display on the column in the marks book.</td>
</tr>
<tr>
<td>6</td>
<td><strong>Description:</strong> A description of the label being used.</td>
</tr>
<tr>
<td>7</td>
<td><strong>Max (out of):</strong> The maximum possible achievable score, or score ‘out of’.</td>
</tr>
<tr>
<td></td>
<td><em>Note: for grades-based courses this field is not available.</em></td>
</tr>
<tr>
<td>8</td>
<td><strong>Delete criteria:</strong> Delete an individual assessable criterion.</td>
</tr>
<tr>
<td></td>
<td><em>Note: where marks or results have been saved in the marks book for a criterion, a lock icon will display preventing it from being deleted.</em></td>
</tr>
<tr>
<td>9</td>
<td><strong>Outcome:</strong> If applicable, select an outcome or syllabus item against which you want to mark. Results that are linked to syllabus can be used to aggregate syllabus scores which can be viewed in the Marks book and can be presented on reports.</td>
</tr>
<tr>
<td>10</td>
<td><strong>Type:</strong> Where assessment types have been set up in the Marks book settings, a dropdown will display to select from the available types.</td>
</tr>
<tr>
<td>11</td>
<td><strong>Weight:</strong> (If set) The proportional weight of each criteria compared to the other criteria.</td>
</tr>
<tr>
<td></td>
<td><em>Note: criteria weights must be set up in the course type and are only possible where assessment types have not been used.</em></td>
</tr>
<tr>
<td>12</td>
<td><strong>Rubric:</strong> Add a rubric from the library or create a new rubric.</td>
</tr>
<tr>
<td>13</td>
<td><strong>Add Criterion:</strong> Additional criterion is added by clicking the Add button. This is useful, for example, where an assessment has multiple components which are marked separately.</td>
</tr>
</tbody>
</table>
**Availability and dates:**

In this section, information disclosure is cumulative from left to right. For example, setting the assessment to **marks released** also means that **feedback** is released. Each class that shares the programme can have different visibility statuses.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>14. Assessment hidden:</strong></td>
<td>No assessment details are visible to the student or guardian.</td>
</tr>
<tr>
<td><strong>15. Date and title released:</strong></td>
<td>The <strong>Title</strong> and <strong>Due date</strong> of the assessment are the only elements visible to students and parents.</td>
</tr>
<tr>
<td><strong>16. All details released:</strong></td>
<td>All assessment details including the content of the assessment are visible to students and guardians.</td>
</tr>
<tr>
<td><strong>17. Teacher feedback released:</strong></td>
<td>Any feedback in the marks book is visible to students and guardians.</td>
</tr>
<tr>
<td><strong>18. Marks released:</strong></td>
<td>Any marks and applicable comments (if not already released) in the marks book are visible to students and guardians.</td>
</tr>
<tr>
<td><strong>19. Date:</strong></td>
<td>The date when the assessment is due to be submitted or completed. Where a programme is shared among multiple classes, the due date can be set differently for each class. The current class will be shown in orange while the other classes will be shown in blue. Select the date dropdown on the class row to set the due date for that class or select the dropdown in the <strong>Update all classes</strong> row to set the due date for all classes.</td>
</tr>
</tbody>
</table>
Expectations and reflection:

This section is used to set the options for expectations and reflection that will be visible to students and guardians.

It is worth noting based on research by Professor John Hattie has found that:

- allowing students to predict what they expect to achieve on an assessment is the top influence on student achievement;
- providing effective ongoing timely feedback can double the speed of learning; and
- enabling student reflection can support students to become assessment-capable learners.

<table>
<thead>
<tr>
<th>20. Based on:</th>
<th>Select <strong>Whole assessment</strong> or <strong>Individual criteria</strong>. If individual criteria is selected, students will be able to rate separately for each criterion contained in an assessment, otherwise students will rate the assessment as a whole.</th>
</tr>
</thead>
</table>

**Student Expectations (PRE)**

<table>
<thead>
<tr>
<th>21. Star rating:</th>
<th>Students can assign a star rating from 1 to 5 based on how they are feeling about the assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. Feeling:</td>
<td>Students can rate how they are feeling about the upcoming assessment.</td>
</tr>
<tr>
<td>23. Text comment:</td>
<td>Students can enter a text comment about how they are expecting to do in the assessment.</td>
</tr>
<tr>
<td></td>
<td>Teachers can use the <strong>Prompt</strong> field (optional) to enter a specific prompt for this assessment. If teachers do not use this field, the default prompt will be used, which has been set in the application settings by the school.</td>
</tr>
<tr>
<td>24. Expected score:</td>
<td>Students can enter the score they expect to receive.</td>
</tr>
<tr>
<td>25. Align expectations to assessment:</td>
<td>For graded courses, students choose from an achievable grade; for numeric courses, requires numeric entry.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>26. Star rating:</strong></td>
<td>Students can assign a star rating from 1 to 5 based on how they are feeling about the result received.</td>
</tr>
<tr>
<td><strong>27. Feeling:</strong></td>
<td>Students can rate how they are feeling about the result received.</td>
</tr>
<tr>
<td><strong>28. Text comment:</strong></td>
<td>Once marks have been released, students can write a reflection which is then visible to the teacher via the Marks book and guardians via SEQTA Engage.</td>
</tr>
</tbody>
</table>
Submission:
Used to determine how a student will submit a completed assessment.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>29. File upload (E-Submission):</strong></td>
<td>When an assessment is visible, students can upload any file type which then appears in the teacher's Marks book to be viewed.</td>
</tr>
<tr>
<td><strong>30. Direct online (WISP) Submission:</strong></td>
<td>Students can create their assessment utilising SEQTA's content creator (including macros and insert tool) to create dynamic online assessments which are accessed directly in the teacher's marks book.</td>
</tr>
<tr>
<td><strong>31. Allow submission after due date:</strong></td>
<td>Enables teachers to set an extension period after the due date during which time students can still submit work, but it is annotated as late and with the actual submission time. <strong>For:</strong> Options can be set for individual classes, or for all classes by using the class selector prior to editing the checkboxes that appear under For. To set different options for multiple classes save the settings for the first class and then reopen to edit the options for the second class etc:</td>
</tr>
<tr>
<td><strong>32. Allow submission after feedback/marks released:</strong></td>
<td>Enables students to submit after the teach has published feedback or marks.</td>
</tr>
</tbody>
</table>
| **33. TurnItIn submission:** | *Only applicable if schools have a Turnitin subscription.*  
  - **Allow Turnitin assessment:** Students can submit work by clicking the Turnitin button on the assessment in SEQTA Learn. Teachers can edit Turnitin assessments and view student submissions at any time by clicking the Turnitin button next to the assessment name in Overview of assessments or in Marks book. |
### Reporting

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>34. <strong>Available on reports:</strong></td>
<td>Controls whether this assessment is included in reports. If you’re not sure, check with your curriculum /management team.</td>
<td></td>
</tr>
<tr>
<td>35. <strong>Contributes to syllabus on reports:</strong></td>
<td>Controls whether syllabus from this assessment is included in reports. If you’re not sure, check with your curriculum /management team.</td>
<td></td>
</tr>
</tbody>
</table>

**Checklist Items (Optional):**

Students can check these items off a checklist available in *SEQTA Learn*. This is useful for both tracking progress and ensuring all items have been completed.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>36. <strong>Add checklist item:</strong></td>
<td>Click the <strong>Add</strong> button, type a checklist item. Once the first row has been used, a second and subsequent rows will become available. Repeat to add as many items as needed on the checklist. The checklist appears on the assessment coversheet.</td>
<td></td>
</tr>
</tbody>
</table>
Resources (Optional):
Any resource can be added to the assessment, including:
- A named resource (e.g. book)
- A weblink
- Any file that can be uploaded

37. Add resource: Enables teachers to upload a resource that students can download from the assessment in SEQTA Learn.

Click the Add files button to open the Add resource dialog.

Linked Forums (Optional):

38. Add linked forum: Where a school is using SEQTA Learn, teachers have the option to create a linked forum to an assessment task. Forum discussions can include resources and threaded replies. Teachers can delete comments made by students or ban students from the forum if necessary. Once created Linked forums are managed from the Forums page.
<table>
<thead>
<tr>
<th>39. Assessment Overview:</th>
<th>Enter and format text for the assessment description or overview.</th>
</tr>
</thead>
</table>

| 40. Cutoffs / Grading Scale: | If *Allow per-assessment cutoffs* has been enabled at the course type level, this option will appear in an assessment task. This enables teachers to assign a different cut-off template to each assessment task. A cut-off template should only be changed after consultation with your curriculum/management team. |

**ASSESSMENT OVERVIEW**

Students will produce a journal of poems that represent the Romantic era which they have written themselves. The poems should demonstrate an understanding of Romantic thought that swept through Western culture at the end of the eighteenth century. Three poems should be completed to a ‘publishable’ standard. The poems must reflect nature, love, death or simply the rise in imagination and emotion rather than reason and logic. All planning and draft work should be handed in. The word count across all the copies of poems submitted should be between 1300 and 1500. Students are encouraged to imitate the writing style of the poets they have studied in at least one of the drafts. On the day students hand in their tasks they will be required to answer questions related to their creative writing. Poems must be accompanied by a visual representation as well as an analysis.

**APPROXIMATELY 146 WORDS**

**CUTOFFS / GRADING SCALE**

- E
- D
- C
- B
- A

- Customised

**Related Quick guides**

- QCU101.54 – Marks book colours
- QCU101.55 – Elements of a marks book
- QCU101.56 – Manage marks book settings
- QCU101.58 – Delete an assessment
- QCU101.59 – Entering marks and comments
- QCU101.60 – Write academic reports
QCU101.58 - Delete an assessment

Users can only delete an assessment if there are no marks, grades, or other information such as submissions, or annotations entered into the Marks book for that assessment for any of the classes that the programme is attached to.

1. Navigate to the **Overview of assessments** sub-page.
2. Locate the assessment in the list of assessments.
3. Click the **Delete** button.

4. Click **Ok** to confirm deletion.

---

**Related Quick guides**

- QCU101.54 – Marks book colours
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QCU101.59 - Entering marks and comments

Enter marks

1. Open the marks book.
2. Each assessment is given a calculated mark column based on the marks for the respective criteria.
3. Clicking in a cell corresponding to a student and criterion will display the mark-entry tool, enter the student's result for that criterion.
4. The results for the criteria will form an overall score for each assessment based on their respective weightings.

5. Click **Save**.

**NOTE:**

The valid options for results are determined by the course type and if applicable the assessment settings. This may be a number or a letter. Some course types may be set up to strip out values that are set as invalid.

**NOTE:**

As additional assessments are marked or graded, the results for the assessments will form an overall score for the assessment group based on their respective weightings and in turn the results for the assessment groups will form an overall indicative score based on their respective weightings.
Enter marks and comments/annotations using Focus mode

What is Focus mode?

Focus mode enables teachers to see details about an assessment and its status. Teachers can see where a student sits against the cohort, enter results and feedback and add resources. Focus mode consists of a Submission pane and an Achievement pane.

Open Focus mode

1. Focus mode is accessed from the Focus mode column in the assessment summary columns area.

2. Click the Focus mode button for the relevant assessment beside a student name to open the focus mode screen.
Focus mode screen

1. **Save:** The **Save** button.

2. **Student details:** The selected student along with year level and house details. Use the navigation arrows to scroll backwards 〈 or forwards 〉 through the students in the class.

3. **Assessment title:** The title of the selected assessment. Use the navigation arrows to scroll backwards 〈 or forwards 〉 through the assessments for the programme.

4. **Pane selection:** Hide or show the **Achievement pane** or **Submission pane**. Both panes cannot be turned hidden.

5. **Close focus mode:** Close the **Focus mode** screen.
The Achievement pane

6. **Assessment statistics:** The statistics for the cohort.

7. **Student expectations:** Enables teachers to view any expectations, feelings or feedback that the students have entered regarding the assessment using SEQTA Learn.

8. **Teacher marking and feedback:** This section is used to enter results and both public and private annotations. If the assessment is being assessed based on the **Whole assessment**, there will be one field for the results, public annotation and private annotation fields. If the assessment is being assessed based on **Individual criteria**, each criterion will have a result, a public annotation and a private annotation field, explained below. Scroll down the screen to enter results for another criterion.
| Achievement / result: | Displays the criterion score cell, allows teachers to add, edit or view a criterion score.  
*Note, the visibility indicator. |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Public annotation:   | Public annotations can be made visible to SEQTA Learn and SEQTA Engage audiences. Criterion cells which have annotations entered appear in the marks book with a blue dot, or a red tag on the top right corner when the cell is active. Hovering on the cell displays the annotations.  
The comment bank tool provides a search box, or filter tool to access comment bank comments. Multiple comment bank comments can be added.  
*Note, the visibility indicator. |
| Private annotation:  | Private annotations are hidden from students and guardians and are only visible to teachers viewing the marks book.  
*Note, the visibility indicator. |
| 9. Teacher files:    | Add files and resources that students will need to complete the assessment.                                                                                                                                 |
The Submissions pane

Use the submissions pane to select the visibility status for a class or classes in SEQTA Learn and SEQTA Engage. Visibility status is cumulative form left to right, therefore if marks are released so is teacher feedback.

10. Visibility status

<table>
<thead>
<tr>
<th>Assessment status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment hidden</td>
<td>All assessment details are hidden.</td>
</tr>
<tr>
<td>Date and title released</td>
<td>The due date and assessment titles are visible.</td>
</tr>
<tr>
<td>All details released</td>
<td>All assessment details are visible.</td>
</tr>
<tr>
<td>Teacher feedback released</td>
<td>Teacher feedback is visible.</td>
</tr>
<tr>
<td>Marks released</td>
<td>Marks are visible.</td>
</tr>
</tbody>
</table>

11. Assessment overview

The content of the assessment.

Assessment overview

Students will produce a journal of poems that represent the emotions they have written themselves. The poems should demonstrate an understanding of form and how that can be used through form and rhythm. The poems must reflect nature, love, death, or simply the idea of interaction and emotion rather than reason and logic. All planning and draft work should be handed in. The word count across all the copies of poems submitted should be between 1000 and 1500. Students are encouraged to include the writing style of the poems they have studied at least one of the drafts. On the day students hand in their tasks they will be required to answer questions related to their creative writing. Poems must be accompanied by a visual representation as well as an analysis.
QCU101.60 - Write academic reports

Academic reports are the last stage of the curriculum process and are incorporated into the marks book in a seamless transition through the programme paradigm.

Academic reporting in the SEQTA programme paradigm can follow a number of paths:

| Abbreviated reporting: | Create a programme, but do not enter details or assessments. Go straight to marks book and enter;  
| | • overall grade and mark  
| | • comment  
| | • affective domain descriptors (e.g. effort, participation etc.). See Report Template below. |

| Comprehensive reporting: | Create a seamless reporting period by setting up a programme and by using data from the working marks book (e.g. utilising syllabus and assessments) simply transfer relevant results into the report with a click. Can incorporate additional reporting information including;  
| | • syllabus/outcome/standards ratings  
| | • assessment results  
| | • mark or grade data from any column of the marks book |

Reporting occurs in the ‘purple section’ of the marks book. To open the reporting section, the relevant **Timetable period**, **Report type** and **Report template** must be selected.

| Timetable period | For example, 2018S2 when writing reports for classes that ran in 2018 semester 2. |
| Report type | Ensures that all relevant subject and pastoral care reports are collected onto a student’s academic report for, e.g. ‘Semester 2’ report. |
| Report template | Allows schools to set different sets of affective domain descriptors for different subjects or pastoral care reports for the same report type, e.g. Humanities and Physical education want to rate students on different items. |

1. Navigate to the **Teaching** workspace.
2. Click the **Timetable** page.
3. Click the relevant sub-page.
4. Locate the subject.
5. Click the **Marks book** icon.
6. Scroll to the right-hand side of the marks book to display the purple section.
7. Select the relevant **timetable period**, **report type** and **report template**. The required columns will open.
a. Academic data that is calculated by or is present in the marks book can be transferred into the reporting columns (course type columns) using the transfer tool. Use the Copy/paste tool to transfer data from any column of the marks book into the course type columns for moderated (i.e. confirmed) marks and grades. Marks or grades in the course type columns are static (will not automatically update like the summary and calculated columns) and can be moderated and edited as needed.

b. Reporting syllabus (if applicable) allows the grading or marking of specific syllabus items relevant for the academic report.

c. Valid inputs for affectives are set by the school. Course type settings determine whether values not matching the valid inputs will be tolerated or stripped out. Valid inputs can be viewed by using the dropdown selector on the right-hand side of the mark-entry tool when in the relevant column.

d. Entering comments utilises the Edit report comment dialog. Type in a comment, or utilise the comment bank facility to search for applicable comments which automatically add student name and relevant pronouns (he/she/her etc.). The Edit report comment dialog also provides editing of affectives and the ability to view assessment results and previous academic reports.

8. Click Save.

NOTE: The academic reporting system for the SEQTA Suite is extremely flexible and can be set up in many ways. Management of academic reports (including course types, report templates and reporting syllabus etc) are covered in advanced curriculum training.

**Related Quick guides**

- QCU101.54 – Marks book colours
- QCU101.55 – Elements of a marks book
- QCU101.56 – Manage marks book settings
- QCU101.57 – Create an assessment
- QCU101.58 – Delete an assessment
- QCU101.59 – Entering marks and comments

**Activity**

1. Login to the training site.
2. Collapse and expand the SIP.
3. Select a student and view their timetable.
4. Check to see if there are any files loaded against the student.
5. Search for help on “Printing a timetable”.
8 Collaboration

QCU101.61 – Collaboration

NOTE: Collaboration can be a complex process and should be undertaken in careful consultation with the SEC and curriculum leaders to ensure it works correctly.

Collaboration is the method by which a programme is attached to a class, or classes. Collaboration has two forms; copying and sharing.

Collaboration tools are available from the Cover page sub-page of the Programme page, or from the List of programmes page. The List of programmes page enables teachers to locate programmes for collaboration, including programmes used in previous years, or by other staff members.

NOTE: While collaboration can be managed directly from the List of programmes page, it is advisable to open a programme to double check the correct one has been selected prior to commencing collaboration.

NOTE: A Programme includes all lesson information, online lessons, unit plans, assessments and marks book setup. It does not contain student information.

Copying

Copying is used to create a duplicate of a programme that is no longer linked to the original in any way. It is, in effect like putting a programme through a photocopier, resulting in two unique separate copies of the programme. Any changes made from that point on only affect the version of the programme being changed.

Where is copying used?

- In a new school year (or another new timetable period)
- With a group of students who are in no way statistically linked to the students in the class/es where the programme was previously attached

For example, a Year 8 English programme was used for a class in 2019. In 2020, a teacher wants to re-use the programme with a separate class, a copy of the programme should be created for the 2020 class.
Sharing

Sharing is where a single programme can be attached to multiple classes at the same time. This is used when a group of students from several separate classes are all taking the same course or subject. It is in effect like writing a programme on a whiteboard which anyone can view. Changes made are applicable to all viewers of the programme.

Where is sharing used?

When multiple classes are taking the same course or subject and form a statistical unit comparable to each other. For example, Year 8 English is taken by six Year 8 classes and they form a statistical cohort. Averages, grade spreads etc are drawn from data from all six classes. A Year 8 English programme is created and then shared among the 6 classes.

When sharing is used, additional flexibility may be needed from a programme where different topics are covered in a different order by each class, or when teachers wish to modify how they want to deliver core content. Programmes which are shared can use Class Pathways to alter the way in which different classes progress through programme content.
Related Quick guides

- QCU101.62 – Copy a programme
- QCU101.63 – Share a programme
- QCU101.64 – Overview of class pathways
- QCU101.65 – Class bridging
QCU101.62 – Copy a programme

Step 1 – locate the class that requires a copy of a programme
1. Navigate to the Teaching workspace.
2. Click the Timetable page.
3. Click the Traditional view or Calendar sub-page.
4. Switch to the required teacher (if needed).
5. Change the date to a timetable period where the class is located (if needed), this will usually be in the current or a future timetable period.
6. Identify the class that requires a copy of a programme, classes with no programmes attached will not display the marks book icon.
7. Take note of the timetable period, class code, subject and/or teacher.
Step 2 – locate the class that contains the original programme
8. Switch to the required teacher (if needed).
9. Change the date to a timetable period where the class is located.
10. Identify the class that contains the required programme, classes with programmes attached will display the marks book icon.

Step 3 – copy the programme
11. Open the programme to check the relevant programme information, e.g. lesson details, assessments, etc.
12. Navigate to the Cover page tab.
13. Expand the configuration panel if it is in collapsed mode.
14. Click Edit collaboration settings, the Edit collaboration settings dialog will open.
15. Any classes the programme is already attached to will be listed on the left-hand side.
16. The Collaborate further area is used to find and select classes to copy or share the programme to.
17. Classes that are italicised with an asterisk indicate that they already have a programme attached.
18. Click the dropdown arrow beside Automatic to filter the list of classes.
   - Automatic: will list all classes in the current timetable period that are either taught by you, i.e. the person logged in or, are of the same subject as the class the programme is already attached to.
   - My classes this timetable period: will list all classes taught by the person logged in for the current timetable period
   - All of my classes: will list all classes taught by the person logged in across all available timetable periods
   - All classes for other available timetable periods, e.g. 2020S2: will list all classes available in the selected timetable period.
19. Use the search box to narrow the list of classes, by typing any part of the subject code or the teacher name.
20. The list of classes will filter based on the selections made.
21. Click the class to copy or share the programme to, so that it is highlighted. Multiple classes can be selected.

22. Click the **Copy** button.

23. A dialog box will open, click **Yes** to confirm the programme copy.
24. Check the left-hand side to confirm the programme has been copied.

25. Click the **OK** button to close the dialog box.

26. Navigate to the teacher’s timetable, notice the class now appears with a marks book icon indicating there is a programme attached.

**NOTE:**
When copying programmes there are very few situations in which a programme should be copied to multiple classes and therefore creating multiple individual programmes.

**NOTE:**
Any editing or changes made to a copied programme will have no impact on the original source programme. In addition any changes made to the source will have no impact on the copied programme.

**NOTE:**
Programmes which are shared can use Class Pathways to alter the way in which different classes progress through programme content.

**NOTE:**
Collaboration tools must be used carefully, as all marks and reporting information is saved against the programme. Therefore, always be careful before:

- Unattaching a programme from a class. If marks or report data is entered, it will not be visible until the programme is reattached to the class.
- Sharing a programme. If shared with other classes not in the same statistical cohort, e.g. inadvertently sharing a programme attached to a 2020 English class with a 2021 English class, this will cause significant problems.
NOTE: When using collaboration to bring programmes across to a new year, be extra careful when managing a programme that is used by multiple classes, e.g. a 2020 English programme is used by 6 classes and is to be used again in 2021 by 6 new classes. To get the correct collaboration, this requires two steps:

- Find the programme and Copy the programme to 1 (one) of the new classes
- Open the programme through the new class and then Share the programme to the other new classes.

Related Quick guides

- QCU101.61 – Collaboration
- QCU101.63 – Share a programme
- QCU101.64 – Overview of class pathways
- QCU101.65 – Class bridging
QCU101.63 – Share a programme

The process of sharing a programme is:

- Copy a programme from a previous timetable period to one instance of the subject.
- Share from this instance to the remaining classes for the selected subject.

Step 1 – locate the class that contains the programme
1. Navigate to the Teaching workspace.
2. Click the Timetable page.
3. Click the Traditional view or Calendar sub-page.
4. Switch to the required teacher (if needed).
5. Change the date to a timetable period where the class is located (if needed), this will usually be the current timetable period.
6. Ensure the class has a programme attached, it is advisable to open a programme to double check the correct one has been selected.
7. Take note of the timetable period, class code, subject and/or teacher.

Step 2 – share the programme
8. Navigate to the Cover page tab.
9. Expand the configuration panel if it is in collapsed mode.
10. Click Edit collaboration settings, the Edit collaboration settings dialog will open.
11. Any classes the programme is already attached to will be listed on the left-hand side.
12. The Collaborate further area is used to find and select classes to copy or share the programme to.
13. Classes that are italicised with an asterisk indicate that they already have a programme attached.
14. Click the dropdown arrow beside Automatic to filter the list of classes.
• **Automatic:** will list all classes in the current timetable period that are either taught by you, i.e. the person logged in or, are of the same subject as the class the programme is already attached to.

• **My classes this timetable period:** will list all classes taught by the person logged in for the current timetable period

• **All of my classes:** will list all classes taught by the person logged in across all available timetable periods

• **All classes for other available timetable periods**, e.g. 2020S2: will list all classes available in the selected timetable period.

15. Use the search box to narrow the list of classes, by typing any part of the **subject code** or the **teacher name**, the list of classes will filter based on the selections made.

16. Click the class to share the programme to, so that it is highlighted. Multiple classes can be selected.

17. Click the **Share** button.

18. A dialog box will open, click **Yes** to confirm the programme share.
19. Check the left-hand side to confirm the programme has been shared.

20. Click the **OK** button to close the dialog box.

21. Navigate to the teacher’s timetable, notice the class now appears with a marks book icon indicating there is a programme attached.

**NOTE:** Programmes which are shared can use Class Pathways to alter the way in which different classes progress through programme content.
**NOTE:**

Collaboration tools must be used carefully, as all marks and reporting information is saved against the programme. Therefore, always be careful before:

- Unattaching a programme from a class. If marks or report data is entered, it will not be visible until the programme is reattached to the class.
- Sharing a programme. If shared with other classes not in the same statistical cohort, e.g. inadvertently sharing a programme attached to a 2020 English class with a 2021 English class, this will cause significant problems.

**NOTE:**

When using collaboration to bring programmes across to a new year, be extra careful when managing a programme that is used by multiple classes, e.g. a 2020 English programme is used by 6 classes and is to be used again in 2021 by 6 new classes. To get the correct collaboration, this requires two steps:

- Find the programme and Copy the programme to 1 (one) of the new classes
- Open the programme through the new class and then Share the programme to the other new classes.

### Related Quick guides

- QCU101.61 – Collaboration
- QCU101.62 – Copy a programme
- QCU101.64 – Overview of class pathways
- QCU101.65 – Class bridging
QCU101.64 - Overview of class pathways

Class pathways are available where a programme is shared among multiple classes. It provides a facility whereby the classes in the share can utilise the lessons in a different order, create their own edited versions of the content, or create content unique to their class. The scenarios where pathways may be appropriate include:

- A shared year 10 Humanities programme where the year group forms a single statistical cohort, but each class using the shared programme rotate through the content in a different order, e.g. Economics, History, Politics/Civics and Geography.

- A Year 12 Literature programme is required for a single statistical cohort, but each teacher is using different texts and teaching to different content.

In these situations, using class pathways means that a single programme can be used, preserving the statistical requirements, but also allowing the teachers the freedom to work with the programme content in a manner suited to each specific class.

1. Navigate to the Teaching workspace.
2. Click the Timetable page.
3. Locate the teacher and the programme.
4. Open the programme.
5. Navigate to the Cover page tab.
6. From the configuration panel, click Edit pathways, the Edit class pathways dialog will open.
7. A single pathway will be available. Copy the pathway as many times as necessary to create the number of pathways required.
8. Set which pathway is used as the ‘default’.

9. Rename the pathways for easy recognition and use.

10. Configure the classes by allocating the correct pathway to each class.

11. Click **Save**.

**NOTE:**
If a pathway is deleted, any classes using that pathway will be assigned to the ‘default’.

**NOTE:**
Pathways can be complex. **It is highly recommended to undertake advanced curriculum training prior to commencing with the use of pathways.**

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**Related Quick guides**

- QCU101.61 – Collaboration
- QCU101.62 – Copy a programme
- QCU101.63 – Share a programme
- QCU101.65 – Class bridging
QCU101.65 - Class bridging

Class bridging is a tool used when the timetable system used by the school unnaturally segments a class that is in fact one continuous class into smaller periods of time. For example, many schools timetable in semesters, but have classes that run for the full year – 2020S1.12LIT#1 in semester one and 2020S2.12LIT#1 in semester two.

Class bridging is when two or more classes combine to span multiple timetable periods.

When considering if a class requires class bridging, ask the following questions:

- Is it the same group of students continuing?
- Is it the same reportable subject?
- Is/are lesson content/topics covered in the first part (term / semester) of the course also referred to in the second part (term / semester) of the course?
- Are marks and results from the first part of the course used (e.g. to form ‘overall’ grades and marks) in the second part of the course?

Where all of these criteria are met, class bridging allows the software to treat these two (or more) discrete classes as a single class.

1. Navigate to the Teaching workspace.
2. Click the Timetable page.
3. Click the Traditional view or the Calendar sub-page.
4. Locate and click the class to be bridged.
5. Click the Bridge button, the Manage bridged classes dialog will open.
6. The class will appear along with the available surrounding timetable periods.
7. In the required timetable period, click the Select class dropdown, type to filter by any class details, e.g. code, teacher name, etc.
8. Click the OK button.
9. Update the class name to reflect the now bridged class, such as removing reference to a single term / semester e.g. 2018S1.09EN#3 [2018S1] becomes 2018.09EN#3 [2018] to ensure that areas where this code is used are more logical.

10. Click Save.
Related Quick guides

- QCU101.61 – Collaboration
- QCU101.62 – Copy a programme
- QCU101.63 – Share a programme
- QCU101.64 – Overview of class pathways
Training survey

We would appreciate feedback regarding your personal experience during the SPS Training Session and will use this information constructively to continually improve our offering. The purpose of this survey is to gain the correct opinions regarding our Training Session offering.

Date: 
Name: 
School: 
Course: **QCU101 – Introduction to Curriculum**
Trainer: 

As an expression of your experience, please rate the following:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The room set up was appropriate for the training/workshop/event.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>The course training material was valuable and sufficiently detailed.</td>
<td></td>
<td></td>
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<td>3.</td>
<td>The trainer demonstrated a thorough knowledge of the SEQTA Suite.</td>
<td></td>
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<td>4.</td>
<td>The trainer presented information in a clear and organised manner.</td>
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<tr>
<td>5.</td>
<td>The trainer was responsive to questions and comments.</td>
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<td>6.</td>
<td>The overall quality of the training was good.</td>
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<td>7.</td>
<td>List two things you have learned from this course.</td>
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<tr>
<td>8.</td>
<td>Do you have any other feedback you would like to provide, including suggestions for next time?</td>
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<tr>
<td>9.</td>
<td>May your comments and/or suggestions, name and school's name be used on our marketing material or our website?</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>10.</td>
<td>Would you recommend us for future training?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Would you like to receive notification of future training?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Would you like information regarding certification on the SEQTA Suite?</td>
<td>Yes</td>
<td>No</td>
<td></td>
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</tbody>
</table>