

Continuity of Learning Plan 2020-21





Our Mission

We are a community of learners determined to make the world – or our corner of it – a better, kinder place in everything we do so that we make the most of the opportunities and challenges in a spirit of enthusiasm.



Our Vision

We help every student turn their learning into action, creating the opportunity to stretch themselves further than they believe possible.



Our Values

We respect. We show empathy and are inclusive and thoughtful in our interactions with others. Every person is valuable.

We motivate. We inspire each other and grow by building on everyone's individual and collective passions.

We achieve. We create an exceptional learning environment focused on academic achievement and holistic growth.

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Thank you to our colleagues at the American International School of Japan, Yokohama International School of Singapore for sharing their experiences and resources. Our plan is informed by a cohort of international educators who have worked together to ensure we all continue to support our children’s learning, regardless of circumstance.

ISZL's Continuity of Learning Policy

In this document, the school lays out the plans for students to continue their learning in different scenarios.

- In the event of an isolated event, such as a fire, only one campus would be affected and there, in those circumstances, students will stay at home and will be kept informed about school arrangements. At-home learning will be implemented.
- Should the school campuses need to be closed for an extended period of time, at-home learning information will be shared with the school community to prepare families.
- In an unusual case, such as Covid-19, where a number of students need to be quarantined, it is a transition to a hybrid model, serving students both on campus and at home.

The decision for the school to transition fully to at-home learning will be announced in three ways – on email to parents and staff, and an SMS message will be sent to parents.

Parents should review this Continuity of Learning Plan carefully to see how the school will communicate learning. We will continue to use our usual learning platforms, such as SeeSaw and Schoology.

ISZL is confident its students have the skills to continue their learning journey in a number of environments in an unusual situation. We are also confident of the support of our whole community as the school adapts, takes control, creates a new and positive, short-term normal for our students, and works towards the school reopening.

Helping your Family Adapt to At-Home Learning

In the event the school needs to transition to at-home learning for an extended period of time, families will need to establish a new routine, and this can be challenging. The faster parents can create a new “normal”, the more successful the transition will be.

Some students will find the transition to at-home learning easier than others - this is to be expected, and we will work to support students during this period and after the return to school.

Establish routines and expectations

It is useful to frame students' expectations early, as this is a different environment for them. Their first transition to home learning is this is an unexpected holiday and an early routine will help them adapt quickly. We suggest students begin their day according to their school schedule. Keep normal bedtime routines for younger children and expect the same for School and High School aged students too. Your children should move regularly and take periodic breaks.

Establish your child's daily workspace

Your child may have a regular place for doing home-learning under normal circumstances, but this may change during daytime learning. We encourage families to establish a space where their children will learn during the school day during study time and have a strong wireless internet signal, if possible.

Establish times for quiet and reflection

A challenge for families with multiple children will be how to manage all of their children's needs, especially when children are different ages. There may be times when siblings need to work in different rooms to avoid distractions.

Encourage physical activity and/or exercise

Regular movement and exercise is important to health, well-being and learning. ISZL's physical education teachers recommend activities or exercises, but it is important for parents to model and encourage exercise. Think of ways your children can contribute to the running of the house with chores or other responsibilities. Don't let your children expect them to pitch in!

Remain mindful of your child's stress or worry

Children will process these unusual events in their own ways. They are consumers of news and social media. Hearing other children and adults discussing the situation. It is important that parents help their children to manage their anxiety and other emotions. Difficult though it may be, do your best not to transfer your stress or worry to your children. They may be out of sorts, whether they admit it or not, and need as much normal routine as parents can provide.

Monitor how much time your child is spending online

ISZL does not want its students staring at computer screens for 7-8 hours a day. At-home learning will be a challenge for almost all of us, and it will require some trial-and-error before we find the right balance between online learning and offline experiences. Division principals or teachers will periodically check in with you to assess what you are seeing and we need to adjust. We thank you in advance for your patience and partnership.

Technology Systems to Support Continuity of Learning

The following tools are able to be used on home devices, including PC and Mac laptops, tablets and phc devices.

Email

Audience: Faculty, Staff, Parents and Students

Email will be used for all major communications and announcements. Faculty may also use email to communicate with each other and use Schoology to communicate with students and parents, as normal.

Schoology

Audience: Faculty, Students and Parents

Our default learning platform for communication, course content, materials and on-going grading.

Middle School and High School students who use the programme for their learning will find resources, notifications, as well as general communication for the whole class.

Parents should check Schoology for updates regularly, and review to ensure they are aware of new content and their child(ren)'s learning.

Homeroom and course teachers will also use Schoology to update parents as needed.

Seesaw

Audience: Early Years – Grade 5

Teachers and students will continue to use Seesaw. There are two apps available - "Family" and "Class" - they have downloaded the "Class" app and logged in via the QR code / passcode provided by the school.

G Suite / Google Drive

Audience: Early Years – Grade 12

G Suite (including Drive, Gmail, Docs, Hangouts Meet, Classroom, etc.) provides school-wide collaboration and conferencing in small or large groups, we will use Google Hangouts Meet.

Parent Portal

Audience: Parents

Private website for the use of ISZL parents, using their login and password. This will contain an overview of school information.

ISZL Website

Audience: Public

Information for the general public.

Roles & Responsibilities

Many stakeholders will contribute to the effective implementation of this plan: staff, students and parents.

School Staff

The roles and responsibilities of our school staff are given below:

Leadership Team

- Create and distribute ISZL's Continuity of Learning Plan.
- Establish clear channels of communications between faculty, staff, families and students in the continuity plan.
- Support staff, students and families to transition to ISZL's Continuity of Learning plan.
- Help teachers implement the Continuity of Learning Plan and ensure high-quality learning experiences.

Curriculum Leadership Team (Programme coordinators)

- Support all teachers and teams in the implementation of ISZL's Continuity of Learning Plan.
- Provide models and examples of outstanding online learning units and lessons.
- Support teachers and teams as they design appropriate methods to assess student learning.
- Support teachers and teams in developing strategies to differentiate their instruction.
- In the High School, the AP & IBDP Coordinator and IB Career-related Coordinator will support staff and families with questions and any changing circumstances related to external coursework or examinations.

Subject or Homeroom Teachers (EY to Grade 12)

- Collaborate with other members of your team or department to design learning experiences for your students.
- Communicate frequently with your students and, as needed, with their parents.
- Provide timely feedback to support your students' learning.

Learning Support Teachers

- Communicate regularly with the subject or classroom teachers who teach the students on your caseload.
- Offer to scaffold or modify assignments, as necessary, for students on your caseload, to support subject teachers.
- Help subject or classroom teacher differentiate lessons and activities for the students.
- Communicate regularly with students on your caseload and/or their parents, to ensure they have successful learning.
- Provide supplementary learning activities for students on your caseload, who may benefit from addressing academic and curricular gaps.

EAL Teachers

- Collaborate with other members of your team or department to design online learning experiences.
- Communicate regularly with students on your and/or their parents to ensure they have success with learning.
- Monitor the progress of students and provide timely feedback.

Socio-emotional Counsellors

- Serve as liaison for communication with students and families in crisis.
- Maintain a bank of social-emotional lessons.
- Tailor recommendations to the specific crises: Does the time of year affect the planning? Do they need any special handling? What are the talking points for teachers or advisors?
- Students, parents and guardians are encouraged to schedule meetings as needed.

College and Career Counsellors

- Evaluate timeline for graduation requirements, course completion and any testing deadlines.
- If needed, collaborate with programme coordinators to check testing plans for AP, SAT or IB examinations.
- Students, parents and guardians are encouraged to schedule meetings as needed.

Librarians

- Collaborate with colleagues to find resources for high-quality at-home learning experiences and resources.
- Regularly check in with subject and classroom teachers to identify ways to support their design of learning experiences.
- Maintain and update online library site for obtaining resources.
- Be available for teachers and students as needed for support.

Kindergarten –Grade 5 Specialist Teachers

- Physical Education – Develop exercises, physical activities and competitions for students, and share with teachers and families.

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- Art – Staying mindful of the resources and tools families may not have in their home, develop projects and share these with classroom teachers and families.
 - Music – Staying mindful of the instruments or resources families may not have in their home, develop and share these with classroom teachers and families.
 - EAL and German language - Develop activities for students and share these with classroom teachers
 - Communicate regularly with your students and provide timely feedback to them.
 - Collaborate with classroom teachers on how to integrate specialist subjects into classroom projects

Teaching Assistants

- Communicate regularly with classroom teachers to identify ways you can support students and conditions of learning.
- Monitor student learning and provide feedback to students, as requested by the teachers and teams

Tech Support Team

- Review and develop how-to tutorials, ensuring teachers, students and parents have the necessary materials for home learning environment.
- Continually monitor the needs of teachers, students and parents and troubleshoot their challenges, as needed.
- Be available in person or remotely to provide on-demand tech support help.
- Audit usage to identify students or parents who may be unavailable or out of reach.

Students

The roles and responsibilities of students, in collaboration with parents, based on age and independence

- Establish daily routines for engaging in learning experiences.
- Identify a comfortable, quiet space in your home where you can work effectively and successfully.
- Continue to follow the [ISZL Code of Conduct](#).
- Monitor online platforms (Schoology, SeeSaw, email, etc.) to check for announcements and feedback from teachers.
- Complete assignments with integrity and academic honesty, doing your best work.
- Do your best to meet timelines, commitments and due dates.
- Attendance and active participation is required in all scheduled, guided video-conferences.
- Using the school's online platforms, communicate proactively with your teachers if you cannot complete an assignment or require additional support.
- Collaborate and support your ISZL peers in their learning.
- Comply with ISZL's Responsible Use Policy, including expectations for online etiquette. Engage in appropriate and setting for online interactions.
- Proactively seek out and communicate with ISZL as different needs arise (see below).

For queries about ...

- A **course, assignment, or resource**... contact the relevant teacher.
- For **exams and coursework**... contact the AP, IBDP or Career-related Programme Coordinator.
- For **external tests** like SATs... contact your College Counsellor.
- A **technology-related problem** or question... submit your problem or question [here](#) (www.sh).sh
- A **personal, academic or social-emotional concern**... contact your social-emotional counsellor.

Parents

The roles and responsibilities of parents are given below. Please provide support for your children by reading and following these guidelines:

- Establish routines and expectations.
- Define the physical space for your child's study.
- Take an active role in helping your children process their learning.
- Presume positive intention in the tone of written communication.
- Establish times for quiet and reflection.
- Encourage physical activity and/or exercise.
- Remain mindful of your child's stress or worry.
- Monitor how much time your child is spending online.

For queries about ...

- A **course, assignment, or resource**... contact the relevant teacher.
- For **exams and coursework**... contact the AP, IBDP or Career-related Programme Coordinator.
- For **external tests** like SATs... contact your College Counsellor.
- A **technology-related problem** or question... submit your problem or question [here](#) (www.sh).sh
- A **personal, academic or social-emotional concern**... contact your social-emotional counsellor.
- **Other issues** related to continuity of learning... contact the Principal or Assistant Principal for Learning.

Early Years to Grade 2

Priorities and Considerations

After receiving initial notice from the Director about school closure and timelines, families will receive Primary Principal with division-specific information. At-home learning for the children will remain holistic, focusing on language, cognitive, physical and social-emotional development, and discussions may be conducted in the home language.

Learning engagements and experiences will emphasise social skills, and also self-management, communication and research skills. There will be opportunities to connect with the class and teachers online to share and discuss.

The primary tools for communication between teachers and families will be Schoology, Seesaw and email.

The teaching team will provide parents with:

- Recommended activities and experiences targeting certain skills.
- Prompts to encourage children and families to engage with their surroundings and setting.
- Specialist subject teachers will also provide recommended activities and experiences.

Approximate Time Frames for Learning

Parents can expect guided activities for up to an hour a day, in areas such as:

- Literacy engagements, games and challenges for reading and writing.
- Mathematics engagements, games & challenges.
- Specialist subject area focused engagements, games & challenges (German, the Arts, P.E).

Extended time offers opportunities to explore and develop new skills or pursue sustained or extended projects.

- Learning new board game or skill.
- Exploring a new interest.
- Playing.

Grade 3 to Grade 5

Priorities and Considerations

After receiving initial notice from the Director about school closure and timelines, families will receive Primary School Principal with division-specific information.

- The primary tools for communication between teachers and families will be Schoology, Seesaw newsletters via email and/or video conferencing tools.
- Students will have both off- and on-screen learning activities designed to engage primary schools that connect to the current curriculum.
- Learning tasks and activities will provide direction to families on how best to support student level of adult involvement. It is expected that students in grades KG-2 will need higher levels in Grades 3-5.

Approximate Time Frames for Learning

Reading aloud and independent reading (linked with the unit of inquiry as appropriate): 25-30 minutes

Writing (linked with the unit of inquiry as appropriate): 25-30 minutes.

Mathematics activities, games & challenges: 25-30 minutes.

Art, Music, PE and Library teachers will provide a range of activities that continue to support the curriculum minutes.

German teachers will provide a range of activities that continue to support the current programme: 25-30 minutes.

Extended time offers opportunities to explore and develop new skills or pursue sustained or extended projects.

- Learning new board game or skill.
- Exploring a new interest.
- Playing.

Middle School

Priorities and Considerations

After receiving initial notice from the School Director about school closure and timelines, families will be contacted by the MS Principal with division-specific information.

- The primary tools for communication between teachers and families will be Schoology and email.
- Teachers will either link materials linked in Schoology class pages or share materials directly via Google Drive.
- Learning plans for our early adolescent learners will focus on having a balanced, holistic learning experience that will have both off- and on-screen learning activities designed to engage the middle school learner.
- Learning experiences are designed to be completed independently or in collaboration with others, but are not recommended, nor should a parent/guardian be too involved.
- Resources vary by class and lesson, but will include links to videos, graphic organisers or written/scanned material to read and engage with, independent research material via our databases, research, e-books and audiobooks.
- Students are encouraged to be proactive in reaching out to teachers when they have questions that are unclear.
- Counsellors and advisors are always available to support students with academic, social, or other needs.

Approximate Time Frames for Learning

A modified schedule will be put in place to support the student's planning and learning engagement. Students will focus on classes as they appear in their schedule, using independent learning time to work with peers and complete tasks.

Homeroom check-in (*scheduled twice daily*):

- Support for student's daily planning.
- Follow up on learning tasks.
- Social, emotional support.

Subject classes (up to 3 *guided classes per day*):

- In general, 45-60 minutes, per class.

Independent Learning Blocks (*remainder of schedule*):

- Provide focus time for subject area tasks and time to check-in with teachers and peers online via Schoology.
- Independent and self-directed.
- Includes special classes, such as music and PE.
- Learning will be shared in the homeroom.
- Read for pleasure.
- Be active.
- Explore personal interests/passions.

High School

Priorities and Considerations

After receiving initial notice from the School Director about school closure and timelines, families will contact the High School Principal with division-specific information.

- The primary tools for communication between teachers and families are Schoology and email.
- Teachers will either link materials in Schoology class pages or share materials directly to each other as is the current routine.
- Learning experiences are designed to be completed independently or in collaboration with others, but not recommended, nor should a parent or guardian be too involved.
- Resources vary by class and lesson, but will include links to videos, graphic organisers or written scanned material to read and engage with, independent research material via our databases, re-books and audiobooks.
- Students are encouraged to be proactive in reaching out to teachers when they have questions that are unclear.
- Special consideration is being made to ensure students continue to feel supported for their IB and BTEC coursework.

Approximate Time Frames and Expectations for Learning

Pastoral – All Grades

- Daily homeroom check-ins to guide learning plans, coordinate communication and support with students.

Academic – Grades 9 & 10

- 120-240 minutes.
- 1 online guided session per class.
- 2 full days per week available for extended independent projects, coursework and other learning activities.
- Regular submission of evidence of learning via Schoology or Google, combined with ongoing feedback individual, small group, whole class and peer feedback.

Academic – Grades 11 & 12

- 240-300 minutes.
- 1 or 2 online guided check-ins per class.
- Regular submission of evidence of learning via Schoology or Google, combined with ongoing feedback individual, small group, whole class and peer feedback.
- Scheduled extended independent study time for projects, coursework and other learning engagements.