

Hangzhou International School is proud to provide an online program of learning for our families located in various parts of the world.

E-learning When Campus Open



Guidelines

Information on Learning • School Day Schedule • Responsibility • HIS Physical and Digital Campus

The exceptional circumstances of the COVID-19 restrictions, border closures, and medical requirements has caused some of our community to be spread apart. Families intending to return to HIS for the 2020-2021 school year may need to initially join the E-learning program until they are able to arrive in China, serve quarantine, and begin physical classes.

HIS is facing the challenge to develop a clear and coherent plan for learning that can reasonably meet the demands of a wide variety of students scattered in different parts of the globe, while simultaneously maintaining a program for those students on campus in China. With our quality staff, teachers, and community mindset, we are able to connect the learning program with those in various parts of the world.

Overview

E-learning is the flexible instructional delivery system that enables students to learn without physically attending the HIS campus. The goal is to best ensure continuity of learning and a sense of community and connection until arriving back at HIS.

Availability

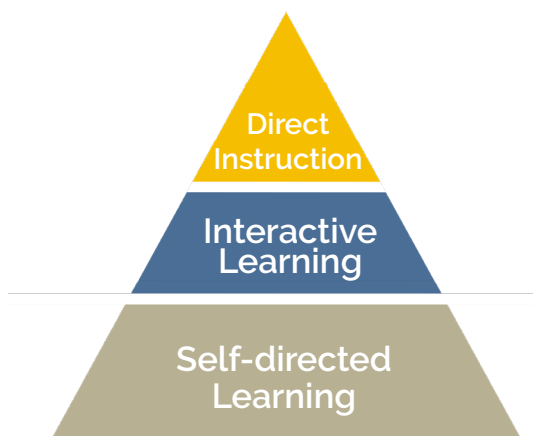
- ✓ Lower School
- ✓ Middle School
- ✓ High School

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Direct Instruction

Teachers carefully select times during the week for direct instruction within specific subjects. Learning opportunities are divided into manageable-sized chunks to keep the material assessable and allow for any language-limitations at home. Some days allow for fewer or more direct instructional lessons especially as teachers consider student locations across the globe.



Interactive Learning

HIS students work together collaboratively as part of their regular learning opportunities in classes. E-learning also requires students to engage in direct Interactive Learning using online learning platforms. Teachers will help students to schedule Interactive Learning multiple times each week in their classes.



Self-directed Learning

HIS students are self-directed learners who can organize their time and maintain disciplined study routines that help them to learn, work and act independently. Asynchronous learning forms the majority of all learning experiences in both online and on-campus lessons at HIS. The significant difference between the two however is that teachers help ensure that students are on-track and focused during their on-campus experiences whereas, in the online approach, parents play an important role in helping to keep students on a regular schedule and to maintain daily routines. Teachers should be available online to help students during regular school-hours, China Time.

HIS E-learning Model

The HIS model is structured along approximate divisions of Direct Instruction, Interactive Learning and Self-directed Learning. Learning varies daily and is made up of a combination of “live-lesson” (synchronous) and recorded, interactive, collaborative or other activities (asynchronous). *Percentage of Interactive Learning may vary depending on grade level as appropriate.

Information on Learning



Communication

Effective communication is critical in education – whether face-to-face or online. While online learning sometimes lacks the immediate feedback that is common with on-campus learning, there are still effective ways to provide and receive effective feedback online. Working online means that students and teachers must both engage in active communication that is detailed and provides structure to each interaction. Students should understand that teachers will have additional lessons during the day, so may not be able to respond immediately to messages or give feedback on tasks. Teachers, however, provide regular feedback to students to guide instruction and reinforce learning. Students should communicate with classmates and teacher to ensure that they understand the learning goals and that their learning needs are being met.



Technology

HIS students use a variety of platforms as part of their on-campus learning throughout each year. E-learning also requires that students have complete access to a set of platforms that will form the base of content delivery for all courses. Students need access to robust internet connections and the technology tools necessary to fully engage in their online learning. E-learning platforms are effective for Mac, PC, and with limited capabilities in some cases on phones or tablets. HIS teachers use a combination of official Office 365 email accounts and WeChat to communicate. Students in Grades 3-12 all have official HIS email accounts. Lower School teachers will communicate through WeChat and teachers for Grades 3-12 structure their classes through Microsoft Teams and provide assessment feedback on ManageBac. As technology assessability can vary between mainland China and globally, we ask that families remain flexible in accessing learning. Alternative platforms such as Zoom or Weiyun file transfer are used regularly as alternatives to Office 365 Teams and SharePoint. Parents are welcome to communicate with the school through Email and WeChat.



Platforms

Students and teachers may use the following platforms to support their interactions and communication, but there may be additional platforms or requirements dependent upon subject needs and expectations.

ManageBac	Online Learning Management System (LMS): task and resource posting, assessment, reporting
Microsoft Teams/Zoom/WeChat (Tencent)	Online discussion, messaging, interactive space for lessons, collaboration, direct instruction. Parents and student can both join WeChat.
Microsoft Stream	Online platform for storage of recorded lessons
Microsoft Outlook and Office	Email, Word, PowerPoint, Excel, etc.
Microsoft Sharepoint/Weiyun (Tencent)	File sharing apps used in conjunction with Teams, WeChat, Microsoft Outlook, and ManageBac.



Environment

The HIS campus is a purpose-built environment that provides students with space to learn, play and interact with peers. Classrooms and common spaces are designed for students to work and remain focused throughout their day. During E-learning, parents should help their children ensure that they have a well-lit, clean and neatly organized study space. Students should keep their study environment clean and free of distractions and unnecessary items such as smartphones, games or videos.



Routines

Students and schools thrive on routines and schedules. An effective E-learning program requires that students work consistently each day and that their time is structured to allow for direct instruction, Interactive Learning and self-directed learning. Most importantly students need to keep regular start and finish times for their activities. Parents should require regular bedtimes to ensure that students receive sufficient sleep and are prepared for their online learning activities each morning.



Rest and Exercise

During the normal school-day, students engage in a wide variety of free social exchanges with peers during recess times and between lessons. Online learning deprives children of these important social opportunities. Additionally, students who remain sedentary for a full day of synchronous online lessons are being subjected to an unhealthy lifestyle that is ultimately self-defeating. Parents must ensure that all children engaged in E-learning activities have ample time to rest, relax and exercise.

Teachers · Students ·
Parents



RESPONSIBILITY



Students and teachers may use the following platforms to support their interactions and communication, but there may be additional platforms or requirements dependent upon subject needs and expectations.



HIS teachers will communicate with students via Managebac, Email, Teams, or Wechat. Each online interaction counts as a learning experience and supports the content, assessment tasks, or academic progress of the student. Teachers will take into account the student's location and time zone, language profile, and grade level when creating tasks, setting assessments, and supporting student learning needs. Teachers will differentiate according to student needs. Teachers will indicate expected deadlines for student tasks and provide an estimated time for giving feedback. Teachers will support quality interactions and help students understand the needs of the subject.



Communication



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Students

It is important that students recognize their individual role in the learning program. Students must demonstrate self-management skills and be proactive communicators in order for this program to work effectively. Students are expected to:

- Follow the agenda sent by teachers.
- Establish daily routines that will help with learning.
- Find a comfortable, quiet space in the home where they can work effectively.
- When on video conference, please be in an appropriate location / and appropriately clothed.
- When on video conference, please turn on camera for interactions
- Keep materials for learning nearby: pencils, pens, paper, etc.
- Complete assignments with integrity and academic honesty, doing their best work.
- Do your best to meet timelines, commitments, and due dates.
- Understand that teachers are teaching additional lessons and grade levels so may not be available for immediate feedback or support exactly when a student needs it, but will work to interact, answer questions, and provide additional guidance when possible.
- Let teachers know if they need more support.
- Collaborate with and support friends and classmates in their learning.
- Respond positively on social media messages in interactions with classmates.
- Follow HIS's Acceptable Use Policy, including expectations for online netiquette.
- Seek out feedback from and communicate with other adults at HIS as needed.

If a student does not submit assigned tasks, participate in the scheduled lessons, or communicate regularly with teachers or support team members, this will be considered not "attending" lessons. In situations of concern like this, the student is failing to complete the expected learning requirements, and they will receive additional meetings with parents and staff members in order to identify specific areas necessary for support. An individualized contract will be drafted for the student's program of learning. If the child still is not able to keep up with the class expectations, then additional credits from outside online programs to recover the missing credits toward high school graduation. If an IB DP student does not keep up with the expected learning requirements, then the student will be moved into a DP Course Candidate role instead of the Diploma Candidate role. In this case, exam registrations will be adjusted as well.



Parents

The guidelines below are intended to help parents think about how they might help their children effectively engage in online learning.

1. Establish routines and expectations.
 - Keep normal bedtime and wake-up routines.
 - Follow agenda / schedule provided by teachers.
 - Schedule regular physical movement breaks.
2. Define the physical space for your child's study.
 - Establish a space/location where your children will learn most of the time.
 - Ideally, the place can be quiet at times and has a strong wireless internet signal.
 - Ideally, parents or caregivers are present and monitor their children's learning.
3. Monitor communications from your children's teachers.
 - See details above about how teachers and school will communicate.
 - Parents may contact their children's teachers via email for questions.
 - Parents can check on Managebac, but will not have access to Teams meetings without the student email log-in.
4. Check-in, at minimum in the beginning and end of each day?
 - What are you learning? How is it going?
 - How are you feeling and why?
 - What questions do you have and how might you get support?

5. Encourage physical activity and/or exercise.

- Encourage movement and exercise regularly between sitting activities.
- HIS's physical education teachers will recommend activities or exercises.
- Children can help out more around the house with chores

6. Monitor how much time your child is spending online.

- Aim to find a balance between online and offline learning experiences.
- Please adhere to the maximum time limits set by the teacher for any given task.

7. Keep your children social and set guidelines for social media interactions.

- Children will miss their friends, classmates, and teachers. In addition to the interaction teachers are providing, find ways to help your children maintain contact with friends when circumstances permit.
- Remind your children to be polite, respectful, and appropriate in their communications with others.
- Encourage discussion of what the child is learning
- Be aware of the social media interactions your child is joining

8. Remain mindful of your child's stress or worry.

- Notice and support your children's worry and the range of emotions they may experience.
- Do your best not to transfer your stress or worry to your children.
- Keep predictable routines, which help children feel safe.

HIS Physical and Digital Campus



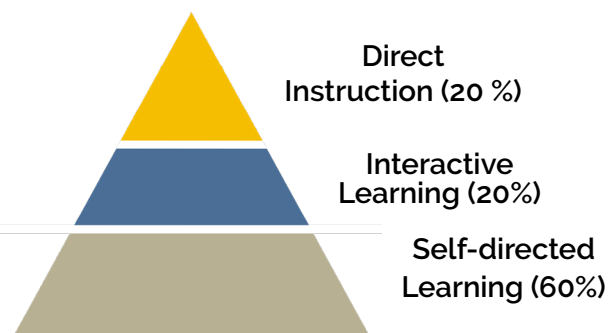
Hangzhou International School is comprised of the physical campus and digital campus. HIS is able to meet the demands of students located physically in China and across the globe using Electronic Learning (E-learning). Faculty proactively plan high-quality E-learning that embodies what we want all students to know and be able to do; the HIS General Learning Targets (GLTs) are: Effective Communication, Higher Level Thinking, A Solid Foundation in Knowledge, Positive Approaches to Learning, and International Mindedness and Community Appreciation.

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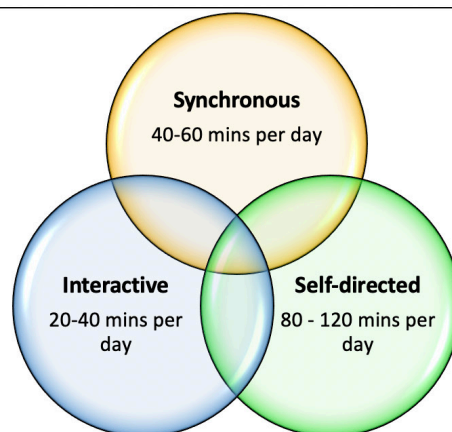
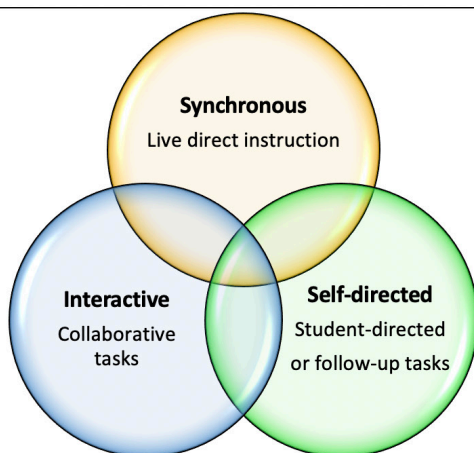
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Lower School



Sample PYP Schedule

	8:00-8:40	8:40-9:00	9:00-9:20	9:20-12:00
Monday	Daily Lesson – Math (Group 1)	Independent work	Student Check-in with teacher (optional)	Independent/group tasks
Tuesday	Daily Lesson – Literacy (Group 2)	Independent work	Student Check-in with teacher (optional)	Independent/group tasks
Wednesday	Daily Lesson – Math (Group 2)	Independent work	Student Check-in with teacher (optional)	Independent/group tasks
Thursday	Daily Lesson – Literacy (Group 1)	Independent work	Student Check-in with teacher (optional)	Independent/group tasks
Friday	Daily Lesson – PYP Unit	Independent work	Student Check-in with teacher (optional)	Independent/group tasks



DL

Daily Lessons

Focused on a specific subject area, including some practice activities while the teacher is online and will be followed up with independent and/or group tasks (depending on grade level) to be completed outside of the 3-hour online schedule. A range of specialist subject resources will be made available to parents and students.

CU

Curriculum Units

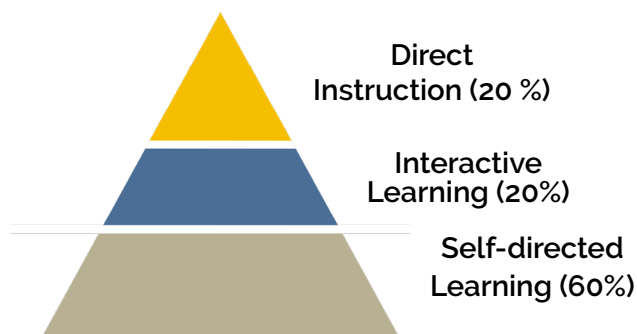
All students in the composite group will follow the same PYP unit and Literacy genres, which will be planned by the E-Learning teacher. Tasks will be differentiated according to student needs and abilities.

M

Math

Differentiated activities will be provided for the students according to their age and ability.

Upper School



MYP

International Baccalaureate Middle Years Programme

Students will engage in core course classes, and will have direct meetings with a subject area support teacher to help them access the content, answer questions, and understand expectations. While the tasks and lessons will be set by the teachers teaching the classes in China, the subject support teachers will be able to provide additional guidance and interactions that will help the student be successful. Each student will have an individualized contract to identify subject and course expectations for the IBMYP, including the Personal and Community Project.

DP

International Baccalaureate Diploma Programme

Each subject teacher will communicate and provide specific materials, resources, and assessments for students during the E-learning program. These will be similar to what is taking place in the physical classroom at HIS, but may have some differences based on access to resources or task requirements. In some cases, the students will be able to "attend" daily lessons via Teams. Each student will have an individualized contract to identify subject and course expectations for the IBDP, including their Extended Essay and TOK courses.

Students outside of China, enrolled in year 2 of the IBDP courses are already well versed in the expectations of learning online or within the blended learning model. In some cases, the focus on IA material may lend itself to more independent application of content rather than content delivery, but students will still be expected to maintain a similar level of hours of instruction, task submission, interaction with classmates and teachers in order to fulfill the course outcomes. Independent learning, focused review of topics and content, and proactive scheduling of time with the teachers are expectations of grade 12 students during the online learning program. The goal of the grade 12 courses will be preparation for completion of course assessments and successful results on the IB Diploma.

Students in the IBDP year 1 courses will be expected to practice strong independent learning skills to keep up with the lessons, reading, and activities within all subject classes in preparation for their return to China. The first year of the IB can be considered foundation topics, but all content will be relevant to the final exams. The program assessment and increased requirements will mean that students must attend scheduled lessons, submit tasks as assigned, and keep up with the pace of the class. Students will meet regularly with their teachers each week and will also meet with the DP Coordinator and Online Learning Coordinator each week to check in on progress. The content expectations and learning outcomes are set by the IB, but teachers will help to develop lessons that engage and support students outside of China.

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Sample MYP Schedule

Below is a sample schedule, which may be adjusted depending on teachers' physical class schedule. In some cases, the direct instruction sessions will include students from multiple grade levels to check in with the teacher and gain insight on expectations for the lesson. Some teachers will provide an outside of daily schedule meeting in the afternoon to accommodate student timelines and locations to provide discussion and interactive learning opportunities. Students will receive direct instruction and teacher support for core classes including English, Math, Social Studies, and Science. They will be tasked with completing individual activities for creativity and activities to fulfill the elective course requirements.

Monday	Tuesday	Wednesday	Thursday	Friday
Wake up, prepare for day	Wake up, prepare for day	Wake up, prepare for day	Wake up, prepare for day	Wake up, prepare for day
English LaL Direct Instruction 8:15 – 8:35	Morning Activity Choice	English LaL Interactive Learning	Language B Direct Instruction 8:30-8:50	Social Studies Direct Instruction
English Interactive Learning			Language B Interactive Learning	Social Studies Interactive Learning
Arts/Design Self-directed Learning	Language B Direct Instruction 9:30- 9:50	Arts/Design Self- directed Learning	Self-directed Learning	Personal Project Self-directed Learning
	Language B Interactive Learning			
Math Direct Instruction	Science Direct Instruction	Math Direct Instruction	Science Direct Instruction	Math Direct Instruction
Math Interactive Learning	Science Interactive Learning	Math Interactive Learning	Science Interactive Learning	Math Interactive Learning
Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
Check in with E-learning Supervisor	Check in with E-learning Supervisor	Check in with E-learning Supervisor	Check in with E-learning Supervisor	Check in with E-learning Supervisor
Social Studies Direct Instruction 1:55-2:15	Advisory Interactive Learning	Social Studies Interactive Learning	Afternoon Activity Choice	Science Interactive Learning
Social Studies Interactive Learning	Advisory Self- directed Learning (Check in with Online Learning Coordinator)			
Office Hours	Office Hours		Office Hours	Office Hours



Arts/Design/PHE/Service Activity Choice Matrix

Students are expected to join a variety of additional activities that cover the range of artistic, creative, active, and service-oriented learning experiences to support the online program. These will be student-directed, but in order to demonstrate participation, students should enter them as individual / ongoing activities through the Service as Action or CAS portals on Managebac. Students will document the activity through pictures, post reflections, and indicate completion of CAS learning aims. In this way, students can still complete the necessary credits and expectations for the High School Diploma, even if they are not receiving direct instruction in each lesson. Students outside the country will be asked to join a wechat group with other similar students and can post photos to share their activities and interact with their classmates across the world.

Students would be expected to complete at least two creative / artistic / physical activity options each week and join a service-oriented activity at least once a month. The list below is not an exhaustive list, so students are free to check with their Programme Coordinator to see if their choices are relevant and acceptable.

Artistic Options	Creative Options	Physical Activity Options	Service-oriented Options
Practice drawing a still life scene in pencil	Use CAD software to design 3-D items – send to Mr. Brown for printing	Run / Walk daily a set amount and try to improve time or distance each week	Volunteer in a community kitchen to provide food or support for local residents
Complete a photography exhibit based on one of your subject lessons	Join a programming / coding program to learn how to create a piece of software	Complete a physical activity workout video that lasts for 20-30 minutes.	Create an online platform for people to share support for those in need.
Create a coil or pinch pot from clay	Identify broken items at home and reassemble / fix them	Set fitness / weight workout targets and document your increased strength	Create cards or make online messages to give to medical workers
Complete a water color or acrylic painting	Join a class to learn something you have always wanted to learn (edX, coursera)	Swim laps to improve time and distance	Ask teachers if they have any specific support you could provide from afar
Write a poem based on a situation you experienced	Read a book that is longer and harder than you have ever tried before	Join a yoga class / practice mindful breathing techniques	Help family members rebuild / clean / paint in the community
Learn a new instrument and rehearse each day	Create an app to help you learn better or solve a problem	Daily stretches to decrease muscular pain	Pick up trash from your neighborhood community spaces
Free Choice to be confirmed with E-learning Supervisor	Free Choice to be confirmed with E-learning Supervisor	Free Choice to be confirmed with E-learning Supervisor	Free Choice to be confirmed with E-learning Supervisor



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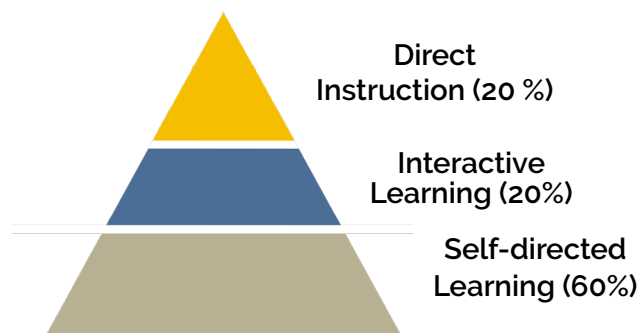
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Sample DP Schedule



Differentiated activities will be provided for the students according to their age and ability.

IBDP schedules vary depending on individual student course selections, but are generally grouped according to subject area. Each teacher will set the topics for learning and tasks for submission and review for students, but students will have a subject area specialist to check in with and provide additional guidance or instruction each week.

Group 1 – Language and Literature (English, Chinese, Korean)

Group 2 – Language Acquisition (Chinese, English, Spanish)

Group 3 – Individuals and Societies (Economics, History, Psychology)

Group 4 – Sciences (Biology, Chemistry, Physics)

Group 5 – Mathematics (Analysis and Approaches, Applications & Interpretations)

Group 6 – Visual Arts (or an additional subject from Group 3 or 4)

Below is a sample schedule, which may be adjusted depending on teachers' physical class schedule. In some cases, the direct instruction sessions will include students from grade 11 & 12 to check in with the teacher and gain insight on expectations for the lesson. Some teachers will provide an outside of daily schedule meeting in the afternoon to accommodate student timelines and locations to provide discussion and interactive learning opportunities.

Monday	Tuesday	Wednesday	Thursday	Friday
Check in with E-learning supervisor (preview schedule and assignments for the week)	Group 5 Lessons (Video or live) + tasks and assignments	Group 2 Lessons (Video or live) + tasks and assignments	Group 6 Lessons (Video or live) + tasks and assignments	Group 4 Lessons (Video or live) + tasks and assignments
Group 1 Lessons (Video or live) + tasks and assignments	Group 6 Lessons (Video or live) + tasks and assignments	Group 3 Lessons (Video or live) + tasks and assignments	Group 1 Lessons (Video or live) + tasks and assignments	Group 5 Lessons (Video or live) + tasks and assignments
Group 2 Lessons (Video or live) + tasks and assignments	TOK	Group 4 Lessons (Video or live) + tasks and assignments	Group 2 Lessons (Video or live) + tasks and assignments	Group 6 Lessons (Video or live) + tasks and assignments
Group 3 Lessons (Video or live) + tasks and assignments	Group 1 Lessons (Video or live) + tasks and assignments	Group 5 Lessons (Video or live) + tasks and assignments	Group 3 Lessons (Video or live) + tasks and assignments	TOK
Group 4 Lessons (Video or live) + tasks and assignments	Group 3 Check in with subject specialist teacher	Group 1 Check in with subject specialist teacher	Group 4 Check in with subject specialist teacher	Group 5 Check in with subject specialist teacher
Check in with E-learning Supervisor	Check in with E-learning Supervisor	Check in with E-learning Supervisor	Check in with E-learning Supervisor	Check in with E-learning Supervisor
Office Hours	Office Hours		Office Hours	Office Hours