



# ISB Learning Roadmap

## 2020-2021 Learning Models



***ISB is committed to welcoming our students back to school, and being prepared to provide challenging and joyful learning opportunities regardless of the scenario.***

Looking forward to the 2020-2021 school year and beyond, we are resolved to do everything we can to reopen our campus to provide students with invaluable opportunities to learn within the on-site environment. We believe doing so is in the best interest of our students. As ISB plans to reopen campus for the 2020-2021 school year, there are many factors that will determine what a return looks like.

# *Mission directed in a time of uncertainty*



We are an inspiring international community in Beijing, where thinkers and leaders find their place in the world and serve others. So that our learning is at its best, we build strong relationships and set high expectations together. We are committed to challenging and joyful learning with the freedom to explore.

## Learning at **ISB**

The COVID-19 pandemic presents the most serious public health crisis the world has experienced in generations. This crisis has challenged ISB to be more resilient and flexible, and evolve as an institution for the delivery of learning beyond the traditional face-to-face approach. The various models presented are evidence-based and will ensure that ISB is well positioned to support students to be successful in their learning now and in the future. ISB is committed to providing an outstanding educational program, one that is both challenging and joyful. All models focus on the delivery of our core purpose as expressed in the ISB vision:

*Empowered with purpose and compassion*



# ISB's Online Teaching Model

Adapted from ISB's 7Cs Teaching Framework

## Clarify

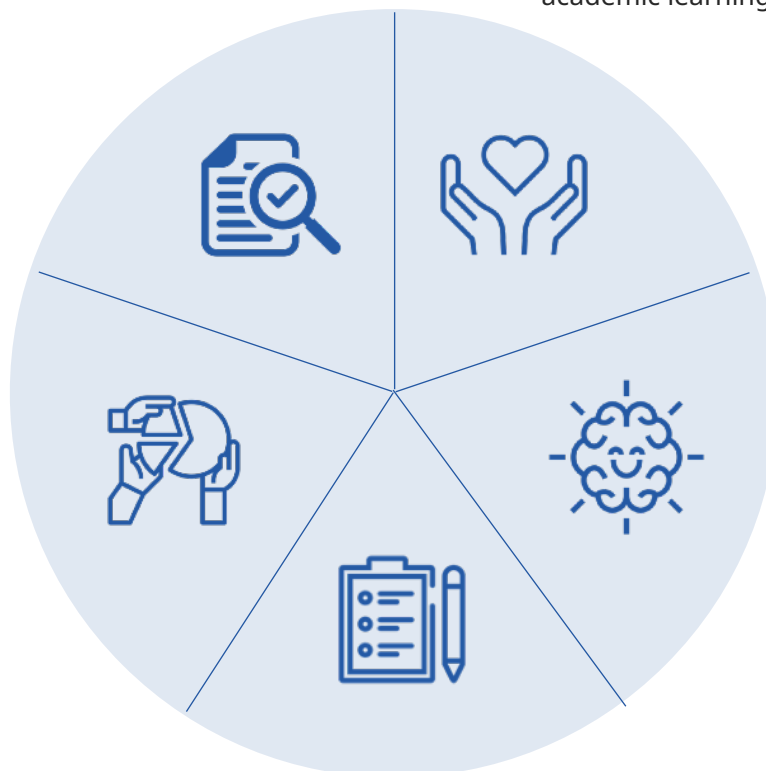
Teachers who clarify help students understand content and resolve confusion. They explain ideas and concepts in a variety of ways, check frequently for understanding, address misconceptions, and provide useful feedback.

## Care

Teachers who care show concern for students' emotional and academic well-being. They develop supportive, personalized relationships with students, cultivate an emotionally safe environment, and respond consistently to students' social, emotional, and academic learning needs.

## Collaborate

Teachers who collaborate work together to plan challenging and joyful learning experiences for our students.



## Captivate

Teachers who captivate spark and maintain student interest in learning. They stimulate and engage students by cultivating curiosity and inquiry and by making lessons interesting, relevant, and enjoyable.

## Classroom Management

Teachers who manage their classrooms foster orderly, respectful, and on-task classroom behavior. They create conditions that enable learning, including establishing a positive classroom climate, teaching self-management skills, monitoring student conduct, and redirecting unproductive behavior.

# Lessons Learned

Based on stakeholder feedback, reflective conversations, and research within the educational community, we have designed these new models and made significant enhancements to ensure that we are providing the best educational experience for our students during the COVID-19 pandemic.



## Goals for 2020-2021



Bring greater levels of consistency between and amongst grade levels



Increase face-to-face synchronous learning opportunities



The creation of joyful and challenging learning experiences



A balanced approach to care and academics



Ensure high quality teaching online

# 2020-2021 Models of Learning

In anticipation of ongoing and evolving challenges due to the COVID-19 pandemic, ISB has developed four models for learning. These models take into account the lessons learned and goals for 2020-2021. More detail about each of these models are provided on the following pages.



## 01

### On Campus Learning

The first model, which we call our **On Campus Learning Model**, describes a traditional school experience where students attend school five days a week.

## 02

### Online Learning

If conditions demand that we close campus and we have our faculty based locally in Beijing, ISB will refer to its **Online Learning Model**.

## 03

### Partnered Instruction

If borders remain closed yet the campus is able to open, ISB will refer to the **Partnered Instruction Model** until a time where faculty can return to Beijing.

## 04

### Hybrid Learning

Taking into consideration social distancing, if the school is not in a position to have all students back on campus, ISB will refer to the **Hybrid Learning Model**.

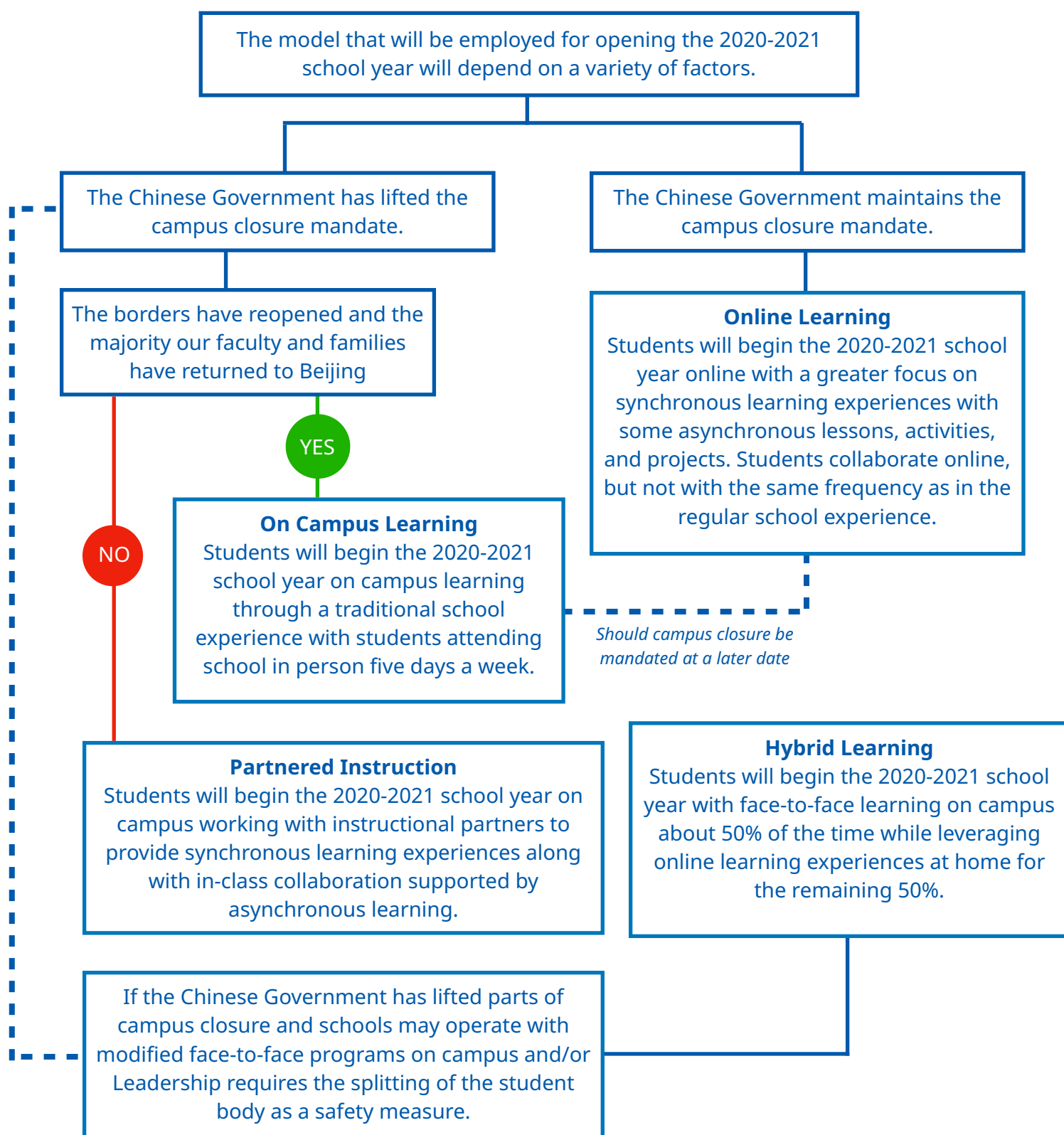




# ISB Program Delivery 2020-2021

This roadmap describes the learning models that ISB anticipates will be needed in the 2020-2021 school year. It is guided by the assumption that with uncertainties of the COVID-19 pandemic, ISB will need to continue to be flexible and respond quickly to circumstances in our own school community, government regulations, and the public health situation.

As we plan to reopen our campus for the start of the 2020-2021 school year, we are aware that we may need to adapt structures or close campus with little notice. This means ISB must be prepared to move between the different learning models fluidly during the year.



# Model 1:

## On Campus Learning

**Conditions:** The Chinese Government has lifted the campus closure mandate and returning back to campus for face-to-face learning is deemed safe to do so. Borders are open and our faculty are in Beijing.



This learning model resembles the pre-pandemic ISB school experience. Students attend school in person and on campus. Students interact with teachers and peers and learn within supportive and interactive classroom learning environments.



A focus on social and emotional support, well-being, and reintegration strategies.



Robust cleaning and hygiene protocols.



On campus athletics and after school activities will be offered based on government recommendations.



Following social distancing norms.



# Model 2:

## Online Learning

**Conditions:** The Chinese Government maintains the campus closure mandate and students and teachers are unable to be on campus.



Despite campus closure, the school remains open and learning will be conducted through virtual approaches. Students attend school with a greater focus on synchronous learning experiences with some asynchronous lessons, activities, and projects. Students collaborate online, but not with the same frequency as in the regular school experience.



A focus on social and emotional support and well-being.



Dragon Day that fosters a sense of community and provides opportunities for assemblies and special events.



More focus will be placed on structured and live synchronous lessons, as well as increased opportunities for online teacher and peer interaction, collaboration and support.



Daily interaction with teachers and peers virtually through the Zoom video-conferencing platform and online learning platforms.





# Model 3:

## Partnered Instruction

**Conditions:** This model will be employed if the Government mandated campus closure has been lifted, however, the borders remain closed and our teachers are still unable to return to Beijing. In this situation, the campus will open and students are able to attend.



Teachers who are not in a position to return to Beijing, will be assigned an Instructional Partner on campus, who they will work closely with to deliver face-to-face and online lessons, activities, and projects from within their classroom.



Students will follow a regular schedule with more opportunities to connect live with teachers.



Students can engage with classroom resources and school facilities.



Opportunities for face-to-face student collaboration and socialization.



Follow social distancing norms.



# Model 4:

## Hybrid Learning

**Conditions:** If the Chinese Government has lifted parts of campus closure and schools may operate with modified face-to-face programs on campus and/or Leadership requires the splitting of the student body as a safety measure, the Hybrid Learning Model will be necessary.



This learning model has students engaging in face-to-face learning on campus about fifty percent of the time while leveraging online learning experiences at home for the remaining fifty percent. This model considers government guidelines for building capacity.



A focus on social and emotional support, well-being, and reintegration strategies.



Robust cleaning and hygiene protocols.



Opportunities for face-to-face student collaboration and socialization.



Follow social distancing norms.



#### Acknowledgements:

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