

Home-Based Learning



Secondary School | 2021 - 22



Home-based Learning

Home-based learning arises during periods of major risk when no students are able to access either of the school's campuses. It transfers appropriate learning into an online mode of delivery that is completed in a home-based context and includes real-time and off-line engagements as appropriate.

Home-based learning provides opportunities to ensure the continuous learning and growth of our learners, provides opportunities for learners to work independently and to develop their ability to self-direct their learning. It also provides our learners with opportunities to use tools and strategies and deeply develop skills in specific domains.

The purpose of this document is to provide you with an overview of the ISHCMC home-based learning framework and expectations so that the transition into home-based learning can be as smooth as possible when the authorities determine that home-based learning must commence.

This includes:

- A timetable overview,
- Methods of communication,
- Curriculum requirements and expectations,
- Further resources, and
- Contact Details

Secondary School Timetable Overview

The following timetable provides a structure to our learners from Grade 6 - 12 to ensure that they gain the support and guidance that they need to engage in continuous learning.

Home-Based Learning Schedule	
Teachers Available by Appointment	7:30 - 8:30
Online Homeroom	8:45 - 8:55
Lesson 1	9:00 - 10:10
Break	10:10 - 10:30
Lesson 2	10:30 - 11:40
Lunch	11:40 - 12:40
Mindfulness	12:40 - 12:45
Lesson 3	12:45 - 13:55
Break	13:55 - 14:05
Lesson 4	14:05 - 15:15
Consolidation of Learning	15:20 - 16:00

Middle Years Programme Home-Based Learning Framework

Communication by Teachers	Through online platforms, including pre-recorded videos, online live meetings, emails and direct messaging.
Learning Engagements	<ul style="list-style-type: none"> • all learning engagements and lessons are posted on SEQTA (including an agenda, any relevant links/resources, homework) prior to 8.30 am each day • includes real-time and off-line engagements
Feedback for Learning and Assessment	<ul style="list-style-type: none"> • Feedback is ongoing and in multiple forms. • Relies more on written or audio recorded work than ongoing conversations about learning. • Assessment is appropriate for an online environment. • Assessments are designed as appropriate for home learning. • Students are provided opportunities to show knowledge, conceptual understanding and skills. • Assessment is based on the published IB assessment objectives for each subject area. • A wide variety of assessments and tasks applying concepts, contexts, knowledge, skills, and understandings. • Assessments, including descriptors, instructions, feedback, due dates, and criteria assessed are posted in SEQTA Learn under 'Assessment'. • All assessment is formative and cumulative. • Grade descriptors are used to assist with awarded levels of achievement.
Personalization	Differentiated instruction, delivery and curriculum are done online, with Learning Support and EAL support as required.
Social and Emotional Support	<ul style="list-style-type: none"> • Social and Emotional support is available by the counselling staff online. Further support is provided by Advisors, Grade-Level Leaders and Assistant Principals of Wellbeing. • Once per cycle (10 school days), advisors will make a comment about the students journey in online learning.
Attendance Expectations	Attendance is based on engagement throughout the Google Meet - this includes homeroom advisory.

Middle Years Programme Learning Expectations

Student Expectations	Suggested Parental Support	ISHCMC Teachers
<ul style="list-style-type: none"> engage in the learning set by their teachers. connect with their teachers each day as is appropriate to their grade level through SEQTA. understand their responsibilities for learning when the campus is not accessible. complete all tasks to the best of their abilities and as independently as possible. understand the procedures and how to submit work remotely. use opportunities to expand and further develop self-management and learning skills. seek help, clarification and support when needed. continue to follow the agreement of acceptable and responsible use of technology at ISHCMC. use SEQTA Direct message to communicate with teachers and other students regarding school matters. 	<ul style="list-style-type: none"> play an active role in their son/daughter's learning provide appropriate internet access for their children so that they can participate in online learning. access home learning through SEQTA to monitor work that has been set. understand how their child is engaging in learning and check whether completed work has been submitted to teachers regardless of their age. regularly check email and primary or secondary school updates. proactively communicate with faculty, as guided by the secondary handbook. engage with ISHCMC parent training in online learning, as available. 	<ul style="list-style-type: none"> are proactive in developing their teaching skills to ensure that the learning is energizing, engaging, and empowering for their students. set assignments that foster creativity and personalised learning. design the learning appropriate to the student's age group and/or academic maturity. cater for individual learning needs through differentiation. provide ongoing, actionable feedback in a timely manner. ensure consistency with other teachers in the same subject in setting work across a year level. post lesson plans on SEQTA (including an agenda, any relevant links/ resources, homework) prior to 8.30 am each day so that both parents and students can see what is expected. are available for students during school hours, including consolidated learning time each day. ensure that attendance is recorded on SEQTA.

Diploma Programme Home-Based Learning Framework

Communication by Teachers	Through online platforms, including pre-recorded videos, online live meetings, emails and direct messaging.
Learning Engagements	<ul style="list-style-type: none"> all learning engagements and lessons are posted on SEQTA (including an agenda, any relevant links/resources, homework) prior to 8.30 am each day includes real-time and off-line engagements
Feedback for Learning and Assessment	<ul style="list-style-type: none"> Feedback is ongoing and in multiple forms. Relies more on written or audio recorded work than ongoing conversations about learning. Assessment is appropriate for an online environment. Assessments are designed as appropriate for home learning. Students are provided opportunities to show knowledge, conceptual understanding and skills. Assessment is based on the published IB assessment objectives for each subject area. A wide variety of assessments and tasks applying concepts, contexts, knowledge, skills, and understandings. Assessments, including descriptors, instructions, feedback, due dates, and criteria assessed are posted in SEQTA Learn under 'Assessment'. All assessment is formative and cumulative. Grade descriptors are used to assist with awarded levels of achievement.
Summative Assessment	Wide variety of assessments and tasks applying concepts, contexts, knowledge, skills, and understandings.
Personalization	Differentiated instruction, delivery and curriculum are done online, with Learning Support and EAL support as required.
Social and Emotional Support	<ul style="list-style-type: none"> Social and Emotional support is available by the counselling staff online. Further support is provided by Advisors, Grade-Level Leaders and Assistant Principals of Wellbeing. Once per cycle (10 school days), advisors will make a comment about the students journey in online learning.
Attendance Expectations	Attendance is based on engagement throughout the Google Meet - this includes homeroom advisory.

Diploma Programme Learning Expectations

Student Expectations	Suggested Parental Support	ISHCMC Teachers
<ul style="list-style-type: none">engage in the learning set by their teachers.connect with their teachers each day as is appropriate to their grade level through SEQTA.understand their responsibilities for learning when the campus is not accessible.complete all tasks to the best of their abilities and as independently as possible.understand the procedures and how to submit work remotely.use opportunities to expand and further develop self-management and learning skills.seek help, clarification and support when needed.continue to follow the agreement of acceptable and responsible use of technology at ISHCMC.use SEQTA Direct message to communicate with teachers and other students regarding school matters.	<ul style="list-style-type: none">play an active role in their son/daughter's learningprovide appropriate internet access for their children so that they can participate in online learning.can access home learning through SEQTA to monitor work that has been set.understand how their child is engaging in learning and check whether completed work has been submitted to teachers.regardless of their age.regularly check email and primary or secondary school updates.proactively communicate with faculty, as guided by the secondary handbook.engage with ISHCMC parent training in online learning.	<ul style="list-style-type: none">are proactive in developing their teaching skills to ensure that the learning is energizing, engaging, and empowering for their students.set assignments that foster creativity and personalised learning.design the learning appropriate to the student's age group and/or academic maturity.cater for individual learning needs through differentiation.provide ongoing, actionable feedback in a timely manner.ensure consistency with other teachers in the same subject in setting work across a year level.post lesson plans on SEQTA (including an agenda, any relevant links/resources, homework) prior to 8.30 am each day so that both parents and students can see what is expected.are available for students during school hours, including consolidated learning time each day.ensure that attendance is recorded on SEQTA.

Further Resources

[Graphic](#) of being nice online - for students (credit Stamford HK),

[Netiquette](#) - for students and [ISHCMC wellbeing guidelines](#) - for students and parents

Contact Details

Secondary Leadership Team

Will Hurtado, Secondary School Principal

Laney Rweyemamu, DP Coordinator

Simon Scoones, MYP Coordinator

Dylan Citrin, Assistant Principal, Wellbeing G9-12

Joanne Smith, Assistant Principal, Wellbeing G6-8

Preet Dhaliwal, Sustainability and Service Learning Coordinator

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Grade Level Leaders

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Russell Clark, Grade 8 Leader (maternity cover)

Emma Baxendale, Grade 9 Leader

Emily Clark, Grade 10 Leader

Juliet Markis, Grade 11 Leader

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For further information, please contact admissions at admissions@ishcmc.edu.vn

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