

THE INTERNATIONAL SCHOOL OF BEIJING



Middle & High School 2021-22 Learning Models Online Learning



ISB is committed to providing challenging and joyful learning opportunities regardless of the scenario.

The online learning model has been designed to ensure students are presented with similar learning outcomes, experiences and expectations as on campus learning. The online learning model has been developed to ensure uninterrupted quality learning experiences, flexibility, and seamless integration in the likely event that we need to respond to different circumstances over the course of the school year. Both the Middle and High School will be able to move fluidly between online and on campus learning at any given time within the school year given the policies and regulations of the local authorities.

This document provides an overview of the **Online Learning Model**.

ISB's Online Teaching Model

Adapted from ISB's 7Cs Teaching Framework

Clarify

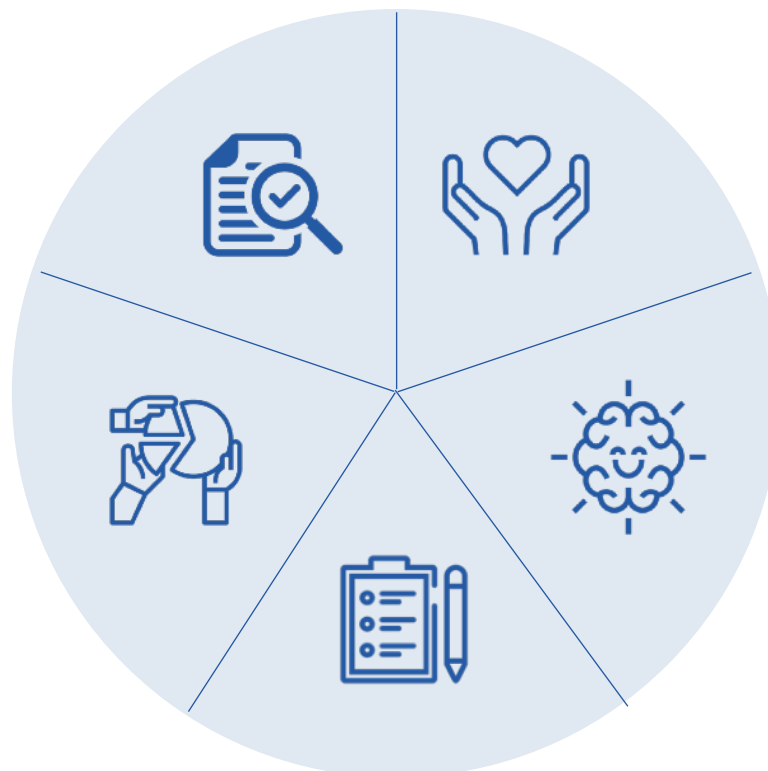
Teachers who clarify help students understand content and resolve confusion. They explain ideas and concepts in a variety of ways, check frequently for understanding, address misconceptions, and provide useful feedback.

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.



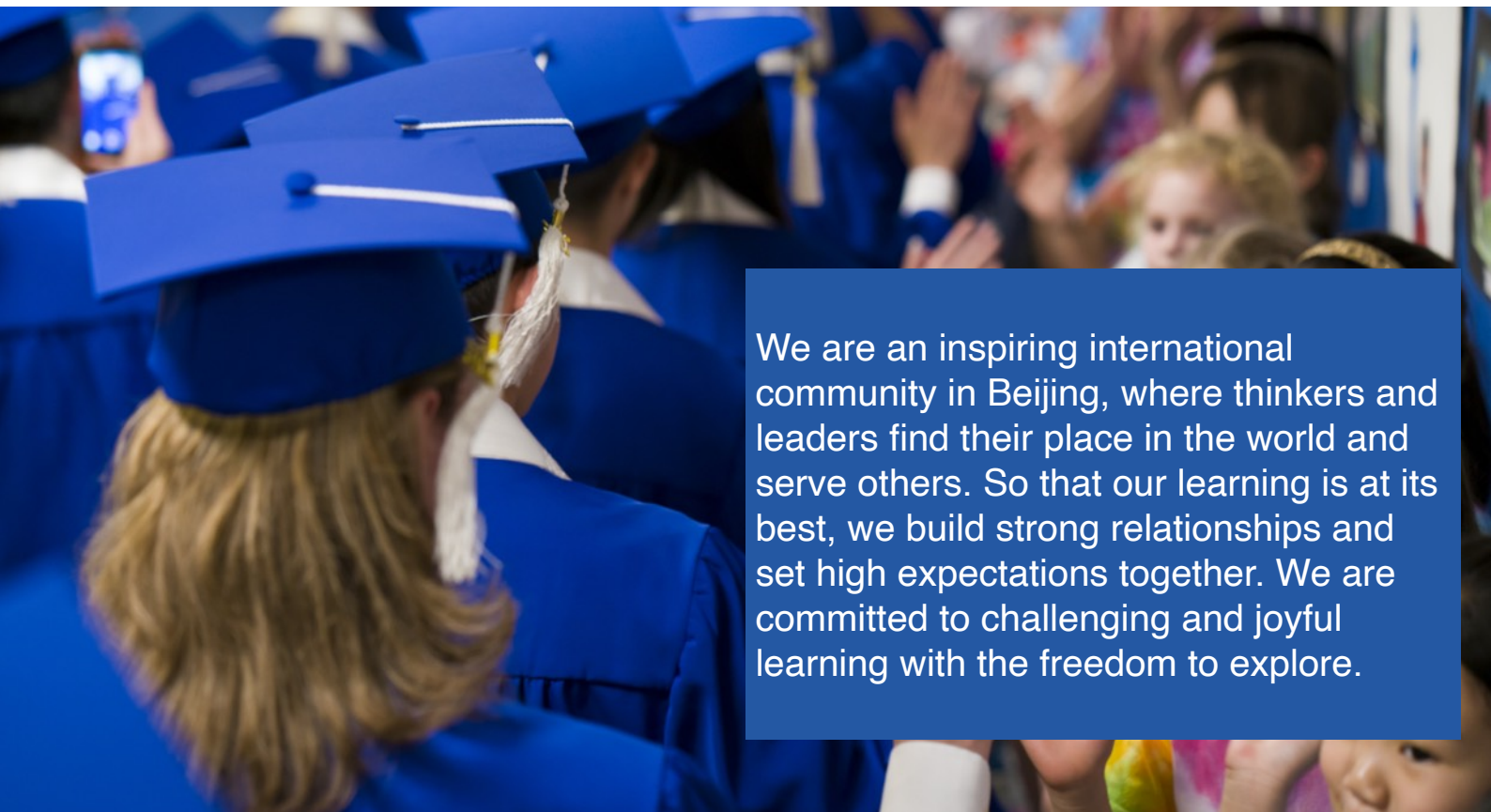
Captivate

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.

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. Our online learning model is 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

Setting your child up for success

All students are expected to participate in online learning. In exceptional circumstances or illness, parents of students that are unable to participate should notify the school/divisional office.

To be successful, your child will need:



Their ISB laptop and access to a reliable internet connection

Other laptops or tablets should work but will not function as well as the student laptop assigned by ISB. Phones are NOT suitable devices for online learning.



A responsible adult to facilitate the learning (where required)

Students may need varying degrees of support in accessing and approaching the learning tasks. This may include providing structure to day, general encouragement, or assistance in processing learning.



A dedicated place for learning

Students need a space dedicated to learning where they can focus on their learning tasks.



Breaks

Ensure your child has opportunities for breaks, exercise, creativity, and social engagement (as they would have at school).



Understand expectations for participation and work completion

Allow for time to reflect at the end of the day on what worked and what were the challenges.

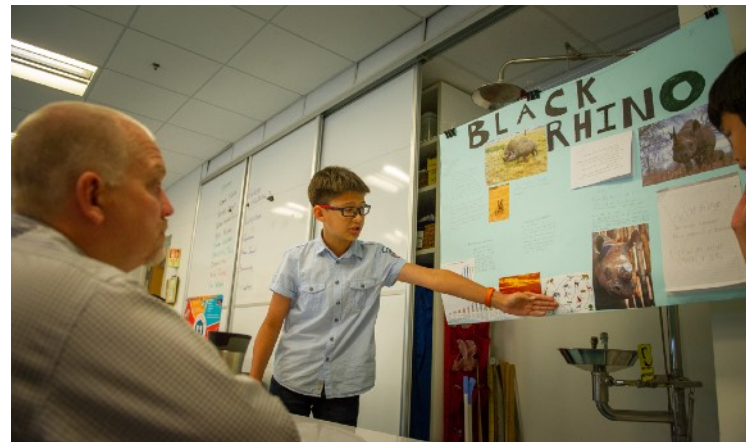


Communicate questions or challenges to teachers promptly

It is not expected that parents have detailed knowledge of teaching strategies, so please direct all questions to the teachers.

Parent Expectations

- ✔ Check Dragons Exchange (DX) for the expectations posted by teachers. To log into DX as a parent, follow the instructions [here](#).
 - ✔ If your child has questions, direct them to contact their teacher promptly.
 - ✔ Monitor screen time for your child. They will have more than usual because of online learning; ensure they are taking a break from screens. They should not have more than six hours of assigned work per day. If your child is taking longer, please contact the teacher or counsellor.
 - ✔ Be diligent, make sure you are checking in with your child daily on their progress. Be supportive, patient and encouraging.
 - ✔ Consider where in the house your child will work. Ideally this would be a location where they will not be distracted and can be supervised.
- ✔ If students are unwell or for any other reason unable to participate in online learning, parents should report to the school as they would any regular school absence.
 - ✔ Spend time engaging with your child: play board games, card games, or word games; do puzzles; cook recipes. Be creative and resourceful; the possibilities are endless!
 - ✔ Further resources and support for parents can be found on the school website.



Student Expectations

- ✓ Check all DX courses for the day you would normally meet with that class.
- ✓ If you have a “raise your hand” type question, ask it in the DX newsfeed. This way your classmates can also benefit. If you have a more personal question, contact your teacher directly via email.
- ✓ Connect to your classmates for support. You have the ability to start discussion threads in DX - do this to support each other and stay connected.
- ✓ Follow the instructions of the teacher, and, again, ask questions in the DX newsfeed if they are for the good of the whole class.
- ✓ Turn in work in a timely manner and meet the expectations of your teachers. Daily attendances will be monitored through your participation online and work submissions.
- ✓ Attend all scheduled online meetings **on time** and when participating in these meetings, adhere to the Norms outlined below.
- ✓ Continue following the normal rules of technology as outlined in the [Responsible Use Guidelines](#).
- ✓ If you are struggling, be proactive and contact your teachers for guidance. They will be online daily for responses and support from 8:15 am to 3:45 pm (Beijing time) Monday to Friday.

Norms for Online Meetings



Be on time

Be on time to sign into the online meeting for my lesson



Switch your camera on

Switch your camera on so that you can fully engage, just like you would in a regular class



Sit in a quiet place

Sit in a quiet place where there is no noise or distraction in the background



Be presentable

Ensure that you are appropriately dressed/presented



Be prepared

Have everything you need for your lesson with you during the meeting



Be identifiable

Be sure to use an appropriate and identifiable name



Raise your hand

Raise your virtual hand to answer questions and wait for the teacher to call on you



Do not unmute yourself

If the teacher turns off the microphone, leave it off until you are given permission to switch it on

Overview:

Online Learning

Conditions: The authorities mandate that the campus must close and students and teachers are unable to attend classes 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 face-to-face learning experiences with some asynchronous mini-lessons, activities, and projects. Students collaborate online, but not with the same frequency as in the regular school experience. Features of this model include:



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



Daily interaction with teachers and peers virtually through the Big Blue Button (BBB) video-conferencing platform and online learning platforms.



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



Organization of Learning

In the Online Learning Model, all classes will be synchronous and teachers will teach classes via live BBB meetings aligned with students' 8-day rotating schedule.

The school day will begin at 8:15 am and end at 3:25 pm with students engaging in a range of synchronous and asynchronous learning experiences throughout the day. Wednesday will continue to be an early release day for students, to allow for faculty professional development and meetings.

There will be a focus on face-to-face learning with all classes meeting every block. Attendance at these meetings is mandatory.



Dragons'



Online learning expectations **for an 8-day cycle** (or one-week depending on the class) will be posted by each teacher on either Day 1 or 2, depending on which day their class runs,

These instructions will provide an overview of the learning for that 8-day cycle (or for that week depending on the class), links to resources and/or relevant documents, details of assessments, and a pacing guide. Teachers will provide clear expectations about learning requirements. Daily activities, including student work time, for each class should not take more time than the students would normally spend in class (75 minutes).

Each class your child is taking has an overview page on DX titled ***About This Course***. This page contains the following information:

- A course overview including general outcomes of the course and units to be taught.
- Assessment information including information on reporting strands, assessment standards, Student as A Learner (SAL) assessment, and assessment levels.
- Feedback guidelines including an overview of how and when students will receive feedback.
- The teacher's preferred contact information.

What will **Learning** look like?



Posts for students

The post for students will be prepared once per cycle (or week) and will include an overview of the big work for the week and what students will engage in. It will also include:

- The learning objectives for that cycle (or week).
- Content instruction.
- Details of assessments.
- Online meeting details (how and when to connect) for all meetings throughout the cycle.
- Road map so that students know where they should be at any point during the cycle (or week).

Additional tasks or assignments will be posted and added to the DX calendar, with specific deadlines for work to be completed throughout the week.



Face-to-face learning

The Online Learning Model offers greater opportunities for more synchronous, face-to-face learning. All classes will meet every block (although they may not run for the full 75 minutes to allow students time to apply their learning). Face-to-face meetings might include:

- An introduction, welcome, overview and/or expectations.
- Direct instruction.
- Small group work using breakout rooms.
- Discussion/question time.

After checking in with all students, the teacher might work with individuals or small groups during this time.



Attendance is expected during online meetings and will be used for official documentation purposes.

Content delivery

The way content may be delivered includes (but is not limited to) the following:

- Face-to-face online meetings.
- Screencasts.
- Self-created or third-party videos (modeling, demonstrating skills, lesson and activities – eg. Khan Academy, etc.).
- Animations and other multimedia resources.
- Text and visuals (PDF, website links, etc.).
- Video mini-lessons.
- Online simulation and animations.
- Website resources.

Student Schedule

All classes will be **synchronous** and teachers will teach classes via **live** BBB meeting aligned with students' 8-day rotation according to the schedule shown below:

Middle School

Mon, Tues, Thurs, Fri

Block	Time
Homeroom Check-In	8:15-8:25
1	8:30-9:45
Break	9:45-10:00
2	10:00-11:15
Mentoring/Flex	11:20-12:00
Lunch	12:00-12:45
3	12:45-14:00
Break	14:00-14:10
4	14:10-15:25

Wednesday

Block	Time
Homeroom Check-In	8:15-8:20
1	8:25-9:40
Break	9:40-9:50
2	9:50-11:05
Lunch	11:05-11:45
3	11:45-13:00
Break	13:00-13:10
4	13:10-14:25
School Development Time for Faculty	

High School

Mon, Tues, Thurs, Fri

Block	Time
1	8:15-9:35
Break	9:35-9:45
2	9:45-11:05
Lunch	11:05-11:40
Dragon Time	11:45-12:30
3	12:35-13:55
Break	13:55-14:05
4	14:05-15:25

Wednesday

Block	Time
1	8:15-9:35
Break	9:35-9:45
2	9:45-11:05
3	11:10-12:30
Lunch	12:30-13:05
4	13:05-14:25
School Development Time for Faculty	

Specifics of this Learning Model

Dedicated Face-to-Face Learning:

Teaching and learning, as well as social interactions, occur in real-time. The teacher is present online at the same time as the students. Synchronous lessons, meetings and sessions will occur via the BBB Meeting platform (see **Norms for Online Meetings** on Page 6).

- Teachers will meet with students virtually (Beijing time).
- Students will learn in a live synchronous online environment and attendance is monitored in this way. Learning opportunities include whole class and small group instruction, following the on-campus class schedule.
- Live lessons might include direct instruction, small group work, collaborative discussions, structured time to ask questions, etc. Typical whole-class lessons will be 20-60 minutes with time for students to work independently, in small groups, or follow up with their teacher.
- All synchronous mini lessons will be recorded and shared for students who are not in Beijing and for those who would like to review the material at their own pace.

Complementary Asynchronous Learning:

Building from the face-to-face learning environment, teachers will use a variety of methods to further enhance students' learning experience. This includes videos, recorded lessons, as well as tasks, activities and projects. Students will engage in these materials and work at their own pace. Teachers will use a variety of ways to engage student learning with the lesson material and content.

Asynchronous learning opportunities are powerful in that they support:



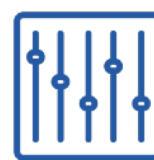
Flexibility & Convenience

Learners can complete activities in their own time, at their own pace, and from anywhere in the world!



Consolidation of Learning

Learners can review learning materials again and explore topics of interest in more depth.



Learner Control

Learners have full responsibility to complete their work. They decide when and the pace they work at.

Time Parameters for Online Learning

Given the developmental needs of children, online learning will follow appropriate parameters to guide the time that students are expected to stay online. We recognize that students need breaks and alternating times of being online as well as working independently. We also know that it is critical for students to have a schedule and connections with teachers and peers. The amount of work a student receives should not be more than a normal school day.

Student Support



Student Support Services:

Students who are receiving individualized support from English as an Additional Language (EAL) or Learning Support (LS) teachers will continue to do so through the regular schedule. Support for students includes (but is not limited to) the following:

- Face-to-face, individualized, and personalized learning opportunities.
- Individual and small group online meetings.
- Twice a month check-ins with parents to reflect on workload, time spent on learning, assignment completion, engagement etc.
- Making revisions to the student's online learning experience as needed.

Social and Emotional Learning:

The well-being of our students is paramount to all we do. The Middle and High School recognize that a large focus of learning is about the social and emotional development of a child and the relationships that they make in school. This will be done through:

- Mentoring and Community days
- Classroom connection time
- Counsellors' group sessions/workshops
- Parent education on parenting and other social-emotional topics
- Individual counselling sessions as needed

Child Safeguarding:

As with all learning both on and off campus at ISB, our Child Safeguarding Policies and procedures continue to guide our practice.

Learning Platforms:

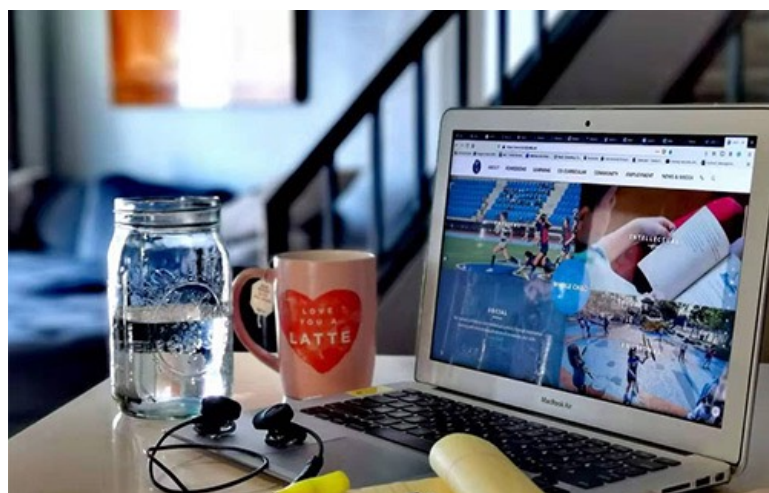
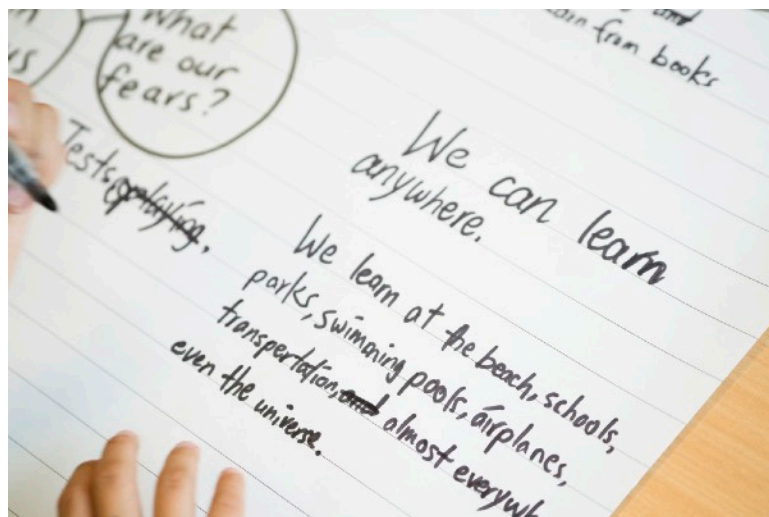
- Dragons Exchange (DX) will be the primary online learning environment for students in the Middle and High School.
- Big Blue Button (BBB) will be the primary platform for face-to-face online meetings.

Assessment and Reporting:

Assessment of and for learning will be ongoing and will use a variety of tools including observations, anecdotal notes and self-reflection. Students will be assessed based on the school's adopted learning outcomes. Feedback will be ongoing throughout the learning process and evidence of learning will be shared via daily activities as well as through our online platforms. Parents are encouraged to contact teachers if they need further information regarding student learning and progress.

Attendance:

Attendance is expected each block students are scheduled for class and will be recorded by the teacher. If your child will be absent, please contact the divisional office and ensure your child follows up with their teachers.



Acknowledgements:

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