



MOUNT ZAAGKAM SCHOOL
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DISTANCE LEARNING HANDBOOK



Mount Zaagkam School (MZS)
Kuala Kencana & Tembagapura
Mimika, Papua, Indonesia

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Table of Contents

- I. Introduction
- II. Child Protection: Digital Citizenship, Safety, and Wellbeing
- III. Online Teaching & Learning Platforms and Communication Tools
- IV. Roles, Responsibilities, and Support Structures
- V. MZS Distance Learning Design Principles
- VI. Pathways to Success
- VII. Appendix Definition of Terms

Revised July 2021



I. ***Introduction to Distance Learning***

The MZS Vision is to be: *An Innovative school and community that exhibits continuous growth in response to current and future developments in education.*

Based on the Vision, MZS is committed to providing learning that will ensure students are engaged, challenged and included. Whatever the modality of learning - 'Face-to-Face', Blended-Hybrid, or Distance Learning, MZS will adhere to this vision of learning.

The Handbook outlines fundamental principles for the implementation of a Distance Learning Program where the school has transitioned to online learning because of safety and/or security reasons.

While distance learning may not emulate the social engagement and interaction closely associated with the 'school house', creative design and leveraging of digital tools and platforms allows educators to deliver contemporary and engaging learning based on our curricular standards. Accordingly, this DLP provides guidelines and insights about how MZS faculty can leverage digital and experiential learning in ways that bring curriculum to life. Rather than being tied to an electronic device for their learning, the MZS goal is for students to read, communicate, and engage in authentic learning experiences, while continuing to be physically active. Accordingly, the MZS shift to distance learning begins with consideration of how we can intentionally align distance learning experiences with our Definition of Learning.

Learning that leads to sustained and demonstrable consolidation and extension of conceptual understanding, universal competencies and fundamental human values-commonalities.



A range of guiding questions are considered in implementation of our Distance Learning program:

- How can we leverage digital platforms to provide learning experiences rich in engagement, social interaction, and feedback?
- How can we help students manage the fear or isolation they may experience as a result of an emergency or crisis?
- How can we promote and teach our learning competencies - Approaches to Learning online?
- Why are our Core Values and the IB Learner Profile even more essential aspects of learning online?
- What are the most important understandings and skills students should develop at this time? How can we facilitate students to construct their own understandings?
- What are the authentic learning opportunities that emerge from this emergency or crisis? Where might our students' curiosity and motivation open other new learnings?
- How can we design learning experiences that address the needs of different types of learners who benefit from support and guidance?
- How will we assess student learning in meaningful ways?

At the core of the MZS approach to Distance Learning is the belief we should think innovatively about our priorities when responding to challenging circumstances, and we should embrace new opportunities for students to learn in authentic, meaningful ways.

The success of schooling whatever the modality is based on a partnership with parents. We invite parents to read the [Edutopia](#) article on how to be successful during distance learning.



II. Child Protection: Digital Citizenship, Safety and Wellbeing

Distance Learning provides our school community a dynamic opportunity to work closely together to strengthen our commitment to developing thoughtful, responsible digital citizens, who are empowered to make good choices as they use technology and navigate digital environments. Students, families and faculty alike will need to proactively take part in this endeavor for it to be successful.

There is an expectation that all students adhere to the **MZS Technology User Guidelines** at all times. The ICT team and classroom teachers review these guidelines annually with all students and reinforce the concepts throughout the school year through various pathways.

Our school has adopted [Common Sense Media \(www.commonsensemedia.org/\)](http://www.commonsensemedia.org/) as our trusted support system to guide our community as we strive to implement digital citizenship, safety, and wellbeing practices in our lives. Internationally recognized, Common Sense Media is a leading nonprofit organization dedicated to improving the lives of kids and families by providing the trustworthy information, education, and the independent voice needed to help kids thrive in the 21st century.

[Raising Children \(raisingchildren.net.au\)](http://raisingchildren.net.au) is another wonderful non-profit organization that provides free, reliable, up-to-date and independent information to help families grow and thrive together. The organization is funded by the Australian Government, reviewed by experts and non-commercial entities. Screen time and screen use can be part of a healthy lifestyle when children balance their screen time with other activities, and use quality digital media. The organization has developed a checklist for a healthy approach to screen time. This is a list of questions that can help families check whether their child is using screens in a balanced and healthy way.



Is your child:

- ***Maintaining a healthy sleep and sufficient sleep?***
- ***Regularly physically active and healthy?***
- ***Engaging with school and the Distance Learning Provision?***
- ***Connecting socially with family and friends , online and offline?***
- ***Enjoying a variety of hobbies and interests?***
- ***Having fun and learning while using screens?***
- ***Using quality content which is age appropriate and monitored?***

Video conferencing is our gateway to synchronised learning, individualized support, and a great way to stay connected with classmates and teachers. While participating in video conferencing related activities, it is important that all participants follow these rules and guidelines.

1. Remember that you are on camera and live.

Your educator and fellow students can see what you are wearing and your facial expression. Find a quiet place in your house. Dress appropriately, following school dress codes.

2. You are not anonymous.

Be mindful of your expressions, speaking tones, and what you say. Your voice and video are viewed by everyone participating in the conference. Other people in your house can hear what you and others in the video conference are saying.

3. Follow the same classroom rules that you would follow in real life.

Listen to the teacher. Take turns to speak. Be kind and considerate.

4. Think before you speak.

Stay on topic. Make sure your comments are clear and appropriate to the conversation. Don't say anything you wouldn't say in your actual classroom.

5. Be a good listener.

Take the time to listen to what people are saying. Don't interrupt others.

6. Think before you type.

If your educator enables the Chat feature you may be able to participate by typing into a chat box. Choose your words carefully. Use appropriate spelling and grammar. Stay on topic. Don't use sarcasm or humor that could be misunderstood. Don't type in all caps.



7. **Take it slow.**

Remote learning is probably a new experience for you. Resist the impulse to be silly or to say or type the first thing that comes into your mind.

8. **Video conferencing is a privilege.**

If you cannot use it responsibly your access to school managed video conferencing tools will be removed.



III. Online Teaching & Learning Platforms and Communication Tools

The following Online Platforms support Distance Learning and faculty/student/family collaboration to ensure a quality student learning experience when planning and delivering remotely. A variety of learning tasks may include other online platforms and device applications (iXL, Raz-Kids, Khan Academy). The ICT team and classroom teachers will provide instructions and support on how to access and use all online resources, applications and tools.

Learning Platforms & Communication Tools	
SeeSaw	<p>Primary Teaching & Learning Platform</p> <ul style="list-style-type: none"> • Early Years, Kindergarten, Grade1 -Grade 2 • Grade 3 <p>If our school year commences online, then Grade 3 will also use SeeSaw as the Primary Teaching and Learning Platform with an eventual transition to Google Classroom.</p> <p>Primary Communication Tool</p> <ul style="list-style-type: none"> • <u>General Classroom Announcements:</u> All Grade Levels • <u>Posted Assignments / Activities:</u> Early Years, Kindergarten, Grade1 - Grade 2 <p>Digital Portfolio</p> <ul style="list-style-type: none"> • All Grade Levels
Google Classroom	<p>Primary Teaching and Learning Platform</p> <ul style="list-style-type: none"> • Grade 3 through Grade 8 <p>Primary Communication Tool</p> <ul style="list-style-type: none"> • Posted Assignments: Grade 3 through Grade 8



Google Meets: Video Conferencing	<p>Our school is committed to a “one platform” approach for all school-related video conferencing activities taking place between our students and faculty. This will allow the school to safely promote tool use and workflow consistency at all grade levels. This will also allow our school to effectively incorporate video conferencing activities that may include students from both campuses and across multiple grade levels.</p> <p>Access: All access to Google Meets VC activity links will be forwarded to our student’s MZS G Suite email accounts. Parents with younger children will be provided with their child’s MZS Google Account information (Username & Password).</p>
Email Communications	<ul style="list-style-type: none">• Direct communication between faculty and parents.• Direct communication between teachers and students (Grades 3-8).

Visit our schools website (www.mzs.sch.id) for additional information and support materials related to Distance Learning and our core teaching and learning tools.



IV. Roles, Responsibilities, and Support Structures

Many stakeholders will contribute to the effective implementation of this Distance Learning Plan. The roles and responsibilities of school personnel, students, and parents, are delineated below.

School Personnel Roles & Responsibilities	
Leadership Team	<ul style="list-style-type: none"> • Create and distribute the MZS Distance Learning Handbook - DLH • Establish clear channels of communications between faculty, staff, families, and students • Support faculty and students/families participating in the Distance Learning Program • Help teachers implement DLH and ensure high-quality learning experience for all students
Head of Learning	<ul style="list-style-type: none"> • Support all teachers and teams in the implementation of the MZS DLH • Provide models and examples of outstanding distance learning units and lessons • Recommend new methods - techniques for providing feedback to students • Support teachers and teams as they design new methods to assess student learning • Support teachers and teams in developing strategies to differentiate their instruction
Subject or Homeroom Teachers	<ul style="list-style-type: none"> • Collaborate with faculty members and teams to design distance learning experiences for students • Communicate frequently with students and, as needed, with their parents • Provide timely feedback to support students' learning • Reflect on and Apply the Distance Learning Design Principles <ul style="list-style-type: none"> • Provide daily synchronous learning • Ensure provision of authentic and engaging assessment tasks and learning experiences



Learning Support Teacher	<ul style="list-style-type: none">• Communicate regularly with the subject or classroom teachers who teach the students on caseload• Scaffold or modify assignments, as necessary, for students on caseload to support subject or classroom teachers• Help subject or classroom teacher differentiate lessons and activities for the students on caseload• Communicate regularly with students on caseload and/or their parents to ensure they have success with distance learning• Provide supplementary learning activities for students on caseload who may benefit from additional practice to close academic and curricular gaps <p>Not available for the commencement of the 2021-22 Academic year. Refer student concerns to teachers and /or the Head of Campus.</p>
Specialist Teachers	<ul style="list-style-type: none">• Physical Education – Develop a bank of exercises, physical activities, and competitions for students and share these with classroom teachers and families• Art – Staying mindful of the resources and tools families may not have in their home, develop a bank of projects and activities for students and share these with classroom teachers and families• Music – Staying mindful of the instruments or resources families may not have in their home, develop a bank of activities for students and share these with classroom teachers and families• Bahasa - Develop high-quality learning experiences and provide regularly opportunities for language practice in informal settings• Collaborate with colleagues in designing Distance Learning experiences in accordance with school-wide and divisional plans• Communicate regularly with your students and provide timely feedback• Review and approve Seesaw posts daily• Collaborate with classroom teachers on how to integrate music, art, and physical education into classroom projects and experiences• Have weekly student feedback sent to HR teachers by 17.00 TPRA time for end of week parent communication
Tech Support Team	<ul style="list-style-type: none">• Review and develop how-to tutorials, ensuring teachers, students, and parents have the necessary manuals to excel in a distance 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• Audit usage to identify students or parents who may be unavailable or out of reach



Student Roles & Responsibilities

- Establish daily routines for engaging in the learning experiences
- Identify a comfortable, quiet space in your home where you can work effectively and successfully
- Regularly monitor online platforms (Google Classroom, SeeSaw, email, etc.) to check for announcements and feedback from your teachers
- Complete assignments with integrity and academic honesty, doing your best work
- Do your best to meet timelines, commitments, and due dates
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Collaborate and support your MZS peers in their learning
- Comply with MZS's Technology User Guidelines, including expectations for online etiquette
- Proactively seek out and communicate with other adults at MZS as different needs arise

Parent/Guardian Roles & Responsibilities

Provide support for your children by supporting the following guidelines:

- Establish routines and expectations
- Define the physical space for your child's study
- Monitor communications from your children's teachers
- Begin and end each day with a check-in
- Take an active role in helping your children process their learning
- 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
- Keep your children social, but set rules around their social media interactions



For queries about ...	Contact
A course, assignment, or resource	the relevant teacher
A technology related issue or problem	Mr. Russ: rdowns@fmi.com
A personal or social-emotional concern	Mr. James: jcrawfor1@fmi.com Mr Mark: mjenkins@fmi.com
Curriculum and Assessment questions	Head of Learning: Ms. Raquel: acedoru@fmi.com
Other issues related to distance Learning	Your Head of Campus Mr. James: jcrawfor1@fmi.com Mr Mark: mjenkins@fmi.com



V. ***MZS Distance Learning Design Principles***

The transition to distance learning demands different ways to communicate, instruct, and provide feedback. It requires creativity to implement inquiry, design learning and provide authentic and meaningful tasks aligned to curricular standards. Attendance to social interaction and social-emotional health is a critical factor in the design of distance learning experiences. The guidelines provided below are intended to help educators across all divisions reflect on challenges and seek solutions to effective distance learning provision.

1. Model and Integrate the MZS Core Values and IB Learner Profile - A Lens for Social Emotional Health

Social-Emotional Health is critical for effective Learning. Assess students' mental, physical, and emotional wellbeing. Provide ongoing activities and strategies for students to dialogue on concerns and express feelings in a safe forum. Use the IB Learner Profile and Core Values as a lens for discussing socio-emotional Health. Use the Second Step Program as a resource for social emotional learning. Encourage parents to engage with their children and social emotional matters, and provide resources to support ongoing reflective conversations.

Personal journaling and/or other creative writing assignments can help students process their thoughts, and emotions, particularly in times of crisis. Students might use other media as well, including video, drawing, painting, and music

2. Establish Learning Hubs and Spaces to Support a Productive Learning Environment for Distance Learning.

Use our Learning Systems [Seesaw, Google Classroom and Google Drive] to establish a hub for learning resources. Survey students' technological capabilities, connectivity-bandwidth reliability, and available technology tools for access and digital equity. Confirm student time zones and that a productive Learning Space has been established. Maintain an open dialogue with families to ensure the Home Environment is conducive for success with Distance Learning.

The home Learning Space should be designed with regard to natural light, ergonomics, comfort. The learning space should be a public/family space, not in a child's bedroom. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible. Above all, it should be a space where parents are present and monitoring their children's learning.



Support families with multiple children in managing all of their children's needs, especially when those children are different ages and vary in their learning needs. There may be times when siblings need to work in different learning spaces to avoid distraction. Parents may experiment with noise-cancelling headphones to limit distractions and virtually create personalized learning spaces.

3. Maximize Synchronous Learning

Social interaction and direct instruction are critical for Distance Learning. Synchronous learning is directly related to student engagement. Student online schedules are designed for daily synchronous instruction. Synchronous instruction increases clarity of communication, task focus, and opportunities for student conferencing and responsive intervention. Keep your communications focused, clear, and simple with actionable tasks. Create opportunities for mini-lessons for sub-groups and one on one intervention.

4. Use Asynchronous Connection to Manage Time Zones and Flex Learning

Use our Learning Management System to post Learning Tasks and communicate with students asynchronously. Provide structured learning that allows students to manage work loads, and respond to individual student learning styles. The School-wide Learning Outcome - Self Manager should be emphasized with strategies developed and taught.

5. A Facilitator and Coach

Recent research talks about the teacher as a coach and guide for learning. It's important to help students connect to a sense of purpose, express autonomy, and work towards mastery even in online spaces. Help students locate their intrinsic motivation and keep interest alive.

Consider your own role as a facilitator of learning rather than a holder of knowledge. [Education Reimagined](#) by a secondary student could be a source of inspiration.

In shifting to distance learning, it is especially important for teachers to think of themselves as designers of experiences and facilitators of learning (as opposed to distributors of knowledge) Distance learning places a premium on a teacher's ability to think more deeply about how to introduce content, design experiences, and coach students with thoughtful, specific feedback. This will help students stay motivated and engaged in learning, even when they are not physically at school.



6. Less is More

One challenge with Distance Learning is how best to streamline content and elevate the most essential learning for students. Teachers need to take a less-is-more perspective, including the pacing of lessons and assessment projects to avoid cognitive overload. Learning tasks should be designed to build knowledge, skills and understanding in a structured and scaffolded way. A focus on rich tasks that engage students is essential. Online learning is also an opportunity to give students voice and choice.

Design concise, organized weekly plans for students with clear deadlines and explanations of coursework. Be mindful of volume and pacing. Give students more time to do fewer, richer assignments rather than try to assign and collect work at every opportunity. Pacing Guides may be useful.

7. Develop Balanced Programs that Promote Physical Activity

Ensure children have ample opportunities to move and exercise. This is vitally important to their health, wellbeing, and to their learning. MZS Physical Education teachers will recommend activities or exercises, but it is important for parents to model and encourage exercise. Children can be involved with household chores or other responsibilities – expect them to pitch in!

8. Think Creatively and Strategically About Assessment.

Assessment is one of the most challenging aspects with online learning. An effective way to check for understanding online is to use asynchronous formative assessments. Project-based summative assessments should be open and engaging where students individually or collaboratively complete writing assignments, design infographics, make presentations via video, or complete oral assessments via video chat or solve challenging problems. Here are [75 digital tools](#) teachers use to support formative assessment.

Designing learning assessments that capture students' experiences, engage their interests and create meaningful learning referenced and contextualized to the emergency situation - the teachable moment. Seek out real-life opportunities to study scientific phenomena associated with the emergency situation, how the media is reporting the situation, how governments are responding, and many other opportunities to seize the moment and design new transdisciplinary experiences for our students.



9. Feedback and Monitoring

Timely feedback is essential to student learning and especially so in online learning environments. Integrate feedback as part of the learning process and provide timely responsive feedback related to learning intentions and the School-wide Student Learning Outcomes - Approaches to Learning. In an online setting, it's important to intentionally design channels to receive feedback. Beyond observing contributions to online discussions and how/when students submit assignments, proactively seek their insights about online learning. What is working for you in this mode of learning? What's not working? Leverage survey tools, and monitor the Learning Management System and email for questions and clarifications from students and parents.

Monitoring of screen-time is a partnership with teachers and parents based on established guidelines.

10. Clear and Official Communication Channels

Remote relationship-building is critical: Relationships are the bedrock of our schools. Although we cannot be together, we can stay in touch and show we care. Communicate regularly and build a partnership with parents to support the Distance Learning Program. Work as a staff to connect with families once a week over the phone or via video chat—whatever works best for them. Send a summary email to parents each week, and on occasion arrange for a virtual check-in.

Adhere to company and school policies related to communication and digital citizenship. Maintain formal communication systems when communicating with parents. Social media Apps such as SnapChat, Instagram, WhatsApp, or Facebook are not official, school-sanctioned channels of communication for students. In partnership with Parents, teachers will monitor children's use of social media.

11. Connect with colleagues and share strategies that work.

Be intentional about staying connected to colleagues, not just to communicate information, but to support each other. Share with each other specific strategies that are working. Use the same tools you use to work with students to teach colleagues how you are structuring or designing learning experiences. Leverage your professional network beyond your school: find out from colleagues in other places manage Distance Learning.



VI. Pathways to Success

Pathways to Success describes in detail the structure and schedules for the Distance Learning Program. The information provides approximate time frames for Learning, confirms structured time for synchronous learning – instruction, and details asynchronous learning. Office Hours, Flex Learning Time and Specials are further aspects of the Distance Learning program.

Flex Time is designed for students to pursue passions, engage more deeply with assigned projects, and become self-managers of their own learning. Flex Learning time provides for student choice and respects their learning styles. Teachers may use this time to conference with a student[s], complete running records and provide feedback on learning.

Office Hours are scheduled as needed where students, parents or families can consult with teachers by appointment to discuss program and individual learning needs.

Elementary and Middle School students will participate in Specials as scheduled. Specialist options are: Creative Art / Maker, Bahasa Indonesia, and Personal Development, Health and Physical Education [PDHPE]. Music will be offered by appointment as individual or small group instruction.

Research espouses the importance of a structured Distance Learning Program. Equally, we understand the unique circumstances of families, differing time zones, students in multiple grade levels, family preferences and circumstances, and company travel - work rosters. In that regard the Distance Learning Program can be personalized and differentiated to accommodate needs.



Early Years Learning [EYL]

EYL relies heavily on an openness to free play within carefully curated environments. Through play, children develop foundational social and emotional, executive functioning, and academic skills. Early childhood educators often act as facilitators, building upon children's natural curiosities. To inspire play, we curate spaces with open-ended materials that provoke children's engagement with each other and their surroundings

Even as preschools have closed their doors and transitioned to remote learning, it is essential that these core principles remain. It is possible to work with families to establish play-based, child-centered learning that pushes beyond engaging with a screen. Children between in the early years are still in the pre-operational stage, and it is developmentally inappropriate to expect their learning to be dominated by screen time. To honor these developmental stages, P3 will be exposed to **30 minutes asynchronous** learning daily. Please see P4 and KG schedules below.

Distance Learning for ELY children will remain holistically focused on broad language, cognitive, physical and social-emotional development. Learning activities and experiences will emphasize interaction and creativity. These activities will require minimal technology or specialized materials.

The EYL team will provide parents with:

- recommended activities and experiences targeted at certain skills
- prompts responsive to current conditions designed to encourage children and families to engage with their environment and setting
- art and creative design ideas intended to provide children opportunities to process their experiences while developing cognitive, language and fine motor skills; and
- suggested enhancements to daily experiences to support holistic development.

More so than any other program, the Early Years is a partnership with Parents. In Reggio Emilia the parent is seen as the First Teacher.



Approximate Time Frames for Learning	Area of Learning
20 Minutes	Play based learning engagements and games to support cognitive, physical and social-emotional development
20 Minutes	Emergent Numeracy Activities, Games & Challenges focused on counting, sorting, and patterning.
20 Minutes	Holistically-Focused Activities, Games & Challenges to support cognitive, physical, and social emotional development.
Flex Learning Time	Extended time offers opportunities to explore and develop new skills or pursue sustained or extended projects. <ul style="list-style-type: none">• Learning new board game or skill• Practicing mindfulness/yoga/breathing exercises• Exploring a new interest or passion
Synchronous Instruction	Daily small group sessions via Google Meet [Optional]
Asynchronous Instruction (SeeSaw)	<ul style="list-style-type: none">• Recorded Video Instructions• Learning Engagements and Play Based - Discovery Tasks
Office Hours	For Family Check-ins and Consultations by appointment
Brief Weekly Summary	Via email on Friday - Learning Demonstrated and Future Learning



P4 Early Years Online Schedule

Time	Area of Learning
10 mins	Morning Songs, Read Alouds and Sharing
5-10 mins	Brain Break
30 mins	Play Based Learning. Patterns & Puzzles. Movement and Games
Open	Office Hours by Appointment



Elementary [KG - Grade 5]

Schooling is always a partnership. In an online Distance Learning environment, especially so at the elementary level, this partnership becomes the champion of learning. Over the course of this Distance Learning time period, our faculty will partner with parents to engage students in experiences that stretch their understanding and expand how they approach new learning. Teachers will continue to carry forward their instrumental role in guiding, supporting, and challenging students to take on new responsibilities, develop the school-wide Learner Outcomes and to become excited about new learning.

Our families will have options and sources for flexibility that will give them choice and ownership of the Distance Learning experience. Teachers will communicate with parents through Google Meets, email and will use Seesaw, along with other online subscriptions, to engage students in rich learning tasks. Teachers will invite students to interactive synchronous lessons and activities using Google Meet.

Approximate Time Frames for Learning	Area of Learning
Kindergarten - Grade 2 20 Minutes (per subject)	Math, Literacy, and Inquiry
Grades 3, 4 & 5 30 Minutes (per subject)	Math, Literacy, and Inquiry
Synchronous Instruction	Whole class or small group daily via Google Meet
Asynchronous Instruction	<ul style="list-style-type: none"> Recorded Video Instructions via designated learning platform. Daily learning engagements for all core areas of learning Specialist Engagements as per schedule
Office Hours	By Appointment
Brief Weekly Summary	Via email on Friday - Learning Demonstrated and Future Learning



60 Minutes	<p>Creative Arts, Music, Bahasa, PDHPE.</p> <ul style="list-style-type: none"> • Multi-Grade Level Groups for PDHPE. • Proficiency Groups for Bahasa. • Multi Grade Project Groups • Individual Music by Appointment [30min lessons]
Flex Learning Time 30 minutes	<ul style="list-style-type: none"> • Reading aloud and independent reading • Independent Learning: Maker, Passion Projects • Board Games & Challenges with Math, Critical Thinking • Consolidation of Assigned Learning • Teachers will be available to support asynchronous learning • Teachers will meet with students individually or in small groups to target individual learning goals

Elementary Online Schedule

Time	Area of Learning
10 mins	Socio - Emotional
20-30 mins	Math
5-10 mins	Brain Break.
20-30 mins	Literacy
5-10 mins	Brain Break
20-30 mins	Inquiry
30 mins	Flex Learning Time
1 hour per week per specialist subject	<ul style="list-style-type: none"> • Specials [Creative Art, Bahasa, PDHPE] • Individual Music by Appointment [30min lessons]



Middle School

We know that learning takes on many different forms and can take place in many different settings. Our Distance Learning experience is the very type of experience that our middle school students are prepared to take on and to grow from, independently, with their peers, and even with their families. It is an opportunity for student to practise the School-wide Learner Outcomes and act as self-managers, communicators, researchers, social agents, and thinkers.

Students will be invited to engage in learning experiences that will stretch their thinking and will encourage new ways of doing in each of their classes, even though they will not be physically present on campus. Students will learn through a blended learning model, which includes asynchronous learning as well as synchronous, real-time interactive sessions with their teachers and classmates. Each of these learning experiences may be followed up with appropriate consolidating work or a formative/summative assessment to confirm that the students have engaged appropriately with the content and that their understanding of the content supports their progress towards the identified target Standards. There is a commitment to provide engaged projects that sustain thinking and problem solving and have real world relevance.

Distance learning for our early adolescent learners will focus on having a balanced, holistic learning experience. Students will have both off- and on-screen learning activities designed to engage the middle school learner.

- Allotted Time Frames for Learning may be a mix of whole class instruction and small sub group mini-lessons and/or individual conferencing
- Learning experiences are designed to be completed independently or in collaboration with other students. Tutoring is not recommended, nor should a parent/guardian be too involved.
- Resources vary by class and lesson, but will include links to videos, graphic organizers or readings to complete, scanned material to read and engage with, and independent research material via Newsela and our databases.
- Students are encouraged to be proactive in reaching out to teachers when they have
- Questions or assignments are unclear.
- Student Services are always available to support students with academic, social, or emotional



Approximate Time Frames for Learning	Area of Learning
50-60 Minutes (per subject)	Math, Literacy, Science, and Humanities
60 Minutes	Creative Arts, Music, Bahasa, PDHPE. <ul style="list-style-type: none">• Multi-Grade Level Groups for PDHPE.• Proficiency Groups for Bahasa.• Multi Grade Project Groups for Visual Art/Maker• Individual Music by appointment [30mins lessons]
Flex Learning Time 60 minutes	<ul style="list-style-type: none">• Independent & self-directed Learning• No time limit/requirement• Learning will be shared in advisory - social emotional sessions• Consolidation of assigned Learning
Synchronous Instruction	Whole class or small group daily via Google Meet
Asynchronous Instruction	<ul style="list-style-type: none">• Recorded Video Instructions via Google Classroom• Daily learning engagements for all core areas of learning• Specialist Engagements as per schedule
Office Hours	By Appointment
Brief Weekly Summary	Via email on Friday - Learning Demonstrated and Future Learning

Middle School Online Schedule

Time	Area of Learning
15 mins	Advisory and Socio - Emotional Check in
50-60 mins	Math (Gr. 6) / English-Language Arts (Gr. 7-8)
5-10 mins	Brain Break.
50-60 mins	English-Language Arts (Gr. 6) / Math (Gr. 7-8)
10.05 - 10.15	Brain Break
50-60 mins	Science
5-10 mins	Brain Break
50-60 mins	Humanities
60 minutes	<ul style="list-style-type: none">• Specials [Creative Art, Bahasa, PDHPE]• Music Individual lessons by Appointment [30 mins per lesson]



VII. Definition of Terms

Asynchronous Learning

Learning that can happen at any time. Teachers provide videos, assignments, and/or presentations that students will access at different times and can reference multiple times. Students may watch a video or read materials outside of class that will introduce concepts for them to then explore more deeply. Instruction is not direct.

Blended Learning or Hybrid learning

Combines classroom - 'Face to Face' learning with Online - Distance learning.

Distance Learning

Distance Learning designates the experience students will have when school remains in session but when students are unable to physically attend school because of campus closure.

Office Hours

A designated time for students and/or families to consult with teachers by appointment.

Flex Learning Time

A time for students to complete independent work, explore passions or consolidate assigned learning. Flex time allows for student choice and promotes self management skills. It is also a time for teachers to provide individual support for students

Project Based Learning

Student centered pedagogy in which students learn by actively engaging in real-world and personally meaningful projects.

Synchronous Learning

Learning that happens in real time. It is a fundamental component for student social and emotional welfare giving students a continued sense of being a part of a whole rather than a learner in isolation.