

Continuous Learning at DIS (Primary and Preschool)

Link to [Secondary Continuous Learning Guidelines](#)

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Continuous learning at DIS

Online learning pedagogy - think of the learning as 'continuous' rather than simply online. The device is a tool to deliver instructions and content, and to share information about learning between students, teachers and families. It is the way in which teachers, students, and families can communicate. Working online should not always be the main mode of learning engagement, and teachers should think about structuring activities that allow for active movement and other modes of learning.

Child Protection during continuous learning

Teachers need to ensure that they maintain a high standard of professional behaviour while facilitating learning online. Teachers need to ensure that they are wearing appropriate clothing, not obviously sitting on a bed, being aware of what's in the background, doing your best to ensure that family members or visitors aren't listening in on students during video conferences.

Update 27 March: Please do not have video on if less than three children are in the Meet. It is fine to share screens but not video. A teacher must be present in the Meet at all times; a teacher can mute the microphone and listen to the conversation and provide feedback and input as needed. Please do not have multiple Meets happening at the same time so that you can be fully present.

Maintaining DIS expectations of being safe, being fair, and being respectful during continuous learning

Teachers need to ensure that they maintain DIS's code of behaviour and that students adhere to [DIS's Technology Acceptable Use Policy](#)

PK 3&4 and K5

Continuous learning in PK3&4 to K5 supports children in learning through play. Learning offers authentic opportunities to focus on key developmental abilities. Learning engagements emphasize interaction and creativity. These activities involve minimal technology or specialized materials. Students are involved in a balance of activities to holistically support their growth and development. Students will be able to access continuous learning from their teachers using Google sites (PK3&4) and Seesaw (K5).

Our Approach

- Learning for students is holistically focused, giving students the opportunity to develop cognitive, physical and social-emotional skills and may be conducted in English or the home and family language.
- Learning engagements are playful, inquiry-based explorations.
- Learning engagements encourage children and families to engage in learning together within their environment.
- Learning connects to current units of inquiry and curriculum.
- Art and creative design ideas are intended to provide children with opportunities to develop creativity, expression, language and fine-motor skills.
- Opportunities and prompts support students to share their feelings, considering how they can manage concerns they may experience as a result of the change in their schooling and being away from their friends and the school environment.

Daily Routines

Families

- Monitor communications from your child's teacher.

- Establish routines and expectations.
- Take an active role in helping your child process their learning.
- Assist students in documenting their learning on Seesaw (K5).
- Establish times for quiet and reflection and provide time for your child to have ownership over their own use of time and activity.
- Encourage physical activity and/or exercise.
- Remain mindful of your child's stress or worry.
- Monitor how much time your child is spending online.
- Communicate concerns or questions with the teacher via email.

Co-Teachers and Lead Teachers

- Start each day with a pre-recorded, posted video welcome for students on Seesaw (K5) or Google Sites (PK 3&4) by 9:00am.
- Plan learning engagements that are easily understood and facilitated by parents/guardians.
- Share the learning engagements for the day with students and families via Seesaw or Google Sites by 9:00am.
- Provide outdoor learning engagements that include time away from the devices, such as back yard, park play where and when possible.
- Provide opportunities for reflection and feedback on student learning through posts on Seesaw or email.
- Be available via email to answer questions about the activities, as needed from 8:30am to 3:30pm.

Teaching Assistants

- Communicate regularly with the lead teacher to identify ways they can support students and contribute to the learning.
- Monitor student learning and provide feedback to students, as requested by the teachers they work with.

K5 Single Subject Teachers

(PE, German, Music, PA)

- Contribute daily activities to the shared grade level planning template document.
- Plan activities that are easily understood and facilitated by parents/guardians.
- Provide opportunities for students to share their learning on Seesaw.
- Provide reflection and feedback on students' posts on Seesaw.
- Full Time teachers are available via email to answer questions about the activities, as needed from 8:30am to 3:30pm. Part time teachers are available during their normal lesson periods as needed and can post their activities during their self-determined planning times.

Grade 1-Grade 5 Continuous Learning

Continuous Learning in the Primary School supports children's development through experiential learning and inquiry. Learning offers authentic opportunities to focus on key concepts, knowledge, and skills. Learning engagements are fun and playful and emphasize interaction and creativity. Activities involve a balance of on-screen and off-screen tasks designed to engage learners in experiences that connect to previous learning and the current curriculum. Students will be able to access Continuous Learning from their teachers using Seesaw (G1 and G2) or Google Classroom (G3-G5).

Our Approach

- Learning is holistically focused, giving students the opportunity to develop cognitive, physical and social-emotional skills.
- Students may chose to conduct their learning in English or the Home and Family language
- Learning engagements are open-ended, differentiated, challenging, and relevant to past and present learning.
- Learning engagements encourage children and families to participate in tasks together.
- Learning connects to current PYP units of inquiry and curriculum.

- Art and creative design projects are intended to provide children with opportunities to develop creativity, expression and fine-motor skills.
- Opportunities and prompts support students to share their feelings, considering how they can manage concerns they may experience as a result of the change in their schooling and being away from their familiar environment.

Daily Routines

Students

- Establish daily routines for engaging in the learning experiences (e.g. 8:15am start).
- Identify a comfortable, quiet space in your home where you can work effectively and successfully.
- Regularly monitor Seesaw or Google Classroom to check for learning tasks and feedback from your teachers.
- Complete assignments with integrity and academic honesty, doing your best learning.
- Meet commitments and due dates.
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support.
- Collaborate and support your DIS peers in your learning, where possible.
- Comply with [DIS's Technology Acceptable Use Policy](#), including expectations for online etiquette.

Families

- Create opportunities for your child to interact with peers to maintain connections with their school community.
- Establish routines and expectations.
- Monitor communications from your child's teacher.
- Take an active role in helping your child process their learning.
- Establish times for quiet and reflection and provide time for your child to have ownership over their own use of time and activity.

- Encourage physical activity and/or exercise.
- Be mindful of your child's wellbeing; speak to them regularly about concerns or challenges.
- Monitor how much time your child is spending online.
- Communicate concerns or questions with the teacher via email.

Homeroom Teachers

- Start the day with a pre-recorded, posted video welcome for students on Seesaw or Google Classroom.
- Check-in with students regarding social and emotional wellbeing related to the reason for the campus closure and redirect to the school counsellor, if necessary.
- Share the learning for the day with students and families through the use of Seesaw activities or Google Classroom.
- Plan activities that are easily understood and facilitated by parents/guardians. Be mindful of the materials that children might need at home.
- Provide opportunities for students to share their learning, relevant assessments and reflections on Seesaw or Google Classroom.
- Provide reflection and feedback on the student's posts on Seesaw or Google Classroom.
- Provide opportunities for students to work collaboratively through a virtual environment.
- Provide time and opportunities for students to have agency over their own learning during this time.
- Make themselves available via email to answer questions about the activities, as needed from 8:15am to 3:30pm.
- Provide activities that include time away from the devices, such as park play and site visits.

ES Single Subject Teachers

(PE, German, PA, Music)

- Contribute daily activities to the shared grade level planning template document.
- Plan activities that are easily understood and facilitated by parents/guardians.

- Provide opportunities for students to share their learning, relevant assessments and reflections on Seesaw or Google Classroom.
- Provide reflection and feedback on the student's posts on Seesaw or Google Classroom.
- Full Time teachers are available via email to answer questions about the activities, as needed from 8:30am to 3:30pm. Part time teachers are available during their normal lesson periods as needed and can post their activities during their self-determined planning times.

Counsellor

- Support homeroom teachers with Health and Well-being learning.
- Serve as support for students and families.
- Host office hours at set times for students to access counseling sessions virtually if required. Make these hours known to the community through communication.
- Support teachers to provide students with wellbeing activities.

Learning Support Teachers/EAL:

- Collaborate with the subject or classroom teachers in order to plan for students on their caseload.
- Scaffold, modify or differentiate activities, as necessary, for students on their caseload.
- Communicate regularly with students on their caseload and/or their parents to ensure they have success with tasks.
- Provide supplementary learning activities for students on their caseload, who may benefit from additional practice to support their individual needs.
- Monitor student learning and provide feedback and next steps.

Librarian/Tech Coach

- Collaborate with colleagues to find resources for high-quality learning experiences and research.

- Regularly check in with all teachers to identify ways to support the design of learning experiences.
- Be available for teachers as needed to support the development of rich learning engagements.
- Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed.
- Be available remotely to provide on-demand tech support help for teachers.

Part-time teachers

- Work according to their scheduled part-time hours

Sources:

[Yokohama International School](#)

[Resources for Teaching Online in Case of School Closure](#)

Information from colleagues in Bangkok, Ho Chi Minh City and Beijing