

(Secondary) Continuous Learning at DIS

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Updated April 21st 2020

Guidelines for teaching and learning in Google classrooms

Online learning pedagogy - please think of the learning as 'continuous' rather than simply online. We are going to use the phrase 'continuous learning' because this places the emphasis on all aspects of learning during a school closure rather than just working online. The computer is a tool to deliver instructions and content, and to receive tasks back from students. It is the way in which teachers and students 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.

The type of learning being offered is moving from emergency online to distance learning as we take a more informed approach to future planning.

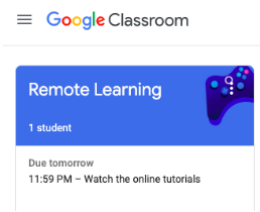
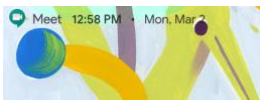
Child Protection during continuous learning

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.

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 (see staff handbook) and that students adhere to [DIS's Technology Acceptable Use Policy](#)

Expectations for Continuous learning

	<p>Google Classrooms is your virtual classroom. Think of it as the room you usually teach in. You will need to set up a classroom for each of your classes. Please include regular Learning Support teachers, Head of Department and Curriculum Coordinators in your classes.</p>
	<p>Delivery of content and instructions - teacher talk - is done through screen casts which students can access in advance of and after the lesson, and Google Meet which offers live interaction.</p>
	<p>Clarifying questions and 1-1 conversations through Meet at times set by the teacher during yellow office hours or voluntarily in blue out of office hours.</p>
<p>Before the lesson:</p>	<p>Have your teaching materials ready within the classroom - assignments sent out with due times and dates, screencasts uploaded for viewing.</p>
<p>Start of lesson:</p>	<p>Open Google classroom. Set an assignment for students to check in, timed to be submitted 6 minutes after the start of the lesson. There is a button on ManageBac to report to parents if students are not signing in to class on time. This can be done at the end of the day and you do not have to write a comment. SLT and advisors will use this data and follow up.</p> <p>Use the part of the lesson to deliver content, share instructions and/or check for questions for the work set, using Google Meet in small groups or 1-1. Be clear with your expectations for the end of each lesson - what needs to be submitted, what work should have been produced/target, checkin-ins etc.</p>
<p>During the lesson:</p>	<p>For the remainder of yellow office hours and during blue lessons, students work independently, accessing the assignments and screencasts through Classroom. Teachers can drop in and out of open</p>

	Google docs to check on writing progress, and/or call individuals/groups via Meet as they wish.
	ManageBac should be used as normal for uploading summative assessment tasks. Anything assessed summatively during the online learning process needs to have been set up so that you are clear the work is genuine (i.e. you have evidence of a draft or you watch students type live into a g-doc, complete a viva voce, use turnitin etc.).
End of class:	As clearly determined by the teacher - state from the start what you expect from students - evidence of work submitted in Classroom, visual goodbye through Meet, and/or upload of task or exit card on ManageBac.
Teacher admin:	Keep record of student 'attendance' and use ManageBac buttons for recording students who do not sign in or who do not meet deadlines.
Screen time:	The amount of online screen time necessary for effective teaching and learning depends on the type of lesson being delivered. It is not expected that teachers remain online throughout the duration of every scheduled class but that their online time is managed across the week according to student need.
Extended Advisory:	Advisors should use this time to check in with students about how their continuous learning is going. This can be as simple as small group Meets, or a group document where students share positives and challenges. Grade level advisors should collaborate on this session.

Additional guidance for online learning April 2020

OREO is a great acronym for four key skills we and our students need if we are to be successful in continuous learning.	O bjective R esponsibility E xpectations O rganisation <i>Thanks to Alison Yang at KIS for synthesising many of these ideas.</i>
Our model of continuous learning	Is a blend of synchronous and asynchronous learning. Yellow office hours: In synchronous learning, teachers and students meet online in real time to discuss, question, inform and engage. Blue out of office hours: In asynchronous learning, teachers create learning experiences that students engage with at their own pace,

	individually or in groups.
Time of assignments	Assignments set online and worked on independently often take twice as long as those completed in class. Please be realistic with the amount of work assigned in any given time period. Many students have never been explicitly taught how to use Google drive and docs and they may spend quite a bit of time struggling with organisation and order in their new classroom environment.
Explicit instructions	Be very clear and give step by step instructions for completing tasks. State clearly the amount of time you expect a student to spend on each portion of learning. Where possible, milestone deadlines in units of study should be fully communicated ahead of time on Google classrooms.
Expectations	What do you expect of the student in terms of learning and how will you mark or monitor this? Set clear expectations and targets that are manageable for both the student and you.
Be balanced	Try to set tasks or encourage learning that takes place away from the screen for a good portion of the time.
Connect	You should be available face to face in real time with classes at least once a week, during the scheduled office hours yellow blocks. Structure learning so that students can work together in small groups in order to help them connect. Face to face does not count as screen time and is an important for social and emotional wellbeing.
Communicate	All instructions, check ins and assignments should be recorded on Google classroom. Set interim deadlines for draft work so that academic authenticity can be supported. Summative tasks must be recorded on the ManageBac calendar at the start of the unit of study. Don't forget to use advisors and parents (and ManageBac) to celebrate and support student engagement in online learning.
Seek feedback	Ask students to let you know how the learning is going, ask specific questions about learning preferences, pace and workload. Use small group chats and surveys.
Use tools	Start to shift your pedagogy away from replacing the physical classroom with the virtual to embracing the tools available to you and your students can really boost learning. Remember that students need differentiation , which does not need to add to your workload.