

# INTERNATIONAL SCHOOL OF ZANZIBAR VIRTUAL LEARNING PLAN

NURTURE. EMPOWER. LEAD.

# ISZ Virtual / Emergency Learning Plan

## Part I: General Guidelines

Conducting a regular learning program online will require a great deal of commitment and flexibility from everyone. Even though we may be physically separated, as a Professional Learning Community we must come together to overcome this challenge.

As we plan for this emergency, we need to adapt our expectations and pace of learning. We must anticipate students struggling with this new learning environment, and we carefully need to adjust the timetable, workload, etc. accordingly. For example, an A level student may be able to handle some 80-90% of the usual workload, whereas a primary student may realistically only accomplish around 50%. Please also keep in mind that even during a school closure we **MUST** continue to differentiate according to student needs.

- All teachers should have a backup of their teaching files in Google Drive.
- MS/HS Teachers will use Google Classroom on a regular basis, as a Blended Learning tool, so both teacher and students need to be familiar with the platform.
- All courses will have syllabi posted both within Google Classroom. All homework and resources for the current unit are to be posted within Google Classroom.
- In Primary, teachers will communicate with families regularly through email, shared files or photos. Primary teachers may also use Google Drive to share files with families.
- The school will continue to provide learning and emotional support as best as possible.

### Overview of Online Learning Program in Case of a School Closure

Division	1-3 Day Closure	4 day to 3 weeks	More than 3 weeks
General Guidelines	<ul style="list-style-type: none"> <li>● no tests</li> <li>● minimal assessments limited number of activities</li> <li>● flexible deadlines</li> </ul>	<ul style="list-style-type: none"> <li>● assessments completed online</li> <li>● weekly deadlines (within this week...)</li> <li>● Teams work collaboratively to balance assignments, tasks and assessments</li> <li>● use of Google Docs/Drive for submitting work</li> </ul>	<ul style="list-style-type: none"> <li>● assessments completed online</li> <li>● weekly deadlines (within each week...)</li> <li>● weekly forum for posting announcement, questions and answers and directions for the course</li> <li>● Teams work collaboratively to balance</li> </ul>

			<p>assignments, tasks and assessments</p> <ul style="list-style-type: none"> <li>• use of Google Docs/Drive for submitting work</li> </ul>
Early Years	<ul style="list-style-type: none"> <li>• Parent or guardian available to assist students with activities</li> <li>• Subject specific online resources sent via Email</li> <li>• Reading and writing at home guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Parent or guardian available to assist students with activities</li> <li>• Subject specific online resources sent via Email</li> <li>• Reading and writing at home guidelines</li> <li>• Weekly Math practice sent via Email</li> <li>• Links to useful websites updated</li> <li>• Activities for Reading posted for those students using this resource</li> <li>• Audio messages recorded and posted weekly</li> <li>• Video message from teacher posted weekly</li> </ul>	<ul style="list-style-type: none"> <li>• Same as for 3 week closure with an option to refund tuition</li> <li>• Possible recommendation to enroll temporarily in home country program if possible</li> </ul>
Primary	<ul style="list-style-type: none"> <li>• Parent or guardian available to assist students with activities</li> <li>• Homework updated</li> <li>• Math links posted</li> <li>• Subject specific online resources posted</li> </ul>	<ul style="list-style-type: none"> <li>• Parent or guardian available to assist students with activities</li> <li>• Subject specific online resources posted</li> <li>• Reading and writing at home guidelines</li> <li>• Weekly Math practice posted</li> </ul>	<ul style="list-style-type: none"> <li>• Parent or guardian available to assist students with activities</li> <li>• Subject specific online resources posted</li> <li>• Reading and writing at home guidelines</li> <li>• Daily Math practice posted</li> </ul>

	<ul style="list-style-type: none"> <li>• Reading and writing at home guidelines</li> <li>• Google Classroom updated and maintained regularly</li> </ul>	<ul style="list-style-type: none"> <li>• Links to useful websites updated</li> <li>• Activities for Reading posted for those students using this resource</li> <li>• Audio messages recorded and posted weekly</li> <li>• Video message from teacher posted weekly</li> <li>• Google Classroom updated and maintained regularly</li> </ul>	<ul style="list-style-type: none"> <li>• Links to useful websites updated</li> <li>• Activities for Reading posted for those students using this resource</li> <li>• Audio messages recorded and posted weekly</li> <li>• Video message from teacher posted weekly</li> <li>• Google Classroom updated and maintained regularly</li> </ul>
Primary Specialists	No action	<ul style="list-style-type: none"> <li>• Weekly message from teacher</li> <li>• Links to online resources posted</li> </ul>	<ul style="list-style-type: none"> <li>• PE &amp; Performing Arts teachers would provide one enrichment activity a week</li> <li>✓ Estimated time for the activity would be stated</li> <li>✓ Learning goal &amp; outcome would be stated</li> <li>• Students would interact with teacher and classmates in a forum</li> </ul>
Middle Years	<ul style="list-style-type: none"> <li>• 1 or 2 lessons posted</li> <li>• Homework posted for the equivalent of one class</li> <li>• Forum for student questions and feedback</li> <li>• Online video links to support lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons and assignments posted each week (weekly assignments, not daily)</li> <li>• Forum for student questions and feedback</li> <li>• Assessment as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons and assignments posted each week (weekly assignments, not daily)</li> <li>• Forum for student questions and feedback</li> <li>• Assessments submitted online</li> </ul>

		<ul style="list-style-type: none"> <li>• Online video links to support lessons</li> <li>• Weekly video or audio message from teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Online video links to support lessons</li> <li>• Weekly video message from teacher</li> </ul>
MY Specialists	No action	<ul style="list-style-type: none"> <li>• Weekly message from teacher</li> <li>• Links to online resources posted</li> </ul>	<ul style="list-style-type: none"> <li>• PE &amp; Performing Arts teachers would provide one enrichment activity a week</li> <li>✓ Estimated time for the activity would be stated</li> <li>✓ Learning goal &amp; outcome would be stated</li> <li>• Students would interact with teacher and classmates in a forum</li> </ul>
High School	<ul style="list-style-type: none"> <li>• 1 or 2 lessons posted</li> <li>✓ Estimated time each lesson requires is stated</li> <li>✓ Learning outcome/objective stated</li> <li>✓ What is expected upon return to school?</li> <li>• Defined mechanism (forum) for asking questions and interfacing with classmates</li> <li>• Low stakes assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons and assignments posted every 2 days, with weekly deadlines</li> <li>✓ Estimated time each lesson requires is stated</li> <li>✓ Modules: week-long; approx 2 x 85 minutes classes</li> <li>✓ Learning outcome/objective stated</li> <li>✓ Tasks &amp; products stated</li> <li>• Defined mechanism for asking questions and interfacing with classmates</li> <li>• Defined means for online</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly modules</li> <li>✓ Estimated time for each lesson stated</li> <li>✓ Learning outcomes stated</li> <li>✓ Tasks and products stated</li> <li>✓ Mechanism for "two way" communication defined</li> <li>✓ Learning pods/collaborative teams created</li> <li>✓ evaluated/graded task or product each module</li> <li>• Defined means for online submissions and feedback</li> <li>• Weekly video or audio message from teacher</li> </ul>

		submissions and feedback <ul style="list-style-type: none"> <li>● evaluated/graded task or product each week</li> <li>● Weekly video or audio message from teacher</li> </ul>	
HS Specialists	No action	<ul style="list-style-type: none"> <li>● PE &amp; Performing Arts teachers would provide one enrichment activity a week</li> <li>✓ Estimated time for the activity would be stated</li> <li>✓ Learning goal &amp; outcome would be stated</li> <li>● Students would interact with teacher and classmates in a forum</li> </ul>	<ul style="list-style-type: none"> <li>● PE &amp; Performing Arts teachers would provide one enrichment activity a week</li> <li>✓ Estimated time for the activity would be stated</li> <li>✓ Learning goal &amp; outcome would be stated</li> <li>● Students would interact with teacher and classmates in a forum</li> </ul>

## Part II: Expectations

### *Admin Expectations*

- Support and coordinate teacher efforts;
- Participate in and/or observe online lessons including video conferences;
- Communicate with all members of the community;
- Supervise of staff; have face time with each staff member at least once a week;
- Continue to provide Student Support Services.

### *Early Years and Primary*

#### *Teacher Expectations:*

- Pre-closure activities:
  - set up students accounts in Khan Academy and share login information with parents;
  - create a class account for Oxford Owl and share with parents;

- gather all resources that would be needed for facilitating learning online and being away from school
- During the Closure:
  - send a weekly newsletter to all parents with learning activities for the week; these should be outlined by weekday following the regular student timetable;
    - student should have 4 learning activities per day (1 reading activity each day, 1 math, and 2 other activities including IPC, Literacy, and/or Swahili/Art)
    - this should include extension activities for students who complete all the work that has been assigned (a separate folder in drive?)
  - provide links to relevant learning resources in the email (Khan Academy, Oxford Owl, Britannica, etc.) or attachments of documents (Eureka modules, Twinkl sheets, IPC unit documents);
  - copy administration on weekly newsletters;
  - provide feedback on learning activities which have been submitted on a weekly basis;
  - spend at least 20-30 minutes face to face time with each student (via Skype, Facetime or WhatsApp); this can be done in one session or several shorter sessions depending on the teacher/family preference;
  - answer emails from parents within 24 hours

#### Specialist teachers

- will be expected to send at least one learning activity per week to each class; students are expected to complete a task that can be evaluated; the teacher will provide feedback on that activity within one week of receiving the work;
- respond to parent/student emails/questions within 24 hours.

#### *Student Expectations:*

- Students will work with their parents to take advantage of all the learning activities provided by their class and specialist teachers and complete them within a week of being assigned;
- Participate in at least 30 minutes of face to face time with their class teacher each week;
- Ask their parents to facilitate communication with their teacher via email or during face to face time;
- Ask any questions, comments or concerns they may have about their learning.

#### *Parent Expectations:*

- A parent or guardian will be available to support the child(ren) in accessing the curriculum and resources provided by the school;
- Read weekly Virtual Learning Plan from their child(ren)'s class teachers and respond that the tasks have been received;
- Ensure that the child has access to the learning materials shared by the class teacher either online or by printing them;

- Help submit completed learning activities via email or whatsapp within the week that they were assigned;
- Share feedback provided by the teacher with their child(ren) in a timely manner;
- facilitate and participate in communicating face to face with the class teacher via Skype, Facetime or WhatsApp for at least 30 minutes each week;
- Communicate any questions, comments or concerns with the class teacher via email in a timely manner.

### ***Middle Years and Secondary***

#### *Teacher Expectations:*

- Pre-closure activities:
  - Verify that students have accounts for Google, Khan Academy, Britannica and other learning platforms and share login information with parents;
  - Homeroom teacher prepare clear expectations for students in terms of work requirements, follow up, etc. and share this with parents;
- During the Closure:
  - Having all resources available online and shared with students/parents;
  - Ensure Admin has access to your Google Classroom and/or Google Drive;
  - Ensure that all online communications are managed in a respectful and safe way;
  - Establish a student routine for learning;
  - Return student work/assignments in a timely manner;
  - Provide regular feedback on learning;
  - Having face time with each student at least once per week;

#### *Student Expectations:*

- Students will work with their parents to take advantage of all the learning activities provided by their class and specialist teachers and complete them within a week of being assigned;
- Participate in face to face time with their teachers each week;
- Set up a quiet study space conducive for learning;
- Communicate directly with their teacher via email or during face to face time; if necessary, as the parents to help facilitate communications;
- Ask any questions, comments or concerns they may have about their learning
- Complete all assignments with integrity and academic honesty
- Support your classmates.

#### *Parent Expectations:*

- Parents will ensure that students have sufficient access to the internet and a quiet study space;
- Parents will ensure that lines of communications with teachers and admin are open (email, Skype, WhatsApp);



- Parents must take an active role in ensuring that children receive and respond to information from the teacher;
- Parents must take an active role in assisting children learn;

### **Part III: Scenarios**

1. A small group of students is off-campus (quarantined students)
  - Regular classes continue on campus;
  - Google Classroom, email and other digital learning platforms continue to be used as learning tools;
  - Students who are off-site require extended lessons and units via Google Classroom or email;
  - Students off-site may participate in real-time lessons via Skype or live chat.
  
2. Campus is accessible to teachers but all students are off campus
  - Teachers follow the guidelines specified in the Virtual Learning Plan;
  - Google Classroom, email and other online learning platforms are accessible from any browser;
  - Middle and High school students login to Google Classroom to check classes and lessons; Parents change the weekly summaries to daily summaries in Google Classroom;
  - Primary students and parents receive information via email;
  - Students and parents can contact the office and ask for online learning help or email teachers for help.
  
3. One or more teachers are sick. (This is a likely scenario, and we need to plan for it. Just like during regular school, each teacher should have 2-3 days worth of emergency lesson plans. Teachers are also encouraged to plan for an entire week ahead to minimize lost time.)
  - Teacher notifies admin, students and parents;
  - Teacher uses 'emergency lesson plans';
  - Classes suspended for duration of illness;
  - admin will help out wherever possible (make sure admin has access to GC and your resources);
  - teacher will resume classes at the earliest convenience.

### **Part IV: Additional Information**

#### **Online Lesson Design**

When designing your online lessons, keep these limits and parameters in mind:

1. Feedback:
  - Students need timely feedback, especially when working online because they cannot simply raise their hand and ask a question;
  - Make it clear how you will take questions, via email or through a discussion forum;

- Monitor your email for questions and subscribe to any forum where students might ask questions so you can be alerted to a new question without needing to be watching the forum constantly;
- Avoid scheduled real-time chats for “help” sessions as not all students will be able to be online at the same time;
- There should be a clear way for students to get clarification of the task at hand, the deadline, the grade implication etc.

## 2. The Sibling Factor:

- Keep in mind that many families have only one computer for several children, so the amount of time each student should need to spend online should be kept to a minimum;
- Even though students have "all day" to do the work, please keep in mind that they have other classes too and need to complete all assignments AND may have slow connections and siblings;

## 3. Offline work:

- Not all families have printers, so make sure printing the assignment is not a requirement; it is OK if it is an option, but students must be able to do the task online and not have to have it printed out;
- Activities should include offline parts such as reading in their textbook or novels etc., talking with siblings, parents or calling friends on the phone, writing in a journal or notebook, taking pictures or videos, etc.

## 4. Workload:

- Try to keep the online lessons similar to what you might cover in class so as not to overburden the students with a huge assignment every day;
- Vary the work, like you do in class, so there are opportunities for reading and research, discussion, asking questions, and also producing written work;
- During a short-term closure, avoid tests with grade implications; during a long-term closure, try to have summative assessments be project-based, rather than tests where the students can copy answers from peers;
- Put yourself in their shoes; what will their experience be like?

## 5. Deadlines:

- Deadlines should be flexible and give students ample time to complete assignments, even more than you might give them in class;
- Keep the tasks and assignments simple and perhaps a bit lighter than usual; online learning takes longer and since the students cannot ask questions easily, the directions need to be clear and simple;
- Give the students the opportunity to work on their own schedule;

## 6. Bandwidth:

- Do not post large files that need to be downloaded; families generally have slow connections;

- Try to embed video and audio files so they can be watched online, rather than downloaded;
- If you embed video, try to keep the size small and not use HD quality;

#### 7. File Types

- Only post PDF or Google Docs for students to open as those are reasonably universal;
- Do not post PDF forms for students to fill in; they might not have a printer or a scanner to be able to send it back, and PDF files are only readable by students, they cannot type into them;
- If you want the students to submit a file, or assignment electronically, have the students submit it into their Drive folder or via email.

#### **Google Classroom:**

Consider Google Classroom an Online **Community of Learners**:

- Your colleagues, even if they are in different locations, are going through the same experience as you and can help you with ideas and resources.
- Your Google Classrooms should be seen as online communities as much as possible. i. Give students roles and responsibilities in the Google Classroom
  - Encourage them to participate in forums and discussions
  - When students do participate in forums and discussions online, encourage other students to offer feedback and encouragement
  - Give students opportunities to share resources, websites and ideas and contribute to the lessons online
  - Give students opportunities to collaborate online through group projects

Thank you for your resilience, professionalism, patience and empathy with our learners!

#### **Part IV: Child Protection and Online Safety**

As we turn to online instruction, please keep in mind these important guidelines for child safeguarding and protection in an online learning environment.

- All online lessons should be **observable and interruptible**, just like classroom lessons. Make sure that your administrators and classroom parents have a link to all video calls. Administrators and parents should be able to see all online assignments.
- It is the teacher's responsibility to share links, course codes, and other access information for any online platforms they are using with school administrators and parents, in addition to students.
- Administrators must observe lessons and video calls. Just like in classrooms, administrators don't need to stay for the whole lesson, but should drop in on calls or lessons frequently to see how things are going.
- One-on-one lessons are discouraged. It is preferable to have two adults present, or

more than one student. If a one-on-one lesson is necessary, it **must also be observable and interruptible**. Make sure your administrators know you are having a one-on-one call and have the link so they can drop in.

- Just like in the classroom, report any child protection concerns to your child protection team.
- Participate in video calls from an appropriate place in your house—not your bedroom. Encourage students to participate in video calls from a shared space, like the kitchen or living room, or to open their bedroom door if the bedroom is their workspace.
- Dress appropriately for video calls.
- Our ISZ Acceptable Use Policy remains in full effect.

Most of us are friends with members of our school community on various social media platforms. With this in mind, a few friendly social media reminders:

- Stay positive. Do not use social media accounts as a place to vent about the challenges of online instruction.
- As always, do not friend students on your personal social media accounts and do not post pictures of your students on your personal accounts.
- Please be sensitive when posting images; do not post pictures that could be perceived as taking advantage of free time. There may be some backlash from parents who think teachers are slacking. We know you are working hard to educate your students and taking breaks and weekends for self-care is necessary. Don't give the school community a reason to think you aren't working as hard as you are.
- "Your free time is your free time", but please be prepared to be contacted by students and/or parents during your free time. If you have had an evening adult beverage or two, please refrain from engaging with parents or students on social media or online learning platforms.

Thank you for keeping our students safe in all learning environments!