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**E-LEARNING AT YCIS PUDONG: PLANNING FOR FUTURE
SCENARIOS BASED ON LESSONS ALREADY LEARNED**

Updated March 2022



Contents

Page	Title
3	Rationale
4	Our Vision for e-Learning
5	Campus Closure 2020: Lessons Learned
7	Leveraging Digital
8	The Importance of Safeguarding Online
9	Potential Scenarios for e-Learning
11	Guidelines for Teachers
14	Staff Roles and Responsibilities
17	Guidelines, Roles and Responsibilities for Parents
20	Guidelines, Roles and Responsibilities for Students
20	Who to Contact?
21	ECE Priorities and Considerations
22	Primary Priorities and Considerations
23	Secondary Priorities and Considerations
24	Quality Assurance and Support for Teachers
24	References

Rationale

Campus closure in February 2020 due to Covid-19 caught everyone by surprise and presented teachers and school leaders with a plethora of unexpected and unprecedented challenges, technological and pedagogical alike, that needed to be overcome in a short period of time. As it became apparent that school was not about to reopen any time soon, we realised what we had in place wasn't enough for our students. With our staff being both highly professional and innovative, we were able to find effective solutions to the vast majority of problems faced, and it is essential that we do not forget the lessons learned, and moreover that we leverage them for the future. In capturing some of those learnings, this document is designed to set out a flexible e-Learning framework with guidelines and planning for two key potential future scenarios:

1. Emergency campus closures, e.g., due to Covid-19, typhoons, snow days, etc.
2. Lockdowns or quarantines that mean a certain individual or group of students and/or teachers may not be able to be present on campus for a period of time

In addition, many of these learnings can be applied to our normal day-to-day school setting.

It is worth mentioning that the term 'e-Learning' is *electronic* in the sense that the communication element happens online. However, this does not mean that students are working solely on their devices, and nor should they be. The learning that takes place is highly varied in its formats. Wellbeing is central to our school culture and we have a number of policies and practices to ensure that use of devices is both safe and healthy.

Furthermore, we choose the term 'campus closure' rather than 'school closure' because campus closure does not cause our school to stop running. That is, we move to an alternative setup that is responsive to the needs of the moment so that we can keep providing the very best for each student's needs.

"I think e-Learning has been positive because it is essentially like university in a way, where assignments and learning are set ahead of time, with some collaboration and meetings with teachers throughout the week. It gives students the independence to plan one's day and put emphasis on whatever subject needs more attention. It also gives more time since we do not have to commute to and from school, giving free time to supplement learning or do other activities."

Year 13 Student

Our Vision for e-Learning

At YCIS Pudong we have a clearly articulated Definition of Learning, and this remains the same whether we are on or off campus:

High quality learning is a reflective and guided process of exploration in which we build upon experiences, skills and knowledge. Effective learning is meaningful, engaging and challenging – it motivates us to want to learn more.

That said, our approach to e-Learning recognises that learning experiences teachers design when on campus often cannot simply be replicated with the same outcomes through remote learning. Online social interaction in particular looks rather different to the real-life classroom environment. This does not mean that it is worse, rather we need to find and become comfortable with alternative strategies so as to maximise the potential of distance learning.

When teachers are considering how best to plan units and lessons, we encourage them to consider how they are delivering the 'knowledge statements' in our Learning Principles, thus reflecting on the following:

- *How am I providing opportunities for students to solve problems by **connecting ideas to their own contexts**?*
- *How might I encourage **interaction and collaboration** when exploring essential questions?*
- *How am I developing **resilience and self-confidence** through opportunities for students to engage in **meaningful reflection**?*
- *How can I foster curiosity with engaging activities and resources that **stimulate inquiry**?*
- *What strategies am I using to ensure my assessment of learning promotes **timely, meaningful and ongoing dialogue** with each of my students?*
- *How am I maximising opportunities in my lessons for discussion around **cultural understanding and global citizenship**?*
- *How am I guaranteeing provision of the right level of **support and challenge** for each student?*



Scheduled Fitness Sessions – YCIS Pudong: Active Community!

Campus Closure 2020: Lessons Learned

YCIS Pudong, as with other schools in Shanghai, was not able to reopen the physical campus after the Chinese New Year holiday in 2020, and as we found our way through four months of campus closure, there were lessons learned by all our constituents – teachers, students and parents alike. Whilst nobody can predict if and when we may face such a campus closure again, there are a number of key take-aways that we have identified as crucial not to lose sight of moving forward.

1. Wellbeing comes first.

We all know that a student is not going to be in the right frame of mind for effective learning if their mental and physical wellbeing are not in place first, and this can be tougher to get right from a distance or from behind a screen. Taking the time to ask how a student, parent or colleague was doing has become more important than ever. In the experience of one Homeroom teacher, "One student I spoke to said she hadn't been out of the house in months. Asking a simple question about sport allowed her a way in, and we could then speak to parents to get the student engaging in physical exercise again and feeling more upbeat." The roles our Social & Emotional Counsellors, Section Coordinators and Year Level Leaders have played has also been pivotal, not to mention the PE department's online fitness sessions.

2. YCIS remains a connected community, even when off campus.

It very quickly became apparent that there was a great need to ensure a genuine sense of connection between teachers and students, between students and students and between teachers and teachers. On campus this comes naturally without having to think about it, but remotely it can easily fall to the wayside and requires conscious planning. Starting with synchronous learning through Zomo lessons made a great difference but ensuring time just to chat about things other than learning is a huge part of the normal school day for everyone, and it needs to be built into the e-Learning schedule. We achieved this through Homeroom sessions and Chat & Chill time, amongst others, with students, and with virtual 'Chats Around the Water Cooler' with colleagues.

3. Be patient. Be forgiving.

All staff, students and parents were living through their own fears, challenges, isolation and, in some cases, loss of loved ones. A heightened sensitivity to this has been crucial, as you never know what someone might be going through at a given moment. When we have been patient and forgiving with each other, we have found ourselves to be stronger as a whole and more supportive. For teachers, role-modelling this in class is vital, as it sets that caring and thoughtful tone that we seek to bring out in our students' character.

4. Communication is crucial.

Everybody wants clarity in a crisis. And understandably so. Yet it is precisely in a crisis situation that it is most difficult to guarantee any clear path forward. For team leaders and school leaders, this presents an extremely high degree of challenge, but we found that a combination of regular but upfront and informed communication was best. Being clear and factually accurate before saying anything was vital, even if that meant starting with a holding statement to allow more time to gather and pass on the correct information.

5. Celebrate all successes. And go to town with your celebration.

It's easy to get bogged down in a cycle of negativity with so much uncertainty, yet we have seen many students thrive with e-Learning. Some of those successes were perhaps more predictable, yet others took teachers by surprise. We have learned that this is a wonderful opportunity to celebrate student successes, thus generating optimism and positivity. We have raised the profile of our WeChat stories by giving more voice to those students; we issued e-Learning reports in Secondary; and we established an e-Learning Award for students who best demonstrated positive Approaches to e-Learning.

6. No one left behind.

On the flipside, there were of course some students whose participation and performance have dropped off during periods of e-Learning. We have come to understand the importance of monitoring attendance and interaction, then individual and caring follow-up on e-Learning through various means of communication. Whilst time consuming for teachers, if students and parents see that their participation is genuinely valued, they are more likely to thrive. In turn, this makes teachers feel happier too. All teachers will monitor attendance in e-Learning.

7. Balance consistency with innovation.

The teachers in any school are the number one asset, and it is important to allow them the space to innovate and create exhilarating learning experiences for our students, which they do so amazingly both on and offline. However, we have also heard from student surveys how they want consistency in approach to online platforms. Teachers also expressed a desire for clarity on requirements for use of different platforms and establishing the right balance.

8. Variety is the spice of life.

As Covid-19 has drawn on, we have found ourselves repeatedly looking at cancelled events in our calendar, where it was normally full of activities of all types. During campus closure, we also found that students were tiring a little of the e-Learning routine and hence decided to freshen things up a little with virtual 'Theme Days' that would have been celebrated had we been on campus. 'May the Fourth be with You' became an online STEAM event, and we celebrated Global Community Day and Climate Action Day with fun and creative student-led activities and workshops, topped off with a keynote speaker via Zomo. With a solution-focused approach, the school found that music competitions and sports challenges could not only continue but also be exceptionally fruitful.



Star Wars Cooking Challenge on STEAM Day

Leveraging Digital

In normal school life at YCIS Pudong, we harness digital technologies in order to promote a culture of deep learning by accelerating access to knowledge. The importance of this becomes heightened during campus closure or isolated quarantine when such technologies are the key tools for staying connected and managing learning.

Online or offline, YCIS Pudong will always continue normal day-to-day communications with students, parents and staff. These are remotely accessible and will function in an emergency situation.

Platform	Audience	Description
E-mail	Parents and Staff	Used for all major communications and announcements; used for setting work and sending schedules in ECE and Primary; used for sending schedules in Secondary
WeChat and WeCom	Parents and Staff	Used for filling out required health forms and other information; important school e-mails are also pushed out on WeChat
Seesaw	ECE and Primary	Used for students to complete or upload tasks and reflections
ManageBac	Secondary	Used for communication and submission of assignments, provision of resources, calendar and messaging
Classin / Zomo / Microsoft	Students, Parents and Staff	Used for live lessons, learning conferences, meetings and webinars or parent information sessions

•Rhyming •Anaphor •Alliteration •Caesura •Personification •Metaphor

The Caravan

Figures of men and horses, a caravan,
 exposed on the white. Equipped with masks,
 equipped with ropes, equipped with information
 about the curse of Brady and Hindley to deliver,
 equipped with an aura of hope. They travel inside
 the cauldron where Winter brewed a war with a
 swirling storm of screaming silver.
 The hug of a dense mist embraces the area,
 isolating the caravan. Smudged mountains shiver
 on the thick white canvas. Snow sleep still
 on the uneasy battleground and frozen river,
 rocked by the lullaby of the howling wind.

Figures of men and horses, a caravan,
 Establishes that the caravan consists of men and horses.

exposed on the white. Equipped with masks,
 Refers to how the caravan stands out against the snowy land. Also shows that the caravan is alone.

equipped with ropes, equipped with information
 The Coronavirus is compared to these two infamous murderers, emphasising that the Coronavirus is dangerous and difficult to deal with. Suggests that the caravan is on a mission to spread information, giving a heroic impression about them.

about the curse of Brady and Hindley to deliver,
 A harsh word, and refers to the devastating effects of the Coronavirus. It also shows the caravan lives through a difficult time. The caesura creates abrupt pauses, creating an unusual rhythm, which reflects how the area and the time during the Coronavirus is very rough. It also mimics the stops of the horses, which has an unusual rhythm since they are travelling across thick snow.

equipped with an aura of hope. They travel inside
 Gives the caravan a saintly impression. It also suggests that there is hope in fighting the Coronavirus, and that humanity can survive through this tough time. Compares a previous blizzard that happened in the area to a "war", showing how rough the surroundings are and how powerful the winter weather is.

the cauldron where Winter brewed a war with a
 Compares the surrounding to a cauldron, which is usually associated with witchcraft. This infers the wintry surroundings is like a spell that was cast into the area, suggesting it feels unnatural and powerful. "Winter" is capitalised, showing that the winter weather is very powerful and apparent.

swirling storm of screaming silver.
 Use of alliteration to emphasise "swirling" and "screaming", and is a metaphor. Both show how chaotic and powerful the previous blizzard was.

The hug of a dense mist embraces the area,
 "hug" and "embraces" feel welcome, which suggests that the mist from the ice feels natural and has always been there.

isolating the caravan. Smudged mountains shiver
 Shows that the caravan is alone, and visibility is limited by the mist. Gives the impression that the mist is like painting with distant shadows and lights like smudged ink. Suggests that the distant mountains and light are unclear, and keeps getting distorted and disrupted by the mist.

on the thick white canvas. Snow sleep still
 Shows that it feels natural that snow lay naturally on the ground, and the snow is not moving. Compares the mist to a "canvas" with smudged ink, suggesting that light and distant objects are faint and unclear.

on the uneasy battleground and frozen river,
 Refers to the area. This shows that the area is rough and hard to navigate, as well as giving an unpleasant feel.

rocked by the lullaby of the howling wind.
 Feels smooth and comfortable, suggesting that there is a beauty and elegance in the wintry weather. "Lullaby", which feels soothing, juxtaposes with the "howling wind", which feels powerful and devastating. This suggests that the wintry weather is still elegant even though it is strong and devastating. There is sense of friendliness here, suggesting hope in the rough times of the Coronavirus.

Use of technology to enhance learning in annotated poetry analysis – Year 10

The Importance of Safeguarding Online

YCIS Pudong has a thorough and clear Child Protection Policy and Procedures, but online learning presents a rather different scenario to the normal on-campus environment. As such we have developed a few expectations for teachers when engaging in e-Learning with a whole class, small group or individual:

1. Ensure all conferences are pre-arranged between participants beforehand at appropriate times – please ensure parents are informed when an online conference involving students is being arranged.
2. During online conferences, both staff and students should be sitting in suitable environments and dressed appropriately (i.e. not on their beds, or with highly personal backgrounds).
3. Staff should continue the same professional caring attitude and maintain boundaries in their interactions with students, as they would in the face-to-face school environment.
4. Staff should adhere to the pre-agreed starting and finishing times.
5. Staff must follow normal rules of social media use as outlined in the Child Protection Policy and Procedures, and Adult Code of Conduct for working with Students. There should be absolutely no contact with students outside of school internal and approved platforms, and communication should have an educational purpose. Staff should ensure that their personal social media is private and inaccessible to students.
6. If the staff see or hear any unusual or concerning behaviours, they must report it to the Child Protection Officer.
7. Staff are expected to record all online sessions as this will provide transparency and a useful record for everyone. Teachers should consult school recording guidelines.
8. If staff choose to use any external learning resources, materials and platforms, they should check and get approval from the related Coordinator/Department Head. When possible, staff are required to download resources prior to the lessons.
9. To avoid sharing personal phone numbers, teachers should contact the parents by email, or through the school office to arrange a video conference.
10. Before moving into a phase of e-Learning, staff should re-read the Acceptable Use Policy.

Staff should also ensure that students are made aware of and follow the procedures below:

1. Choose an appropriate place to sit for the conference e.g. ideally at their desk or dining room table. It should be quiet but able to be supervised by adults in the home.
2. Dress appropriately, irrespective of the locations.
3. Maintain appropriate behaviour and respectful interactions with staff and other students, just as they would in person.
4. Communication with other students should only be as instructed by the teachers and not on other social media platforms.
5. Inform their teacher, counsellor or Child Protection Officer if they feel unsafe in a virtual class, session or forum.
6. Report any inappropriate, harmful or illegal material to their teacher, counsellor or Child Protection Officer.

“A huge part of the learning curve has been to focus more on the wellbeing of students, and teachers, before the curriculum. It is a package and learning to manage that has been a very important part of my own development. Empathy and understanding before my own agenda - so key!”

Primary Teacher

Potential Scenarios for e-Learning

During the Covid-19 outbreak, we learned that campus closure can be forced upon the school at any time and without the opportunity to plan ahead. With ours being such a cosmopolitan city and community, families and teachers were spread out and some became stranded across the globe. Due to this experience, we now know to plan for a variety of different scenarios, and we know that they are not discrete, but often blend into one another because the transition phases can be highly unpredictable.

Scenario 1: the whole campus is forced to close

All students become engaged in full e-Learning and all teachers are off-campus.

Scenario 2: a hybrid model with certain students and/or teachers unable to be present on campus

Some students and teachers are able to attend school while others are not. This is where we adapt to a bespoke hybrid system of students dialling into classes that are happening either live on campus or remotely via conference calls. Students and teachers alike may find themselves in very different scenarios:

Scenario	Solution
Isolated students are not present on campus but in a similar time zone.	Students online for synchronous learning and join lessons as per normal timetable, with teacher or classmates dialling them in.
Isolated students overseas and in a different time zone with limited availability (Europe good for afternoon, Americas good for early morning).	Coordinators work with family to design a bespoke timetable where students join some lessons as per normal timetable, with teacher or classmates dialling them in, and provided with assignments for asynchronous learning. Teacher to hold regular check-ins for feedback and support.
Isolated teacher not present on campus.	School to provide supply teacher with absent teacher leading all planning, assessment and feedback. Teacher may dial in to teach the lessons depending on age group and time zones.
Isolated teacher not present on campus and a larger group of students also not present.	Classes may be reassigned so that the absent teacher becomes the 'e-Learning teacher' for students off campus and the new 'e-Learning class' goes fully online. This works well in Primary/ECE but is more challenging in Secondary.

This scenario is messy and requires a highly individualised approach. We have learned from experience that plans must be flexible and responsive, and that having a rigid plan may not work effectively for different demographics. Above all else, we prioritise listening to the students and parents in putting these plans together. This scenario still presents wonderful learning opportunities which we strive to maximise according to personal needs and contexts.

Getting back to 'normal'

Even getting back onto campus may not feel totally normal for some time, as students and/or teachers adapt to new routines. As staff, it is important to be mindful of and sensitive to the challenges all individuals may be facing in transition. Throughout all these scenarios, the school prioritises social-emotional support for our whole community.



Service Learning doesn't stop during lockdown: student music video to raise awareness of the importance of adhering to lockdown procedures

Guidelines for Teachers

We know that the switch to e-Learning is not a straightforward one, with so many moving parts and complexities. Whether it is one student, one teacher, or a whole school off campus, teachers must think differently about their approach to communication, lesson design, assessment, feedback and collaboration, to name but a few. The guidelines below have been drawn up based on our experiences as we have adapted to and became more skilled in dealing with this new normal. They are designed to help educators consider the challenges they have to overcome when transitioning through the different scenarios of e-Learning.

1. Know your students' conditions for e-Learning.

Before jumping head-first into curriculum, it is vital for teachers to evaluate their students' mental, emotional and physical wellbeing. How are they doing? And how are their families? Furthermore, it may not be the case that their logistical set-up for e-Learning will be ideal. Most students will have reliable internet access at home and the devices they need, yet others will not. It should be remembered that each family's circumstances will be different, and it is essential to avoid any assumptions about challenges students are facing or their ability to deal with them. School leaders will gather and share information about the students' location and circumstances, but we have learned that the landscape of the Covid19 pandemic is a constantly changing one, and we should expect the same in a future emergency.

2. Never underestimate the value of positive relationships with your students.

As per the YCIS Mission, Principles and Practices, quality student-teacher relationships are at the heart of meaningful engagement, leading to highly effective leaning and teaching. "Students who have close, positive, and supportive relationships with their teachers will attain higher levels of achievement than those with more conflict in their relationships." (Rimm-Kaufman, 2010). Given that circumstances during a period of emergency campus closure are out of the ordinary and students, teachers and families may be facing some considerable degree of uncertainty and isolation, it is absolutely imperative to find ways to build those relationships.

3. Start with the familiar.

In the uncertainty of the first days and weeks after moving to e-Learning, surveys showed that our students really valued the predictability in subjects where teachers were continuing 'as normal' with their lessons. However, although students need routines, relying too much on the same digital tools and strategies got old quickly. What engages students one day might be boring the next. It is important during e-Learning to balance keeping things fresh and interesting, but not overwhelming.

4. Set your expectations right at the start.

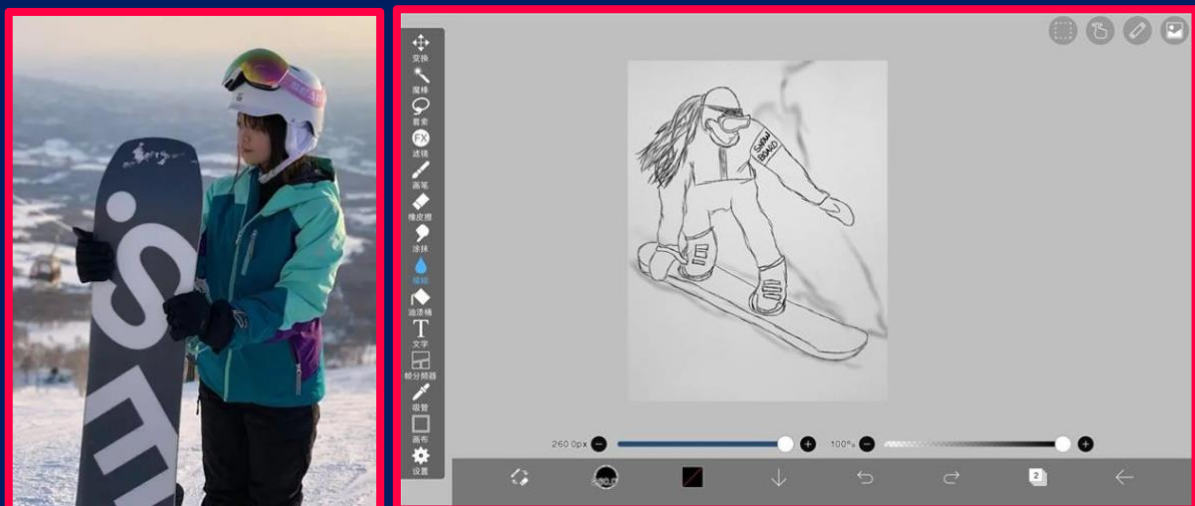
"The most positive impact with online learning experiences is the class structure that supports flexibility, organization, and clear expectations" (Crews & Butterfield, 2014). We have found that establishing course procedures right at the beginning makes a huge difference to the engagement of students and thus the depth of their learning. Clear communication around expectations on protocol for screen use, communication channels, usernames, assignment submission etc. ensures that students know what they need to do and thus makes the teacher's life considerably more enjoyable too.

5. Designers of experience; facilitators of learning.

In shifting to any scenario of remote learning, it is especially important for teachers to think of themselves as designers of experiences and facilitators of learning (as opposed to distributors of content). e-Learning places a premium on a teacher's ability to think more deeply about how to introduce concepts, design experiences, and coach students with thoughtful, specific feedback. Teachers need to establish conditions where students have a clear sense of purpose, opportunities to express themselves, and experiences that motivate them to work toward mastery. This will help students stay engaged in learning, even when they are not physically on campus.

6. Seize the moment; embrace new opportunities.

When they look back in years to come, how will your students remember the crisis that caused the school to close its campuses? On the one hand e-Learning should bring some sense of normality and routine in order to be effective, yet on the other, teachers shouldn't ignore the rich and authentic learning opportunities that may come about as a result of the emergency. A crisis might bring with it the chance to study scientific phenomena, how the media is reporting the incident, how governments are responding, and so on. It is our responsibility not to let these opportunities go to waste, and we can do this by designing responsive transdisciplinary learning experiences for our students. Rich cross-curricular and authentic learning inevitably hits traditional curriculum standards and we should not be afraid to take this leap!



"Sometimes success comes from unexpected times, and I have learned to fall and not give up because of my love of snowboarding, and this is something I now apply to my studies too. For my D&T project I was excited to make a video of myself snowboarding, then I developed sketches based on the video, and I am currently on the next stage of the project, selecting possible materials and planning the steps to manufacture my trophy. It been great to combine my passion with my school assignments!"

Year 7 Student

7. Keep collaborating.

Fostering a sense of community and shared purpose is particularly important in team building at times of uncertainty. Collaborative planning and sharing resources bring a sense of being in it together. Open communication when things do, and importantly, don't work as planned, allows us all to be stronger. Teachers should also consider

options for team-teaching online. Benefits of co-teaching arrangements include improved academic performance, increased time and attention from teachers, increased emphasis on cognitive strategies and study skills, increased emphasis on social skills, and improved classroom communities. (Walther-Thomas, 1997; Weichel Murawski & Swanson, 2001). These advantages of co-teaching online were noted by our staff during campus closure, and having two or more teachers in one 'room' also allowed for better problem-solving with technical difficulties – that constant fear!

8. Keep your students collaborating.

One of the major changes found by our students in the early stages of campus closure in Spring 2020 was that the lack of face-to-face social interaction meant they felt they were 'just doing homework' all day. Collaboration remains important online and there are many ways teachers can foster it through synchronous learning or through the design of assignments or projects which require teamwork. It is essential that students feel they are not working in silos, perhaps in a time of crisis more than any other, so teachers are encouraged to use their creativity when planning for collaborative online learning experiences.

9. Provide space for personalised learning.

E-Learning provides opportunities for students to personalise what, how, and when they learn. Students can move more flexibly and freely through content when teachers create nonlinear curricula. E-learning can also give students the chance to learn at different paces and provide opportunities for more authentic learning: what museums, galleries, concerts, or memorials might they experience where they are located? How might they share these alternative experiences with their classmates? How might students be empowered to create their own learning pathways and experiences?

10. Less is more.

One challenge confronting all teachers will be how to best streamline content and elevate the most essential learning for students. In other words, teachers should take a less-is-more perspective, including the pacing of lessons and assignments. However, some students will thrive, and activities should allow for differentiation whereby students can find extension in order to go deeper in their learning.

11. Think differently about assessment.

Assessment is one of the most challenging adjustments for teachers in e-Learning. Distance learning should be seen as an opportunity for students, individually or collaboratively, to complete written assignments, design infographics, make video presentations, or complete oral assessments via video chat, amongst others. Teachers are encouraged to consider the multiple ways a student might demonstrate the depth of their learning instead of forcing a traditional assessment method that doesn't work when not on campus. Thinking differently about assessment will positively influence the experience for students, leverage the strengths of e-Learning, and prevent frustration on the teacher's part when traditional methods fall short.

"I have found students enjoy having greater freedom to work at their own pace and not compare themselves to others. e-Learning has allowed more introverted students to attempt more questions through private chat and engage in a way they might not do so proactively in the physical classroom"

Secondary Teacher

Staff Roles and Responsibilities

Staff	Responsibilities
All Staff	<ul style="list-style-type: none"> • Take all devices and chargers home every day in case of a sudden emergency. • Regularly check that all students have access to all relevant platforms and websites, e.g., Classin, ManageBac, Teams • Have up-to-date contact information for parents to hand, as provided by the Office • Ensure to have downloaded the school VPN for off-site access to the servers and GMIS
Leadership Teams	<ul style="list-style-type: none"> • Create and distribute a plan for e-Learning • Provide suitable e-Learning platforms • Establish clear systems, structures, and channels of communication for faculty, staff, families, and students in the event of this plan being activated • Support teachers, students and families shifting to a distance learning environment • Help teachers implement the plan for e-Learning and ensure high-quality learning experience for all • Gather and analyse feedback from all stakeholders regarding the effectiveness of e-Learning
Coordinators, Year Level Leaders, Heads of Department	<ul style="list-style-type: none"> • Support teachers and teams in the implementation of the plan for e-Learning • Share both internal and external examples of outstanding e-Learning experiences. • Share 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 • Visit online classes and provide feedback and support for teachers to ensure a high-quality learning experience for all • Liaise with Leadership Teams to reflect on adjustments or areas for improvement that could be implemented to enhance e-Learning
Class or Subject Teachers	<ul style="list-style-type: none"> • Collaborate with other members of the team or department to design effective learning experiences for students • Communicate frequently with students and, as needed, with parents • Provide timely feedback to support students' learning • Reflect on the Guidelines for Teachers shared above and how you can implement them • Report on student progress as required

Student Support Teachers	<ul style="list-style-type: none"> • Communicate regularly with the subject or classroom teachers who teach students on the Student Support register • Offer to scaffold or modify assignments, as necessary, to support subject or classroom teachers • Help subject or classroom teachers differentiate lessons and activities for the students who need support • Communicate regularly with students who receive support and/or their parents to ensure they have success with e-Learning • Provide supplementary learning activities for students who may benefit from additional practice to close curricular gaps • Liaise with Coordinators/Year Level Leaders to reflect on adjustments or areas for improvement that could be implemented to enhance e-Learning
Secondary Homeroom Teachers	<ul style="list-style-type: none"> • Provide guidance and support for students to help monitor and support student wellbeing • Administer wellbeing surveys to gather data on student wellbeing • Use virtual platforms to conduct check-ins with students in their cohorts • Communicate with parents as needed
Counsellors	<ul style="list-style-type: none"> • Serve as liaison for communication with students/families in crisis • Host office hours at set times for students to access counselling sessions virtually • Provide workshops for staff, students and parents as needed • Help analyse survey data on student wellbeing • Keep relevant leaders and teachers informed of any major concerns
University Guidance Counsellor	<ul style="list-style-type: none"> • Evaluate timeline for university applications and support students in submitting their applications • If needed, help students locate testing centres near them for SAT or other external exams • Host office hours at set times for students to call in and access support virtually; encourage students and families to schedule these meetings • Keep parents, leaders and teachers informed of important updates
Librarians	<ul style="list-style-type: none"> • Collaborate with colleagues to find resources for high-quality e-Learning experiences and research • Regularly check in with subject and classroom teachers to identify ways to support their design of learning experiences • Maintain and update online library site for obtaining resources

- Be available for teachers and students as needed for support

Technology Integrators

- Review and develop how-to tutorials, ensuring teachers, students, and parents have the necessary manuals to excel in an e-Learning environment
- Continually monitor the needs of teachers, students, and parents and troubleshoot as needed
- Be available to provide on-demand tech support help

"Student agency on individual time management to compete assignments has been a notable success - many students have reported back that they excelled with this flexible approach to organisation."

Secondary Teacher



Blended approach, with some students keeping physical distance in class and those overseas connecting online

Guidelines, Roles and Responsibilities for Parents

The transition to e-Learning will be challenging for families. Parents will need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children's learning. Some students will thrive with aspects of e-Learning, while others may struggle. The guidelines provided below are intended to assist parents in thinking about what they can do to help their children find success in a distance learning environment.

1. Parental involvement has a positive impact.

We know from a meta-analysis carried out by Hill and Tyson (2009) that "parental involvement during middle school is positively related to achievement", especially where it creates an understanding about the purposes, goals, and meaning of academic performance; communicates expectations about involvement; and provides strategies that students can use. We found this to be especially true during the course of e-Learning in Spring of 2020, with a strong correlation between students reporting their parents as very involved in their e-Learning and their ability to deal well with learning in a new environment. Thus, there is a clear message: talk regularly and supportively to your child about their learning goals, routines and needs.

2. Establish (or review) routines and expectations.

In February 2020, parents were encouraged to establish routines and expectations as YCIS Pudong families moved to e-Learning for the first time. Many parents did so, which was critically important to their children's success as the campus closure went on. Some parents did not establish routines, instead leaving their children to figure out how best to learn on their own. Should families again be forced to move to e-Learning, it is important that they do not simply default to the routines established last time. Rather, parents and students should have a conversation about what worked, what didn't, and what needs to change. It is important that parents set expectations for how their children will spend their days before the e-Learning starts, not some time later, after it becomes apparent your child is struggling with the absence of routine.

3. Define (or review) the physical space for your child's study.

It is vital that you help your child establish a regular location where they will spend most of the time learning. Why not ask your child about their needs and guide them in creating a set-up that will facilitate optimal learning? It should be a place that can be quiet when needed and it will need a strong wireless internet signal. We recommend that their workspace has natural lighting, comfortable seating and is free of distracting items. It should also be a place where you can monitor and support their involvement. Key to success in e-Learning is that parents are as engaged as possible with their child's studies, and the physical environment has a significant impact on this, so it is worth taking seriously.

4. Monitor communications from your children's teachers.

Teachers will communicate with parents through email, when and as necessary. The frequency and detail of these communications will be determined by your child's age, maturity, and degree of independence. YCIS Pudong wants parents to contact their children's teachers. However, we ask parents to remember that teachers will be communicating with a great many other families, and that communications should be

essential, succinct and self-aware. We also encourage parents to have their children explain the platforms teachers are using with them.

5. Begin and end each day with a check-in.

Parents are encouraged to start and finish each day with a simple check-in. In the morning, ask what your child is learning today. What are their learning targets or goals? How will they spend their time? What resources do they require? What support do they need? This brief grounding conversation matters. It allows children to process the instructions they've received from their teachers. It helps them organise themselves and set priorities. Older students may not want to have these check-ins with parents (that's normal!), but they should, nevertheless. Parents should establish these check-ins as regular parts of each day to help manage independence or lack of structure. These check-in routines need to be established at the start of the e-Learning period, i.e., before students have the chance to fall behind or begin to struggle.

6. Take an active role in helping your child own their learning.

In a regular school day, your child engages with other students or adults dozens if not hundreds of times. These social interactions include turning to a peer to exchange a thought or idea, participating in small or large group discussions, asking questions for clarification, collaborating on group projects, laughing at a joke on the playground, and countless other moments. While some of these social interactions will be re-created on virtual platforms, others will not. Human beings learn best when they have opportunities to process their learning with others. Beyond the check-ins recommended at the start and end of each day, parents should regularly circle back and engage with their children about what they're learning and how they are feeling.

7. Don't complete assignments for your child.

It's important that your child owns their work, even when they are struggling. In the meta-analysis by Hill and Tyson (2009), parental involvement pertaining to homework assistance and supervising or checking homework was the only type of involvement that was not related with achievement. It may be tempting to 'help' them, but this perceived assistance typically has a negative effect, because students need to process their learning themselves. If your child is really struggling with a particular topic or concept, the best way to move forward is for them to have a conversation with their teacher about it, as the teacher will then be able to find strategies to consolidate their understanding. Parents should encourage, ask questions and reassure, but certainly not do the work for their child.

8. Establish times for quiet and reflection.

A huge challenge for families with multiple children will be how to manage all of their children's needs, especially when those children are different ages and are working towards different curricular expectations. There may be times when siblings need to work in different rooms to avoid distraction. Parents may even experiment with noise-cancelling headphones (no music necessary!) to block out distractions.

9. Ensure regular physical activity and exercise.

Make sure your children regularly take opportunities to move and exercise. This is vitally important to their health and wellbeing, as well as to their learning. YCIS Pudong's PE teachers will recommend activities or exercise routines, but it is important for parents to model and encourage exercise! Better still, find ways to exercise as a family. Think also about how your children can pitch in more around the house with

chores or other responsibilities. Don't let your children off the hook – expect them to pitch in and to be active!

10. Remain mindful of your child's stress or worry.

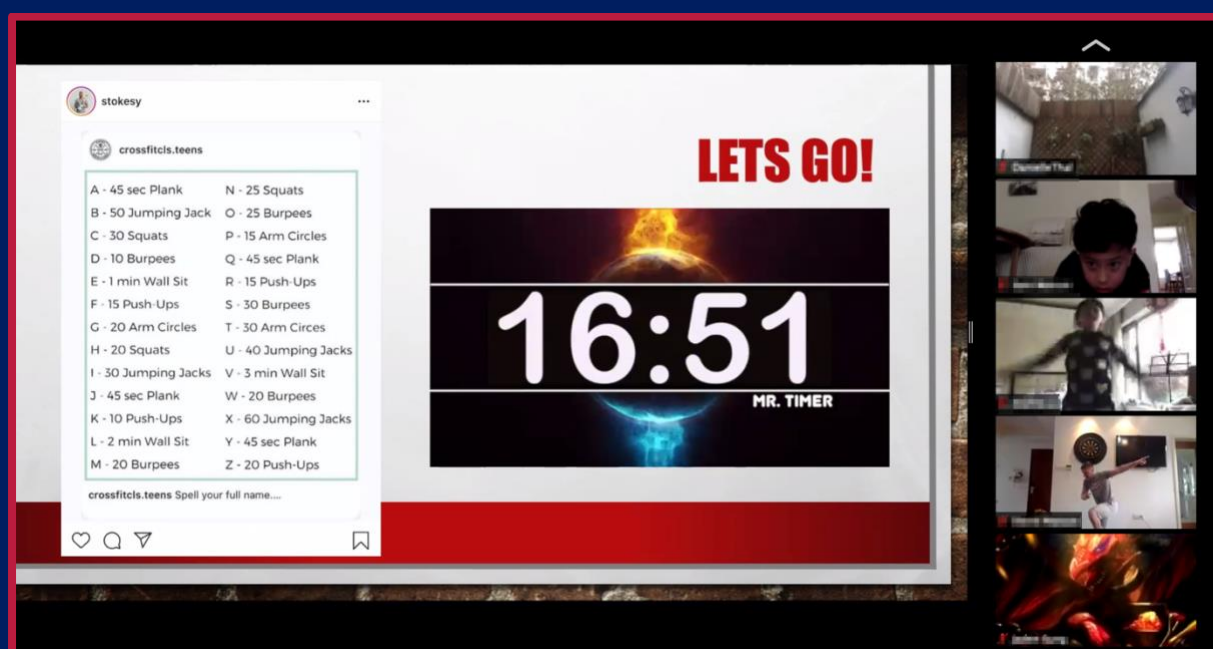
Should families need to move to e-Learning, it will inevitably feel like an uncertain time. It is imperative for parents to help their children manage any worry, anxiety and range of emotions they may experience. Difficult though it may be, do your best not to transfer your own stresses to your children. They may be out of sorts, whether they admit it or not, and need as much normalcy as parents can provide. Don't forget that the School Counsellors are also available online for appointment if your child wishes to talk through issues they are facing.

11. Monitor how your child is spending time online.

YCIS Pudong does not want its students staring at computer screens for 7-8 hours a day. It can be difficult to find the right balance between online and offline learning experiences, and parents should play a role in this by monitoring their child's use of devices and minimising distractions to ensure that their screen time is being used effectively. We also encourage continued involvement in non-curricular activities that students would normally be involved in – practising a musical instrument, reading for pleasure, playing board games, sports etc.

12. Keep your children social but set rules around social media interactions.

For a prolonged period of e-Learning, students start missing their friends, classmates and teachers. Help your children maintain contact with friends and see them in person when circumstances permit. Please do monitor your children's social media use. Social media apps such as WeChat, Instagram or TikTok are not official, school-sanctioned channels of communication. Remind your child to be polite, respectful and appropriate in their communications and to represent your family's values in their interactions with others.



Taking on Stokesy's Challenge – one way the PE Department motivated our community to keep active

Guidelines, Roles and Responsibilities for Students

- Establish clear daily routines for engaging in the learning experiences. You may wish to use one of our school-provided planning tools for this purpose.
- Identify a comfortable, quiet space in your home where you can work effectively and successfully.
- Regularly monitor online platforms to check for announcements and feedback from your teachers.
- Complete assignments with academic integrity, 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 need additional support.
- Collaborate and support your YCIS Pudong peers in their learning.
- Comply with YCIS Pudong's Acceptable Use Policy, including expectations for online etiquette.
- Proactively seek out and communicate with other adults at YCIS Pudong as different needs arise (see below).

Important Requirements for Live Sessions

- Students should choose an appropriate place to sit for the conference (e.g., their desk or dining room table – quiet and private but not overly personal).
- Students should maintain appropriate behaviour and respectful interactions with staff and other students, just as they would in person.
- Students should wear school uniform for online live sessions.
- Students should not be messaging or communicating with other students on other social media platforms during lessons.
- Students should ensure their cameras are switched on and they can be clearly seen in view, but microphones should be muted unless asked to speak.

Who to Contact?

For questions about...	Contact
A course, assignment or resource	The relevant teacher
A technology-related problem	RP - garfield.yuan@sh.ycef.com CP – daniel.li@sh.ycef.com Whole School - amitap@sh.ycef.com
A personal or social-emotional concern	The relevant school counsellor: RP – jamie.hoel@sh.ycef.com CP – laura.muir@sh.ycef.com
Other issues related to e-Learning	Your homeroom or class teacher

"I have really enjoyed my DT and artwork over the last few weeks because I feel like it was really productive to be able to take a break from screens and do some creative designing and sketching. I found it very relaxing and just very enjoyable."

Year 9 Student

ECE - Priorities and Considerations

- After receiving initial notice about campus closure or students/teachers in lockdown/quarantine, relevant leaders will send an email to parents with division-specific information. This will be followed up as needed by the child's teachers.
- We will not hold online classes for K2 students. During the time that our campuses are closed, we will not charge fees to the K2 parents. K2 teachers will be reassigned to support other year groups.
- As the K3 and K4 students are a little older and mature enough to participate in online activities, we will offer online classes. K3 and K4 parents will have the option of whether or not their child will participate in online classes.
- The main tools for communication between teachers and families will be email and the SeeSaw app.
- It is important that the main characteristics of effective learning continue through our e-learning programme. Therefore, it is necessary to continue providing activities which allow for exploration and playing, active learning, Life Skills, physical movement, creating and thinking critically.
- Learning experiences during e-Learning will be supported with optional open-ended creative activities assigned on SeeSaw, requiring minimal screen time.
- The ECE Team will provide families with opportunities to maintain and develop social and emotional skills, literacy growth in both Chinese and English, numeracy skills, fine and gross motor skills through:
 - Daily connections in live sessions
 - Guided activities, experiences and challenges
 - Support for families as we all work together on e-Learning

Daily e-Learning Sessions

Each day, the teachers will provide live sessions in the following areas. Each session will focus on the connections between teacher and students as learning is built upon in a holistic emergent manner.

- English
- Chinese
- Co-teaching
- Active Kids

Note, sessions such as English and Chinese language will be repeated, where necessary, to accommodate time zones and to ensure smaller teacher-student ratios.

Flexible Learning

Extended activities offer opportunities to explore and develop new skills. These may include practising physical activities; Librarian story reading; Music activities; Art; focus on wellbeing

Time Frames for Live Sessions

Approximate session times are as follows.

- K2: 15-20mins
- K3-4: 20-30mins

Primary - Priorities and Considerations

- After receiving initial notice about campus closure or students/teachers in lockdown/quarantine, relevant leaders will send an email to parents with division-specific information. This will be followed up as needed by the child's teachers.
- The main tools for communication between teachers and families will be email and the year level blog.
- To ensure the integrity of our curriculum and effective delivery of quality teaching and learning, it is important to maintain a sense of routine based around our regular school day as much as possible. Thus, students and staff will continue to follow a timetable as they would at school.
- Students will have both off- and on-screen learning activities and tasks designed to engage learners in experiences that connect to current curriculum. Students will be expected to check the daily blog and complete assignments set by their teachers as well as engaging in live sessions.
- Daily/Weekly blog posts with assigned work will be posted from 6pm the day before to allow parents to ensure their children are prepared for the tasks.
- Timely feedback will be provided to support students' learning.
- Students should not work longer than a typical school day. If everything isn't finished, we recommend that parents let the teacher know what was not completed.

Synchronous Learning through Live Sessions

- Students will have several live sessions for different classes each day. A timetable will be provided for all live sessions. On a typical day, this will include around six sessions.
- Just as it is important to attend school daily to take advantage of the full range of learning activities, we encourage all of our students to actively participate in live sessions as these are an essential component of e-Learning.
- Core subjects such as English, Mathematics and Chinese language and Active Kids will be offered once a day.
- Topic lessons will be conducted at least twice a week.
- Specialist lessons will be offered through the week.
- If students are not able to attend online lessons, a recording will be sent out.

Time Frames for Live Sessions

Session times are as follows. These are approximate times, according to needs at a given moment. Each session will typically include time for interaction as well as for individual classwork.

- Year 1: 40mins
- Years 2-4: 45mins
- Years 5-6: 50 mins

Secondary - Priorities and Considerations

- After receiving initial notice about campus closure or students/teachers in lockdown/quarantine, relevant leaders will send an email to parents with division-specific information. This will be followed up as needed by the child's teachers.
- Teachers will set assignments using ManageBac. These assignments may themselves contain the relevant resources or may be linked to other sites depending on the needs of the subject. Due dates for all assignments will appear on the calendar in ManageBac.
- 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.
- Because the needs of different subjects are extremely diverse, provision for e-Learning in Secondary will look more varied than in other sections of the school. Planning will be carried out to ensure the learning experiences are maximised according to the specific area of the curriculum, and as such more practical subjects may look rather different to less practical ones.
- Students are encouraged to be proactive in reaching out to teachers when they have questions or are unclear about assignments.
- The Counsellor, Homeroom Teachers and relevant section Coordinators are always available to support students with academic, social, or emotional needs. Students are encouraged to be proactive in reaching out to schedule an appointment if they would like to talk through an issue they are facing.

Synchronous Learning through Live Sessions

- Secondary students are expected to be independent in their approach to e-Learning and this is reflected in the requirement for them to manage their own schedule according to their individual timetable.
- Live lessons will be scheduled in accordance with our normal six-day timetable. Teachers will only arrange live sessions in the normal scheduled lesson time, unless there is a need for a class before/after school to accommodate differing time zones or provide extra support.
- All live sessions for synchronous learning will be scheduled using the calendar function on ManageBac. Teachers will schedule these by 15:30 on Friday of the previous week in order for students to be able to map out their week ahead.
- A live session will last 30-50 minutes according to curricular needs at that time. These live sessions will be supplemented by assignments to be completed in the students' own time.
- In addition, every day the PE department will provide an optional (but popular) 'Active Kids!' workout session during morning recess to help our students get the movement needed to keep their brains alert during the day.
- Friday assemblies will continue as normal using the Zomo webinar account.

Quality Assurance and Support for Teachers

Our top priority during any e-Learning scenario is continuing to provide the best possible educational experience for each of our students. Abrupt change to routines is challenging for everyone and we have mechanisms in place for quality assurance purposes:

- Teachers have been trained in how to maximise the use of relevant online platforms. However, we also know that sometimes what is needed is a handy reference guide for that moment when you can't remember how to access certain information or perform a certain task, and hence we have put together a bank of EdTech how-to video guides and resources for our staff.
- Meeting time has proved beneficial for sharing expertise regarding effective strategies for e-Learning, and therefore we keep to our meeting schedules whether one teacher is off campus or whether we all are.
- In a normal school setting, our classroom doors are open and teachers regularly do lesson drop-ins or learning walks, as this approach to more traditional 'lesson observations' has been shown to enhance learning for students. Providing feedback on e-Learning drop-ins has been well received by our teachers. Leaders will carry out virtual learning walks if the campus is closed, allowing them to have oversight on what is working well and areas where expertise could be developed or shared more widely.
- For longer periods of e-Learning, we send Progress Reports home. This is to ensure parents, students and teachers are all on the same page with regards to progress during the e-Learning period.
- Finally, we listen to our students. Much anecdotal feedback from students to teachers has helped them hone their skills online, and we encourage teachers of older students to carry out targeted student surveys, just as we would do periodically in the normal school setting.

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