



GUIDELINES FOR PARENTS AND STUDENTS LEARNING @ HOME

Introduction

At TMS, given the current exceptional circumstances, we are proud to initiate the launch of our TMS Learning @ Home program.

It is our hope that our students feel empowered to make choices about how they reach clearly defined learning goals; be engaged in [online] collaboration to solve authentic problems; feel safe to take intellectual risks while persevering through challenges; be supported with modeling, differentiation, specific feedback, and opportunities for reflection and revision; and, will continue to be passionate, intrinsically motivated, and inspired to action.

The success of our Learning @ Home endeavour is a partnership and is dependent on careful planning by our dedicated faculty, appropriate student motivation and engagement, and strong parent support for this alternative mode of instruction. The result of such learning experiences will expand student academic progress and attend to student social and emotional well-being.

The purpose of this document is to outline how TMS will continue to offer a Blended Learning model, which includes both an Asynchronous Learning Environment as well as Synchronous, real-time engagements.

- An Asynchronous Learning Environment is a learning environment that does not require participants, teachers, and students to be online at the same time. This will allow for students to finish some of the work on their own time and rate.
- Synchronous, real-time engagements are opportunities for students to participate in engagements with their teachers and classmates at an established time to allow for interactions in real time. Synchronous engagements will not only support learning but also provide a venue for social interactions, aiding the well-being of our students through real-time engagements.

We will be monitoring student progress, and feedback from parents, students and teachers will help us with feedback to make improvements to the experience.

The following Online Platforms support both Virtual Learning and faculty/student/family collaboration to ensure a quality student learning experience when planning and delivering remotely:

- TMS email and ManageBac are the communication tools used to contact and communicate with TMS families.
- Google Suite (school issued @ga.tmsschool email ids), which includes Google Hangouts, Google Classroom, Office 365 tools, ManageBac, will continue to be used, Some classrooms might use additional tools like Zoom.



In addition to the above resources, we encourage faculty, students, and parents to contact helpdesk@tmsschool.ca for any tech related questions. This account is managed by our Online Tech Support Team. They will triage concerns and connect with the inquiring party likely by phone.

Roles and Responsibilities (School)

Leadership Team:	<ul style="list-style-type: none"> ● Develop divisional plans for distance learning. ● Communicate with faculty/staff and parents. ● Support faculty/staff and parents during Learning @ Home. ● Ensure effective implementation of the Learning @ Home plan and accountability to student learning.
Subject Teachers:	<ul style="list-style-type: none"> ● Collaborate with colleagues to design Learning @ Home experiences for students in accordance with divisional plans. ● Develop high-quality student learning experiences. ● Communicate with and provide timely feedback to students. ● Communicate with parents, as necessary. ● Assess students on an on-going basis giving both formative and summative opportunities for them to demonstrate their learning.
Learning Support Teachers:	<ul style="list-style-type: none"> ● Partner with classroom teachers to accommodate the Learning @ Home curriculum they are providing to the learning support students in their caseload. ● Communicate with all parents of IIP students in their caseload the first week regarding the online learning plan. ● Recommend to parents and teachers other online learning platforms learning support students might be able to access at this time. ● Connect with students and support them for learning strategies including time management.
IB Coordinators	<ul style="list-style-type: none"> ● Remain in contact with the IBO ● Communicate information from the IBO to teachers, parents and students, as it becomes available.
Counsellors:	<ul style="list-style-type: none"> ● Connect with students and support them for self-regulation, anxiety and/or wellness strategies. ● Provide developmentally appropriate resources as required.

	<ul style="list-style-type: none"> ● Respond to counselling needs of students, as needed. ● Ensure continuity of the processing of student files for university applications.
<p>Online Tech Support Team:</p>	<ul style="list-style-type: none"> ● Provide timely responses to student, family, and faculty requests regarding technology issues. Email helpdesk@tmsschool.ca for support.

Roles and Responsibilities (Students and Parents)

<p>Students:</p>	<ul style="list-style-type: none"> ● Dedicate appropriate time to learning, comparable to a school day and/or as guided by your teacher/s. ● Check appropriate online platforms for information on courses, assignments, and resources daily. ● Punctually attend the regular synchronous engagements offered by each of their teacher/s. ● Identify a comfortable and quiet space to study/learn. ● Engage in all learning posted with academic honesty. ● Submit all assignments in accordance with provided timelines and/or due dates. ● Abide by the TMS Acceptable Use of Technology Policy ● Ensure your own social and emotional balance by keeping healthy active lifestyle habits.
<p>Parents:</p>	<p>Support their child/ren in their learning by:</p> <ul style="list-style-type: none"> ● Providing an environment conducive to learning (access to technology, safe and quiet space during school hours). ● Engaging in conversations on posted materials, assignments. ● Monitoring time spent engaging in online and offline learning, including variables like that of preferred asynchronous times (morning, afternoon, evening). ● Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play. ● Monitor MB updates and be sure to check in with your child daily about the virtual learning tasks, activities and assessments they are working on. ● Ask your child to provide a brief summary of the learning he/she is engaging in for each class to ensure their understanding of the

	<p>content and of the process they are being asked to engage in to demonstrate their learning.</p> <ul style="list-style-type: none">● Ask your child about their deadline calendar and support them, as needed, in submitting assignments according to the established deadlines.● Remind your child to email his/her teachers if your child or you have questions or if they need extra help and support.
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Overview of Upper School protocols:

During campus closure, students will participate in meaningful learning experiences in each of their classes, even though they will not be physically present on campus. Learning @ Home will follow the 8-day rotation, with classes beginning on Day 6, Tuesday, March 24, 2020.

IB Specific Information:

All members of our Upper School communities connected with externally-assessed courses – IB teachers, students, and parents of DP students – are aware of the additional pressures related to this unexpected transformation of in-school instructional time to distance learning.

The DP coordinator is getting updates from the IBO about deadlines and exams. We will circulate appropriate and relevant information to the Class of 2020 and continue to update the information as it becomes available.

Upper School Learning @ Home Plan

Content and Timing:

Students will be provided with a clear daily learning outcome(s) for each class to ensure they know what learning they need to accomplish each day. The daily learning outcome(s) will ensure continuity of learning that is clearly connected to their learning in prior classes and the classes following.

Synchronous Interactions:

- Students will engage in synchronous, or real-time, engagement with their teachers and classmates using the specified platforms during their timetabled classes.
- Teachers will engage in real-time with students in the following ways:
 - Individual: Students may request help by making appointments with their teachers or counsellors at an agreed upon time.



- Scheduled Office Hours: Students can join office hours to ask questions or discuss learning with their teachers and classmates during specific times established by teachers.
- Structured Synchronous Learning: Teachers or counselors may invite students to participate in a real time class meeting/lesson or in a small group work session.

Asynchronous Interactions:

- Daily learning targets, lessons, and materials will be posted through MB and Google Classroom. Teachers will provide a video and/or screencast to introduce the lesson and/or to provide instructions.
- Teachers will provide an estimated duration for all learning activities.
- Students may be expected to participate in discussion posts.
- Unless a student is travelling and is not in the country, deadlines are expected to be adhered to. Students who need extensions should follow the usual protocol of connecting with Ms. McLean.

Assessment and Progress Monitoring:

- Teachers will use a variety of assessment tasks to inform instruction, improve learning, and report on student achievement.
- TMS is currently looking for the best way to allow teachers to design assessment instruments and create environments that assist students in making good choices related to issues of integrity. This could include:
 - Using an assessment monitoring system like lockdown browser or turnitin.com
 - Developing a class honour code;
 - Establishing clear expectations and guidelines for use of sources and collaboration and including them as part of the assessment task;
 - Post-assessment authentication through student reflection or teacher: student dialogue; or
 - Creating assessments that allow for student choice and development for how they will demonstrate their learning.

Formative and practice tasks:

- Students must complete assigned non-graded assessments that provide a check for understanding. These may include (but are not limited to) discussions, forms, polls, and/or reflections.
- Teachers will monitor student progress with ongoing and regular feedback.
- Teachers will determine when summative assessments are administered based on the data collected from formative assessments.
- Late submissions of formative assessments may not always receive timely feedback.



Summative tasks:

- Students must complete assigned graded assessments to measure progress against learning targets. These may include (but are not limited to) electronic portfolios, electronic quizzes/tests, writing assignments.
- Clear instructions on where/how to turn in assignments will be provided to students.
- Teachers will provide feedback to students at regular checkpoints on tasks that extend over multiple lessons.

Special arrangements may be made for specific types of assessments (e.g. oral exams, performance assessments, IB internal assessments). Students will be informed if they must participate in such an assessment.

We thank you once again for your consistent and unwavering support as we work together to deliver continuity of learning during this challenging time. Do not hesitate to reach out to our administration and faculty if in need.

Sheila Thomas
Head of Upper School

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