



Continuity of Learning Plan

This plan provides a framework for ensuring the continuation of high-quality teaching and learning during circumstances resulting in campus closure or that otherwise prevent access to the school facility and that results in a need to shift to remote learning. Remote learning refers to the school-directed delivery of academic programming through online or other means, and student-directed learning activities, in a setting other than the school campus. Most often, remote learning will occur while students are in their own homes.

The school instructional philosophy during periods of remote learning due to campus closure is that, although the campus is closed, school is still open. Regardless of the situation or learning setting, teachers and support staff remain committed to providing high quality teaching and learning and maintaining high standards and expectations for student success. The inability to meet together on campus forces traditional teaching methods and structures to change, but teachers will always continue their focus on meeting the needs of all students, regardless of the learning setting. Learning is continuous – closing the school campus does not stop the learning!

REMOTE LEARNING PRIORITIES

When engaged in remote learning, the school program will emphasize these factors:

Health and wellbeing: The safety, health, and wellbeing of our students, teachers, and other staff members is our highest priority and will take precedence over all other goals and objectives. Effective teaching and learning can occur only when school community members feel safe and secure, and free from physical, social, and emotional concerns. Events that cause the school to close result in stress for all community members. Effectively managing this stress is of critical importance if learning is to occur.

Our Vision
**Empowered to become
citizens the world needs**

Parents as partners: Student learning is always the result of a productive partnership between the teacher, student, and parent. While teachers remain responsible for designing and delivering appropriate learning experiences, remote learning at home requires

an active commitment by parents to provide the necessary structure and support to ensure success. This requires an adjustment to the usual home routine and structure and demands that parents provide the guidance and flexibility to support learning in the home setting.

Flexible learning structure: Remote, at-home learning cannot replicate in-class learning activities and experiences. However, although it looks different than onsite learning, remote learning is real school. The daily schedule may be different but teaching and classroom expectations remain the same. Teachers will continue to provide some direct instruction by live or recorded video, but students will spend much of their time learning independently through guided peer interaction and discussion, reading (assigned and through personal choice), writing and reflective analysis, practice, exploration using online resources, creative arts and hand-on projects, exercise and physical activity, service to others, family activities and social interaction, and community outings and travel. While we believe that the school is the best location for a full learning experience, high quality learning and growth can also happen at home.

Our Mission

TGA serves a culturally diverse community and facilitates the growth of each student's unique capacity through high academic standards and real-world application, practical leadership experiences, character-building and opportunities to serve our local and global communities.

OPPORTUNITIES AND CHALLENGES

The best choice for learning is to regularly attend school on campus. However, while more challenging, learning from home provides unique opportunities to connect with new ideas and explore new interests. The online world provides limitless and immediate access to people, places, and ideas that enhance thinking and support further learning. Self-directed learning gives students more freedom to focus on concepts about which they are passionate or curious, and to construct learning that is more meaningful to them. While personal connections with teachers and friends may be limited while the campus is closed, students have the opportunity to explore new interests and connect with peers and mentors throughout the world.

Self-directed learning also helps develop and reinforce essential life skills for students. Research has shown that, when students assume some of the responsibility for their own learning, they develop better self-confidence and self-discipline. They become better managers of their own time and develop better motivation to do what is important to them. They become better advocates for themselves and are better able to articulate their needs. The independence and tenacity students develop when responsible for their own learning are qualities that will serve them well in their adult lives.

Understandably, the inability to be at school, and uncertainty about the future, leads to stress and anxiety for all members of the school community, and requires extra flexibility, understanding, patience, and persistence as problems are managed and adjustments required. Key to a successful outcome is clear, direct, and frequent communication about individual and collective needs, a solution-oriented approach to problem-solving, and a variable structure to ensure that teaching and learning continue.

TECHNOLOGY SYSTEMS AND ONLINE PLATFORMS

Successful transition to learning at home relies on maintaining an online connection between students and teachers. While all remote learning does not necessarily require internet access, teachers will use these platforms to provide instruction and communicate with students and parents about expectations and learning. When necessary, printed materials will also be made available.

Platform	Audience	Purpose
Email	All	Official communication from the school
Microsoft Office 365 (including Microsoft Teams)	Middle School High School	Live and recorded class sessions, student-teacher communication, assignments and student work
Zhumu	Primary (PK-5)	Live and recorded class sessions, student-teacher communication Video conferencing, Virtual Coffee Chats, Parent Workshops
Seesaw	Primary (PK-5)	Family communication, posting and submission of learning activities
Zoom	All	Video conferencing
PowerSchool	Middle School High School	Assignment scores and grades
JumpRope	Primary (K-5)	Learning progress reporting and Parent Portal (mid-term, end of term)
WeChat	All	Informal communication, class WeChat groups
TGA Website	All	Resources and updates

TEACHING AND LEARNING STRUCTURE

Remote online learning will not always replicate the regular school schedule and daily structure. The focus will be on providing engaging and thought-provoking instructional activities that encourage independent, student-led learning. The structure will vary by grade level and will include synchronous (at the same time) and asynchronous (independent) instruction and student work. Generally, the structure will follow the guidelines explained below:

Pre-Kindergarten

Learning Experience

- Synchronous (live) sessions: 15-30 minutes (will be recorded)
- Asynchronous: 15-20 minutes + additional time as needed
- Teachers will be available for individual help during scheduled office/support hours
- Classes meet online according to the following schedule:

Pre-K Schedule

	DAILY	Online Platform
8:00-8:30	Journal	Posted to SeeSaw
8:30-9:00	Greeting Time and Small Group Time	Zhumu + Breakout rooms
9:00-10:00	Break & Snack	-
10:00-11:15	Planning Time, Work Time, Recall Time	Posted to SeeSaw
11:15-11:30	Large Group Time/Story Time	Zhumu
11:30-11:45	Break Time with Ms. YuanYuan and Ms. Ning	Zhumu
11:45-2:45	Lunch Nap/Quiet Time Choice Board	Posted to SeeSaw
1:45-3:00	Office/support hours	Contact via SeeSaw, Zhumu, WeChat as needed.

In addition to directed learning, students should:

- Read with your parent every day - books may be checked out from the library
- Participate in chores and family activities
- Be active and keep to a healthy routine
- If possible, enjoy being outdoors

Grades K-5

Learning Experience

- Synchronous (live) sessions: 20-30 minutes per class using Zhumu (K-2) and Teams (G3-5)
- Asynchronous (independent): 10-20 minutes per class
- Activity and project resources will be uploaded in Seesaw (K-2)
- Seesaw (K-2) and Teams (G3-5) will be used for communication around teaching and learning
- Support teachers will be available for individual help during scheduled office hours
- Fitness and movement sessions are available during break times and after lunch.

Schedule

Grades K-2

		Monday	Tuesday	Wednesday	Thursday	Friday
HR	8:00	Homeroom meeting time	Homeroom meeting time	Homeroom meeting time	Homeroom meeting time	Homeroom meeting time
P1	8:30	Literacy	Literacy	Literacy	Literacy	Literacy
	9:00	Break time	Break time	Break time	Break time	Break time
P2	9:15	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
P3	9:45	Social Studies/ Science	Social Studies/ Science	Social Studies/ Science	Social Studies/ Science	Social Studies/ Science
	10:15	Break time	Break time	Break time	Break time	Break time
P4	10:30	Chinese K / PE1 / Literacy Review 2	Art K / Music 1 / Library 2	Chinese K / Literacy Review 1 / PE 2	Art K / Music 1 / SS 2	Chinese K / Literacy Review 1-2
P5	11:00	Chinese 1 / Ind. Work 2 / Lit. Num. Review K	Art 1 / Music 2 / Library K	Chinese 1 / Ind. Work 2 / Lit. Num. Review K	Art 1 / Music 2 / SS K	Chinese 1 / Ind. Work 2 / PE K
	11:30	Break time	Break time	Break time	Break time	Break time
P6	11:45	Chinese 2 / Ind. Work K-1	Art 2 / Music K / Library 1	Chinese 2 / Ind. Work K-1	Art 2 / Music K / SS 1	Chinese 2 / Ind. Work K-1
	12:15	Lunch	Lunch	Lunch	Lunch	Lunch
P7	1:15	Fitness and movement	Fitness and movement	Fitness and movement	Fitness and movement	Fitness and movement
	1:45-3:00	Office/support hours	Office/support hours	Office/support hours	Office/support hours	Office/support hours

Grades 3-5

		Monday	Tuesday	Wednesday	Thursday	Friday
HR	8:00	Homeroom meeting time	Homeroom meeting time	Homeroom meeting time	Homeroom meeting time	Homeroom meeting time
P1	8:30	Literacy	Literacy	Literacy	Literacy	Chinese 3-4 Classwork Review 5
	9:00	Break time	Break time	Break time	Break time	Break time
P2	9:15	Numeracy	Numeracy	Numeracy	Numeracy	Chinese 5 / Classwork Review 3-4
P3	9:45	Social Studies/ Science	Social Studies/ Science	Social Studies/ Science	Social Studies/ Science	Ind. Assignment 3-4 / PE 5
	10:15	Break time	Break time	Break time	Break time	Break time
P4	10:30	Art 3 / Music 4 / Library 5	Chinese 3-4 Classwork Review 5	Art 3 / Music 4 / SS 5	Chinese 3-4 Classwork Review 5	Literacy
P5	11:00	Art 4 / Music 5 / Library 3	Chinese 5 / PE 3 / Classwork Review 4	Art 4 / Music 5 / SS 3	Chinese 5 / Classwork Review 3 / PE 4	Numeracy
	11:30	Break time	Break time	Break time	Break time	Break time
P6	11:45	Art 5 / Music 3 / Library 4	Ind. Assignment 3-5	Art 5 / Music 3 / SS 4	Ind. Assignment 3-5	Social Studies/Science
	12:15	Lunch	Lunch	Lunch	Lunch	Lunch
P7	1:15	Fitness and movement	Fitness and movement	Fitness and movement	Fitness and movement	Fitness and movement
	1:45-3:00	Office/support hours	Office/support hours	Office/support hours	Office/support hours	Office/support hours

In addition to directed learning, students should:

- Read for pleasure (at least 20 minutes/day) – books may be checked out from the library
- Focus on literacy and math fluency using online resources
- Participate in chores and family activities
- Be active and enjoy learning new things
- Keep in touch with your friends
- If possible, enjoy being outdoors

Grades 6-7

Learning Experience

- Synchronous (live) sessions: 40-45 minutes per class using Microsoft Teams
- Asynchronous (independent): 15-20 minutes per class + additional time as needed

- Teachers will be available for individual help
- Classes meet online every day according to the following schedule:

	M – F
8:00-8:45	Period 1
8:50-9:35	Period 2
9:35-9:55	Break
10:00-10:45	Period 3
10:50-11:35	Period 4
11:35-12:35	Lunch
12:40-1:25	Period 5
1:30-2:15	Period 6
2:20-3:05	Period 7

In addition to directed learning, students should:

- Read for pleasure (at least 20 minutes/day) – books may be checked out from the library
- Focus on math fluency by advancing and practicing math concepts through online resources
- Be active and explore personal interests and passions
- If possible, explore local sites and seek out social interaction

Grades 8-12

Learning Experience

- Synchronous (live) sessions: 40-45 minutes per class using Microsoft Teams
- Asynchronous (independent): 15-20 minutes per class + additional time as needed
- Teachers will be available for individual help
- Classes meet online every day according to the following schedule:

	M – F
8:00-8:45	Period 1
8:50-9:35	Period 2
9:35-9:55	Break
10:00-10:45	Period 3
10:50-11:35	Period 4
11:35-12:35	Lunch
12:40-1:25	Period 5
1:30-2:15	Period 6

In addition to directed learning, students should:

- Read for pleasure (at least 30 minutes/day) – books may be checked out from the library
- Focus on math fluency by advancing and practicing math concepts through online resources
- Be active and explore personal interests and passions
- If possible, explore local sites and seek out social interaction

Learning Support

Many students typically receive support for English language development or other learning needs. Support specialists will remain available to provide needed instruction and assistance and will connect with teachers and students to schedule separate meeting times or to ensure that comprehensive support is provided.

SAFEGUARDING

The safety and security of our students, whether at school or while learning remotely, is our first priority. To protect our community members while participating in online learning, the following guidelines will be observed:

Live (online) teacher-student interactions may only occur on scheduled school days and between the hours of 08:00 and 17:00 China time. Messages or other communication sent outside of those hours will receive a response on the following scheduled school day.

GUIDELINES AND RESPONSIBILITIES

Teachers

Successful online learning occurs when teaching incorporates the following:

1. **Develop and maintain trusting relationships** with students. Students are most likely to be engaged in authentic learning when their teacher is caring, consistent, understanding, provides clear expectations, is responsive, and ensures that students have sufficient time, space, and support to do their best work. Connect regularly as a visible presence through synchronous video class sessions as well as communicating with individual students as needed. Take time to check on students' mental, physical, and emotional wellbeing, and work to engage them in interactive and collaborative discussions and learning.

2. **Ensure that students have challenging and thought-provoking work** to do. Providing students with cognitively complex learning tasks to complete is much more effective than delivering extensive content coverage, assigning dense online reading, or producing long instructional videos. Balance direct instruction with student-led learning experiences and activities. Adjust learning expectations to fit an alternate learning setting. Emphasize opportunities for reflection and journaling. Provide opportunities for students to explore areas of personal interest. Design lessons that provide high levels of flexibility and encourage student choice.
3. **Redefine how you think about time.** Online, instructional time and student learning are defined in terms of “synchronous” and “asynchronous”, not “classwork” and “homework.” Rather than focusing on in-class work and homework, decisions should be made about what learning would be best to do synchronously or asynchronously, and then how to schedule those activities. Do not attempt to reproduce in-class learning or “cover” the same amount of content as would occur on-site. Because online learning is more demanding, focus on streamlining content and emphasizing the most essential learning, and reconsider the pacing of lessons and assignments.
4. **Help students develop independence.** Because much of remote learning is self-driven, students need time, space, and support to develop independent learning skills like completing work and managing their own time and deadlines. Provide guidance and feedback that helps students develop the motivation, skills, and habits for independent learning. Hold students to high standards for learning and work completion but set reasonable deadlines that provide more time than would be provided in class.
5. **Vary the types of interactions students have with their learning.** Teacher-to-class communication should not be the only, or even the primary, form of instructional interaction. Ensure that some interactions (both synchronous and asynchronous) are 1-1 and some are small group, and that some are student-led and some teacher-led. Flexibility is key with pairing the right interaction with the intended learning.
6. **Maintain a connection with parents,** communicating with them about student progress, especially regarding missed class sessions or assignments. Maintain current reporting in JumpRope and PowerSchool.

Students

1. **Participate fully in all lessons** and assigned learning activities. Attend all scheduled class sessions and arrive on time.
2. **Take personal ownership and responsibility for your learning** (as developmentally appropriate). Complete assignments and seek assistance as needed. Remote learning requires more independence and personal responsibility than in-class schoolwork.
3. **Develop and stick to a time management routine.** Stay focused on schoolwork during worktimes and relax and check your phone during scheduled breaks and mealtimes.
4. **Make sure you get plenty of rest and eat healthy meals.** Keep a routine – don’t stay up late and sleep in.

Parents

1. **Establish routines and expectations** as soon as remote learning starts. Kids need routines and structure, and they need parents to reinforce them. Set and maintain bedtimes and wake up times. Don't allow them to stay up late and sleep in.
2. **Limit phone access.** Remove phones during learning time if they are creating a distraction.
3. **Ensure healthy eating and regular breaks.** Keep regular mealtimes and ensure that kids get up and move around in between learning tasks. Kids need plenty of exercise and activity to stay healthy.
4. **Establish a quiet study space in the home** (avoid using the bedroom). Ensure access to appropriate technology with strong internet connection. Provide regular monitoring to help keep them on task.
5. **Maintain communication with teachers,** contacting them directly with questions or concerns about your child's learning. Ask about ways you can support your children with completing their work.
6. **Monitor the amount of time your child spends online** and set limits. Long hours online or in front of a computer is not healthy for anyone.
7. **Check in with your child.** Ask what they are learning today and how they will spend their time. Ask whether they need any help or support from you. This helps students stay organized and process the information they receive from their teachers. Being separated from their learning group can be stressful for children. Acknowledge their stress and anxiety by being supportive and understanding. Keeping a regular routine will also help.
8. **Take an active role in your child's learning.** Discuss what they are learning, share ideas, and provide guidance. However, let them do their own work, even when they are struggling. This helps them develop confidence and independence and is how true learning occurs. Authentic learning is hard work.