

SUMMARY OF MONDAY MEET-UP FOR BASIC EDUCATORS

08 June 2020

STRUCTURE

Upon reading the ideas for this section, [the responses are split into having a quarterly or trimestral academic calendar](#). For the former, a number of teachers indicated that they would have more ease in checking and flexibility in terms of their load. Under this structure there are less encounters per week as compared to the daily schedule in a physical class. [Each student would only have to take 2-3 subjects per quarter with at most 2 hour sessions per day](#). The idea is to have less contact sessions and more time for the asynchronous activities. Meanwhile for the Trimestral academic term, most responses indicated that the subject areas would undergo [curriculum audit](#). It would be an opportunity to chunk the modules to have more manageable content and ensure that each topic will be taught on time to the students. Designing the schedule should be divided into blocks (i.e. literacy, math and science block, engagement block).

In terms of their approach in classes, [an alternating scheme could be adopted](#). Subject teachers would take turns each week instead of each period. **Microsoft Teams** is highly suggested for the coordination between the students and the teachers. It should be taken into account that a portion of the student population would have erratic internet connection, thus the learning materials must be made available both online and offline. Lastly, it is largely noticed and emphasized that the school-home relationship should be strengthened. Parents must be more involved in the education of their children. It would be wise to send out surveys regarding their internet connection and availability to assist their child.

POLICIES

It is unanimously recommended that the [grading system should be shifted](#), from a quantitative grading to a qualitative one (i.e. Passing, Insufficient, and Passing with Distinction). This is to give more importance to the children's efforts rather than the usual grading standards. **The two main criteria for assessment would be course work and performance tasks.** A replacement for the usual semestral written exam could be a performance task instead. **There will be no failing marks for students**, instead those who lag behind would be placed in a "specialist" class and will be guided further so no child would be left behind. In terms of the honor system, there is a split between retaining it or not.

Each day the assigned teacher should allocate a check-in time and check-out time. They must be available for check-ins at 7:30 AM and check-outs at 4:30 PM, as well as for the **consultation period** which could be conducted 1 hour after. A [flexible attendance policy](#) must be considered because there are students who have unstable internet connection, thus tardiness must not apply considering their situation. At the very beginning of the class, it is very [important to establish rules and routines](#) for this online set-up especially for the synchronous sessions. A few sample rules were raised such as showing the face in a video-call session to know that the student is there in class and limiting the use of other gadgets. Moreover, there is

an added responsibility which is to communicate with the parents regarding the new policies, specifically the revised grading system.

STRATEGIES

In developing their lessons and activities, it was highly suggested that a **collaboration of various disciplines** could be done (e.g. Math and Research) to lessen the assessments needed to be accomplished by both the teacher and students. It was raised that for the semestral performance task it could be a unified project that involves all the subjects taken in that term. Also, in creating the tasks it must be considered how long would the student be able to accomplish it. The time must be indicated in the module as well. Along with this to be able to properly execute these teachers must undergo training for Google Classroom and other related platforms that they can fully utilize to engage and assess their students. Discussions regarding the revision of rules and regulations are also being done, such as haircuts and uniforms. Virtual ethics is something that they want to instill to their students.

There are also a lot of suggestions regarding class implementation. A popular idea would be to further **subdivide the class into “cell groups.”** Breaking them down to smaller chunks would be easier for *kamustahan* sessions and consultations that are separate from formal discussions. Academic coaches would also be assigned to students who are struggling with the basic competencies. With regards to the learning materials of the students, all lessons should be uploaded for students to access anytime. Printed copies should be made available as well to those that do not have access and/or gadgets. **Access to databases, such as online libraries** should also be given to the students to be able to accomplish proper research. Another widely suggested idea is to really strengthen **parent support and communication**. As much as possible they would want the parents and/or guardians to participate in the implementation of online learning. To get them involved perhaps an open house or online info-session or mentoring workshops could be held to give them an idea on what type of assistance we would want them to give their children in online learning.

PRACTICES

In developing the module, it would be ideal to **allot more asynchronous activities** than synchronous ones to assure more learning time. While reducing the course modules, course topics could be aligned with DepEd’s Most Essential Learning Competencies (MELCS).

At the start of the quarter, **give the parents and students the course outline** along with the breakdown of learning outcomes for each week. This could give them more preparation in coming to class. When class starts, **classroom routines and regulations should still be retained** during synchronous sessions: **prayer at the start of the class, checking of attendance, check-ins, group work, homeroom, virtual permission, class officers, and virtues language**. Notify the parents right away if the child is not online to determine whether or not they are sick or are having difficulties with their connection. Assessments should have clear instructions (i.e. submission) and deadlines and it should also be more **project-based** rather than exam-based. After submission, the teacher should **give immediate feedback** to the student and consultation if needed. During the class teachers should make sure to **include purposeful breaks** to check on the students’ progress and emotional readiness. Lastly, **files should be optimized for low bandwidth in production of learning materials**.

Apart from academics, **holistic formation programs should still continue**. Clubs, committees, and mentoring will be adjusted to the current situation. Simple mindfulness exercises and check-ins should also be conducted to get a feel of the students' psycho-social state. Consciousness examen is also suggested to be done at the end of each week. These exercises, similar to the lessons, should also be made accessible to students at any time. Finally, these **formation programs could perhaps become more integrated** with one another to avoid having redundancies.

QUESTIONS/CONCERNS

- The first break out sessions would require a 20-minute warming up before any really discussion begins.
 - Pre-assigned Facilitators would be much appreciated.
- Concern on how the TOR will look like? Will Deped be flexible?
- Diff concerns regarding the handling of class because of the large class size
- How to assist the faculty especially if they have difficulty adjusting with WFH?
- What is best? For teachers to be based at home, or in school once the school year starts?

Unstable Internet Connection

- How do we ensure that internet connection is stable? If bandwidth is distributed, is it best to work from home instead?
- Can we standardize a system that serves as a plan B if connection is cut out?
- How to consider the attendance of the stuents who have internet problems?
- What if the teacher or the student suddenly interruptions with their internet connection?

Counselling

- How will we do referral of students that need guidance and counseling services?
- What platform to use when referring to students without compromising data privacy law?

Students' Learning and Assessment

- What sort of evaluations are effective in the measure of students' learning?
- How to support parent involvement?
- In modular instructions, how could we assist our **beginner readers** ?
- Are we still giving awards and honors? How will it work?
- How will we measure the integrity of one's work?
- How do we give summative assessment that will validate the learning of the students?
- For student research in SHS, how can improve student access to academic sources from professional libraries for their research papers if students are regrettably homebound?
- I am concerned that Science classes will not have the usual laboratory sessions
- How can teachers encourage the students to be genuinely responsible with their learning when they are on task?
- How can we engage/motivate our students to participate in online class discussions?

Kinder

- Establishing rapport with kinder students will be a challenge.

Attendance & Tardiness

- How do we monitor absences and tardiness?

Reporting Misbehavior

- What would be an effective and efficient way of reporting misbehavior of students?
- What do we do if a student is present in one online class, but then absent to the other within the same day? (cutting classes) Will there be online disciplinary slips?
- How can we impose discipline in the online platform?
- The consistency of attention from students

Formation Programs

- How are we going to assess our online formation programs and activities?

Parent Involvement

- How can we train them to monitor their kids at home?
 - How do we make them true partners in the teaching of the students?
 - Perhaps we can structure our parents' orientation the same we plan to structure our modules with video tutorials, files, etc. so that they get a taste of what process our students will be going through
 - Since the parents are going back to work, how will the students or pupils be monitored properly?
 - To what degree of access with the lessons do they need to have so that they can help their students?
 - What would be our action plan if the parents are working and no one is around the house?
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COMPLETE COLLATED RESPONSES WITHOUT REDUNDANCIES

STRUCTURE

Academic Calendar

Quarterly

- Teachers will have ease in checking and flexibility in load
- Only 2-3 subjects to be taken by the students and at most 2 hour sessions per day
- Less encounters per week (i.e. two encounters per week)
- Half-day sessions. Classes conducted in the morning (1 hour each) and afternoon will be for offline activities.
 - ADMU AGS - 4 academic days and 1 day for formation and club activities
- Daily schedule should include check-ins done by the class adviser
- Live sessions have a duration of 30 minutes to 1 hour, the rest of the day will be for individual spaced learning
- 1 subject per week
- Also applicable to grade school students to avoid having long content

Trimester

- Schedule divided into blocks (literacy, math and science block , engagement block)
 - **Trimester format allows to better chunk the units/modules of the teachers, thus subject areas will undergo curriculum audit**
 - **Allows the content to become more manageable by ensuring that each topic will have enough time within the term**
 - Monday to friday schedules instead of use cycles***
 - 8 weeks per subject
 - Flexible learning (home packages + online)
 - One suggested this format but with a daily schedule
 - Schedule of class is by block
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- Semester for Senior High
 - Trimester for GS and JHS
 - Task lists of teachers should contain both synchronous and asynchronous activities with specified times and instructions
 - Shorter time for synchronous learning, more time for asynchronous learning

**some want the Trimester system for all levels, while some just for selected levels (GS, JHS)

Approach in Classes

- Use of Microsoft Teams for teachers and students.
- **An Alternating scheme can be adopted: subject teachers will be alternating per week.**
- Trimming down subjects-----What topics to include or not? Critical, horizontal articulation among the teachers.
- Mix of asynchronous and synchronous sessions using Seesaw and video conferencing app.
- Flexible for online classes, blended learning, and face-to-face setup
- For GS, only 30mins - 50 mins is allotted for each subject depending on the discipline.

- Consultation period could be conducted at the end of the day wherein students can inquire regarding the activities in the module
- SHS Academic coaching
- **KINDER** — Skills were divided into two: numeracy and literacy block

Formation Programs

- A more practical approach could be an alternative for Service Interactions.
- CLE's approach will be focused on reflections in groups appropriated to today's context. Reflecting on questions like "how can I be more relevant?" "who am i?"
- Formation activities (student recollection, retreats, etc) will still be offered online
- Spiritual warm-ups and cool downs at the start and end of the day
- Masses at least once a week
- Still do school rituals or morning routines (i.e. prayer, flag ceremony, individual prayer, establish rules to live by)

For students' welfare

- Online counseling can be offered by the guidance office/CMO/staff/faculty
- **For students who live in the provinces with erratic power and internet connection, learning kits will be distributed instead**
- Possibly group students with connectivity problems and gadget issues
- **Materials and requirements should be available both for online and offline**
- **Strengthen or reinforce the school-home partnership.** Formal solicitation of the parents' engagement and commitment to participating in their child's education. (Fr. Bert)
- Hand out a mass survey for the parents to answer with regards to internet connection and their availability to assist their child in learning
- Continue school rituals of health check
- Bi-monthly Parent-Teacher conference (GS)

For the teachers

- Allowed to borrow office chairs for a more comfortable workspace at home
- Teachers will undergo training for microsoft teams

POLICIES

Process in coming up with policies

- Brainstorm on how attendance will be shared and academic dishonesty
- All suggestions will be collated by a committee

Grading System / Assessment

- **Shift the grading system from a numerical system to a qualitative one (i.e. pass, insufficient, "pass with distinction" for those who performed excellently). This is to give more importance to the students' efforts rather than the usual grading standards.**
- Yellow light: to look for apps to support assessment (e.g. "ShowMe" App in Math)
- **Two main criteria for assessment: course work and performance task**
 - **Performance task can be a replacement for the usual written semestral exams**
- All assessments should be synchronous (live)***
- Make virtual experiments or experiments that can be done at home
- Retain the award system to keep students motivated

- No honor ranking
- (XS) No failing marks, those who are having a hard time will be put in a “specialist class” where they would be getting further assistance

Attendance & Tardiness

- **Flexible Attendance Policy - consider factors such as internet connection and family situation in mind.**
- Attendance should still be checked at the start and end of class
- Parents should be informed of a student’s tardiness
- Adapting Schoology to help teachers manage attendance and punctuality of students
- Weekly attendance checking
- Tardiness must not matter since the students’ context must be taken into consideration

Teacher’s Responsibilities in Online Learning

- **Allocate check-in time at the start of the day and check-out time at the end.**
 - Teachers must be online from 7:30 AM to 4:30 PM for check-ins and consultations to answer students’ questions
- **One hour consultation time with the teacher at the end of the day. Afterwards, one can still consult but it would be asynchronous at the part of the teacher.**
- **Establish roles, rules, and routines at the start of the class suitable for the online set-up, particularly for synchronous sessions**
- upload/post/email the files so students can catch up to the lessons and no one would be left behind
- Teacher will forward the name of the students to the ODS (Office of the Discipline). They will be the one to do follow up and verify what assistance is needed.
- A week or two of proper orientation on the discussion of policies where all subject teachers are present.
- **Consistency of policies across all subject areas**
- Establish committees (including Information Technology)

Responsibility to the Parents

- Create a primer that consists of the policies for the current system of learning. This is to be disseminated to parents as well as other schools for feedback.
- Clear policies must be explained to the parents to avoid conflicts at the end of the school year, particularly the revised grading system
- Comprehensively communicate the responsibilities of the parents in the education of their children

Kinder

- For Kinder, it is best to look into the process of learning rather than the outcome, especially when it comes to online distance learning. Basic skills and knowledge should be a priority at this level so, grading them should be lenient. As we are following the holistic approach already.

Classroom Rules

- Students should show their faces when “in class”
- Still implement the regulations on limiting the use of gadgets, specifically visiting social media sites during synchronous sessions to ensure the students’ focus

STRATEGIES

- Primer is essential so all teachers would be able to follow the orders from the school. Possible structure: 5R's Reading, Research, Reaction, Reflect, Reach out (Parents/Teacher)
- First 2 weeks would be the orientation of students regarding the school's chosen LMS and for lower grades it would be with the parents
- Pilot testing the use of the LMS with incoming SHS students to gather lived experiences as baseline data for further study and exploration before rolling out department-wide implementation.

Module Development

- In developing lessons strive for contextual learning, where topics are REAL (Relatable, Experiential, Accessible, Life-long)
- **Collaboration with other subjects could be important for lesser assessments. Synergize competencies with other subjects. (e.g. Math and Research, etc.)**
 - For Performance Tasks: unified PT for all subjects per quarter. The final product is a digital one (could be an infomercial, a website, animation). Computer class will handle the tech teaching; content will depend upon/be inputted by the other subjects.
- Design a module that also gives an opportunity for students to interact with one another even in an online set-up
- There should be consistent and similar structures across various subjects so students will find it easy to go about with study or learning routines

Classes

- **Further subdivide the class into "cell groups,"** for example there could be 8 groups in a class of 40 students. The smaller groups could be used for kamustahans and discussion of netiquette, separate from the whole class session.
- Discussions with students will be done during synchronous sessions
- LMS and format of modules are somehow uniform so students won't get confused with where to access what.
- Assign Academic Coach to help students who are struggling to develop the basic competencies (No child left behind)
- Making the instructions very clear because they need structures. One important reminder is to think of how the students would do the work. We included the time of doing the tasks and we had a list of things to do for do's and don'ts.
- Discussion boards to gain students' insights
- Home-based projects (green)
- **Science**
 - To have pre-recorded experiments. Teachers will demonstrate it first and gather the data. They may give the data to the students for further analysis.
 - Give simple experiments that can be done at home
- **CLE**
 - Strengthen the use of storytelling (stories of the teacher, students, or others, also of those from the gospel) in lessons
- For kinder, having Synchronous sessions to just check up.

Materials

- **Printed learning materials to those that do not have internet access or gadgets**

- **Provide access for online databases to serve as an online library in doing research**
- **Learning must be flexible and accessible to students on their own time** (i.e. pre-recorded lectures)
- as one JBEC community, maybe we can come up with a library of video lessons and share it to all jbec schools or even to non-jbec schools. we can create a youtube channel

Formation

- One non-academic day in a 5-day schedule (e.g. guidance period, homeroom period, formation period, co-curricular activities etc.) to address the holistic formation of the students and avoid digital fatigue
- Guidance will collaborate with other formation offices to help with the formation of students

For Students

- give students options in terms of technology and projects, can be on screen but also physical that don't need screen time
- For siblings who share devices, a varied schedule for each member in the family (e.g. G7 for 9-11 AM, G10 from 1-3 PM, etc.)
- Keep students engaged
- Concentrate on the mental preparedness of the students. We ask the parents to choose a conducive place for studying.
- We also decided to create modules that takes into consideration the rules of contact and to make sure there will be a module zero to give the students explicit discussion on these rules and routines.

Teachers

- **Training for Google Classroom** and beginning with project assignments so we get used to utilizing the Suite features. (or any other technology training workshop provided to the teachers)
- It's important to be familiar with various platforms to maximize online learning at the same time keeping them well-engaged during the lessons
- We are doing **revisions for the handbook** to reflect the changes in the learning environment (example haircut and outfits) and we took into consideration also the capacity of students (if they can have access for different things **including a prescribed outfit**). We are also making modules of moderators so that they handle the situations that may arise from this situation.
- There is a discussion on how to **fully utilize different apps** to cater classroom routines such as : attendance, classroom participation, and feedback.
 - Quizziz and Mentimeter can be used for student engagement as well
 - Exam.net is a good site to conduct assessments especially summative and its done synchronously to know the progress of the students in the test.

Expectation Setting

- Start with the importance of "virtual ethics"
- Set the online learning expectations and goals clearly during orientation week to avoid misbehavior
- the students are also asked to wear something more formal (collared shirt) so that they can be in the appropriate mindset.

Parent-Teacher

- strengthen parent support and communication
- It is a need for parents to participate in the implementation of online learning

- Online info-session for parents / Open house for parents and students to give them an idea how the ODL will be done
- Classes for guardians and parents as well. Patterned after the homeschool.
- Parents will be given the lessons on Friday
- Mentoring sessions/Workshops for parents or those who would be supervising the students should be available as well
- Supervision of parents (?)

PRACTICES

Formation

- Maybe we should not forget to include school practices or teacher-strategies that will help in taking care of the psycho-emotional well-being of our students. As simple as breathing/ mindfulness exercises or check-in rituals that will help us get a feel of our student's psycho-emotional state. Socio-emotional learning should hopefully not be put aside because our students' mental health is crucial especially during this time in promoting better academic performance as research (CASEL) has always shown.
- Holistic formation - still have clubs, committees and mentoring adjusted to current situation
- MAPEH will help in supporting students' physical and mental wellness :)
- Consciousness examen at the end of the week. Mindfulness habit to start the week
- Pre-recorded mindfulness exercises to be accessible anytime to the students
- **Integrated Formation Programs** - We can make formation programs (guidance activities, retreats, recollections, alternatives for community engagement) more integrated with one another to avoid having programs that are "separate" from one another.

Constituent check

- **Yellow:** After school assignments that involve more screen time. We should consider a healthy duration of the screen time of tasks that we ask our students.

Implementation of Classes

- At the start of the class there should be a prayer, checking of attendance, checking on the welfare of the students and start each session with an interesting prelection
 - Notify parents if not online to determine if the student is sick or having some difficulty connecting to the internet.
- **Still do more classroom routines (check-ins, submission of requirements, group work)**
- more project based assessments, integrated subjects and assessments, clear rubrics, homework and submission with clear deadlines but with extensions longer orientation for students
- Start and end the day with homeroom or smaller learning pods.
- Surprise recitation during an online face-to-face will make them behave attentively.
- Give immediate feedback and consultation
- Flexible learning that is suited for home-based
- **In online learning there should be more room for formative assessments that are ungraded to allow students to explore freely in their own learning**
- **At the start of the quarter, give the parents and students the course outline for the quarter. Break it down into learning outcomes per week.** This gives them a head start and be prepared.

- Purposeful breaks or pauses to check on students' progress and emotional readiness. (break for thinking time)
- **Green: Optimization of Files as part of Workflow** - Including optimization for low bandwidth in production of education materials.
- Interactive activities for younger students and also the use of minimal apps in order for them to be more familiar with it

Classroom regulations

- Virtual permission i.e. going to the restroom
- YELLOW: possible to have class officers
- Virtues Language should be used so students can continue to practice this even at home.
- Provide a clear structure and set of policies for submission of requirements and class management
- Let the class officers/any student from the class probably to think of ways on how they can also help maintain class discipline even during online classes.

Tools

- insights tool in MSFT Teams allow us to monitor attendance online and time on-task
- XSSJ GS: 3rd party app Class Dojo (Check attendance and attitude in online classes)
- XSSJ HS: Schoology
- IB: ManageBac
- AdC: Take a Test App (Microsoft); Pentab good for Mathematics and subjects with solving
- Make use of Turnitin to ensure integrity in students' outputs
- Collaboration with other staff of the school to assist the academic personnel.
- Collaboration During Work through Google Docs and Microsoft apps because let students in groups work on the same file.
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Module Development

- Asynchronous > synchronous----when we develop a module requiring a couple of sessions, we are deliberate in devoting more time for asynchronous time over synchronous to assure more learning time
- While reducing the course to modules, align course topics with the DepEd's Most Essential Learning Competencies (MELCS)
- Decongested curriculum

Parents

- "Temperature check" for parents well-being also
- Used MS Teams live event for parents' orientation

Assistance

- Teachers and/or Parents can have small groups of students where they can approach the teacher/Parent for technical concerns when it comes to online learning

Summarized by Abby Moreno (3CS)