

Continuity of Learning

PLANNING GUIDE FOR TEACHERS

Ministry of Education

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TEACHER CONSIDERATIONS FOR LEARNERS AND FAMILIES

Learners who are used to more of an in-class instructional environment may face challenges working in a more independent, self-directed environment. In order to help learners adjust to having less direct guidance from a teacher, it is important to give learners opportunities to work on developing skills and learning about topics that are of interest to them. When learners have a sense of intrinsic motivation and are able to build confidence, they are far more likely to stay engaged, even when the work becomes more difficult.

It is important to model a growth mindset with your learners and have realistic expectations for work. This style of teaching and learning will likely be very different for everyone and you and your learners will be learning and growing together as you experience successes, frustrations and problem-solving solutions. When discussing the new learning environment with learners, it will be helpful to promote this as an opportunity for everyone to experiment and take risks without fear of failure. For some learners, this change in learning environment will be stressful, so maintaining a positive outlook and celebrating their effort is crucial.

It is also important to consider the family and their capacity and comfort in being more directly and regularly involved in their children's learning. For some people, experience and circumstances will allow them to quickly adapt. For others, there is real potential that they could become overwhelmed. When educators can, it is important to encourage and validate small "victories" that families are achieving. While the school system can't take on the primary responsibility for social-emotional health and wellness during challenging times, we don't want to contribute more stress, particularly for those who are least well-resourced to effectively manage it. A focus on learning through active engagement by the learner and the provision of specific and clear directions will help everyone to manage. Avoidance of over-scheduling or over-prescribing will also be essential.

School is a social place and learners rely on the connections they have with the adults and peers in their class and school setting. During this time when in-person social engagement isn't possible, it is essential that learners – especially those in vulnerable circumstances – don't feel alone. Establishing regular one on one and group learning sessions linked by phone or computer technology can make a real difference. Following up with individual learners who are struggling is also essential. While the topic of your follow-up may be assignment specific, the child feels reassured that they are not alone.

PLANNING FOR A RANGE OF AGES AND ABILITIES

Teachers will use many strategies to facilitate remote learning. Classroom teachers/enrolling teachers will work with other education professionals - non-enrolling teachers, support staff and administrators - to develop and moderate learning environments that engage all learners and support their growth. At all levels, considerations need to be made for accessibility for learners and manageability for families.

Kindergarten – Grade 3

For learners in the primary years, engagement may include but not be limited to providing schedules, opportunities and resources for families and caregivers. Educators may also use technologies to establish “live” virtual contact with individuals or groups of learners to facilitate their learning activities and to sustain a sense of community among young learners.

Grades 4 - 9

For learners in the intermediate and early secondary years, engagement may include learners in a wide array of learning activities, with a focus on project-based, inquiry or problem-based learning. Educators may also use technologies to establish “live” virtual contact with individuals or groups of learners to facilitate their learning activities and to sustain a sense of community.

Grades 10 - 12

For learners in the graduation years, teacher-led/moderated activities and individual or group projects will enable learners to achieve and demonstrate the competencies required for course completion and expected of graduates of the BC education system.

ESTABLISHING YOUR REMOTE LEARNING ENVIRONMENT

When developing your remote learning environment, you may wish to consider the following:

- How will you group your teaching? Cross-curricular? Subject-specific?
- How often will you connect with learners? What are the expectations set by the district for learner and parent contact? It is suggested that contact take place regularly and, on a schedule that learners can count on. Now more than ever learners will be relying on you, both as an outside contact with a trusted adult, and a way to facilitate contact with their peers.
- How will you meet learners and families where they are at when setting schedules and expectations to minimize unnecessary stressors and foster sustainability?

- How will you monitor engagement and task/assignment expectations?
- How will you plan for accessibility needs for both low-tech and high-tech-activities and demonstration of learning?

SELECTING AND USING DIGITAL LEARNING TOOLS

It's easy to get overwhelmed by the perceived need to seek out new digital resources. But new is not always needed. Start by leveraging the resources and tools that you are familiar and comfortable with. Where you find you have gaps, look for materials to augment what you have.

Given that the current suspension of in-class instruction is happening across the world, there will be many sources of materials and strategies being offered through educator networks and social media connections. Some suggestions are listed below as starting points. Check with your school or district to see if they have any lists of recommended resources and tools.

- Many digital collaboration and teaching tools are available and in use by teachers, such as Zoom, Microsoft Teams, Google Classroom, Moodle, Canvas, MyEd BC, FreshGrade, etc. Check with your school or district for support and training opportunities that may be made available.
- ShareEdBC is an online platform “made by BC teachers for BC teachers”. Teachers across the province will have access to curated content aligned to BC’s new curriculum in ShareEdBC. ShareEdBC aims to help users across the province connect with each other, and to find and share resources.
Currently, an early release of ShareEdBC is being made available, enabling educators to onboard easily. School districts will be contacted by the ShareEdBC team in the next few weeks to provide instructions and support for the onboarding process. For more information, please contact ShareEdBC@gov.bc.ca.
- [TeachBC](#) is an online resource of teaching materials, lessons, and research relevant to the K-12 BC curriculum. The website is public and open to everyone through the generosity of BC public school teachers. Teachers and organizations can share their teaching resources or educational research by registering and uploading their materials or providing links. Anyone can browse and download the resources for classroom or professional use. Browsing is easy. Users can search by subject, grade level, resource type, title, description, language, and more.
- At [Focused Education](#), teachers can access the [BC Digital Classroom](#), a core collection of digital resources for information, lessons, and activities. These resources are available to students also. Focused Education has [archived webinars](#) highlighting use of the tools,

and is scheduling [additional webinars](#) this spring. Teachers can find information on peer-reviewed digital and print resources in the [K12 Evaluated Resource Collection](#), discover curated collections featuring [free websites](#) for instructional use, and [Indigenous authors and content](#).

- [Keep Learning BC](#) is a central place where families can find ideas for everyday educational activities, annotated links to free learning resources, as well as how to help children keep well and learn while they're at home. You may want to direct parents and/or caregivers to this site if they are looking for activities or strategies to support their child's learning.

Always fully review online resources or lessons before assigning them to learners—even if they are from a trusted source. This is an excellent opportunity for collaboration among staff within a school and across a district as teachers provide their observations and recommendations to other educators.

When reviewing resources, use established criteria to assess suitability, such as the criteria used by Focused Education Resources. For more information about resource selection check out the [Learning Resource Selection for K-12 Educators online course](#).

Consider whether resources support B.C.'s concept-based, competency driven curriculum and meet other criteria as listed below:

- Concept-based: focused on the key concepts, principles, and generalizations within and across disciplines; emphasis on conceptual understanding and transfer of learning; focus on in-depth exploration of topics to gain deeper understanding
- Competency driven: focused on the ability of learners to perform a task as expected within a specific discipline or area of learning...that ability represents a combination of skills, processes, behaviors, and habits of the mind.
- provides opportunity for the learners to develop and use targeted curricular competencies.
- appropriate for the target grade level.
- provides the opportunity for cross-curricular learning. (It will be more difficult for parents and/or caregivers to manage lessons for all areas of learning each day so this means that cross-curricular learning should be a priority.)
- provides opportunities for *all* learners to engage in learning and explicitly incorporates differentiated learning opportunities.
- Follows instructional and learning best practices.
- For younger learners, prepare the information that you will provide to parents and caregivers along with the lesson/activity/resource. A similar framework is also appropriate for older, more independent learners with information and context being shared directly

with them. The amount and type of information you provide will depend on the expectations you have set with individual families. For each lesson/activity/resource you provide, consider providing the following:

- Identify which learning areas and which learning standards (curricular competencies and content) are being worked on
- Provide them with any background or contextual information about the lesson/activity/resource (how long will it take, what is included (i.e. video resource, writing activity, etc.), any additional materials that might be needed, etc.)
- Connections to previous learning. For younger learners, let parents know what their child has been working on and already knows in relation to the lesson. Encourage parents to talk to their child about this previous learning prior to doing the lesson. For older and more independent learners, have learners refer to previous content or learning activities that will assist them in their task.

ASSESSING IN A REMOTE LEARNING ENVIRONMENT

K-9

During these exceptional circumstances, teachers will continue to use their professional judgement in determining how to best support students in a remote learning environment. Teachers will identify essential learning priorities for their students, and what can be learned from home, and then base their assessments on these priorities. Teachers will continue to provide feedback on an on-going basis in relation to literacy-related and numeracy-related learning standards. Some strategies are as follows:

- Emphasize learner self-assessment by continuing to scaffold and support the self-assessment practices to ensure students are actively engaged and own the learning process:
 - Example 1: if learners in your class generally co-construct self-assessment rubrics, you can perhaps give them a teacher created, self-assessment rubric with directions to add some of their own criteria.
 - Example 2: Continue the discussion of what meaningful self-assessment looks like by providing exemplars for the teacher-created, self-assessment rubrics;
- Have virtual or telephone conferences with your students to determine where they are in the learning, provide descriptive feedback, and discuss next steps;

- Find creative ways for learners to share with you what they are doing at home and encourage them to come up with their own ideas to demonstrate their learning. (Examples may include: creating a classroom blog where learners document their daily activities and self-assessment; encouraging learners to record themselves reading out loud; or having learners talk to peers about their learning via text or social media and then send their conversation to their teacher.)

Based on student work completed to date, and the assessment of participation in learning opportunities during the coming months, teachers will report on student learning as outlined in the K-9 Student Reporting Policy.

10-12

Student learning priorities during these exceptional circumstances will be determined by teachers using their professional judgement. For graduation program subject teachers, there are many assessment strategies that fit best within the subject area depending on the way your course materials, activities and assessments were planned and being delivered prior to spring break. Your assessments of individuals and groups can be maintained or adjusted based on the degree to which regular, in-class activities and assessments can be adapted for home-based learning. Grounded in the big ideas, curricular competencies, and content areas, teachers will assess what individual students know, understand, and are able to demonstrate. To do this, teachers will prioritize which learning standards are most important and can be learned from home, with particular emphasis on the development of a student's literacy, numeracy, and core competencies.

Teachers will to determine a final grade for students based on work completed to-date and the assessment of participation in learning opportunities that will occur over the coming months. Teachers will work with students to fulfill course requirements according to their district and school plans during the suspension of in-class instruction. The evaluation of learning taking place after the suspension of in-class instruction should be in relation to a prioritized selection of learning standards which students are able to complete at home. In doing so, they will consider the unique needs or circumstances of individual students and differentiate as appropriate.

