Distance Learning at Ashbury College

Ashbury College's approach to distance learning begins with the assertion that the learning experiences teachers design when school is in regular session cannot be simply replicated through distance learning.

As part of the process, Ashbury will indicate the initial parameters for teaching and learning that leverage digital and experiential learning in ways that can bring the curriculum to life. Our faculty will also be finding new methods for providing timely and specific feedback to support student growth and learning.

All distance learning activities will balance on and off-screen activities, and students will be encouraged to incorporate physical activity and wellness monitoring into their days.

Faculty are guided by the questions below as they redesign their units, lessons, and courses, with the consideration of how excellence in teaching and learning can be optimally blended.

Excellence in teaching and learning at Ashbury College is demonstrated by:
- Teachers who
  - Are knowledgeable and passionate subject specialists
  - Individualize learning to engage all students
  - Extend the curriculum beyond the classroom using a mixture of traditional and innovative practices and resources
  - Continually upgrade their teaching practice through professional growth

- Students who:
  - Are curious, engaged, collaborative, growth-minded, improvement-oriented
  - Are active participants in the learning process
  - Aspire to embody the attributes of the IB Learner Profile.

Guiding Questions
- How can I leverage digital platforms to provide learning experiences rich in engagement, social interaction, and feedback?
- How can I help my students manage the worry, fear, or isolation they may be experiencing?
- What are the most important understandings and skills I can help my students develop at this time?
- How can I help my students construct their own understandings?
- What are the authentic learning opportunities that have resulted from this emergency or crisis?
- Where might my students' curiosity and motivation open other new possibilities?
- How can I design learning experiences that address the needs of different types of learners
  - Who needs different kinds of support and guidance?
  - How will I assess student learning in meaningful ways?

Technology Systems to Support a Distance Learning Program

Ashbury will continue to use the same channels it employs for normal day-to-day communications with parents, students, and faculty/staff. All of these systems are remotely accessible. Many of these systems contain auditing tools that allow Ashbury to ensure that all students and parents are receiving important communications. The table below describes these systems:

Table 1 - Core Apps Currently Used by Faculty

System	Audience	Description and Access
Email	Students, Parents, Faculty, Staff	Email will be used for all major communications and student announcements, including those from the Head of School and Heads of Junior and Senior School. Faculty will also use email to communicate, although they will use other platforms to interact with their students as well.
Edsby (Learning Management System)	Students and faculty, some messaging to parents	Teachers and students should use their regular Edsby classes for sharing and assessing assignments as well as general communication for the whole class. Students and staff will log on during the regular class time. For those operating in different time zones, their participation may be asynchronous.
Google - Docs, Sheets, Slides	Students, Faculty, Staff	This can be one platform that many teachers will continue to use. If using it with their classes, they will have to ensure that all students have equal access (Google does not work in some countries)
OneNote	Students, Faculty, Staff	This can be one platform that many teachers will continue to use. This integrates with MS Teams below.
Microsoft Teams	Students, Faculty, Staff	Added to enhance the use of virtual meetings with faculty, staff and students. This system is already integrated with our calendars, email, Edsby and Onenote. It can be used for items as simple as sending messages, video meetings or for very complex organization of files and other services. We are asking everyone to start simple. Any sessions run through MS Team sessions can be recorded and posted for students to view asynchronously.

Ashbury faculty will also make use of some of the additional apps and resources below:
Padlet, Flipgrid, Kognity, Turnitin, Screencasitfy, Gizmos, Parlay, Kahoot, Quizlet, and Edpuzzle, among others.

Junior School (Grades 4–8)

- The primary tool for communication between teachers and families will be Edsby (no email).
- Teachers will link materials in Edsby class pages.
- Distance learning for our early adolescent learners will focus on having a balanced, holistic

learning experience. Students will have both off- and on-screen learning activities designed to engage the junior/middle school learner.

- 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.
- Resources vary by class and lesson but will include links to videos, graphic organizers or cloze passages to complete scanned material to read and engage with, independent research material, reading materials including ebooks and perhaps audiobooks.
- Students are encouraged to be proactive in reaching out to teachers, via Edsby, when they have questions or assignments are unclear.

Grade Level	Approximate Time per Class (5 classes per day)
Grade 4	10–60 min
Grade 5	10–60 min
Grade 6	10–60 min
Grade 7	10–60 min
Grade 8	10–60 min

Senior School Grades 9–12)

● The primary tools for communication between teachers and families are Edsby and Outlook email.
● Teachers will either link materials linked in Edsby class pages or share materials directly to each student's Google Drive or OneNote.
● Learning experiences are designed to be completed independently or in collaboration with other students.
● Resources vary by class and lesson, but will include links to videos, graphic organizers or close passages to complete, scanned material to read and engage with, independent research material.
● Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear. Students in different time zones are encouraged to set alternate meeting times with their teachers.
● Counselors and advisors are always available to support students with academic, social, or emotional needs.

- The TAG (Teacher Advisor Group) relationship will be very important during this time to ensure students and their families feel connected to the learning community.

Grade Level	Approximate Time per Class (8 classes, every 2 days)
Grade 9	60 min (15–50 min screen time)
Grade 10	60 min (15–50 min screen time)
Grade 11/IB	60 min (15–50 min screen time)
Grade 12/IB	60 min (15–50 min screen time)

Guidelines for Students - Roles and Responsibilities (student version) PDF   JPEG

Guidelines for Parents (parent version): PDF   JPEG

Guidelines for Faculty: PDF JPEG

Student Services

Traditional student supports will be available within the distance learning framework, including Learning Strategists, who are available to help transition students in their online learning needs, Academic Counsellors, who will monitor student academic progress and be available to answer questions about courses and programs, and University Admissions, who will guide graduates as they end their high school careers and prepare for post-secondary education.

Ashbury's school nurses and wellness team members make themselves available to students to answer questions on physical and mental health, or to provide personal guidance.