

# Every Child, Everyday



## A Blueprint for Learning





# Part 1



## Introduction

Our global environment is changing at a rapid pace and this leads to disruptions in our way of life. In our VUCA (Volatile, Uncertain, Complex and Ambiguous) world environmental, economic, social, political and health disruptions are a reality (<https://www.vuca-world.org>).

It is our responsibility as a community to ensure that we proactively and creatively prepare solutions so that we can respond to potential challenges and disruptions with flexibility, agility, and speed whilst ensuring that our solutions align with our core values and principles.

This blueprint provides the core architecture for how we ensure that Every Child, Everyday is Energized, Engaged, and Empowered - Anytime, Anyplace, Anywhere.

Energized	Engaged	Empowered
Individual, physical, emotional and interpersonal wellbeing	Rational, emotional and behavioural attachment to learning	The increased capacity of students to make choices that direct and control their own learning and lives

## Principles

This blueprint is guided by the following principles:

1. We act with fidelity to our ISHCMC Vision, Mission and Core Values
2. As a learning community, we value the physical, emotional and mental wellbeing of all our community members including students, parents, educators and support staff
3. Policies and practices are research-based, clearly communicated, effectively implemented and diligently enforced
4. Policies and practices provide strategic guidance so that we can be both responsive and agile and when facing disruptions and crisis
5. We are able to provide learning opportunities for our students and their families to ensure that Every Child, Everyday are Energised, Engaged and Empowered - Anytime, Anyplace, Anywhere

## Potential Risk of Disruption & Crisis

This document provides the blueprint for how we ensure that our learning community and Every Child, Everyday is continuously Energized, Engaged, and Empowered - Anytime, Anyplace, Anywhere. This means that during times of potential disruption or crisis our learning community has a clear understanding of the policies, practices and actions that will be deployed to guarantee the continuous learning of our students.

Potential risks that may face ISHCMC include but are not limited to

Environmental	Social	Economic	Political	Health	Others
Air Pollution	Physical Distancing	Changes in the global markets	Political Conflict or Unrest	Infectious Disease e.g. COVID-19	Technological
Flooding due to extreme weather	Family separation	De-globalisation	Closed Borders		

All of these potential risks have the potential to disrupt our education practices and campus operations.

## Current Global Challenge

The current global health challenge - COVID-19 presents one of the most serious public health risks the world has experienced in generations. The rapid impact of this event has taught our global school communities many lessons. One of these is the importance of communicating our models for learning for different levels of risk and ensuring that all members of our community are empowered with the knowledge, understanding and skills to be able to operate iteratively across all of the models of learning.

Research indicates that as we look forward to the 2020-21 and 2021-22 school years, disruptions due to the COVID-19 crisis could continue to cause ongoing waves of disruption. Due to these high levels of uncertainty, the anticipated lack of vaccination for 12-18 months, predicted subsequent waves of infection and potential restrictions on social mobility being mandated with very little notice, ISHCMC is prepared to fluidly move between different contexts from on campus to home learning to fit a variety of risk levels defined by different circumstances and drivers.

It is vital for ISHCMC to clearly communicate our models for continuous teaching and learning that ensures the health, safety and wellbeing of our students, faculty and staff and parents/guardians.

## A Five Tier Approach to Disruption and Crisis

The ISHCMC response to disruption or crisis is framed by five levels of response depending on risk. Risk is evaluated based on the likelihood of an event and potential impact.

ISHCMC Risk Overview						
Impact	Major	Restrict	Restrict	Restrict	Restrict	Lockdown
	High	Reduce	Reduce	Restrict	Restrict	Restrict
	Medium	Prepare	Reduce	Reduce	Restrict	Restrict
	Moderate	Monitor	Prepare	Reduce	Reduce	Restrict
	Low	Monitor	Monitor	Prepare	Reduce	Reduce
		Low	Moderate	Medium	High	Major
ISHCMC Risk Overview						

The level of risk is determined by a close and regular evaluation of external considerations and drivers.

Risk Level	Action	External Considerations / Drivers
<b>Major Risk</b>	Lockdown	<ol style="list-style-type: none"> <li>1. State of Emergency or government request for schools to close</li> <li>2. Guidance from CDC, WHO, and trusted authorities indicates high risk</li> <li>3. High degree of uncertainty</li> <li>4. ISHCMC is not confident it can effectively mitigate risk and ensure safety</li> <li>5. School benchmarking indicates many schools have closed their campuses</li> </ol> <p><b>If health-related:</b></p> <ul style="list-style-type: none"> <li>• Infection rates locally are rising and/or remaining at concerning levels</li> <li>• Known infections within the ISHCMC community</li> </ul>
<b>High Risk</b>	Restrict	<ol style="list-style-type: none"> <li>1. Government guidance clearly defines need for restrictive actions</li> <li>2. Guidance from CDC, WHO, and trusted authorities indicates risk</li> <li>3. High degree of uncertainty exists</li> <li>4. ISHCMC is confident in its ability to mitigate risk with enhanced measures and reduced student population density</li> <li>5. School benchmarking indicates schools are drawing on Hybrid models of learning to ensure the deployment of high level of precautions</li> </ol> <p><b>If health-related:</b></p> <ul style="list-style-type: none"> <li>• Degree of medical uncertainty exists</li> <li>• Infection rates locally are confined and/or traceable</li> </ul>
<b>Medium Risk</b>	Reduce	<ol style="list-style-type: none"> <li>1. Government guidance defined need to reduce activities or is inconclusive or vague</li> <li>2. Guidance from CDC, WHO, and trusted authorities indicates risk</li> <li>3. Degree of uncertainty exists</li> <li>4. ISHCMC is confident in its ability to mitigate risk with enhanced measures and reduced student population density</li> <li>5. School benchmarking indicates schools are drawing on Hybrid models of learning to ensure the deployment of high level of precautions</li> </ol> <p><b>If health-related:</b></p> <ul style="list-style-type: none"> <li>• Degree of medical uncertainty exists</li> <li>• Infection rates locally are confined and/or traceable</li> </ul>
<b>Moderate Risk</b>	Prepare	<ol style="list-style-type: none"> <li>1. Government guidance encourages careful re-opening</li> <li>2. Guidance from CDC, WHO, and trusted authorities indicate lower risk</li> <li>3. ISHCMC is confident in its ability to mitigate risk with enhanced measures when campuses are fully populated</li> </ol> <p><b>If health-related:</b></p> <ul style="list-style-type: none"> <li>• Degree of medical uncertainty exists</li> <li>• Infection rates locally are confined and/or traceable</li> </ul>
<b>Low Risk</b>	Monitor	<ol style="list-style-type: none"> <li>1. Government guidance encourages reopening</li> <li>2. Guidance from CDC, WHO, and trusted authorities indicate low risk</li> <li>3. Degree of certainty, including easy access to required resources</li> <li>4. ISHCMC is confident in its ability to mitigate risk when campuses are fully populated</li> <li>5. School benchmarking indicates most school campuses are fully populated</li> </ol> <p><b>If health-related:</b></p> <ul style="list-style-type: none"> <li>• Degree of medical certainty, including easy access to reliable testing</li> <li>• Infection rates locally are declining and traceable</li> </ul>

The level of risk and potential impact informs the school's decisions regarding teaching and learning, health and safety, safeguarding, co-curricular activities, extra-curricular activities, communications, and all school operations. At each level of risk and potential impact ISHCMC commits to the continuous learning of our students whilst ensuring the wellbeing and safety of our children and school community is always placed first.

# Values Matter

Values matter as they allow our school community to orientate ourselves and they empower our leadership team to set priorities quickly. This is particularly important during a time of crisis or disruption when decisions and actions need to be made rapidly and must be taken with fidelity to the ISHCMC Vision, Mission and Core Values.

## Vision

ISHCMC's aim is to be widely recognized as a school that nurtures a creative and collaborative learning environment; one in which students and teachers seek to achieve beyond their goals, flourish as individuals, display compassion, embrace challenges, take principled action on local and global issues and enjoy being part of their community.

## Mission

As an International Baccalaureate (IB) World School, International School Ho Chi Minh City (ISHCMC) constructs a culture of achievement in an environment where students are energized, engaged, and empowered to become active participants in their communities.

## Values

At ISHCMC we value:

- Individual learners
- Creative and inquiring thinkers
- Learning beyond the classroom
- International mindedness
- Reflection and goal-setting
- Collaboration and connectivity
- Environmental sustainability
- Healthy and mindful choices
- Honest and principled actions

To achieve its Mission, ISHCMC focuses on:

Development of the whole person	Student-Centered Learning	Community
Ethical, Principled and Compassionate	ISHCMC Principles of Learning	Communication
Resilience	Individualized Learning Plans	Collaboration
IB Learner Profile	Goal Setting	Collegiality
International Mindedness/ Intercultural Learning	Constructivist Pedagogy	International Mindedness
Positivism and mindfulness	Curriculum	Ethical and Principled role modeling
	21st century learning - skills/ technology knowledge	Wellness and Safety

# Mission-Directed in Times of Crisis & Disruption

During times of crisis and disruption, we commit to being Vision and Mission directed. Our core values remain at the center of decision making and our culture of achievement pillars guide our actions.

## Welcome

We make everyone at ISHCMC feel comfortable and welcome. Therefore during a time of crisis or disruption, we ensure that whilst maintaining academic rigour we support each member of our communities wellbeing. When we feel supported, safe and healthy Every Child, Everyday is Energized, Engaged and Empowered to learn Anytime, Anyplace, Anywhere.

## Do No Harm

We commit to doing no harm. As a responsive school, we ensure that our community demonstrates the IB Learner Profile attributes. We acknowledge that in a time of crisis or disruption that our community must be empathetic and compassionate placing people before practices. It is at these times that as a community, positivism and mindfulness are essential to our sense of resilience. We expect that all members of our community to act ethically and compassionately, taking care of the wellness and safety of themselves, others and the environment through honest and principled actions.

## Choice Words

“Language creates realities and invites identities” Peter Johnstone, Choice Words (2004). During a time of crisis or disruption, we need to draw on our growth mindsets as it produces a greater willingness to confront problems, take risks and develop resilience. As a community of students, parents, teachers and support staff we must believe in each other, believe in our school and believe in our collective ability to cultivate quality through our collective efforts.

## It is never too late to learn

In each scenario that we may face now and in the future we empower our learners to have agency in their learning. We acknowledge that every crisis and disruption will require different solutions and that through collaboration and connections with parents/guardians, students, teachers and support staff, we will engage in ongoing reflection and goal setting so that we can continuously learn together as a community.

## Best school in the universe

As the best school in the universe, we are committed to ensuring each child’s personal and academic success during times of crisis or disruption. This means that we will ensure that academic rigour is maintained whilst placing our children’s wellbeing first.. Anytime, anyplace, anywhere our ISHCMC community will have access to continuous teaching and learning opportunities that ensure the successful continuous development of our learner’s knowledge, understandings, skills and attitudes.

# Contexts for Learning

The following key terms will be used to define the contexts for learning, key approaches to learning and key services.

**On-campus Learning** - This term is used to describe learning when students are able to access the campuses for learning. It combines classroom experiences, experiential learning experiences and the use of online tools and strategies.

**Campus-Home Learning** - This term is used to describe a situation when ISHCMC students are learning on-campus and home-based. This could occur during periods of moderate to high levels of risk when we need to reduce and restrict access to the campuses. All students who are able to attend on-campus learning are expected to do so during campus-home learning.

**Home-based Learning** - This term is used to describe learning during periods of major risk when no students, parents and / or teachers are able access the campuses. It transfers appropriate learning into an home-based online mode of delivery and includes real time and off-line engagements as age appropriate.

It is important to note that ISHCMC is not an online or virtual school and we use Home-based Learning and Transition to Campus Learning during times of extra-ordinary disruption such as the Covid-19 pandemic.

**Transition to On-Campus Learning** - This term is used to describe short-term learning opportunities for students who planning to return to ISHCMC campuses but are unable to due to:

- Quarantine orders
- Medical conditions
- Inability to enter Vietnam in time for the planned start, due to travel restrictions.
- Individual family choices to withhold return for a limited period of time

It is important to note that ISHCMC is not an online or virtual school and we use Home-based Learning and Transition to Campus Learning during times of extra-ordinary disruption such as the Covid-19 pandemic.

**Synchronous** - Teachers work with students in real time, in person or via video using Google Meet (GM). Students access Google Meet using links provided for each class in SEQTA or Seesaw.

**Asynchronous** - Students engage in learning independently, either on campus or at home and complete and submit evidence of learning and assigned tasks through SEQTA and Seesaw.

**Advisory/Homeroom** - Advisors and Homeroom teachers meet synchronously via Google Meet with students to take attendance and check in with students emotionally, help to structure their day, facilitate time management, and provide support to students.

**Office Hours** - Faculty are at school on weekdays and teachers will be available to interact with students, answer emails, and set GM meetings during class and office hours. Diploma teachers will communicate their office hours with each student keeping in mind that they will be committed to their teaching schedule for most of the day.



# Response to Risk

The tables below provide a summary of ISHCMC responses and services available at different stages of risk for students who are located in Vietnam. These are based on WHO, CDC, Vietnames Government Directives, ISHCMC Pandemic Matrix and the ISHCMC Health and Safety Committee Recommendation. These tables will be further elaborated in the ISHCMC Blueprint - Part 2: Section 1 - 6.

The ISHCMC Blueprint - Part 2: Section 7 outlines a Transition to Campus (TTC) approach to support students who are unable to be on-campus at ISHCMC due to:

- Quarantine orders
- Medical conditions
- Inability to enter Vietnam in time for the planned start, due to travel restrictions.
- Individual family choices to withhold return for a limited period of time

## Access to Campus Facilities

Risk Level	Low	Moderate	Medium	High	Major
Action	Monitor	Prepare	Reduce	Restrict	Lockdown
Facilities	Campuses open	Campuses open with awareness of ISHCMC Pandemic Matrix	Campuses open with awareness of government directives & ISHCMC Pandemic Matrix	Campuses open with restrictions based on government directives & ISHCMC Pandemic Matrix & ISHCMC Health and Safety Committee Recommendation	Campuses closed based on government directives & ISHCMC Pandemic Matrix & ISHCMC Health and Safety Committee Recommendation
Campus Access	All elements of campus are fully open	Campuses are open with some precautionary limitations	Campuses are open with some reduction in use e.g. time, numbers & some facilities	Campuses are open with high levels of restriction e.g. time, numbers, outside providers & facilities	Access to Campuses for Essential Personnel Only
Who	All approved members of the community	All approved members of the community	Reduced numbers of non-essential personnel	Restricted numbers of non-essential personnel	Essential Personnel Only
Arrival and Dismissal	Not applicable	Not applicable	Staggered arrival and dismissal	Staggered arrival and dismissal	No Access
Parents	Access	Review Access	Review Access	No Access	No Access

## Culture of Care

### Social and Emotional

Risk Level	Low	Moderate	Medium	High	Major
Action	Monitor	Prepare	Reduce	Restrict	Lockdown
Counseling and Learning Support educators, in collaboration with homeroom teachers and advisors, support student needs. This occurs via on campus and home based modes for individuals, small groups, classes and cohorts.					
Personal, Social, Emotional	Counseling and Learning Support educators, in collaboration with homeroom teachers and advisors, support student needs and teach personal, social and emotional skills and knowledge that is appropriate to age stage and context.	Counseling and Learning Support educators, in collaboration with homeroom teachers and advisors, support student needs and teach personal, social and emotional skills and knowledge that are appropriate to age, stage and context.	Counseling and Learning Support educators, in collaboration with homeroom teachers and advisors, support student needs and teach personal, social and emotional skills and knowledge that are appropriate to age, stage and context. This occurs via on campus and home based modes.	Counseling and Learning Support educators, in collaboration with homeroom teachers and advisors, support student needs and teach personal, social and emotional skills and knowledge that are appropriate to age, stage and context. This occurs via on campus and home based modes.	Counseling and Learning Support educators, in collaboration with homeroom teachers and advisors, support student needs and teach personal, social and emotional skills and knowledge that are appropriate to age, stage and context. This occurs through home based modes.

### Safeguarding

Risk Level	Low	Moderate	Medium	High	Major
Action	Monitor	Prepare	Reduce	Restrict	Lockdown
Safeguarding practices for all members of the community are adhered to on campus and in digital learning spaces.					
Safeguarding	Normal Safeguarding practices for all members of the community are adhered to.	Normal Safeguarding practices for all members of the community are adhered to.	Additional Safeguarding guidelines for teaching and learning in online meetings are reviewed and shared with faculty.	Additional Safeguarding guidelines for teaching and learning in live online meetings are reviewed and shared with faculty.	Additional Safeguarding guidelines for teaching and learning in live online meetings are reviewed and shared with faculty.

## Health and Safety

Risk Level	Low	Moderate	Medium	High	Major
Action	Monitor	Prepare	Reduce	Restrict	Lockdown
Health and Safety	<p>Health and Safety guidelines in place as set by the ISHCMC Health and Safety Committee in accordance with the government directives, WHO, CDC and ISHCMC Pandemic Matrix.</p> <p>Health and Safety updates are provided to teachers, students and parents at different levels of risk. Health and safety practices are consistently evaluated at all levels of risk. ISHCMC will always aim to take a proactive and conservative approach to health and safety to ensure that the wellbeing of our students and community comes first. At times this may mean that ISHCMC health and safety requirements exceed that required by government directives based on the and ISHCMC Health and Safety Committee recommendations.</p>				
Travel Declarations	Travel Declarations if required	Travel Declarations required	Travel Declarations required	Travel Declarations required	Travel Declarations required
Physical Distancing & Density	Not Required	Not Required	Physical distancing and Density	Physical distancing and Density	No Access Essential staff Only
Masks	Not Required	Masks required for all large gathering	Masks required for all mid-size gatherings Masks required for all public areas in school eg. corridors, transitioning etc. Masks can be removed in the classroom area so long as distancing is being adhered to.	Masks required for all spaces inside and outside of school areas	Masks required at all times and in all spaces. Essential staff on campus
Temperature Checks	Not Required	Required	Required	Required	Required
Cleaning protocols	Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.	Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.	Disinfecting kills germs on surfaces or objects. Disinfecting works by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.	Disinfecting kills germs on surfaces or objects. Disinfecting works by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.	Disinfecting kills germs on surfaces or objects. Disinfecting works by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.  Subject to campus access

## Learning

Risk Level	Low	Moderate	Medium	High	Major
Action	Monitor	Prepare	Reduce	Restrict	Lockdown
Context for Learning	On Campus Learning	On Campus Learning	Campus-Home Learning	Campus-Home Learning	Home-Based Learning
Scheduling	More structured as driven by access to shared facilities.	More structured as driven by access to shared facilities.	More flexible as driven by access to shared facilities and health and safety requirements.	More flexible, influenced by student age and maturity and health and safety requirements.	More flexible, influenced by student age and maturity
Access to Technology	<p>Students at all levels have access to required devices.</p> <p>EE - Grade 2- iPad in-class access.</p> <p>Grade 3, Studio 4 and 5- 1:1 iPad in-class access.</p> <p>MYP/ DP - 1:1 laptops</p>	<p>Students at all levels have access to required devices.</p> <p>EE - Grade 2- iPad In class access.</p> <p>Grade 3, Studio 4 and 5- 1:1 iPad in Class access.</p> <p>MYP/ DP - 1:1 laptops.</p>	<p>Students at all levels have access to required devices.</p> <p>EE - Grade 2- iPad In class access.</p> <p>Grade 3, Studio 4 and 5- 1:1 iPad allowed to be taken home to facilitate home-based learning.</p> <p>MYP/ DP - 1:1 laptops</p>	<p>Students at all levels have access to required devices.</p> <p>EE - Grade 2- iPad In class access.</p> <p>Grade 3, Studio 4 and 5- 1:1 iPad allowed to be taken home to facilitate home-based learning.</p> <p>MYP/ DP - 1:1 laptops</p>	<p>Students at all levels have access to devices.</p> <p>EE - Grade 2- iPads can be loaned out if there are no resources at home. Limited numbers available.</p> <p>Grade 3, Studio 4 and 5- 1:1 iPad to be taken home to facilitate home-based learning.</p> <p>MYP/ DP - 1:1 laptops</p>
Communication with Students	Face-to-face and digital via SEQTA, Seesaw and/or Google Meet.	Face-to-face and digital via SEQTA, Seesaw and/or Google Meet.	Face-to-face and digital via SEQTA, Seesaw and/or Google Meet.	Face-to-face and digital via SEQTA, Seesaw and/or Google Meet.	Digital via SEQTA, Seesaw and/or Google Meet.
Communication with Parents by Teachers	Face-to-face and digital via SEQTA, Seesaw and/or Google Meet.	Face-to-face and digital via SEQTA, Seesaw and/or Google Meet.	Face-to-face and digital via SEQTA, Seesaw and/or Google Meet.	Face-to-face and digital via SEQTA, Seesaw and/or Google Meet.	Digital via SEQTA, Seesaw and/or Google Meet.

Programme Framework	IB Programmes (PYP, MYP, DP)				
Curriculum	Rigorous standards and benchmarks for learning are maintained across all learning spaces.				
	Units of inquiry / learning continue to be led by the published objectives as per, PYP curriculum documents, MYP and DP subject guides.				
	As the learning context changes due to the level of risk, adjustments will be made to learning outcome priorities to ensure students' continuity of learning is maintained across the disciplines while the skills and conceptual understanding will be determined to best fit the context.				
	Advisory / Homeroom teachers continuously monitor the progress of student learning and communicate with students and parents				
Risk Level	Low	Moderate	Medium	High	Major
Action	Monitor	Prepare	Reduce	Restrict	Lockdown
Context for Learning	On Campus Learning	On Campus Learning	Campus-Home Learning	Campus-Home Learning	Home-Based Learning
Every Child, Everyday	Educators across schools will conference face to face with students as individuals, small groups and whole advisory/homeroom groups to support learning.	Educators across schools will conference face to face with students as individuals, small groups and whole advisory/homeroom groups to support learning.	Educators across schools will conference face to face with students as individuals, with small groups, or advisory/homeroom to support students.	Educators across schools will conference with students as individuals, with small groups, or advisory/homeroom to support students in-person and digitally.	More opportunities online or personalized and small group learning with teacher support.  Students will have the opportunity to connect with their teachers on a daily basis to support learning.
Assessment and Feedback on Learning	Feedback is ongoing and in multiple forms.  Assessment appropriate for each age level.  Students are provided opportunities to show knowledge, conceptual understanding and skills.	Feedback is ongoing and in multiple forms.  Assessment is appropriate for each age level.  Students are provided opportunities to show knowledge, conceptual understanding and skills	Feedback is ongoing and in multiple forms.  Relies more on written or audio recorded work than ongoing conversations about learning.  Review of digital student work supplemented by some face-to-face support as determined by health and safety guidelines.  Assessment is appropriate for each age level.  Students are provided opportunities to show knowledge, conceptual understanding and skills.	Feedback is ongoing and in multiple forms.  Relies more on written or audio recorded work than ongoing conversations about learning.  Review of digital student work supplemented by some face-to-face support as determined by health and safety guidelines.  Assessment is appropriate for each age level.  Students are provided opportunities to show knowledge, conceptual understanding and skills.	Feedback is ongoing and in multiple forms.  Relies more on written or audio recorded work than ongoing conversations about learning.  Assessment is appropriate for each age level.  Assessments are designed as appropriate to distance learning.  Students are provided opportunities to show knowledge, conceptual understanding and skills
Reporting	Reporting determined by individual programme.	Reporting determined by individual programme.	Reporting determined by individual programme.	Reporting determined by individual programme.	Reporting determined by individual programme.

## Co-Curricular & Extra-curricular

Co-curricular and extra-curricular guidelines in place are set by the ISHCMC Health and Safety Committee in accordance with the government directives, WHO, CDC and ISHCMC Pandemic Matrix.

Risk Level	Low	Moderate	Medium	High	Major
Action	Monitor	Prepare	Reduce	Restrict	Lockdown
Context for Learning	On Campus Learning	On Campus Learning	Campus-Home Learning	Campus-Home Learning	Home-Based Learning
After-School Activities	All available as appropriate	All available as appropriate	On-campus activities for ISHCMC students & HCMC students  Review of on-campus activities for students	No on-campus activities for any students	Virtual options for some activities, where possible
Athletics	All available as appropriate	All available as appropriate  Review of domestic and international competition travel/hosting	Trainings and local competitions continue  Review of trainings and local competition travel/hosting, no domestic or international travel/hosting	No trainings  No local, domestic, and international competition travel/hosting	No competition/training
Aquatics	All available as appropriate	All available as appropriate  Review of domestic and international competition travel/hosting	Trainings and local competitions continue  Review of trainings and local competition travel/hosting, no domestic or international travel/hosting	No trainings  No local, domestic, and international competition travel/hosting	No competition/training
Instrumental	All available as appropriate	All available as appropriate  Review of domestic and international competition travel/hosting	Practices and local competitions continue  Review of practices and local event travel/hosting, no domestic or international travel/hosting	No practices  No local, domestic, and international event travel/hosting	No events / practice  Virtual options for some activities, where possible
External Academies	All available as appropriate	All available as appropriate  On-campus gatherings reviewed	On-campus gatherings restricted or discontinued based on nature and context	No on-campus gatherings	No on-campus gatherings
Travel	All available as appropriate  International travel permitted	Travel and exchanges allowed within Vietnam  Review of domestic and international travel/hosting	Travel and exchanges locally only within HCMC  Review of trainings/practices and local travel/hosting, no domestic or international travel/hosting	No local, domestic or international travel/hosting	No local, domestic or international travel

# Rights & Responsibilities within the Community

It is our commitment to provide continuous learning opportunities to all students at ISHCMC during different times of risk. All members of our learning community have rights and hold different responsibilities to ensure that our students are able to successfully engage in their learning.

## **The school is responsible for ensuring that:**

- Campus-home and home-based learning commences as soon as possible and after all safety guidelines are reiterated and communicated with the learning community.
- Teachers are well versed in online learning best practices and prepared in advance for the possibility of online learning.
- There is a consistent approach across year levels and subject levels for online learning.
- Learning takes place through a variety of media.
- Student engagement and learning expectations are made clear to all stakeholders.
- Materials completed by students are assessed by teachers and regular, timely feedback is provided.
- Non-attendance and non-engagement during home learning will be followed up by teachers and administrators.
- Parents, students and teachers are regularly surveyed about the effectiveness of learning.
- Parents are provided with opportunities to upskill and learn about online learning and the platforms used by students and teachers.
- Parents and guardians have access to the online-learning platforms.
- Parents are provided with regular updates.

## **Students are responsible for ensuring that they:**

- Are familiar with the guidelines for all contexts for learning.
- Engage in the learning set by their teachers.
- Connect with their teachers each day as is appropriate to their grade level through the school platforms.
- Understand their responsibilities for learning when the campus is not accessible.
- Complete all tasks to the best of their abilities and as independently as possible.
- Understand the procedures and how to submit work remotely.
- Use opportunities to expand and further develop self-management and learning skills.
- Seek help, clarification and support when needed.
- Continue to follow the agreement of acceptable and responsible use of technology at ISHCMC.
- Use ISHCMC-approved platforms for communicating with teachers and other students regarding school matters.
- All communication is positive and respectful.

## **Parents and guardians are responsible for ensuring that they:**

- Are familiar with the contexts for learning and the following parent responsibilities.
- Engage with ISHCMC parent training and workshops that provide a basis of online learning knowledge.
- Provide appropriate internet access for their children so that they can participate in online learning.
- Can access home learning through the ISHCMC learning platforms of SEQTA and/or Seesaw to monitor work that has been set by the teacher.
- Understand how their child is engaging in learning and check whether completed work has been submitted to teachers.

- Play an active role in their child's/children's learning regardless of their age.
- Regularly check email and Primary or Secondary School updates.
- Proactively communicate with faculty, as guided by the Primary and Secondary handbooks.
- Actively engaged in supporting the learning process.
- Communicate in a positive and respectful manner with all stakeholders.

**The teacher is responsible for ensuring that they:**

- Are familiar with the organization guidelines for learning.
- Are proactive in developing their teaching skills to ensure that the learning is energizing, engaging, and empowering for their students.
- Ensure that all assigned students and parents are clear about where learning will be posted and how assignments should be submitted.
- Connect with students and track their learning.
- Provide ongoing feedback in a timely manner as per the Primary and Secondary handbooks
- Ensure consistency with other teachers in setting work across year levels and subjects.
- Commit to schoolwide essential agreements for learning.
- Are clear regarding learning activity instructions and clarify learning expectations for each lesson.
- Design the learning appropriate to the student's age group and/or academic maturity.
- Post learning assignments on SEQTA and/or Seesaw ahead prior to the learning so that both parents and students can see what is expected.
- Set assignments in a way that foster creativity and personalised learning.
- Are available for students during school hours and as defined by the learning timetables.
- Ensure that attendance is recorded on SEQTA.
- Employ a service mindset for the parent community.



## Contact us



### Primary Campus

28 Vo Truong Toan Street, An Phu Ward, District 2, Ho Chi Minh City, Vietnam

### Secondary Campus

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