



Tesla PYP Online Learning Program Parent-Student Handbook

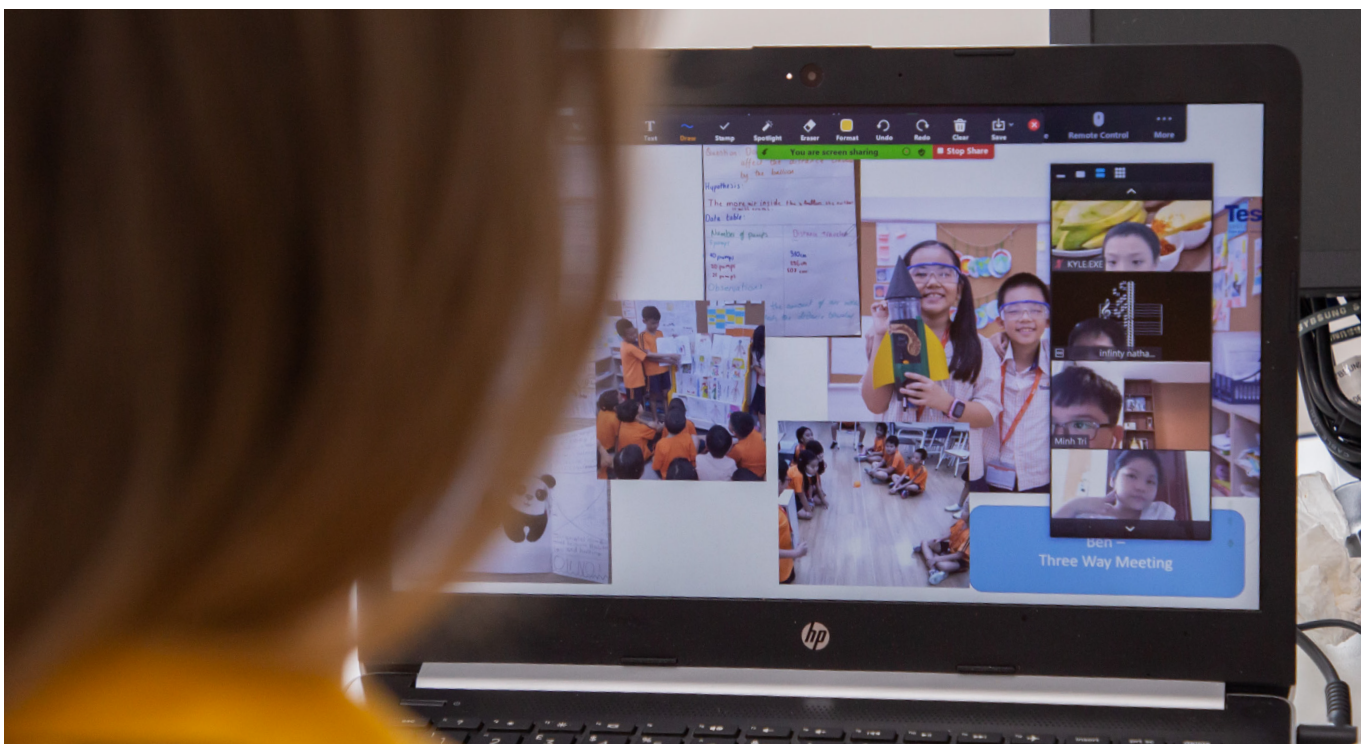
This handbook is designed to provide important information and resources for parents of students to help guide our partnership through any contingency that requires the school to revert to online learning now or into the future. Tesla Education is committed to providing every student with a high-quality educational experience during times students cannot be learning on campus.

OVERVIEW

Our comprehensive plan has been developed based on research of best practices shared among International Schools in HCMC as well as other recognized organizations (e.g. AAIE, CIS, EARCOS) and includes the lessons learned by our staff during school closure during the last two school years. At the core of the program are our Vision, Mission, and Core Values. The program design is to ensure the emotional, psychological and physical well-being of our students while they continue to explore the curriculum.

Principles of Distance Learning at Tesla:

- The online learning program is not intended to imitate the on-campus experience.
- Online experiences differ for students in context with the learning goals inherent to their grade level.
- Fostering relationships is essential to the success of student learning and a central aspect of creating a healthy educational community.
- The student experience requires a balance between synchronous and asynchronous activities as a means for developing collaborative connections and independent application skills.
- Content coverage priorities require modification to ensure the essential skills of an online environment are leveraged to maximize student expression and demonstrate understanding.
- Full student participation in the Tesla Online Program ensures a continuous learning experience and is essential to the transition back to our on-campus program when students return to school.
- Maintaining assessment practices in line with the Tesla Education Assessment policy is an ongoing priority and will continue to provide multiple opportunities for students to demonstrate understanding. Culminating projects, peer-to-peer and teacher feedback, and the opportunity to utilize various media on multiple digital platforms is our goal.
- Student success in the online environment is a community commitment and the partnership between teachers and parents is essential to the process.



Online Learning	Lower Primary (K - 2)	Upper Primary (3 - 5)
Key Focus Areas	<p>Development of foundational MOET curriculum including literacy and mathematical thinking skills in Vietnamese and English.</p> <p>Investigations and engagement in Units of Inquiry.</p> <p>Opportunities to extend learning to specialists areas (science, technology, English & arts)</p>	<p>Development of foundational MOET curriculum including literacy and mathematical thinking skills in Vietnamese and English.</p> <p>Investigations and engagement in Units of Inquiry.</p> <p>Dedicated application of key approaches to learning (research skills, self-management skills, thinking skills)</p> <p>Opportunities to extend learning to specialists areas (science, technology, English & arts)</p>
Primary Platform for Communication	SeeSaw	Google Classroom
Daily Online Features	Morning Meeting: greetings, sharing, social interaction, movement, and reviewing daily plan and expectations	Morning Meeting: greetings, reflections on learning, sharing, social interaction, movement, and reviewing daily plans and expectations
	Class-wide synchronous group collaboration activities focused on academics	Class-wide synchronous group collaboration activities focused on academics
	Asynchronous, self-paced individualized tasks and activities focus on individual skills	Asynchronous, self-paced individualized tasks and activities focused on the application of skills requiring research and connections across the curriculum.
	Specialist lessons for Art, Music, PE, English, and Science	Specialist lessons for Art, Music, PE, English, and Science
Additional Support	Teacher Office Hours: 15: 45 - 16:30 (Daily)	
	Extended Lunch to provide flexibility for families	
	Individualized student-parent conferences every week	
	Online resource collection and supplementary programs such as: <ul style="list-style-type: none"> • RazKids • Learning A -Z • MyiMath • Mystery Science 	
	Learning Support (as needed)	
	Tech Support from IT Department	

STRUCTURE: WHAT WILL THE DAILY SCHEDULE LOOK LIKE?

Time	Class	Event	Type of Learning Period	Platform
8:15 - 8:40	Homeroom	Morning Meeting	Synchronous Group Collaboration	Zoom or Meets
8:40 - 9:15	Content class (MOET)	Whole class meeting	Synchronous Group Collaboration	Zoom/Meets & LMS
9:25 - 10:00	Content class	Whole class meeting	Synchronous Group Collaboration	Zoom/Meets & LMS
10:10 - 10:45	Content class	Independent Skills development	Asynchronous & Self-paced	LMS & Video
10:55 - 11:30	Content class	Independent Skills development	Asynchronous & Self-paced	LMS & Video
11:30 - 13:00	Lunch			
13:00 - 13:30	Teacher Meeting Time	Individual Student Meetings	Personal Support and Sharing	Zoom
13:40 - 14:15	Content class	Whole class meeting	Synchronous Group Collaboration	Zoom & LMS
14:25 - 15:00	Content class	Whole class meeting	Synchronous Group Collaboration	Zoom & LMS
15:10 - 15:45	Content class		Asynchronous & Self-paced	LMS & Video
15:45-16:30	Teacher Office Hours & Student Meetings			




Homeroom	Every morning student interaction: Sharing, reflections on yesterday, active movement time, reviewing the day's learning plan. This is the only period of the day that students will be expected to be continuously online throughout the entire time frame.
Synchronous	Class-wide participation together as a community. This will include whole-class online meetings, small groups, and off-line activities.
Zoom or Meets	Lower & Upper primary have different LMS so there may be different video conferencing platforms utilized by teachers.
Content class (MOET)	The first content course of every day should be a MOET class so Homeroom teachers can transition without having a break in between.
Zoom/Meets & LMS	LMS: Learning Management System (SeeSaw & Google Classroom). Students will not be required to be on video conferencing throughout this entire learning period.
Asynchronous & Self-paced	Although these activities are at a planned time, students have the option of completing these tasks at times that are convenient for them and their families. Any learning materials required must be uploaded prior to 10:00 AM every day.
Individual Student Meetings	Individualized socio-emotional and learning support in a one-to-one environment. Parents are encouraged to join meetings. Teachers schedule a minimum of two students per day.
Teacher Office Hours & Student Meetings	Students are not required to participate unless a teacher believes it is necessary to meet with individual students. Also, this could be a time to offer some virtual "fun" time.

MATERIALS: WHAT RESOURCES DOES MY CHILD NEED?

Students should have a designated “learning zone” in their home - a quiet, comfortable place to complete schoolwork, free of interruptions, and with easy access to learning resources, including:

- Technology
 - Reliable Internet Connectivity
 - Appropriate Device for grade level
 - ☐ Lower Primary = Tablet or Laptop/Desktop
 - ☐ Upper Primary = Desktop or Laptop (Preferred for mobility)
 - Technical knowledge for accessing supplementary online programs

Every student will be given an email address based on the Gmail platform, which will be used to access Tesla learning programs. Email details will be sent to parents upon students’ enrolment.

Overview	 ManageBac A software for managing and documenting students’ academic progress.	 Seesaw A software for communicating lesson information between teachers and students	 Google Classroom A software for communicating lesson information between teachers and students
PC	tesla.managebac.com	www.seesaw.com/	classroom.google.com
Android	Managebac	Seesaw Class	Classroom
iOS	Managebac	Seesaw Class	Classroom
Grade	Every grade	KG - Grade 3	Grade 3 and higher
Account	Will be sent to Parents via Email		

Using **Seesaw**:

- ☐ For students, after opening Seesaw, select “I’m a Student” and click on “Sign In with Google”. Proceed to use the given account to log in
- ☐ Teachers give detailed instructions to students on how to submit assignments.
- ☐ Parents receive weekly reports through email (only 1 email address is set up for receiving reports for each student). Parents can also go to web.seesaw.me/parents to keep track of the students’ academic progress.

Using **Google Classroom**:

- ☐ Students log in Google Classroom using the given account.
- ☐ Teachers give detailed instructions to students on how to submit assignments.

- Notebooks
 - Math/Science/UOI/Vietnamese/ etc.
- Writing utensils
 - Pencils, erasers, pens, markers, highlighters
- Art supplies - non-essential, but helpful
 - Scissors
 - Colored pencils
 - Crayons or oil pastels
 - Colored markers
 - Watercolor paints
 - A supply of white A4 paper
 - Gluestick
- Movement Space (PE/Dance/Music/Homeroom: Students need space to move around and have fun!!)

For technical issues, please contact us through:

- ☐ Email: it.support@tesla.edu.vn
- ☐ IT Hotline: **093 400 4777**

ROLES & RESPONSIBILITIES DURING DISTANCE LEARNING

STUDENT RESPONSIBILITIES

- Allow follow Tesla Acceptable Use Technology Policy when online to properly care for your device and maintain the attributes of a digital citizen using etiquette and politeness.
- Consistently check correspondence with teachers through the appropriate LMS (SeeSaw or Google) and email for announcements, activities, and feedback from teachers.
- Participate, to the best of your ability, in all activities and submit assignments within an appropriate time frame.
- Establish routines to keep organized and participate in self-management.
- Communicate with your teachers immediately when you require help or have questions.
- Dress in school appropriate clothing during online lessons.
- Treat your parents as a partner and share with them as often as possible.
- Be kind to yourself- be healthy and have fun!!

PARENT RESPONSIBILITIES

- Communicate with your child as often as possible. Become a partner in their online journey.
- Respect your child's "learning zone", provide them ownership of their learning area as best you can.
- Participate in two-way communication with the school and your child's teacher.
- Provide a daily routine that ensures students are ready for an online environment every day and that the access to technology is seamless.
- Limit internet usage for students outside of their learning responsibilities to limit screen time. Encourage your child to engage in play and physical activities as often as possible.
- Monitor your child's stress and wellness throughout online learning and communicate with the teacher when support may be necessary.

TEACHER RESPONSIBILITIES

- Create a safe, fair, and inviting environment so every child feels like part of the whole learning community.
- Be aware of the students' and families' social, emotional, and physical well-being.
- Communicate regularly, and as needed, with students, parents, and the school academic leadership team.
- Collaborate with all members of the learning community to develop engaging and meaningful activities that appropriately challenge every learner.
- Provide clear instructions about access to online platforms and learning management systems.
- Consistently monitor student progress, provide ongoing and timely feedback, and allow students to demonstrate their understanding in a variety of ways.
- Be cognizant of time constraints and resources in students' homes and model flexibility as an inherent skill of the online learning platform.

HOW TO SUPPORT YOUR CHILD/REN DURING ONLINE LEARNING



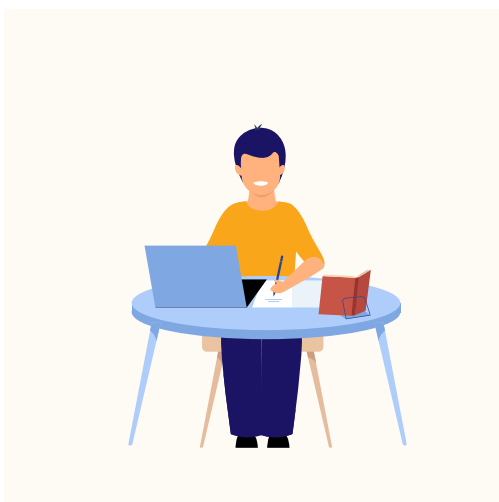
Provide a consistent family routine:

- Wake up at the usual time
- Eat breakfast
- Get ready
- Lunch & Midday rest
- Dinner
- PLAY TIME!!

CLASS SCHEDULE				
MON	TUE	WED	THU	FRI
Yellow	Brown	White	Blue	Green
Green	Yellow	Brown	White	Blue
White	Blue	Green	Yellow	Brown

Stay aware of daily schedule:

- Have your child discuss the day's plan in advance
- Provide a system for checking if responsibilities are being met
- Post visible reminders
- Consistently congratulate for participation and work ethic



Set up the learning space together.

Give them ownership:

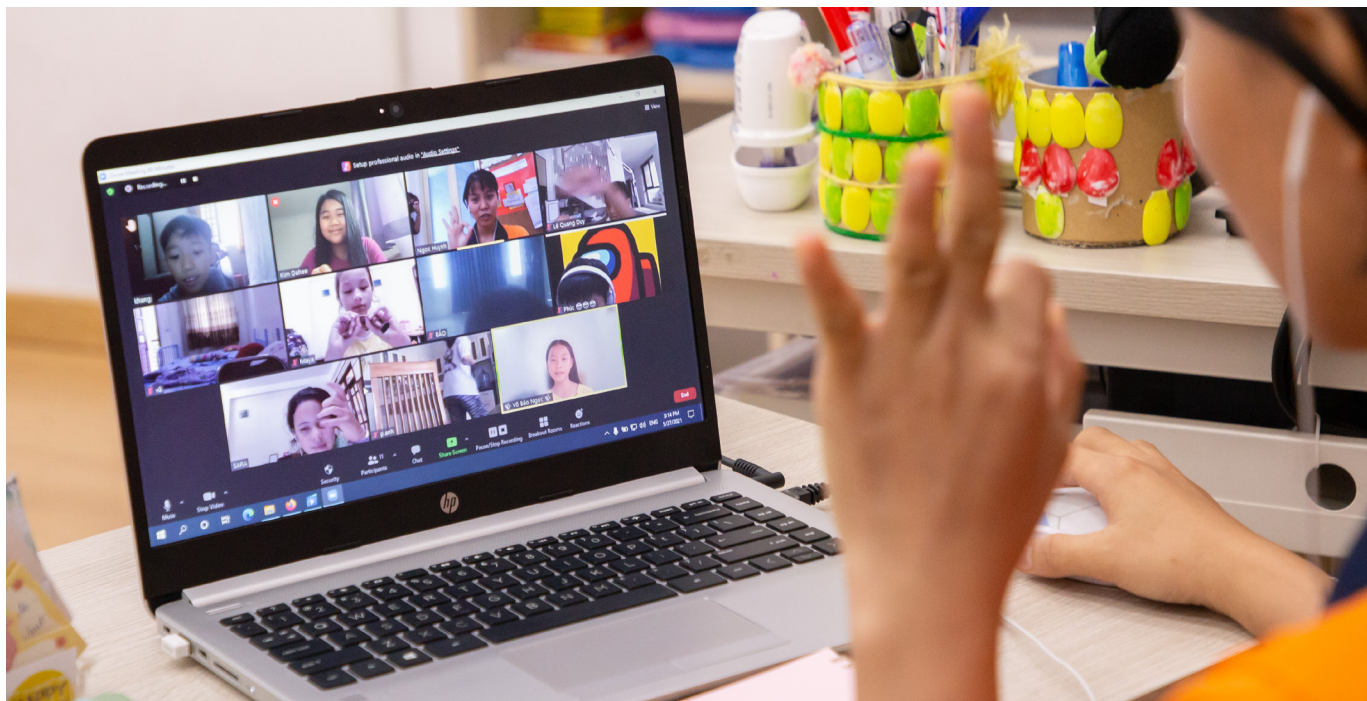
- Chair and desk that makes them comfortable
- Space to move around and be creative
- Decorations that make them comfortable
- Resources easily accessible

TIPS FOR COMMUNICATING WITH YOUR CHILD DURING ONLINE LEARNING

The balance between work obligations and monitoring your child’s online learning experience is challenging. One of the skills students will require through the online program is independence so do not feel like you need to be involved in everything:

- Communicate with encouragement and flexibility. Allow them to develop at their own pace.
- Simple check-in’s at the beginning and end of the day are more effective than constant interaction
- Consistently remind them to participate in activities that require movement, are not on a computer, or are just plain fun!
- Remember that older students can become more resistant to sharing with parents, which is completely normal. Do not let that discourage you, communicate with them anyway!
- When having discussions with your child about their learning, be very specific about what you want them to tell you about their day. Examples:

Okay Conversation Starters	Good Conversation Starters
What are you doing?	How would you explain what you are doing so I can understand?
Are you confused?	What was the most confusing part of your day?
Why are you stressed?	Was there something that happened today that made you stressed? What do you think caused the stress?
Do you understand?	Do you have questions about these assignments?
When is that due?	Where are you in the process and what are your next steps?
Did you do well?	What were you proud of in these activities? What would you change if you could do it again?



ATTENDANCE AND ASSESSMENT

ATTENDANCE

Student attendance will be monitored each day by the teachers. Activities that count towards student daily attendance include:

- Homeroom
- Synchronous classes that require students to collaborate with their peers. This does not have to be a video conference
- Asynchronous classes monitor student attendance by their completion of tasks and assignments
- Individual student meetings with teachers are expected and are not optional

ASSESSMENT

In addition to demonstrating understanding of the MOET learning outcomes, PYP students are required to develop skills to support self-regulated learning through the inquiry process. Teachers consistently monitor students' ability to make connections across subject areas and apply skills to construct new knowledge. In addition, teachers observe and document:

- The depth and breadth of inquiry over time;
- Student awareness of the need to integrate knowledge across multiple subject areas to develop solutions to authentic challenges;
- Subject-specific knowledge and skills;
- Application of conceptual understanding to extend the inquiry process;
- The demonstration of the independent and collaborative learning inherent to the development of the IB Learner Profile attributes.

Tesla students are expected to assume responsibility for their own learning and be actively engaged in the assessment process by reflecting on learning and how to improve their conceptual understandings. Throughout the process students should be able to evaluate their learning progress and be able to:

- Partner with teachers and peers to design learning goals and assessment criteria;
- Discuss the iterative process and their progress toward achieving learning outcomes;
- Select specific evidence that best demonstrate understanding of the intended learning goals;
- Develop metacognitive skills to reflect on their learning process and make appropriate adjustments;
- Utilize feedback from teachers and peers to identify areas of improvement and modify their priorities.



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