



CLARET OPERATIVE DISTANCE EDUCATION ~ HIGH SCHOOL UNIT

Introduction

Faithful to the Claretian Education commitment to the promotion of intellectual growth made more sublime with the practice of virtue, the CSQC High School resolves to ensure the continuity of learning for our students. The focus of this education continuity plan is on the transition of students from one type of learning to another as their schooling context changes. As we navigate these extraordinary circumstances resulting from the continuing public health threat, our commitment is to provide an alternative means of education through the Claret Operative Distance Education (CODE) High School Program.

Foremost in the continuity of learning is the safety and well-being of our students and their families, teachers and school personnel. While it is acknowledged that distance education does not replicate in-person interaction in the physical classroom, the structure of learning is calibrated without departing from the goals of the K to 12 curriculum. This is carried out through integrative coverage of competencies and contents, flexible learning options, and empowerment of families to ensure the students' well-being and continuity of learning.

The CODE HS Program is implemented through Online Learning, mainly utilizing the online environment supported by digital learning platforms, flexible learning options, and a variety of educational technologies. The students' homes become the main learning environment, thereby enhancing more meaningful interactions and cooperation between our students and their families.

CODE High School

The CODE High School Program is implemented via Online Learning. Online delivery mode includes both Synchronous Engagements and Asynchronous Learning Environment.

Distance/Remote Teaching and Learning ~ is teaching and learning where the teachers and students are physically separated and which uses alternative modes of delivery covering both synchronous and asynchronous engagement and communication.

Synchronous Engagements ~ involve teaching and learning where teachers and students interact in real time. Synchronous or real-time engagements are opportunities for students to participate in activities with their teachers and classmates at a scheduled time to allow for interactions in real time.

Asynchronous Learning Environment ~ involves teaching and learning where teachers and students interact but not in real time. It entails providing online content resources (readings, videos, blogs, vlogs, podcats, recorded lectures) that students can access outside of the real-time class, and do assigned tasks independently within the time frame given by the teachers. Other modes of communication (phone call, SMS, instant messaging, e-mail, video call) may be used to consult with teachers, and for teachers to monitor students and provide feedback.

Online Learning and Communication Platform ~ The cloud-based software, Microsoft 365 is the official online learning platform of the High School Unit. Specifically, Microsoft Teams is the online classroom hub and communication platform with specific features to support teaching and learning.

The virtual classrooms and offices are created and organized to represent the elements of the physical school campus. The following virtual teams/groups are created in support of the CODE:

High School Unit Teams:

Homeroom Teams, Subject Teams, Club & Student Organization Teams, Student Level Teams, Faculty Level Teams, Subject Area/Cluster Teams, CSPTA Level Teams, Claret High School Faculty Association Team, HSU Administration Team, HS Unit Team

Institutional Teams:

Claret Student Central Team (Channels: HS Unit, FEED, Instructional Media Center, Student Development Center, Registrar, Office of the School Director);

Claret Parent Central Team (Channels: HS Unit, FEED, Instructional Media Center, Student Development Center, Registrar, Office of the School Director, Parent-Teacher Association, Technical Support);

Claret Personnel Central Team (Channels: HS Unit, FEED, Instructional Media Center, Student Development Center, Clinic, Registrar, Physical Plant Administration & Auxiliary Services, Human Resource Management & Development Office, Office of the School Director)

Ad Hoc Teams: Created for specific/immediate needs and purposes of CSQC

Guiding Principles for Structuring Learning

- **Less is More** ~ Structured lessons are focused on the essential learning competencies necessary for the attainment of curriculum goals ~ holistic growth and the development of 21st century skills.
- **Integrative lessons** are designed to meet performance standards that cut across learning areas.
- **Cross-cutting learning skills** through integrative learning tasks that foster ~ *Cognitive competencies*: academic mastery, critical thinking, creativity, collaboration, communication; literacy skills (information, media,

technology);

Interpersonal competencies: adaptability, leadership, global awareness;

Intrapersonal competencies: growth mindset, learning how to learn, intrinsic motivation, grit.

- **Flexible learning options** ~ to support students, teachers, and families in adapting to the new learning environment; the use of a combination of print media, broadcast media, and digital technologies; adjustments in the class schedule; use of resources available at home and in the neighborhood; ways to demonstrate learning and evaluate achievement.
- **Empowering families** ~ involving and engaging family members in learning activities that can be done in the safety and comfort of the home and using varied resources available at home and the immediate environment; more opportunities to communicate and collaborate with teachers for the well-being and progress of our students.

Organizing the Lessons

Students are given the **Weekly Learning Target** posted on Mondays consisting of ~ Learning Objectives, Topics, Learning Tasks, Assessment and Transfer Tasks, Reflection Activity, References and Other Required Resources.

The time for turning in of assigned tasks is determined by the teacher and the guidelines set. Flexibility, sensitivity, and compassion prevail in the teachers' decision making.

Instructional Plan is based on the principles of Gagne's 9 Events of Instruction Model (1992; 1985) adapted in the High School Unit: *I. Preparation (1. Motivation, 2. Objectives, 3. Recall of prior learning/required prerequisite), II.*

Instruction & Practice (4. Information & Example, 5. Learning Activities, 6. Guided Practice, Independent Practice, 7. Providing Feedback), III. Assessment & Transfer (8. Performance assessment based on stated objectives; 9. Activities that allow internalization of new knowledge, i.e., generalizing and transferring knowledge).

Relevant learning is fostered through thematic lessons anchored on the **Overarching Theme & Subthemes** of the HS Unit. The themes revolve around the current health crisis brought about by the pandemic.

The Overarching Theme (OT): *Making the information consumer (our students) savvy through education, and promoting the search for truth for the well-being of all.* The OT puts emphasis on the interdependence of people in a society.

The Subthemes are: *Adapting actions in response to the new challenges of the continuing global health crisis; and The collective good: being responsible for the well-being of all.* The subthemes are unpacked to guide more focused integration in the lessons.

Assessment and Progress Monitoring

Assessments are based on the performance and content standards from the recalibrated curriculum. Assessments that cut across a combination of subject areas are favored over summative assessments that may adversely affect the learners' well-being. Authentic products of learning figure in the assessments across the subject areas.

Assessment monitoring addresses issues of integrity through self-assessment activities, post-assessment authentication through student reflection, or teacher-student dialogue, creating assessments that allow for student choice, developing a class honor code, and use of available monitoring systems on the Web.

Grading

The school year will still be divided into **3 terms/trimesters for the Junior HS, and 2 semesters for the Senior HS**. The grade components are reconceived to better align with the types of assessment that pervade the curriculum.

Alternative and more authentic assessments are planned; collaboration and independent learning are enhanced.

Summative assessments consist of: Performance Tasks (40%), Written Work (25%), Periodic Assessment (25%), and Participation (10%).

Class Schedule

The class schedules have been designed to enhance student learning support through several features.

Each class schedule considers the **well-being** of the students as well as the **time needed** for them to learn the most essential competencies that will help them **accomplish meaningful tasks independently**. The importance of **resting the mind and body** guided the design of the class schedule (10-minute break between 2 consecutive periods, and 1-hour lunch break). **Regular student-teacher consultations** are part of the weekly schedule to ensure that students get a balance of cognitive and emotional support.

Based on the **Do No Harm action principle**, the schedule is designed to include **other important priorities** via the weekly sessions aimed at fostering the psychosocial well-being of students. Such priorities are demonstrated through the **sessions for guidance and counseling** by the level counselors, **spiritual formation** by the Faith Education and Enrichment Department staff, **agency and integrity in the online environment** by the librarians, and **pep talks on safety**,

health, and well-being during the weekly student assemblies and homeroom periods.

Student Activities

Student activities are essential in the holistic development of students. The **cocurricular clubs and organizations, student government, and student publication** foster the development of the **cognitive, interpersonal, and intrapersonal competencies** that allow our students to use their knowledge and skills in living by our school motto, *Knowledge is Best with Virtue*. Activities for Clubs, Central Board of Students (the HS student government), Tanglaw ng Claret (the HS student publication), and other worthwhile activities are done through synchronous engagements with co-members and moderators, and through asynchronous activities that allow students to **work and collaborate** at their own pace, exercise their freedom to **choose and plan** activities under the guidance of their moderators, and to **practice leadership, accountability, adaptability, social awareness, and service to others**.

Student Discipline

The new teaching-and-learning context immerses students and teachers in the different educational technologies. Access to and use of information entail self-discipline, respect, academic integrity, and agency in the online environment. In addition to the rules stipulated in the CODE-HS Student Handbook, relevant rules and guidelines that apply to the distance learning context are set to guide students and teachers in the new teaching-learning context.

Responsibilities of Students	Responsibilities of Parents/Guardians
○ Attend the synchronous classes and participate in the	○ Provide the needed access to technology in a safe

<p>activities.</p> <ul style="list-style-type: none"> ○ Do asynchronous tasks on time. ○ Accomplish assigned tasks with academic honesty. ○ Consult with teachers when needed and attend required conferences. ○ Attend the monthly level assemblies and other student activities, and participate actively. ○ Acknowledge the teacher’s e-mails, messages, or calls. ○ Convey important school communication to parents/guardians. ○ Check the Student Central Team and HS Unit teams daily (Monday to Friday). ○ Practice netiquette. ○ Practice healthy habits. 	<p>and quiet place in the home.</p> <ul style="list-style-type: none"> ○ Ensure attendance in the synchronous classes. ○ Monitor completion of schoolwork. ○ Regularly check announcements in the Parent and Student Central Teams, and HS Unit teams. ○ Acknowledge e-mails and other forms of communication sent by teachers, administrators, and other school representatives. ○ Attend required conferences with teachers/administrators. ○ Provide the learning materials needed: computer, good Internet connectivity, textbooks, and other assigned materials for learning activities. ○ Provide support through encouragement and care for health, safety, and well-being.
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Online Learning Platform Requirements (Microsoft 365)

Computer requirement/ specifications for Office 365	
Processor	i3 or higher
Operating system	Windows 8 or higher macOS: 10.13 or Latest
Memory	Windows OS: 4 GB RAM; 2 GB RAM (32-bit) or higher macOS: 4 GB RAM or higher
Disk space	Windows OS: 4 Gigabytes of available space macOS: 10 GB of available disk space
Display	Windows OS: 1280 x 768 screen resolution (32-bit requires hardware acceleration for 4K and higher) macOS: 1280 x 800 screen resolution
Browser	Microsoft Edge, Safari, Chrome, Firefox, Internet Explorer
Video calls & meetings	Teams requires a USB 2.0 video camera, a microphone, and an audio-output device in order to utilize its full range of calling and meeting features.

Educational Technologies for Teaching and Learning

Varied educational technologies are used in the delivery of online teaching and learning.

Print media ~ Printed textbooks, and other print media (newspapers, magazines, trade books, and other authentic texts). Grades 7 to 12 students use **printed textbooks** and other digital resources.

Broadcast media ~ TV, radio

Digital media ~ databases, e-books, blogs, podcasts, explainer videos, how-to videos, vlogs, images and photos, social media pages, websites.

Formation and Learning Supports for Students

The **Student Development Center**, **Instructional Media Center**, and the **Faith Education and Enrichment Department** provide virtual/online support services/offerings under the new educational context. Their online presence and purposes serve to provide learner support and ensure student and teacher well-being in the implementation of the Claret Operative Distance Education.

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