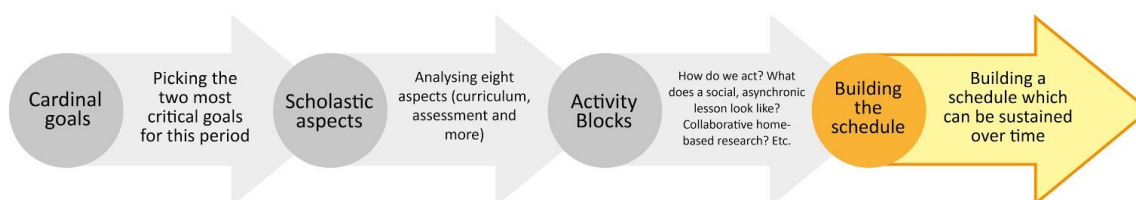


# Remote-Learning School Models

In order to aid in the necessary, complex task of developing a school's remote-learning model, we prepared a number of example models that combine selected goals from within the suggested list.



This is nearly the last step. Having selected your cardinal goals and considered the scholastic aspects, you are welcome to make use of the different models as a basis for creating the work model of your school. From this model you can also derive roles for the teachers during this period, learning attitudes, and of course the curricular schedule.

Model name	Main goals
<b><u>Personal Model</u></b>	<ul style="list-style-type: none"> <li>- Fostering progress in the acquisition of knowledge and skills, in line with the curriculum</li> <li>- Facilitating students' immersement and engagement with personal topics of interest</li> </ul>
<b><u>Radical Model</u></b>	<ul style="list-style-type: none"> <li>- Nurturing the abilities, tendencies and routines beneficial to independent learning</li> <li>- Maintaining communication, a sense of belonging and emotional support</li> </ul>
<b><u>Growth-based Model</u></b>	<ul style="list-style-type: none"> <li>- Facilitating students' immersement and engagement with personal topics of interest</li> <li>- Nurturing the abilities, tendencies and routines beneficial to</li> </ul>

	independent learning
<b><u>The Solid Model</u></b>	<ul style="list-style-type: none"> <li>- Fostering progress in the acquisition of knowledge and skills, in line with the curriculum</li> <li>- Maintaining communication, a sense of belonging and emotional support</li> </ul>
<b><u>Independent Model</u></b>	<ul style="list-style-type: none"> <li>- Fostering progress in the acquisition of knowledge and skills, in line with the curriculum</li> <li>- Nurturing the abilities, tendencies and routines beneficial to independent learning</li> </ul>

## The Personal Model

### Main objectives:

1. Fostering progress in the acquisition of knowledge and skills, in line with the curriculum
2. Facilitating students' immersion and engagement with personal topics of interest

The 'Personal model' is structured around the assumption that during this period, the social meaning of the classroom structure is diminished - since each student is in his or her own home. Interactions with others are still important - but the constraints create an opportunity for every student to not necessarily learn along 'with the whole class' and to do things 'like everyone,' but rather to progress through tasks tailor-made for them. This model aims to minimize as much as possible the learning gaps in terms of school-wide learning goals, as well as reducing the gaps between students and facilitating each student's personal advancement..

An analysis of the implications of the selected goals on main aspects of school organization:

<b>What shall we teach?</b>	<ul style="list-style-type: none"> <li>- Regular curriculum serves as foundation</li> <li>- Reorienting program focus to language, math and English skills</li> </ul>
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	<ul style="list-style-type: none"> <li>- Additional creation of range of activities to choose from</li> </ul>
<p><b>Pedagogical Principles: Main types of activity</b></p>	<ul style="list-style-type: none"> <li>- Focus on learning assignments in compulsory areas (the chosen areas) - while creating a repository of learning stimuli and a variety of tasks that will allow different learners to engage in ways optimal for them</li> <li>- Identifying effective learning characteristics of students 'on-the-go': Who among them is able to progress alone? Who needs more contact and guidance from the teacher? Who is able to easily learn from a video, etc. - We suggest preparing a mechanism that will allow students to map and discover the styles of learning that are most convenient to them.</li> <li>- <b>Creating optional enrichment activities, and opportunities for students</b></li> <li>- Incorporating activities where students present things they have learned</li> <li>- Recommended Activity Building Blocks:  Differential practice and learning  Exercise sheets and assignments  Referral to information sources, and a follow-up assignment  Reading or viewing diary  Content-oriented learning games  Independent Project / Research  Synchronous / written debate  Frontal / synchronous lesson</li> </ul>
<p><b>Evaluation/Assessment - What and How?</b></p>	<ul style="list-style-type: none"> <li>- This model requires the activation of evaluation mechanisms.</li> <li>- Creation of a routine in which mandatory tasks and deliverables are sent in</li> <li>- Teachers update shared evaluation forms with information on student engagement and performance</li> <li>- Incorporation of facilitated slots with the students that encourage self-reflection, in order to ascertain levels of success for different activities.</li> </ul>
<p><b>Staff organization and configuration</b></p>	<ul style="list-style-type: none"> <li>- The team's efforts center on:</li> <li>- Developing and/or collecting learning activities (with a focus on asynchronous ones), suited for a range of levels.</li> <li>- Development of non-mandatory workshops that aid Independent Project / Research</li> <li>-</li> <li>- Giving guidance and support to students in need of help, in small groups or in person</li> <li>- Summary/assessment-based sessions and activities for</li> </ul>

	<p>identifying student's learning preferences.</p> <ul style="list-style-type: none"> <li>- For doing so, we suggest dividing staff into several teams, such as: language team, math team, English team, personal research team</li> <li>- Each team has one day of the week where they have less contact with the students. Instead, they go over last week's data (on progress of the various students and learning preferences) and develop activities for the next week.</li> <li>- Learning activities may be presented in parallel, to allow different children to learn and experiment in which way of learning suits them.</li> </ul>
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Curriculum schedule example:

**\*Note: The full days of the Israeli school week mostly run Sunday through Thursday. The tables in this document have been adjusted for international readers**

Monday	Tuesday	Wednesday	Thursday	Friday
English - learning games	Language - reading diary  Or: Written debate  (Students' choice)	Math - learning games	Language and math - Students are given worksheets/ assignments, or are given an information source and a follow-up assignment	Weekly study surge (Students fill out a questionnaire on activities)
Language - reading diary  Or: Written debate  (Students' choice)	Math - differential practice and learning	English - Viewing diary	Continuation of first slot	Independent project/study - Students present (Either synchronous, or through slide-based presentations) and respond to each other
Independent project/study - defining weekly challenges, or synchronous meeting for	Math - differential practice and learning	Independent project/study - mentoring groups to support students	Language or English - learning games Teachers determine student	Class-wide synchronous talk

jumpstarting students' engagement with chosen topic			placement, based on personal strengths)	
<i>Math team on development day</i>	<i>English team on development day</i>	<i>Language team on development day</i>	<i>Personal research team on development day</i>	<i>All teams meet in morning</i>

Note: Detailed explanations for all types of activities that appear here may be found in the ['Activity Building Blocks' document](#)

Further Considerations:

- Each team periodically reviews students' performance (for example - each teacher on the team reviews the performance of around 20 students per week; assuming there are at least five teachers in every team - some 100 students can be subjected to review each week). Each student receives a feedback survey and is given practice and progress assignments suited to them.
- Based on students' performance, teachers can open up (within the time slot of their subject) smaller groups of students, in order to strengthen students in a focussed way. For example - during the 'Math - Differential Practice and Learning' time unit, most students are likely to be busy with the material that was given to them based on their individual engagement. At the same time, the team's teachers simultaneously hold small group meetings on topics that the team identified as demanding deeper attention.
- For example, the Math team's week (in which most of the teachers are also homeroom teachers), may look something like this:

Monday	Tuesday	Wednesday	Thursday	Friday
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<p>Development day: Assessing the general situation of the student body, and planning the next week's activities</p>	<p>Partial-day management: Assignments personally suited to students are sent out.</p> <p>Throughout the day, several small synchronous meetings are held in order to strengthen and assist students</p>	<p>Rotation: One teacher operates learning games, while the others are on a free day</p>	<p>Morning assignments are sent out.</p> <p>During the rest of the day, homeroom teachers maintain personal communications with the students.</p> <p>Non-homeroom teachers have free day, or assess students work and engagement</p>	<p>School-wide synchronous meeting is held in the morning.</p> <p>Homeroom teachers hold synchronous class talks to conclude week.</p> <p>Non-homeroom teachers go over students' work and engagement</p>
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Note: 'Math team' may consist of not only of math teachers. All the school's teachers are divided into the aforementioned teams (panguage, math, English, personal research)

## The Solid Model

Cardinal goals:

1. Fostering progress in the acquisition of knowledge and skills, in line with the curriculum
2. Maintaining communication, a sense of belonging and emotional support

This model is based on the curriculum established by the Ministry of Education while putting emphasis on the emotional aspect which is relevant on a daily basis, but more than ever. Although this model is relatively conservative it does have room for modifications and its content can be adapted to the digital world. The model is based on the recognition that even if we want to achieve content based goals, the tools at hand are fundamentally different from the tools available in the classroom and should be utilized to reach maximum personalization and adapt to each student's needs, including opening new opportunities for students, along with recognizing limitations such as communicating mass of material (which we claim is irrelevant even during regular times). The model is based on understanding through project execution and problem solving.

Analysis of the chosen goals' implications on central aspects of the school organization:

<p><b>What shall we teach?</b></p>	<ul style="list-style-type: none"> <li>- Regular curriculum serves as foundation</li> <li>- Reorienting program focus to language, math and English or science. The teaching of language skills should be integrated into the subjects being taught, in order to enable learning to be both enriched and focused.</li> <li>- Combining artistic expressions with the material.</li> <li>- Consistency between goals and essence of the learning material, the means and tools are varied.</li> <li>- To express feelings, to listen to friends who feel distressed, to show support to team members, to create a safe environment, self regulation.</li> <li>- Staying in touch</li> </ul>
<p><b>Pedagogical Principles: Main types of activity</b></p>	<ul style="list-style-type: none"> <li>- Focus on learning assignments in compulsory areas (the chosen areas)</li> <li>- ratio between// study group learning and differential learning.</li> <li>- creating opportunities for individual or team progression at their own pace, within a time limit!</li> <li>- One learning unit per day or two</li> <li>- <b><u>Combined activities</u></b> - research, problem solving, mini project</li> <li>- <b><u>Length of teaching units</u></b> - (preferably less than 30 minutes and as little as possible frontal teaching)</li> <li>- in each meeting between teacher and team of students, relate to the emotional aspect, whether in teamwork or on a personal level.</li> </ul>
<p><b>Evaluation/Assessment - What and How?</b></p>	<ul style="list-style-type: none"> <li>- Assessment and determining level of understanding through project execution</li> <li>- Creation of a routine task/discussion/work in teams in one of the required subjects.</li> <li>- Teachers update shared evaluation forms with information on student engagement and performance</li> <li>- Incorporation of facilitated slots with the students that encourage self-reflection, in order to ascertain levels of success for different activities.</li> <li>- Personal digital records for each student</li> <li>- The roles of students within a project team</li> </ul>
<p><b>Staff organization and configuration</b></p>	<ul style="list-style-type: none"> <li>- Developing research or mini team projects and challenges step after step</li> <li>- Giving guidance and support to students in need of help, in small groups or in person</li> <li>- Each activity has a teacher that guides the team</li> <li>- Each team has a teacher who, on the first day of the learning unit, is available for questions during scheduled times in the afternoon.</li> <li>- The staff is divided by language skills educators ,</li> </ul>

	<p>mathematics teachers, English/science teachers. In each sub-staff there is a teacher for a particular profession, tech expert, homeroom teacher.</p> <ul style="list-style-type: none"> <li>- Each staff has one day of the week where they have less contact with the students. Instead, they go over last week's data (on progress of the various students and learning preferences) and develop activities for the next week. And additional day with a staffroom meeting dedicated to learning, summarizing the week, and preparation for the upcoming week.</li> </ul>
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**Example weekly curriculum schedule for students:**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Hebrew 9:00 - Homeroom teacher opens 9:30- Class teaching unit 10:00 - teamwork and teacher assistance 12:00 - Ensure understanding and progress 13:00 - End of day	Hebrew 9:00 - Homeroom teacher opens 9:30 - Peer feedback 10:15 - continued work 12:00 - present results	Science/Engli sh 9:00 - Homeroom teacher opens 9:30 - new daily writing assignment 9:50 - individual work or in pairs 12:30 - conclusion	Math 9:00 - Homeroom teacher opens 9:30- Class teaching unit 10:00 - teamwork and teacher assistance 12:00 - Ensure understanding and progress 13:00 - End of day	Math 9:00 - Homeroom teacher opens 9:30 - Peer feedback 10:00 - continued work 12:00 - present results	Day off

**Example weekly schedule for teachers:**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/Sunday
Preparing for learning units - how to work on a solution challenge/re search topic?	Guiding students how to give assessment.  Continued support for teams	Presenting the assignment and goals  Instruction and support for students	- explain to the students the structure for the week and how teaching will be held - explain to	Guiding students how to give assessment.  Continued support for teams	Day for learning and preparation  -Submit schedule for upcoming week and performance report



<p>- explain to the students the structure for the week and how teaching will be held</p> <p>-divide into groups.</p> <p><b>-Present the topic +Evaluation indicator How to collect information ? Work on ideas</b></p> <p>-Short frontal lesson</p> <p>-Promoting emotional support of one another for the students.</p> <p>-In the afternoon an 'on call' teacher responds to team's questions</p>	<p>Providing feedback and assessment for teams progress and work results.</p> <p>Lessons learned within the unit and integrating them for future use.</p> <p>Create a digital record of student work.</p>	<p>who wish</p> <p>Required meeting with all teams</p>	<p>the students the structure for the week and how teaching will be held</p> <p>-divide into groups.</p> <p><b>-Present the topic + Evaluation indicator- How to collect information ? Work on ideas</b></p> <p>-Short frontal lesson</p> <p>-Promoting emotional support of one another for the students.</p> <p>-In the afternoon an 'on call' teacher responds to team's questions</p>	<p>Providing feedback and assessment for teams progress and work results.</p> <p>Lessons learned within the unit and integrating them for future use.</p> <p>Create a digital record of student work.</p>	<p>-work on tools upon teacher requests</p>
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