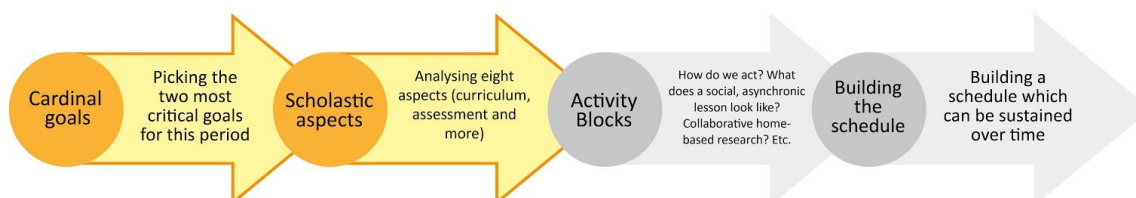# Strategic Principles

The first step in designing our school's remote-learning operations is to decide upon the school's two most important goals. Teaching and learning processes will be designed in accordance with these goals.

These are the goals we propose as especially relevant, for this period:

- Facilitating students' immersement and engagement with personal topics of interest
- Fostering progress in the acquisition of knowlrredge and skills, in line with the curriculum
- Cultivating abilities, tendencies and habits beneficial to independent learning
- Maintaining contact and a sense of belonging and emotional support

How to choose?

We recommend using the **Teacher Questionnaire**, which will help you gain a fuller picture from your educational staff, and aid you in determining the cardinal goals. The information you collect will serve you in selecting two of the four goals that appear above.

Considering the avenues of action

Schools operate according to contingencies and processes that have been passed down through generations, for some 200 years. Now, when employing remote-learning, these contingencies are not suited to our current realities - and we have an opportunity to reevaluate and define them in line with our goals and current needs.

Learning Channels	● Choosing a primary tool, or combination of tools (such as Microsoft 365, Google Classroom, etc) ● Determining balance of synchronous / asynchronous meetings ● Determining level of school uniformity and individual teacher autonomy

	● Establishing method for the testing of newly-learned tools
	
	● Main categories of learning channels:
	
	    ○ LMS systems (Learner Management Systems)
	    ○ Online learning interfaces
	    ○ Synchronous conversation-based communication tools such as 365-Skype, Zoom)
	    ○ Text-based communication tools (email, Whatsapp)
	    ○ Learning software and learning software generators (such as Storyline)
	    ○ Online content repositories (Such as youtube and a range of educational content sites)
	    ○ Other tools such as game generators, specialized learning sites, etc.

What do we teach? (Deciding on content)	● Are certain subjects and/or learning goals defined as mandatory? If so, which? ● What measure of independence are teachers afforded on content-related decisions? ● What flexibility and freedoms are students allowed, in selecting subjects of study? ● What is the ratio and relationship between content drawn from the school curriculum, and content drawn from other sources? ● What is the makeup of our content sources? (textbooks, web sources, well-curated programming, content created by the school community, etc.) ● Adapting content to the school's selected goals
Pedagogical principles and types of activities	● Determining ratio of group/class-based learning, and differential learning ● Creating opportunities for progress at a personal pace ● Considering learning load, and overload ● Assessing amount of daily 'units' (one single, long daily process- or a number of 'slots'?) ● Incorporating independent/enrichment activities, and balancing mandatory/optional activities ● Integrating independent research and projects ● Determining duration of frontal teaching units (under 20 minutes is recommended, or alternatively - to seek non-frontal alternatives)
	● Which aspects do we choose to track?

Evaluation/Assessment: What and how?	● Our suggested core aspects for evaluation and assessment: :
	  ○ - Level of engagement and connection
	  ○ - Students' mood, disposition and ability to cope
	  ○ - Performance in core disciplines (language skills, math, English)
	  ○ - Use of opportunities for personal development
	
	● What type of documentation and oversight mechanism will we create? Weekly reports? Repositories for individual student deliverables?
	
	● What is the principal's 'Dashboard'? What weekly reports do they recieve?
	
	● What type of activities are best suited for assessment? (Task and result sheets? Digitally-deliverable products? Tests?)
	
	● What technological tools do we have that can be used to track student performance?
	
	● How may we collect data on non-scholastic aspects?

Team organization and configuration	● Maintaining the division of teachers according to their class, or according to new divisions
	● Examples of team restructuring:
	  ○ Teachers in charge of mentoring and personal connection
	  ○ Teachers in charge of developing activities
	  ○ Teachers in charge of specific days (Sunday and Tuesday teachers, Monday and Wednesday teachers, etc.)
	- Sub - teams (By grades? Subjects? Responsibility over certain days? New roles for teachers?)
	● Number of synchronous meetings
	● Tool for sharing ideas and activities
	● How do we enable professional development?
	● Suggestion: Integrate at least one weekly 'study and development day', in which students receive a lighter assignment load, allowing time to be devoted to joint thinking and development of additional learning material

Organization of Schedule	● Extent of learning and daily activity ● Extent of learning and daily activities ● Number of daily 'learning units' ● Incorporation of mandatory subjects ● Division into learning groups: Class-based? Multi-age? By ability? By subjects of interest? ● Synchronous / asynchronous balance ● Synchronous: Balancing class-based with small/individual

	groups
	
	● Making sure cardinal goals are expressed in the schedule
	
	● Suggested experimentation: Occasionally incorporating long-term activities (a multi-step activity) and/or day-long activities
	
	● Additional suggestions:
	
	    ○ On Sundays, easier and more fun activities (even if they are on the curriculum)
	
	    ○ On Thursday, a summary activity

Engaging all students	● Mapping student engagement levels
	
	● Mapping student difficulties (assessing who is encountering special hardships with remote-learning media, even if they are involved and participating)
	
	● Analyzing reasons for lack of involvement among students:
	    ○ - Technological accessibility?
	    ○ - Difficulties in motivation / self-discipline?
	    ○ - Lack of a supportive environment?
	    ○ - An increased gap in learning ability / functioning (Feelings of being left behind)?
	
	● Identifying and mapping effectiveness / responsiveness of all students (attending to which students are engaged, which activities work, which students submit deliverables, who manages to advance and who does not, etc.)
	
	● Mechanisms for personal teacher-student contact
	
	● Shifting computers from schools to students' homes
	
	● Initiatives for aiding students in need, referring them to aid if necessary, etc.
	
	● Collaborating with social services, informal education
	
	● Mapping out optimal learning methods

Partnership and Communication with Parents	● What are our expectations of the parents? ● What are our expectations from parents? ● What are parents' expectations from us? ● Mechanisms for collecting parent feedback ● When and how are parents approached? How are they motivated? ● Concern for families: Initiatives for helping distressed families