

European Azerbaijan School



e-Learning policy

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Overview

The European Azerbaijan School recognizes the value of online education in this particular situation. We continue to provide personalized and challenging educational programmes through the online platforms and the dedication and support of our entire staff involving also the parents and guardians as support. Students will benefit from the knowledge and expertise of teachers, and be involved in student-centered lessons, which are going to be reflected in opportunities for interaction and collaboration with teachers and students, developing a rigorous learning process that prepares students for a successful career, and responsive to technological understandings and communication.

The e-Learning Policy applies to all the EAS community, administration, teachers, students, and parents are all involved in making this policy an opportunity to work together to support our community and all our students.

Mission Statement

The European Azerbaijan School provides each student with a diverse and vibrant education in a compassionate and supportive environment which promotes respect, innovation, creativity, intercultural understanding and critical thinking. This enables students to become reflective and respectful international citizens who, as empowered lifelong learners, can flourish globally and contribute fully and meaningfully to their community and create a more peaceful and inclusive society.

e-Learning delivery system

Teachers, Curriculum Leaders and Grade Leaders should ensure students have access to:

- Information that sets out the content and the delivery of the programmes and courses
- To use the appropriate online tools and resources the school requests and provides to have access to the subject's content
- To show the learning outcomes and learning and assessment methods of the courses
- A clear schedule for the delivery of their study materials and for assessment of their work

Students should be confident that:

- Study materials submitted meet the expectations of the school and the programme requirements, in respect of the quality of teaching and learning-support material for that course.
- The delivery system of the programme or element of study delivered through e-learning methods is fit for its purpose, and has an appropriate availability and life expectancy

European Azerbaijan School

- The delivery of any study materials direct to students remotely through, e-learning methods is secure and reliable, and that there is a means of confirming its safe receipt
- Their assessed work is properly attributed to them
- Any mechanisms for the transfer of their work directly to assessors, are secure and reliable, and that there is a means of proving or confirming the safe receipt of their work.

Learner support

The students should receive a clear and realistic explanation of the expectations placed upon them for study of the programme or elements of study, and for the nature and extent of autonomous, collaborative and supported aspects of learning.

EAS should ensure that students can be confident that:

- Teachers who provide support to learners on these programmes have appropriate skills, and receive appropriate training and development
- Support for learners meets the EAS expectations for the quality of learner support

Students should have access to:

- A schedule for any teacher available to them with their zoom link
- Clear and up-to-date information about the EAL and SEN learning support
- Documents that set out the course outcomes
- Online library resources

Student Responsibilities

Students are responsible for:

- Have a laptop or an iPad to start the online learning
- Check that internet works properly, if not contact the teachers in advance via other channels
- Be on time during the online lessons
- Follow the timetable
- Switch the video and microphone on at the beginning of the lesson, then have the microphone on mute mode until the teacher will ask to join the conversation
- Use a passport picture for the personal zoom account
- Maintain high standards of academic honesty and integrity
- Wearing uniform
- Contribute actively to online discussions
- Be proactive
- Complete tasks in the allocated time
- Respect deadlines
- Be respectful towards others

European Azerbaijan School

- Speak in the language of instruction
- Singing the National Anthem on Monday and Friday according to their own class schedule

Parent Responsibilities

Parents are responsible for:

- Provide required learning by creating the right learning environment at home
- Provide required e-learning devices (laptop, iPad and headphone if required)
- Support the student
- Ensure that the child is on time for the lessons
- Supervise the student
- Reinforce the goals that teachers set for students
- Help monitor student progress and comprehension
- Set the time to oversee their child's schoolwork
- Communicate frequently with the teacher, advisor, homeroom
- Monitor student comprehension and grades
- Refer students to teachers as needed
- Verify that lessons and assignments are completed
- Communicate with teachers, referring students to teachers for help when needed
- Provide teachers and administration with constructive feedback

Teacher Responsibilities

Teachers are responsible for:

- Prepare the tasks in advance
- Provide a balance of live and online real time sessions according to the students' timetable
- State the learning objectives and outcomes of the lesson
- Sharing the meeting links with the Principals and Leadership team if requested
- Use the tools the school provides
- Be online on time
- Take attendance at the beginning or at the end of the lesson
- If students have the camera off, the teachers need to mark them absent
- Send an invitation in advance to the students for live sessions via Managebac/Class Dojo
- Follow the timetable
- Contacting the Line manager or the Leadership team in case of academic issues
- Do not re-schedule or change time of the lessons
- Support the students in setting tasks according to their needs
- Differentiate tasks
- Create formative and summative assessments that are aligned with the Units of Inquiry (MYP/ PYP) and DP assessments.

European Azerbaijan School

- Track the students' grades
- Give feedback that reflect the IB Assessment Criteria
- Have the authority to remove students from the online classes if they misbehave
- Advise the students that are failing and not meeting the requirements
- Contact advisors (Secondary) or homeroom (Primary) for attendance tracking and parent communication
- Singing the National Anthem on Monday and Friday with their classes
- Provide respective supervisors (CL or Grade Leaders) with weekly report about the progress

Administration Responsibilities

Administration are responsible for:

- Providing clear directions and guidance to EAS community
- Ensuring that the EAS learning and teaching is aligned with the IB philosophy and the vision of the school
- Providing the teachers with the tools to use for the e-learning
- Fostering a culture that embraces change and leads to a flexible mind-set
- Establishing IT technical support and guidance for our teachers and students
- Providing learning support for teachers and students, evaluating students' learning progress.
- Ensuring that the teachers continue to align their teaching, summative and formative assessments to the Units of Inquiry (PYP/ MYP) and DP assessments
- Ensuring that teachers continue working on their ongoing unit planning and collaborative planning
- Facilitating teachers by providing training
- Ensuring that teachers and students are on task
- Sharing the strategies to use
- Communicating actively between parents, teaching staff, administration and SLT

Academic Ethics and Plagiarism

Plagiarism is a very serious violation of Academic Ethics and Code of Conduct. EAS expects all students to maintain high standards of academic honesty and integrity. Students are expected to review their own work before submission for assessment to identify any passages, data, graphs, photographs, computer programs, etc. that still require acknowledgment.

If you use another person's research, images, words or ideas you must give credit to the original source through proper citation regardless of whether you use a direct quote, or incorporate an idea into your own work. Plagiarism may range in severity from unintentional omission of credit, to intentional, dishonest representation of borrowed work as one's own.

European Azerbaijan School

Teaching Support

Teachers will assist students by carefully demonstrating good practices in order to help students avoid academic dishonesty. As part of an effort to teach the IB learner profile trait “principled,” teachers will give instruction in honest work, proper note-taking, referencing, and source acknowledgement to guide students in the ways of proper academic practice. Students are always free to consult their teachers for assistance whenever needed. Students will be encouraged to form and develop their own analysis and problem solving. Teachers will consider the steps taken by students along the way to submitting ultimately the finished assignment.

Assessment

EAS should ensure that students can be confident that:

- Are capable of confirming that a student's assessed work is the original work of that student only
- Assessment will be differentiated according to the student needs
- Online assessment will be formative and summative
- Assessments are going to be an essential part of the overall and final grades
- Assessments and tasks are reported on Managebac

Students should have access to:

- Information on the ways in which their achievements will be judged, and the relative weighting of units, or elements of the programme in respect of assessment overall
- Timely formative assessment on their academic performance to provide a basis for individual constructive feedback and guidance
- Clear expectations for summative assessments
- Understanding of the IB assessment criteria
- Online library resources

Learning Outcomes

This policy is intended to promote personal responsibility, integrity and ethical decision making.

Students should achieve the following learning outcomes:

- Understand the goals and mission of the school
- Understand the possible impact of their choices on their academic and personal success
- Accept personal responsibility for the choices and decisions made and the impact of their behavior
- Reflect on their ethical obligations
- Recognize the value of the student conduct process as an educational opportunity

European Azerbaijan School

- Identify ways to address their behavior so it does not negatively impact their educational goals or the community in the future.
- Conceptual understanding
- Inquiry based
- Fosters critical thinking
- Reflects assessment expectations

Common requirements

Learning experiences that involve physical activities, resources, or spaces

- Lesson time needs to be divided as follows: introduction (greetings attendance), exposition (task), development (online/offline), plenary (end/assignment).
- Designing learning activities and discussions that capture students' experiences, while they are away keeps them engaged and gives valuable feedback on how the students are feeling.
- Teachers plan lesson time in advance and design frequent breaks during the sessions
- Make sure that activities are limited in length with clear goals that learners can retain when they are finished.

Managing screen time

- Ages 3–5: 1 hour, broken into sessions of a maximum of 30 minutes.
- Age 6 and above: no specific screen time limits (at teacher's discretion) but screen time should not affect physical activity and face-to-face interactions at home and school.
- Teachers should create diversified learning experience, that engage students
- It is recommended that parents limit screen time at the end of the school day
- Teachers give at least once 7-10 minutes breaks during the lessons where students can be away from the screen
- Teachers design offline tasks where students can be away from the screen and can develop creativity, critical thinking and logical skills.

Safeguarding & Student Well-being

- Teachers contact parents if a student becomes distressed during a session at the end of the lesson.
- Teachers are able to block a student if starts sharing inappropriate material in a virtual break-out session.
- Teachers should share the meeting code of the lessons with the Leadership team.
- Teachers should move the student in the waiting room if S/He is going to misbehave and inform the counselor.
- Leadership or designated staff enter virtual classrooms to monitor lessons when needed.
- The counselor has one-to-one sessions virtually with students according to their needs, and at the request of the parents and teachers
- The counselor monitors the student if S/He misbehaves or demonstrates low performance.

European Azerbaijan School

Disciplinary sanctions

Disciplinary sanctions under this policy shall include, but are not limited to:

- Verbal Reprimand – one verbal warning may be documented in writing
- Written Reprimand – one official written notice to a student that his/her conduct is in violation of the online sessions and will not be tolerated
- Parents will be informed about the code of conduct of the student
- Principals and Director will take an action if the students continue to misbehave
- Use of any unauthorized assistance in taking quizzes, tests, or examinations
- Plagiarism, which is defined as the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement.
- Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
- Taking credit for work done by another person or doing work for which another person will receive credit.
- Copying or purchasing other's work or arranging for others to do work under a false name.
- Falsification, distortion, or misrepresentation of information during the judicial process
- Any unauthorized use of electronic or other devices to make an audio or video recording of any person(s) without the person's prior knowledge or without the person's effective consent

References:

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International Baccalaureate Organization (IBO) Online learning, teaching and education continuity planning for schools. 2020
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Withrop Education online learning policy. 2018