

Online Learning policy recommendations at Airaa

A Draft in Support of Protecting learners' Learning in the Time of Covid-19.

A strategic plan for our learners to flourish and thrive.

Learning safe at Airaa:

The unknown nature of Covid-19 has taken the world by storm. Due to the spread of COVID-19, Education has been hit particularly hard by this pandemic with 1.53 billion learners out of school and 184 country-wide school closures, impacting 87.6% of the world's total enrolled learners.

While other critical needs such as health, water and sanitation are being responded to, educational needs cannot be forgotten and these have an equally detrimental impact if left unaddressed.

The 'pile-on effect' of the coronavirus is that, during the global COVID-19 pandemic, interruptions to education can have long term implications – especially for the most vulnerable. There is a real risk of regression for children whose basic, foundational learning (of general subjects and skills) was not strong to begin with, and the set of learners who belong to that vulnerable group, who have remote or no access for any other form of learning, other than what his /her school was providing.

Trying to continue in providing this need for the learner, Precautions are the need of the day now to prevent the potential speed of spread of COVID-19 in a SCHOOL setting.

So continuing education through alternative learning pathways, as soon as possible, must also be a top priority right now, to ensure the interruption to education is as limited as possible.



There is a real need to co-facilitators, parents/care-givers, innovators, communication experts and all those who are positioned to provide education, by helping our learners, whether through radio programmes, home-schooling, online learning and other innovative approaches.

Social, emotional, physical, cognitive and spiritual well-being of our learners need to be the primary global concern, at this hour. Disruption in learning can be traumatic, especially for the marginalised and the vulnerable groups.

This document provides draft guidelines for the above major concerns for how Airaa plans to attend to learner' learning in a safe and respectful manner.

PLAN OF ACTION :

- In the current prevailing condition, the management & facilitators have been constantly working to ensure that learners will not be deprived of the Montessori approach to learning by applying RVL (Remote – Virtual - e-Learning).
- Switching to virtual education is the only option we have until the government guides us with directives to reopen schools. We are committed to ensuring that we work with the Montessori based elementary curriculum and follow the principles for higher grades even through this virtual education.
- Our sessions of e-learning are focused on the transitioning of our learners from a hands-on material-based learning that they would have experienced working in Airaa to guiding them with concepts that



can be accessed online. We have however maintained the flow of concept delivery of the Montessori curriculum.

- LIFE SKILL will be our main focus , and this will be well integrated with the content, theory and application delivered.

LEARNING ONLINE:

- Fostering a love to learn in a virtual classroom: Facilitators work a little differently on how to build the culture & learnings for their learners. The focus here is more on the emotional quotient of the learner, giving opportunity for them to be expressive and interactive.

- We at Airaa plan to take the Synchronous type, as we firmly believe in staying connected which makes a big difference in the emotional quotient too.

MAKING ONLINE LEARNING CHILD-CENTRIC:

- Effective online teaching is not the same as face-to-face (F2F). It is not a matter of whether it is equal. It requires different activities and some of the activities listed below are the ones going to be followed by Airaa.

- Friendly schedules with focus on short screen time for the learners:

Changing teaching schedules to shorter class times combined with collaborative activities, learners are more likely to log on interact with their peers, and facilitators, learn the concepts and complete tasks or discussions actively.

- Effective feedbacks:-



Checking with learners regularly in learning is important. If systems allow, learners can also get valuable feedback automatically from online quizzes and intelligent tutors as well as direct comments or discussion from peers and facilitators.

ASSESSMENT STRATEGIES:

- Since Airaa is a Montessori school, we follow the Observation interactions as the main way of evaluation. Post Grade 6, we follow regular CBSE mode of assessment. Using more formative assessments that are designed to get students to work together and use online resources.
- Clear policy on how to submit work online, most of them will be MCQ, and quiz type which will be done during sessions.
- Written Practice: However, to also ensure that learners do not miss out on writing practice, workbook pages are assigned for completion of the same after sessions. Answers for which will be discussed in the next sessions or Key answers will be shared for self Evaluation.
- Engaging in Creative work: Post sessions, learners are given special assessments as consolidation and the submitted work will help in assessing the understanding of the learner.

MAINTAINING & MANAGING FUNDS FOR SUSTAINABILITY:

Yet another major concern during this pandemic is the financial trade off in terms of campus maintenance, the infrastructure, caring for the extended faculty hours the facilitators have put in, training the trainers costs, providing digital supports, etc that all schools have undergone to keep the learning on track is a matter to be taken care. Though the anxiety of parents who are experiencing financial difficulties is real and felt, the answer for this cannot be to starve schools of much needed revenue. This is also the time for



communities to provide the much needed understanding and support for the institutions to help the learners.

Parent Involvement:

Perhaps no greater aspect of online learning has been revealed than the need for greater parent involvement in their child's learning. While many parents are actively involved in their child's learning, especially in elementary schools, the pandemic has exposed the need for greater parent involvement and responsibility.

The positive side of the pandemic is, parents are reporting just this- a much greater understanding of who their child is as a learner and a much deeper appreciation for the learning process. These are the collateral positive aspects that the pandemic has shown us and something that should be valued and retained when we move past the pandemic.

Education and well-being as the primary purpose should be a priority in the survival mode. Facilitators who are educators deserve recognition as frontline care-givers who have exhibited remarkable resilience, sacrifice and commitment in reaching out to the learners using phone calls where deploying digital technology was difficult.

While every school is going to need to form their own determinations regarding the balance of synchronous and asynchronous learning time for their elementary learners, we at Airaa firmly believe in the catering to the needs of our learner by giving only necessary and sufficient time for online and offline learning.

THANKS TO AIRAA PARENTS:



We highly acknowledge and appreciate the undivided support given by our parent fraternity without whom, we could not have realised the dream of being a contributing institution for the needs of our young learners.

We most needed parental support and understanding to be successful even amidst the given constraints. A sincere note of gratitude and appreciation for supporting us as we are beginning our journey on this new need of the day with confidence hoping this too shall pass.

Honestly our main goal is to kindle and keep the light of learning burning, within our learners, & we appreciate all the help and guidance we have got from you.

CHAIRMAN
AIRAA ACADEMY

