

Home Learning Handbook Casa dei Bambini Programme

This Handbook is intended to provide you with an overview of our home learning programme, which has been designed to provide IMS students with a full range of dual-language Montessori learning opportunities, delivered in a format that is developmentally appropriate, reflects our in-class learning experience, routines, and schedules, and allows for a smooth transition between home and in-class learning whenever this is necessary throughout the school year. This handbook outlines the following key components:

- Teacher, Child, and Parent - Roles and Collaboration
- Programme Structure and Schedule
- Technology Use and Requirements
- Additional Resources from School
- Student Wellbeing and Key Contacts

Children between the ages of 2 and 12 are passing through critical stages of development consisting of sensitive periods for specific aspects of cognitive, physical, emotional, sensorial and social development. Knowing this, it is essential for schools and parents to take all measures to provide rich and dynamic learning environments, while fully maintaining any required health and safety protocols. More than ever, we must strive to care and provide for the whole child and all aspects of their development.

Our IMS home learning programme is intended to fully meet your child's needs while providing a learning structure that is consistent but that still retains the hallmark personalisation of the Montessori approach. We have created weekly schedules so that we can remain responsive to each family's needs and help them create a routine that works for their home. Our hope is that we can support families during this time with suitable ideas, insight, and activities for all our students. Students are expected to participate in the full schedule where possible, with flexibility built into each work period. As is always the case at IMS, if any issues arise that limit your child's participation, please inform us as quickly as possible.

Our Curriculum Leadership Team meet regularly with campus Class Parents to gather feedback from classes on how the Home Learning programme is working for individual classes. If home learning periods are prolonged, we will also send out surveys to parents to gather valuable feedback and data for informing any possible further development of our programme and support of our families.

Teacher, Parent and Child - Roles and Collaboration

Strong collaboration within the parent-child-teacher triangle is essential for children's learning and development at all times and never more so than during a home learning period. Linked below is a chart describing the complementary roles of teacher and parent at IMS, followed by the key aspects of teacher, child, and parent roles during home learning.

Parent-Teacher-Child Triangle

Teachers' Role during Home Learning

- To connect children to materials and activities through live lessons, recorded presentations, and assigned activities that will initiate challenging and meaningful work and exploration across all areas of the dual-language Montessori programme.
- To provide parents and caregivers with clear instructions and resources to successfully set up the home learning environment and support children towards independent learning and activity.
- To give students and parents regular feedback on their home learning progress.
- To plan lessons and learning activities in accordance with the goals of the Montessori programme and the child's individual development.
- To respond to questions from students and parents within 24 hours, when school is in session.

Child's Role during Home Learning

- To follow their inner drives, interests, and desires to explore.
- To collaborate and share with their fellow classmates according to their abilities.
- To attend all online sessions on time and participate as actively as possible
- To communicate their needs and interests with their teachers and peers when possible.
- To complete work as assigned and speak to their teacher if they have difficulty.

Parent's Role during Home Learning

The role of parents is critical in the Home Learning Programme. In order to facilitate a consistent learning environment at home, we ask that you:

- Use growth-mindset language with your child, focusing on effort and process, encouraging them to reflect on their own opinion of their achievements and to exhaust their own efforts in solving a problem or completing a task.
- Ensure that your child is following the daily schedule, and monitor their engagement and progress. Please communicate directly with your child's teacher about anything that is impeding your child's participation.
- Allow your child to complete their assignments independently where possible and to the best of their ability. Please ensure that adults (parents or tutors) refrain from overly

assisting in the completion of assigned tasks. If you are unsure of what constitutes too much assistance, please consult the teacher.

- Be aware that while your child is online all other children and teachers can hear background noise and conversations.
- Contact the appropriate person with any questions or concerns as they arise
- Notify the school when your child is absent from a class or classes due to illness or other factors

Critical to the well-being of your child is the development of a daily schedule that includes time for school, physical activity, socialising (even if online), regular mealtimes and consistent and sufficient sleeping hours. These factors are key to maintaining a balanced and healthy lifestyle. Ways to maximise the learning experience and promote well-being during remote learning include:

1. Have a workspace that allows your child to concentrate. It should:
 - a. be in a quiet location
 - b. be at a desk or table
 - c. have good lighting
2. Limit screen time to only that required for school learning.
3. If possible, go outside sometime during the day.
4. Allow your child to spend time after school doing something that they enjoy.
5. Get at least 10 hours of sleep every night.
6. Eat healthy meals.

Programme Structure and Schedule

The IMS Casa dei Bambini Montessori home learning programme is based on the same AMI Montessori teacher curriculum and principles of immersive language acquisition as our in-class programme. We have formulated the programme understanding that children from 3-6 are sensory-motor explorers. As in the classroom setting, the teachers' role is to spark interest in the child and present activities that inspire the active exploration and repetition through which they will acquire skills, cultivate knowledge, and construct themselves.

Home Learning Overview

For Pre-Elementary children, we target maximum engagement and dual-language exposure through limited screen time. We will limit group lessons to a maximum of 6 children to facilitate participation from the children and personalisation of the lesson or activity.

- **Small-Group Google Meets:** All children will have one English and one Chinese lesson each morning. These lessons are targeted for 20min. for 1st year children and up to 30min. for 3rd year children with a maximum of 6 children.
- **Seesaw:** Daily use of the Seesaw platform to share lesson videos, learning sheets and materials, and instructions for home activities. Teachers will guide you and your child



through the completion of these activities through the Seesaw platform. You will also receive a weekly plan with suggestions for when your child can complete each activity, the materials that they will need, and what response they should give to the teacher.

- “Wonderful Wednesdays”: All children will be provided with pre-recorded videos with lessons from our Elementary Single Subject teachers designed for Casa-aged children. These lessons will rotate between Art, Music, and PE, with one lesson shared each Wednesday.
- Full-day children will participate in a 15-20min. read aloud story session at 2pm each day, alternating with their English and Chinese teachers and will also have a short individual lesson or check-in at regularly scheduled afternoon times with both teachers each week.
- Weekly Schedules and Activity Plans: Detailed weekly plans will be provided so that parents can prepare any necessary materials in advance, follow their child’s learning, and, if possible, replicate a half-day or full-day of learning activities, according to their child’s programme. While the times for the live Google Meets sessions can not be altered, recommended times for the remaining asynchronous Seesaw and home-based activities and videos are provided as a suggestion but can be altered or omitted if needed. Parents and children should not feel pressured to complete all activities exactly according to the schedule and, indeed, children’s interest and motivation to engage in particular activities should be respected, with elements of choice available to the child whenever possible.
- Material Packages: During periods of extended Home Learning, material packages will be available to be picked up by parents periodically as needed. We recommend that all packages are picked up from the school campus so that they are not damaged in the mail and children have them in a timely manner. *Please note that Material Packages will not be provided for closures of 2-weeks or less.*

Daily and weekly schedules are fixed and consistent week to week, both to provide a regular routine for the children and to maximise teachers’ time so that they can deliver a full schedule of lessons, prepare assigned activities, and provide responsive and timely feedback. For these reasons, we are not able to alter the times for children’s pre-scheduled live lessons.

Please see a sample weekly timetable for a full-day child below for your reference. Please note that we have adjusted and streamlined our schedule slightly since the beginning of the year when this sample was created. Areas in yellow denote live lessons. Areas in white are activities accessed via Seesaw or base on instructions and materials provided by your teachers. These weekly and daily schedules are designed to provide a balance of practical life, sensorial, English, Chinese, maths, art, music, geography, biology, and zoology lessons and activities appropriate to your child’s age.

Sample Weekly Timetable:

IMS CASA DEI BAMBINI HOME LEARNING - XXX CLASS (YEAR 3)						
SW1 5 - 9 Sep	Monday	Tuesday	Wednesday	Thursday	Friday	
Google Meet (Time provided by your teacher)	Small Group Google Meets sessions for your child will be held daily during the morning session at the time provided by your class teachers.					
8:00-11:30 AM	Practice: Good Morning Song (Eng Oral Lang) 早安歌 (Chinese Oral Language)	Practice: Good Morning Song (Eng Oral Lang) 早安歌 (Chinese Oral Language)	Practice: Good Morning Song (Eng Oral Lang) 早安歌 (Chinese Oral Language)	Practice: Good Morning Song (Eng Oral Lang) 早安歌 (Chinese Oral Language)	Practice: Good Morning Song (Eng Oral Lang) 早安歌 (Chinese Oral Language)	Practice: Good Morning Song (Eng Oral Lang) 早安歌 (Chinese Oral Language)
	Simple Movements 動作協調練習	Practice: Simple Yoga Exercises (PE)	Simple Movements 動作協調練習	Practice: Simple Yoga Exercises (PE)	Simple Movements 動作協調練習	Simple Movements 動作協調練習
	English Math	Chinese Math	English Math	Chinese Math	English Math	English Math
	Prepare Snack And Set Table. Eat Snack, Clean Up and Wash Dishes	Prepare Snack And Set Table. Eat Snack, Clean Up and Wash Dishes	Prepare Snack And Set Table. Eat Snack, Clean Up and Wash Dishes	Prepare Snack And Set Table. Eat Snack, Clean Up and Wash Dishes	Prepare Snack And Set Table. Eat Snack, Clean Up and Wash Dishes	Prepare Snack And Set Table. Eat Snack, Clean Up and Wash Dishes
	Chinese Culture - Botany, Zoology, Geography	English Culture - Art, Music, Science	Chinese Culture - Art, Music, Science	English Culture - Botany, Zoology, Geography	Chinese Culture - Botany, Zoology, Geography	Chinese Culture - Botany, Zoology, Geography
	Chinese Story Chinese Song / Poem	English Story English Song / Poem	Wonderful Wednesday Art, Music, or PE with Elementary Teachers	Chinese Story Chinese Song / Poem	English Story English Song / Poem	Chinese Story Chinese Song / Poem
	Daily Chores: Plant Care, Folding Clothes, Sweeping, Dusting, Tidying Up	Daily Chores: Plant Care, Folding Clothes, Sweeping, Dusting, Tidying Up	Daily Chores: Plant Care, Folding Clothes, Sweeping, Dusting, Tidying Up	Daily Chores: Plant Care, Folding Clothes, Sweeping, Dusting, Tidying Up	Daily Chores: Plant Care, Folding Clothes, Sweeping, Dusting, Tidying Up	Daily Chores: Plant Care, Folding Clothes, Sweeping, Dusting, Tidying Up
11:30-12:30 PM	Prepare Lunch and Set Table Eat Lunch Lunch Clean Up and Wash Dishes	Prepare Lunch and Set Table Eat Lunch Lunch Clean Up and Wash Dishes	Prepare Lunch and Set Table Eat Lunch Lunch Clean Up and Wash Dishes	Prepare Lunch and Set Table Eat Lunch Lunch Clean Up and Wash Dishes	Prepare Lunch and Set Table Eat Lunch Lunch Clean Up and Wash Dishes	
12:30-2:00 PM	Individual Google Meets sessions for your child will be held weekly during the afternoon session on the day and time provided by your class teachers.					
2:00-2:30 PM	English Language - Oral, Reading, Writing	Chinese Language - Oral, Reading, Writing	English Language - Oral, Reading, Writing	Chinese Language - Oral, Reading, Writing	English Language - Oral, Reading, Writing	English Language - Oral, Reading, Writing
	Chinese Sensorial	English Sensorial	Chinese Sensorial	English Sensorial	Chinese Sensorial	Chinese Sensorial
2:00-2:30 PM	Chinese Oral Language (Google Meet) Stories, Question Games, News, Cultural Extensions	English Oral Language (Google Meet) Stories, Question Games, News, Cultural Extensions	Chinese Oral Language (Google Meet) Stories, Question Games, News, Cultural Extensions	English Oral Language (Google Meet) Stories, Question Games, News, Cultural Extensions	Chinese Oral Language (Google Meet) Stories, Question Games, News, Cultural Extensions	Chinese Oral Language (Google Meet) Stories, Question Games, News, Cultural Extensions
	End of Day Check-in: Review of daily activities and learning with children and looking forward to tomorrow	End of Day Check-in: Review of daily activities and learning with children and looking forward to tomorrow	End of Day Check-in: Review of daily activities and learning with children and looking forward to tomorrow	End of Day Check-in: Review of daily activities and learning with children and looking forward to tomorrow	End of Day Check-in: Review of daily activities and learning with children and looking forward to tomorrow	End of Day Check-in: Review of daily activities and learning with children and looking forward to tomorrow
Key	Background Colours: Yellow is a Live Google Meets Session; Green is a Single Subject Video shared via Seesaw; White is an Activity to be done offline or with Seesaw instructions. The times for these activities are suggestions and can be altered at home if needed. Practice: before a lesson indicates that the child should repeat a previously shared activity; (Sensorial) after a Practice lesson name indicates that the activity is hosted in Seesaw, in this case, in the Sensorial folder. Material worksheets or templates will be shared via Seesaw. Other physical materials should be sourced from home. Please communicate with us if you have any difficulties.					

[Sample Weekly Schedule Enlarged View - link here](#)

For new parent reference, here are some sample videos from our programme:

Video - [What is a Montessori Sound Game?](#)

Video - [Parts of a Flower](#)

Chinese Curriculum

Half of your child's live Google Meets lessons and many of their asynchronous Seesaw activities will be prepared by their Chinese teacher. Teachers speak directly to the children in Chinese at all times to provide an immersive experience and naturally prompt the children to engage in language usage and acquisition.

Attendance Taking

Attendance is taken daily and children should be active daily. Attendance will be taken at the beginning of your child's scheduled morning Google Meets session.

Technology Use and Requirements

Technology Platforms

Seesaw and Google Meets will be the platforms used by Pre-Elementary teachers. Additional online resources may be used, but are to be approved by Pre-Elementary Curriculum Leaders.

When operating remotely, we depend upon video conferencing to ensure student accountability and to maintain our close contact for high standards. The default online video conferencing tool used by both Pre-Elementary and Elementary will be Google Meets. Zoom may be used for specific learning activities if required.

Seesaw provides children and parents with the ability to receive lessons and activities and share their work with the teachers. It also allows teachers to check completed work, edit written work, offer general feedback, post any notes or necessary materials/resources for students to bring to a group lesson, and post any notes or necessary materials/resources for students to aid in the required follow up.

Parents new to our school will find the following documents useful. Additional documents related to these technologies will be provided by your teachers prior to the school year.

[Online Video Conferencing Safety Guidelines](#)

[Google Meet/Zoom Guidelines](#)

Technology Devices

We do encourage all parents to make sure their child can participate in the Home Learning Programme either with a PC, laptop, Chromebook or Ipad. Phones are not considered suitable devices.

[Pre-Elementary Tips for using Technology in the Home - linked here.](#)

Additional Resources from School

Home Learning Packs:

During periods of extended Home Learning longer than 2 weeks, 'Home learning material packs' of age-appropriate materials/equipment for Pre-Elementary students will be compiled and sent home by teachers throughout home learning periods depending on the appropriateness of the lessons being given. Packages will include some key paper-based materials for your child's stage of development, according to the plans prescribed by our curriculum team and personalised by the teachers for your individual child. This will help ensure that our learners have access to materials necessary for hands-on, exploratory learning at all times, and thus help minimise screen time for all.

Who to contact for support:

Open and clear communication will be critical to the success of Home Learning for your child, and in that spirit, you will be hearing from us and your teachers frequently during this time. If you have any queries or concerns, please contact your teacher or any of us listed below, so that we can identify difficulties early, and tackle them together. We look forward to working closely with you during this period and thank you for your support and efforts in making it successful for your child.

Mid-Levels Campus Curriculum Director - Ms Sushmita John sushmita.john@ims.edu.hk

Aldrich Bay Campus Curriculum Coordinator - Ms Nance Solanki nancy.solanki@ims.edu.hk

South Horizons Campus Curriculum Manager - Mr Miguel Bunag miguel.bunag@ims.edu.hk

Stanley Campus Curriculum Coordinator - Ms Dafne Alonso dafne.alonso@ims.edu.hk