A PRIMER ON MIS REMOTE LEARNING
SY 2025-2026

BACKGROUND

2020 marked a radical change from previous school years. Because of the coronavirus pandemic, schools moved from brick-and-mortar classrooms to virtual or digital classrooms. Nowadays, remote learning continues to be the go-to mode of learning for students who:

- Live in geographical locations far from school
- Have medical concerns that prevent them from attending school regularly
- Have mobile lifestyles and travel frequently, such as student athletes or children of expatriates

In remote learning, MIS continues to adhere to its vision of the learner – an individual who helps himself so that he can help others. The flow and activities of the remote learning program are meant to develop students who are capable, accountable and knowledgeable, with the strong sense of self they will need to thrive in the real world.

MONTESSORI IN THE ONLINE ENVIRONMENT

The structure and the content of the remote learning program are guided by the following Montessori principles:

- HOLISTIC DEVELOPMENT
  Montessori believed in the total development of the child, and this is reflected in the learning areas. Our academic subjects are:

  - languages (English and Filipino)
  - math
  - science
  - social studies (history and geography)

These subjects are balanced with integrated non-academic activities like:
- physical fitness or movement
- values education
- performing arts
- visual arts, and
- technology and livelihood education or home economics

The daily schedules of activities are curated properly to ensure a healthy balance of light and serious tasks to keep learning fun.

- STRUCTURE AND ORDER
An online program that is simple, well organized, with clear and predictable navigation, builds learners' confidence in their ability to succeed. In addition, materials and activities are presented in a logical and coherent order so that learners are better able to make connections between topics and integrate their knowledge. Such connections contribute to learners' ability to think critically and apply their knowledge to new situations.

- INTELLECTUAL STIMULATION
The remote learning program offers a variety of intellectually stimulating materials and activities, including both academics and non-academics, to stimulate all types of learners and facilitate new learning. The prepared sequence of activities helps connect new learning to old knowledge. Learners are challenged to try out their ideas through artistic interpretation, reflection and live discussions with teachers and classmates.

- RESPONSIBLE FREEDOM
The 24/7 availability of the content in the digital classroom (DC) means that all students are free to learn at their own pace within a reasonable period. Learners can keep reviewing text, slides and videos in the DC to help them understand the material. Downloadable activities allow work to be done offline. Deadlines are staggered to give enough time for students and parents to submit assignments.

- BEAUTY
Learners generally experience positive emotions when they see visually appealing images. Carefully selected, beautiful images and sound can spark

learners' interest in the subject matter. Lessons and activities are prepared carefully, incorporating a wide variety of appealing stimuli to ensure an inclusive environment for diverse learners.

- REAL EXPERIENCES
  As much as possible, lessons will include extension activities that are relevant, hands-on, and meaningful, such as cooking, gardening, arts and crafts and physical fitness.

- COMMUNITY
  Group video calls per subject allow for live discussion, camaraderie and social interaction. Learner-to-learner and learner-to-teacher interaction occur through discussion forums, group chats in the digital classroom, and partner and group activities. Parents of young learners get in on the action through parent-child-teacher video calls which are a lot of fun.

TYPICAL SCHEDULE

Our version of remote learning is a combination of zoom classes (synchronous class) and activities in the digital classroom (asynchronous class). Each day features one academic subject. Students are given 1 daily zoom period, followed by asynchronous, self-paced activities. The zoom class allows students to interact with classmates and their subject teacher. The asynchronous, or self-paced activities are viewed or downloaded from the digital classroom. The total learning time (both zoom and activity work) is estimated to be 5 hours a day. Below are the typical number of minutes of a daily synchronous session:

Daily Zoom class (synchronous class):
- Preschool/kinder – 30 - 40 minutes
- Elementary (Grades 1 till 6) – 40 minutes to 1 hour
- Junior High (Grade 7 till 10) -- 1 hour to 1.5 hours
- Senior High (Grades 11 and 12) – 1 to 2 hours

  Depending on the student's time zone, zoom sessions take place after 1 pm, Philippine time.

Senior High School schedule

Grades 11 and 12 have more subjects in their curriculum, which means that each day features more than 1 subject. This also means more zoom sessions. Below is a typical weekly zoom schedule for a senior high student taking the Accountancy and Business Management track.

Monday	Tuesday	Wednesday	Thursday	Friday
Oral Communication zoom class	Practical Research I zoom class	Principles of Marketing zoom class	Empowerment Technologies zoom class	Fundamentals of Accountancy Business and Management 1 zoom class
Asynchronous activities	Asynchronous activities	PE zoom class	Asynchronous activities	Asynchronous activities
Earth Science zoom class	Komunikasyon sa Pananaliksik sa Wika at Kulturang Filipino zoom class	General Mathematics zoom class	21st Century Literature from the Phil. And the World zoom class	Organization and Management zoom class

HOW PARENTS CAN HELP

MIS has always stressed the importance of the home-school partnership. Now, more than ever, this partnership is vital to the success of the remote learning program. Today's generation of youngsters have never known a world without internet. Online learning will appeal to their instinct for using gadgets and navigating the World Wide Web.

Of all educational age groups, it is the children from 3 – 6 years old that most need experiential learning. They learn by doing. Montessori always stressed the need for young learners to learn by doing. Because of this need, pupils in the

preschool, kinder and the lower elementary grades, as well as children with special needs, require more extensive parent supervision in reading and understanding text, viewing videos and slides, carrying out the tasks, and managing and troubleshooting equipment.

Older learners need minimal adult supervision in managing mobile devices and navigating around the digital classroom. From experience, older learners also need reminders in accomplishing their tasks!

However, regardless of age, learners will need adult support. Below are some ways in which parents can help:

- Establish a regular weekday routine of waking up early, eating and getting dressed for school. After school work is done, proceed with rest and downtime. Have learners get into a regular bedtime routine.
- Set up a regular study area at home, with a table, adequate lighting and ventilation.
- Ensure that equipment (laptop or desktop, headphones with mic, printer) and internet connections are in good working order. Video conferencing apps such as Zoom, Google meets, and Skype must be downloaded ahead of time.
- In households with more than one learner, check which sibling needs the most screen time, and manage others' needs accordingly.
- Make allowances for diverse needs and pacing
- Take note of submission schedules and check on completion of tasks
- Communicate with teachers in the event of sickness or internet problems.

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