



Monday, 23 March 2020

Dear College Families,

To support Secondary students learning online the College is providing the following information to support parents and students.

The transition to online learning will be challenging at times, however, it is also an opportunity for students to become independent learners and develop perseverance. Parents will need to think differently about how to support their children; how to create structures and routines that allow their children to be successful, and how to monitor and support their children's learning. Some students will thrive with distance learning, while others may struggle. The ten guidelines provided below are intended to help parents think about what they can do to help their children find success in an online learning environment.

1. Establish routines and expectations

Parents need to establish routines and expectations. The College teachers will be keeping to the normal school timetable (available from Edumate). Each period (including homegroup) will start with a Conference call via Canvas. Most conference calls will be short but will give students an opportunity to check in with their teacher and receive instructions for the lesson.

Students should move regularly and take periodic breaks as they study. It is important that parents set these expectations for how their children will spend their day.

2. Define the physical space for your child's study

Students may have a regular place for engaging in home learning under normal circumstances, but this space may or may not be suitable for an extended period of time. We encourage families to establish a space/location where their children will learn most of the time. This should be a public/family space, not in a child's bedroom. It should be a place that can be quiet at times and have reliable Internet connection. The space should allow parents to monitor their child's learning.

3. Engage with communication from your children's teachers

Teachers will communicate with students through NWCC email accounts and Canvas. Teachers will start each lesson with a Conference call where students will be able to see and hear their teacher but the College insists that students disable their webcam so they cannot be seen. Students will be able to use text and audio via the Conference call. Please keep using established channels of communication so that teachers can support your child. Parent partnership is essential.



4. Begin and end each day with a check-in

Parents are encouraged to start and finish each day with a simple check-in. In the morning check that your child knows their timetable for the day. Ask: How will they spend their recess and lunch time breaks? What resources do they require? What support do they need? In the afternoon ask: What did you learn today? What did you enjoy learning today? Do you need to ask your teacher to clarify something? What would help make tomorrow more successful?

Not all students thrive in a distance learning environment; some struggle with too much independence or lack of structure. These check-in routines need to be established early, before students fall behind or begin to struggle.

5. Take an active role in helping your children process and own their learning

In the course of a regular school day your child engages with other students or adults dozens, if not hundreds, of times. These social interactions include turning to a peer to exchange a thought or idea, participating in small or large group discussions, asking questions for clarification, collaborating on group projects, and countless other moments. While some of these social interactions will be re-created via online learning tools, others will not. Human beings learn best when they have opportunities to process their learning with others.

Beyond the check-ins recommended at the start and end of each day, parents should regularly circle back and engage with their children about what they're learning. However, it is important that your child owns their work; resist the temptation to complete assignments for them, even when they are finding it challenging.

6. Establish times for quiet and reflection

While circumstances change, God does not. He remains loving, sovereign, trustworthy and good. He is our rock and our fortress. Students might like to use one of these scriptures to reflect - Psalm 23; Psalm 27; Psalm 46; Romans 8:31-39; Philippians 4:6-9; 1 Peter 5:6-7. Mentor Groups and Chapel will also allow time for additional reflection.

7. Encourage physical activity and/or exercise

Make sure your children remember to move and exercise. This is vitally important to their health, wellbeing, and to their learning. The College's physical education teachers will recommend activities or exercises, but it is important for parents to model and encourage exercise! Think also about how your children can pitch in more around the house with chores or other responsibilities.

8. Remain mindful of your child's stress or worry

Talking to your whole family about what is happening is helpful. Understanding the situation will reduce their anxiety. Your role in simply listening and being available to pray with your child can not be overestimated. It is incredibly important! Listening is a beautiful gift in a busy world. In listening we show God's love in a real way.

9. Monitor how much time your child is spending online

We do not want students staring at computer screens for 7-8 hours a day. Mentors will be checking in with families periodically. Please let us know how we can assist. We thank you in advance for your patience and partnership as staff navigate how to best support online learning.

10. Keep your children social, but set rules around their social media interactions

The initial excitement of online learning at home might fade quickly when students start missing their friends, classmates and teachers. Help your child maintain contact with friends and see them in person when circumstances permit. Please also monitor your child's social media use. Social media is not a school-sanctioned channel of communication. Remind your child to be polite, respectful and appropriate in their communications and to represent College values in their interactions with others.

The Esafety Commissioner has provided the following advice to parents:

[COVID-19: an online safety kit for parents and carers](#)

Student responsibilities during remote learning

- Follow the normal timetable to keep a routine for learning
- Start each lesson by accessing the relevant Canvas course and joining the Conference
- Most lessons will require students to show their learning. Some examples include uploading a photo of their workbook, a screenshot of their work, contributing to a discussion forum, uploading a document, etc. Make sure they know what their teacher requires them to do to demonstrate their learning.
- Identify a safe, comfortable, quiet space in their home where they can work effectively and successfully
- Regularly monitoring email and Canvas for announcements and feedback from teachers
- Completing tasks with integrity and academic honesty, doing their best work
- Doing their best to meet timelines, commitments, and due dates
- Communicating proactively with their teachers if they cannot meet deadlines or require additional support
- Complying with the College's online behaviour policies
- Seeking out and communicating with school staff as different needs arise.

Assessment

All tasks will now take place via Canvas. The Canvas course will indicate the time that the task is due. Students are expected to adhere to the published time. Regular College Policy with regard to late submission will still apply. Please refer to the Assessment Handbook for information regarding the guidelines for late submissions. In-class assessments will be adjusted to online submission where possible or otherwise will be postponed.

In the event that a student is unwell then normal College processes for late submission with medical verification will be required. Students should apply for an extension for the task. When students become well they will still be required to complete the assessment task as an integral part of the course completion. Teachers will communicate the revised due date and provisions to submit online via formal notifications.

Whilst we acknowledge that these uncertain times may create challenging circumstances for students they are still required to complete tasks. This is imperative for Stage 6 students who are bound by NESA requirements to complete tasks within a manner that is equitable for all candidates in the course across the state.

As a community that is committed to building purposeful lives we are striving to ensure the learning and welfare needs of students are best met in an online context.

God bless,

Daryl Hinton
Head of Secondary Years