

# Parent guide to remote learning



CHRIST'S COLLEGE  
CANTERBURY

## Our philosophy

Remote learning is about supporting students to advance their knowledge and skills from afar. "Live" classrooms have the same purpose, but the nature of teaching and interactions allows us to lead more from the front. Remote learning requires the students to be more proactive in initiating learning in between contact with teachers. The structures and tools used are about being able to maintain connection and guide them through this process.

Even though we are in unprecedented times, the core principles of what is good for our boys' education remains the same. The research is clear that boys need:

- Chunked, scaffolded learning
- Strong relationships with their teachers
- Clear feedback
- A variety of task types
- Structure and routine
- Limited time in online meetings
- Physical activity

## The structure

The school has a timetable that structures the boys' day from 10am–4pm every day. There are four periods a day. Those periods are broken into Class Time and Work Time. During Class Time, this is up to 30 minutes where the teachers will choose the mode of delivery for information. Often this may be a *Google Meet*, but alternative forums may also be used based on the learning programme at that time. During Work Time students have approximately 40 minutes of independent work designed to reinforce or advance their learning from Class Time. In some cases the time may be combined for extended independent work, particularly in the case of NCEA class.

If a staff member is unavailable for any reason – for example, illness – rescheduling or alternative instructions will be left on *Schoolbox*, as is normal practice.

Teachers are only to expect a student is working on their class work on the day they have a timetabled class. If there is spare time in their day to do extra, that is at the student's discretion.

Time	Class
9.30–10am	House check-in and plan for the day
10–10.30am	Period 1 – Class time – teacher contact
10.30–11.10am	Period 1 – Work time – not online with teacher
<b>11.10–11.30am</b>	<b>Brain break and morning tea</b>
11.30–12pm	Period 2 – Class time – teacher contact
12–12.40pm	Period 2 – Work time – not online with teacher
<b>12.45–1.30 pm</b>	<b>Lunch</b>
1.30–2pm	Period 3 – Class time – teacher contact
2–2.40pm	Period 3 – Work time – not online with teacher
<b>2.40–2.45pm</b>	<b>Brain break</b>
2.45–3.15pm	Period 4 – Class time – teacher contact
3.15–4pm	Period 4 – Work time – not online with teacher
<b>After school</b>	<b>Physical and personal wellbeing time – take a break from work</b>

Teachers will be marking attendance based on work effort during the allocated period. Students will be marked absent who are not making attempts to complete work. Attendance, as per normal, is visible on the *Schoolbox Parent Portal*.



## The learning

Teachers will be driving the boys' learning through the work set on class pages in *Schoolbox*. All classes will use the same learning template, examples of which are shown below. Every task is designed as a step in a longer-term learning sequence. They are designed to be learning driven, embedding knowledge and skills needed to advance in that subject.

The instructions set on *Schoolbox* are the first part of call for students. Before the "school day" starts, they should begin by checking the remote learning boxes on each of their timetabled classes for the day. They need to be aware of what classes they have that day and if they are expected on a *Google Meet* or other forum at the start of the lesson.

The content will vary based on subject and ages. *Google Meet* is our online conferencing tool and may be used to hold real-time, "face-to-face" conversations. However, online teaching does not have to be in a virtual conference. Other activities can include: a Q&A session through the online chat tools on *Schoolbox*, collaborating on a shared Google Doc, a live stream in which students listen to a teacher and write comments and questions for follow-up. The tools used may vary, but the principle is the same: connection, clarification, and feedback.

### Please note

Class pages are only visible to students and teachers, but we encourage parents to sit down with their sons and look at the remote learning on offer.

Class: 10 Drama Option Course		Week: August 23 - 27
Learning Goals: By completing these tasks you should be able to:		<ul style="list-style-type: none"> <li>Understand what life was like for officers/soldiers in WWI</li> <li>Start learning your lines for your character</li> </ul>
Date	Online Lesson (max 30 minutes) Our lesson will cover:	Independent Work (max 40 minutes) Follow these steps:
Mon, Aug 23	<ul style="list-style-type: none"> <li><a href="#">Google Meet</a>: 10Dram1-NBB               <ul style="list-style-type: none"> <li>Check in to make sure everyone has the script and filled in the survey</li> <li>Read the rest of the play together &amp; assign roles</li> <li>Go over the research task &amp; assign groups if we have time, or leave for next session</li> </ul> </li> <li>Research task in groups on WWI               <ul style="list-style-type: none"> <li>Choose one question each to research and answer</li> <li>Combine your answers in Google Slides (one slide each) and add interesting, relevant images</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Decide who is doing which question for the research and be ready to start this next lesson</li> <li>Read the whole play if you missed the first half (get your family to read lines too for extra fun!)</li> <li>Start learning your lines</li> </ul>
Wed, Aug 25	<ul style="list-style-type: none"> <li>No compulsory Google Meet               <ul style="list-style-type: none"> <li>NBB available online if needed</li> </ul> </li> <li>Research task in groups on WWI               <ul style="list-style-type: none"> <li>Complete your part of the research task and share with your group in a combined Slide Show and add interesting, relevant images</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Start learning your lines - you could even make an online catch up with your scene partner(s) to run through it together - much more fun, I promise! Or get your family to help you out! Younger siblings will be super keen!</li> </ul>
Fri, Aug 27	<ul style="list-style-type: none"> <li><a href="#">Google Meet</a>: 10Dram1-NBB               <ul style="list-style-type: none"> <li>Present your slides in groups</li> <li>How does your research apply to your character?</li> </ul> </li> <li>Character Profile Task</li> </ul>	<ul style="list-style-type: none"> <li>Complete Character Profile Task</li> <li>Keep learning your lines - on your own, in a group or with your family</li> </ul>
Additional Information	<ul style="list-style-type: none"> <li></li> </ul>	



## Finding a balance

The wellbeing of our boys is pivotal to their academic success.

The learning and structure outlined above has been designed based on careful consideration of how boys learn, and how boys thrive. What we have developed for this period of remote learning aims to find a balance of all their needs. The best thing we can do to ensure long-term success is manage the short-term pressures and anxieties. Our aim to keep the same philosophy and drivers for the College curriculum in a remote context – as exists in our on-site environment – is an important part of managing this for our boys' wellbeing.

Boys should have breaks from their learning and have time for physical activity and social connection. Having these things in place will ensure the time spent on school work is more productive.

## Learning Centre

A number of our students currently have either timetabled classes or tuition through the Learning Centre. Years 9–10 students who have learning support or ESOL as a class with Kate Morris, Paul McCarthy or Alex Robertson will have a class page with remote learning instructions as per all other classes. Other students will be contacted directly by their Learning Centre teacher to arrange how best to continue to access their support remotely. For tuition students, this will take place during work times or study periods for seniors. The Learning Centre's support will be tailored to best meet the needs of each student.

## A parent's role

We are not asking you to become the teacher. We understand many parents have their own work commitments in the home environment at this time. Your role is to support your sons in their learning. We have provided a range of suggestions on how to do this in the document [“Supporting your son when remote learning”](#).

## Some key questions

### **Do boys need to wear school uniform?**

No. Boys should be tidy and presentable in any *Google Meet* sessions, but full school uniform is not required.

### **What if my son is sick?**

Please use our normal absence notification. As per normal absences, students should contact teachers for any missed work, although the nature of remote learning will mean this is even more transparent in *Schoolbox* than regular school times.

### **What if my son is not coping with the expectations of remote learning?**

As always, your Housemaster should be your first port of call when you have concerns about your son. They may refer specific queries to teachers, Heads of Department or the Assistant Principal – Curriculum as appropriate. For students that work with the Learning Centre, Lesley Anderson-McKenna and her team would also be valuable contacts. If your concerns are more wellbeing-related, our Wellbeing team is available for student support, or you could contact your son's Housemaster for advice.

### **What if my son says he has nothing to do?**

Often, when students feel their work is complete and they have done it quickly, they have not taken the time and care to do the work as expected by the teacher. Suggest that they check they have completed all parts of the work and provided all possible detail. Their next step should be to contact teachers for feedback and further work if needed.

### **Will there still be prep on top of class work?**

Teachers should not be setting additional work for prep. We anticipate that, particularly for our senior students, work outside of the 10am–4pm school timetable would be required to keep up with their study. The timetable is there to provide structure, not necessarily a limit on the amount of time a student should spend on their learning. The work should be largely equivalent to the Class Time allocated to the subject. If you feel that the expected work volume is too large, please speak to your son's Housemaster.

### **What if my son needs ICT assistance?**

Our Digital Services team is available to provide support. Boys can ring the helpline on (03) 364-6888 or complete the Google Form available on *Schoolbox* to email a support request to the ICT Digital team.