Online Learning Framework
For Students & Parents

WIC
WEST ISLAND COLLEGE

Overview

This framework outlines the mechanisms and principles behind our approach to online learning at WIC. Building on our experience from the spring of 2020 and the feedback we received from students, parents, faculty, and staff, we have made some changes in our approach to online learning. In addition, research into online and hybrid learning; has informed our daily schedules and structure of class time.

Online learning at WIC is focused on connecting with others and fostering the relationships we have with our students and colleagues. We recognize that a paradigm shift is never easy for a community, and ensuring our students have continuous access to high-quality teaching and learning is central to this framework. As we continue to navigate the COVID-19 pandemic, we are asking everyone – students, parents and staff – to approach this change with a growth-mindset and recognize that we are partners in this journey.

In addition to a strong focus on relationships, a companion goal of WIC's online learning framework is to provide students with access to quality learning experiences, to support them in engaging with their immediate world using the resources and connections readily available to them, and to provide engaging lessons that require critical thinking, problem-solving, creativity and personal reflection. Students, teachers, parents and administration all have roles to play to ensure the best learning experience while we are not physically on campus.

Daily Schedule and Course Content

Students will be following these daily schedules for online learning. **Please note that these schedules may be modified, depending on how long online learning is required by Alberta Ministry of Health.** In consideration of student and teacher well-being, we have now added specific times to the daily schedule for students to access support and extra help. We encourage students and teachers to adhere to these times.

Junior School Student Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
9:30-9:45	J1	J1	J1	J1	J1
9:45-10:00	J1	J1	J1	J1	J1
10:00-10:15	Announcements/ Break	TA	Break	Break	J1
10:15-10:30	J2	J2	J2	J2	Assembly
10:30-10:45	J2	J2	J2	J2	J2
10:45-11:00	Break	Break	Break	Break	J2
11:00-11:15	J3	J3	J3	J3	J2
11:15-11:30	J3	J3	J3	J3	Break
11:30-11:45	Clubs/Groups/Lunch				J3
11:45-12:00	Clubs/Groups/Lunch				J3
12:00-12:15	Clubs/Groups/Lunch				J3
12:15-12:30	Clubs/Groups/Lunch				Lunch
12:30-12:45	J4	J4	J4	J4	Lunch
12:45-13:00	J4	J4	J4	J4	Lunch
13:00-13:15	Break	Break	Break	Break	J4
13:15-13:30	J5	J5	J5	J5	J4
13:30-13:45	J5	J5	J5	J5	J4
13:45-14:00	Break	Break	Break	Break	Break
14:00-14:15	J6	J6	J6	J6	J5
14:15-14:30	J6	J6	J6	J6	J5
14:30-16:00	Student Success/ Tutorial Time*	Student Success/ Tutorial Time*	Student Success/ Tutorial Time*	Student Success/ Tutorial Time*	Have a good weekend!

*This optional block of time is available for students to meet with members of the Student Success team, their Success Block teachers and/or their subject area teachers for support and extra help. These meetings/sessions are to be arranged in advance.
Students will be provided with clear daily learning intentions for each class to ensure they know what learning they need to accomplish each day. For courses with multiple sections, students will have the same daily learning intentions and comparable learning experiences as students who have other teachers.

Senior School Student Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
9:30-9:45	S1	S4	S3	S2	S1
9:45-10:00					
10:00-10:15					
10:15-10:30					Assembly/Break
10:30-10:45	Announcements/Break	TA/Break	Break	Break	S2
10:45-11:00	S2	S1	S4	S3	
11:00-11:15					
11:15-11:30					Break
11:30-11:45					Friday Focus
11:45-12:00	Clubs/Groups/Lunch				
12:00-12:15					
12:15-12:30					Lunch
12:30-12:45	S3	S2	S1	S4	
12:45-13:00					
13:00-13:15					S3
13:15-13:30					
13:30-13:45	Break	Break	Break	Break	
13:45-14:00	S4	S3	S2	S1	Break
14:00-14:15					S4
14:15-14:30					
14:30-14:45					
14:45-15:00	Break	Break	Break	Break	Have a good weekend!
15:00-15:15	Band 11/12 Advanced Acting	Band 9/10 Advanced Acting	Band 11/12 Advanced Acting	Band 9/10 Advanced Acting	
15:15-15:30					
15:00-16:00	*Tutorial Time for S1	*Tutorial Time for S2	*Tutorial Time for S3	*Tutorial Time for S4	

*Optional – as needed.

Students will be provided with clear daily learning intentions for each class to ensure they know what learning they need to accomplish each day.

During the one-hour block, teachers may provide flexibility regarding the amount of 'synchronous' Zoom time. Students may be working independently at times to allow for variations in pace and learning style; their teacher will always be available via Zoom throughout the duration of the class.

For courses with multiple sections, students will have the same daily learning intentions and comparable learning experiences as students who have other teachers.

Electronic Platforms

- In order to remain consistent with the learning platforms students are accustomed to using, teachers will continue to assign learning experiences and assessments through D2L. In addition, the Zoom video conference system will continue to be used to provide direct instruction.
- We have prepared specific instructions for the use of D2L and Zoom for your reference. To access these instructions, please CLICK HERE. We are also happy to arrange individual appointments via telephone to help you troubleshoot any issues you may have. If you would like to book an appointment for individual help, please email ithelpdesk@mywic.ca.

Communication

All communication with students **must** take place through an official school platform. Teachers and students should, therefore, limit all communication to school email and posts in Campus Connect. The use of social media, or text messages, is not appropriate.

School Roles and Responsibilities During Online Learning

Head of School & CEO Gord Goodwin gordgoodwin@mywic.ca	• Lead the College's Senior Leadership Team in ensuring continuity of learning. • Communicate College messages to employees, families, students and the broader community. • Maintain regular communication with other school heads and external organizations, including government and health authorities, the Canadian Association of Independent Schools and AISCA.
Deputy Head of School John Reid johnreid@mywic.ca	• Co-lead planning, implementation and communication for Online Learning. • Develop new systems and processes as needed to support faculty and staff, students and families during Online Learning. • Communicate with faculty and staff, students and families as needed. • Share responsibility for the review and monitoring of learning tasks, activities and lessons
Principals of the Junior High School and Senior High School Tracy Armitage tracyarmitage@mywic.ca Danielle Lamoureux daniellelamoureux@mywic.ca	• Collaborate in the development of WIC's Online Learning Framework and lead the Junior High School and Senior High School specific planning and implementation. • Lead the whole school approach to wellbeing during Online Learning in collaboration with the SSC Director. • Monitor the approaches taken by other schools to inform ongoing development of the Online Learning Framework. • Communicate with faculty and staff, families, and students. • Provide ongoing support for faculty and staff, students, and families during Online Learning. • Ensure effective implementation of the Online Learning Framework. • Share responsibility for the review and monitoring of learning tasks, activities, and lessons.

	● Oversee matters related to online student conduct.
Director of Learning and Innovation Natasha Bathgate natashabathgate@mywic.ca	● Collaborate in the development of WIC's Online Learning Framework and continue to support the whole-school approach to program, learning, and teaching during the period of Online Learning. ● Support effective implementation of the Online Learning Framework. ● Share responsibility for the review and monitoring of learning tasks, activities, and lessons. ● Provide access to professional development and research related to online teaching and learning ● Support faculty in the development of Online Learning tasks, activities, and lessons and best practice pedagogy as needed. ● Communicate with faculty, staff, and students as needed.
Director of Academic Operations Dave Horn davehorn@mywic.ca	● Support the whole school approach to employee wellbeing during Online Learning. ● Provide ongoing support for faculty and staff during Online Learning ● Oversee the scheduling logistics. ● Develop the staffing coverage schedules as needed. ● Communicate with faculty and staff.
Manager of Human Resources Carla Mutch carlamutch@mywic.ca	● Support the whole school approach to employee wellbeing during Online Learning. ● Provide ongoing support for faculty and staff during Online Learning ● Support College employees during the period of Online Learning, including requests for accommodation due to extenuating circumstances. ● Monitor external responses to the pandemic with respect to employees. ● Maintain regular communication with other HR colleagues and external organizations, including the Canadian Association of Independent Schools and

	AISCA.
STEAM and Design Thinking Coordinator, Learning Leaders and Grade 7 & 8 Studies Program Director	- Provide ongoing support for faculty, staff, students, and families during Online Learning. - Lead their respective departments in all aspects of learning, including pedagogy, assessment and administration. - Support faculty members who may require accommodation due to extenuating circumstances.
Faculty	- Design and deliver learning experiences for students in accordance with school plans. - Communicate with and provide timely feedback to students. - Communicate with parents and families as necessary. - Collaborate with colleagues to offer consistent, engaging learning experiences. - Participate in professional learning experiences to hone skills particular to online learning.
Teacher Advisors	Will regularly check in with individual students during scheduled TA meeting times.
Student Success Center **Director:** **David Hunt** davidhunt@mywic.ca **Guidance Counsellor:** Don Gordon dongordon@mywic.ca **Learning Strategist:** **Samantha Alessi** samanthaalessi@mywic.ca	- Communicate with students and families already connected to Student Success Center to discuss the transition to Online Learning and establish mechanisms for ongoing support. - Lead the whole school approach to wellbeing during Online Learning in collaboration with the Principals. - Provide support to students by being available to meet virtually or by telephone with those experiencing difficulty and recommend helpful tools and strategies to students and families. - Partner virtually with faculty to support individual students.

	● Support faculty in the development of Online Learning tasks, activities and lessons and best practice pedagogy, including differentiation, through regular office hours and team meetings as needed.
University Counselling Office Steve Smith stevesmith@mywic.ca	● Ensure continuity in the processing of student applications for post-secondary study. ● Monitor response of post-secondary institutions to campus disruption and communicate with school leadership, students and parents and families. ● Support school advocacy with post-secondary institutions and other external bodies to ensure campus closure and its effects are understood. ● Continue to support students and parents and families with academic and post-secondary planning through regular office hours, scheduled individual check-ins and online communication.
IT Department **Mitchell Matula** mitchellmatula@mywic.ca	● Provide timely response to student, family, and faculty queries through regular Help Desk hours. ● Support the technological needs of those working from home as appropriate. ● Offer individual consultations and support with online and technology tools through regular office hours. ● Support faculty in the development of Continuous Learning activities and lessons and best practice pedagogy through regular office hours and team meetings. ● Create reference documents to support the use of online platforms.

Technology Support

The primary source of support is through the creation of an electronic Help Desk Ticket by sending an email to ithelpdesk@mywic.ca. A ticket will automatically be created and be directed to an available resource. A confirmation receipt will then be sent to you by email, and a technician will follow up in short order. Please do not copy others on the ticket as this may cause confusion and slow the resolution process.

Help Desk Access and Hours

Help Desk support will be available Monday to Friday from 8:00 a.m. to 4:00 p.m. by email.

Fixing Technology Remotely

During situations when the campus is closed, these guidelines should be followed:

First and foremost, please do everything to take care of your technology. If you are having functionality issues with your laptop, please do the following before you contact the Help Desk:

- ✓ Reboot your laptop
- ✓ Please ensure that you have run all updates
- ✓ If you are still having issues, please contact the Help Desk using the process outlined above.

If your laptop or iPad breaks and is unusable, first, please try to find another technology solution to support learning. If that is not an option, please contact the Help Desk, as outlined above.

Remote Attendance on Campus Connect

Parents and Students can instantly see their teachers and their Zoom IDs to remotely attend classes. We have created an instructional video on how students can log into Zoom and attend classes remotely.

Online Learning Logistics

Online learning at WIC is comprised of synchronous and asynchronous interactions. Synchronous learning is where the students and teachers are present and interacting at the same time via a digital platform. Asynchronous learning is learning that may occur either 'off-line' or outside of the class time. Asynchronous learning supports personalized and student-centered learning as it provides opportunity for students to engage in the learning material at their own pace.

Synchronous Interactions

Students will engage in synchronous, or real-time engagement with their teachers and classmates using D2L and Zoom. Teachers will provide an estimated duration for all learning activities.

Teachers will engage in real-time with students via structured synchronous learning that will follow the Junior School Student Schedule and the Senior School Student Schedule included in this document. In addition, students may request help by making an appointment with their teachers or a member of the Student Success team at an agreed upon time between the hours of 8:30 a.m. and 4:00 p.m., Monday through Friday.

Asynchronous Interactions

- Daily learning goals and success criteria, lessons, and materials will be posted in D2L.
- Teachers will design learning activities through multiple tasks that complement each other in the development of understanding.
- Teachers are encouraged to provide a live screencast or video to introduce the key concepts of the lesson and/or to provide instructions.
- Teachers are encouraged to provide students with access to supplemental, digital resources to reinforce understanding and encourage independent learning.
- Students may be expected to participate in discussion forums on D2L.
- Deadlines will be flexible to accommodate individual student circumstances.

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Student Roles and Responsibilities

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- Dedicate appropriate time to learning, comparable to a school day and/or as guided by your teacher(s).
- Check D2L **and** your email for information on courses, assignments, and resources daily during the school week.
- Attend, as much as possible, the daily synchronous engagements offered by each of your teacher(s).
- Identify a comfortable and quiet space to study/learn.
- Submit all assignments in accordance with the provided timeline and/or due dates.
- Ensure your own social and emotional balance by keeping healthy habits.
- Proactively seek out and communicate with other adults, including parents, teachers, advisors and guidance counsellors as needs arise.
- Students are **required** to enter Zoom classrooms with their **first and last name**. Classrooms utilizing a waiting room require that students be approved to enter the class, they should arrive 5 minutes prior to that start of class so the teacher may authenticate them.

Assessment and Progress Monitoring:

- Teachers will use a variety of assessment tasks to inform instruction, improve learning, and report on student achievement.
- Teachers will design assessment instruments and create environments that:
  - Establish clear expectations and guidelines for the use of sources and collaboration and including them as part of the assessment task;
  - May require post-assessment authentication through student reflection or teacher-student dialogue;
  - Allow for student choice and development for how they will demonstrate their learning;
  - Utilize student assessment by conversations with the teacher via Zoom

Non-graded Formative and Practice Tasks:

- Students **must** complete assigned non-graded assessments that provide a check for understanding. These may include (but are not limited to) discussions, forms, polls, reflections, etc.
- Teachers monitor student progress with ongoing and regular feedback.
- Teachers will determine when summative assessments are administered based on the data collected from formative assessments.
- Teachers will actively engage with students, parents, the Student Success Center and the Principals of the Junior and Senior Schools to support students who are not producing evidence of learning during a unit of study.

Graded Assessment Tasks

- Students **must** complete assigned graded assessments to measure progress against learning targets. These may include (but are not limited to) electronic portfolios, electronic quizzes/tests, writing assignments.
- Guidelines relative to the expected frequency of graded minor and major assessments will be developed and shared with students in D2L.
- Graded summative tasks that are performance-based will include a rubric and/or other forms of scoring criteria shared with students as part of the task overview.
- Clear instructions on where/how to turn in assignments will be provided to students **in advance**.
- Students are to complete all assessments to the best of their ability, and with honesty and integrity.

Homework

With shortened class times, completing independent work is important to support learning. Below are general guidelines around the average amount of homework per class in addition to what is done during the synchronous lesson:

- Grades 7 & 8 = 10 to 15 minutes per class
- Grades 9 & 10 = 20 to 30 minutes per class
- Grades 11 & 12 = 30 to 45 minutes per class

Student Behavioral Expectations

- In general, behavior, decorum, and location in virtual classroom sessions should mirror those of a WIC classroom setting. For example, participants should be appropriately dressed, located in an appropriate setting or space in their house with little distraction or noise. Look sharp, be prepared and provide your body with the signal that it is time to do work.
- Online or virtual behavior and language should also reflect the decorum, respect and tone of a WIC classroom setting; school rules remain in effect.
- Students are not to extend their interactions or learning with teachers to other personal communication or social media platforms such as Facebook, Snapchat, Instagram.
- Comply with WIC's Code of Conduct and Technology Acceptable Use Policy, including expectations for online etiquette and behavior.
- If a student or teacher is concerned about someone or something they witness on an online platform, they should report the incident to the Principal of Junior High School or Principal of Senior High School without delay via email: tracyarmitage@mywic.ca and/or daniellelamoureux@mywic.ca. These incidents will be dealt with using the disciplinary process outlined in the WIC Family Handbook.
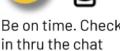
Student tips for successful VIDEO CALLS

1 Check in with your teacher. Gather your materials.

2 Be on time. Check in thru the chat when you arrive.

3 Stay engaged (nod or thumbs up) if others are talking.

4 Mute your mic if you're not speaking.

5 Use the chat or raise hand to share ?s/ideas.

6 Wait for teacher to call on you or unmute your mic.

7 Take notes in a doc or on paper for reference.

8 If using video, look at the camera, not the screen.

Text by Karly Moura @KarlyMoura. Infographic by Matt Miller @jmattmiller. Icons by The Noun Project.

Parent Roles and Responsibilities

As parents, we ask you for the following support:
- Monitor Campus Connect and email updates and be sure to check in with your child daily about the remote learning tasks, activities and assessments they are working on.
- Continue to communicate with the school if your child is ill or will be absent for the day or an assigned lesson using office@mywic.ca.
- Designate a work friendly place where your child will work independently on their assigned tasks.
- Ask your child to provide a brief summary of the learning they are engaging in for each class to ensure their understanding of the content and of the process they are being asked to engage in to demonstrate their learning.
- Ask your child about their deadline calendar and support them, as needed, in submitting assignments according to the established deadlines.
- Remind your child to email their teachers if they have questions or need extra help and support. Our faculty will be on hand to help and provide support, typically within 24 hours.

- As parents, please to not hesitate to reach out to teachers if you have any questions or concerns.

Teacher Expectations

- Using the 'news items' section on D2L, teachers will post the agenda for the day and/or week, notices about due dates etc.
- Students & teachers log into D2L at the start of the class.
- Teachers will introduce each class using Zoom. At this point, the learning outcomes and a checklist of what is being assigned, and how it should be submitted, will be communicated. The duration of the instructions or format of these lessons is up to the teacher.
- This instructional overview will be recorded by the teacher, using the recording function in Zoom. The video recording should then be posted into D2L to enable students to reference it asynchronously if necessary.
- Using the 'content' section, teachers will post their notes, assignments, instructions, background materials, etc.

Co-curricular Programming

Given the importance of relationships and engagement to personal wellbeing, the school will, as appropriate, create opportunities for students to participate in online co-curricular programming. This may include student clubs moving to an online format and arts activities represented through a virtual domain.

References

WIC is grateful to the authors of the following resources, that have informed the development of WIC's Online Learning Framework:

Global Online Academy. February 2020. "15 Strategies for Online Learning When School is Closed."

The American School in Japan - Distance Learning Plan

The Shanghai International School. March 2020. SAS Distance Learning Plan.

Alison Yang - OREO Guidelines

Upper Canada College - Continuous Learning Plan

Appleby College - Remote Learning Plan

Ridley College - Remote Learning