

Section 7

HINTS FOR HOME SUPERVISORS

Unit includes:

- Calling Home Supervisors
- Responsibility of Supervisors
- First Posting
- Returning Worked Lessons
- Course Completion
- Special Requirements
- Termination of Enrolment

CALLING ALL HOME SUPERVISORS!

WE ASK ALL HOME SUPERVISORS TO ASSIST STAFF BY:

- Reading through this folder with the student.
- Signing and checking all IN Title Pages and OUT Title Pages. Keep your mail card up to date.
- Communicating positives and problems to Karabar Distance Education Centre. Write a note to explain illness or late return of work.
- Keep in communication by ringing when you need our help and advice.
- Ensuring students check returned Title Pages for teachers' comments and instructions.
- Review Five Weekly Mailing Reviews against your records.

STAFF HAVE BEEN ASKED TO:

- Telephone isolated, medical and other "close range" students.
- Teach students through return Title Pages.
- Communicate concerns to Home Supervisor.

WORKING TO A TIMETABLE

The supervisor should ensure that the student is working to a timetable. Suggestions for DE timetable are outlined in the Curriculum section of the handbook. This timetable shows the period allocation for each subject for which the student is enrolled. Home Supervisors check the curriculum section to review subject requirements. (students and Home Supervisors should develop a timetable and work to this organised guide. Evaluate your timetable regularly. Remember the advantage of DE is that a daily/weekly timetable can be flexible

Study this sample timetable then assist the student in making up their own timetable for their particular subjects. Make up another timetable for their homework and study.

Students should spend as much time on lesson, homework and study as students in other schools do.

They will need to spend about 24 hours each week on school lessons. Additional time for homework will be necessary.

Weekly homework and study time will increase as students progress to higher years.

RESPONSIBILITY OF SUPERVISORS

The Role of the Supervisor

Every supervisor approaches the role in their own unique way. The best way is the way that is right for you. Some supervisors keep the role of parent or carer as separate from the role of supervisor. They are mum, dad or carer at home and supervisor in the classroom.

You will find that students are expected to learn in vastly different ways to the ways you may have learnt at school.

The lesson materials and the teachers will give you lots of help in teaching. As well, you are encouraged to come along to supervisors' sessions at mini schools.

How much help do you give your student?

This will vary with individual students. By the time your student reaches high school he/she should be reading independently. He/she will probably be able to cope with the lesson material by themselves. Your role will mainly be to keep them on task and ensure the timetable for the day is being followed and weekly work is completed.

Lesson materials provide examples of what is expected of students. Some times though, you may need to provide some extra explanation yourself.

EXPECTATIONS

You will probably have high expectations, but you must be realistic in what you expect from your student.

The outcomes you will see in the beginning of many leaflets will give you an indication of the standard of work that is possible.

Remember, you cannot expect the same standard of work that you can produce. One sentence produced by your student is better than a story that you may have practically written for him/her.

It is important that you allow your student to do his/her own work even if mistakes are made. Making mistakes is part of the learning process.

Learning occurs best when the responsibility of learning rests with the student.

ASK

Is the best three letter word in the supervisors' and learners' dictionary.

The only dumb question is a question you don't ask.

COMMUNICATION

Teachers and supervisors are a team. They work together to offer the student the best education possible. The key to success of the team is successful communication.

There should be regular communication through audio tape, telephone, fax, letter or email.

Feel comfortable to approach your teachers if there is concern. A telephone call will clear up a concern. If teachers are not available leave a message and they will return your call as soon as possible. Your teachers are there to help.

Emailing/faxing in a piece of work will get a more immediate response. This is particularly useful when your student is having problems with maths.

Talking to teachers about your student's work allows you to inform them about:

- the process the student went through to do a piece of work
- how easy or hard the student found the activity
- the interest to the student of the work
- particular problems or pleasant experience

This information makes the returns come 'alive' for the teachers and helps with decisions about future work.

If there are problems in the family such as illness, the teachers may be able to help you to reduce the amount of school work for a short time while you are needed elsewhere.

TIME MANAGEMENT

Supervising your student's lessons requires you to be organised and to follow a routine that works for you.

Some basic points to consider when planning a week's work are:

Start by keeping to school hours. **Use the timetable grid provided**

Assess how your student has coped with the timetable. Is he/she comfortable with the time allowed and the progression? Look at your domestic schedule. Are you coping? Discuss your thoughts with your teachers and adjust the timetable so that you and the student feel comfortable.

You can create your own timetable, but must refer to the allocated time for each subject. Student timetables must be returned to the Student Coordinator.

Leave time at the end of the week to discuss the work with your student and to sign and pack the bags.

Different ways to say "Very Good"

That's the best you have ever done!

Superb!

You're working hard to-day

You're on the right track now!

I knew you could do it!

Nice going

You did it that time

Fantastic!

You are doing much better today

NOW MAKE UP SOME OF YOUR OWN!

Assisting Your Student - Motivation

Establishing a stable and positive learning environment is important in maintaining a positive attitude in students.

Early adolescence is a time of great change for many students. It is a time of upheaval as a new emotional, physical and intellectual views start to develop. It is not surprising that some students can easily get discouraged by all the new changes that seem to appear.

The move from primary school to high school is a big one, even in the distance education setting. Students will begin to experience increased pressures due to new subjects, different assignment tasks, more teachers, etc. All these things will make extra demands on your student's time and energy to cope.

As a supervisor you will need to assist your student to meet many of the changes he or she will be faced with during their high school years. "How can I motivate my student?", is a question that often gets asked. Unfortunately, there is no simple answer. However, there are a number of things you can do to assist motivation. Equally there are a number of things you should not do because they can reduce motivation.

The following pages contain some ideas to assist as well as some things to avoid concerning motivation.

IDEAS FOR SUPPORTING AND MOTIVATING YOUR STUDENT

- Know your student's strengths and weaknesses.
- Be a good listener.
- Criticise constructively in private. Praise in public.
- Show appreciation and interest in what your student is doing.
- Make suggestions and the reasons why you are doing so.
- Emphasise the positive in your student and their work.
- Be consistent in what you say and do.
- Take the opportunity to reinforce the importance of their work.
- Help set goals, thus giving them a sense of direction and something to strive for each day.
- Give your student 'real' choices in their work and how they may accomplish tasks.
- Endeavour at all times to make the work meaningful and relevant to their needs.
- Stimulate interest and curiosity by posing hypothetical situations (what would you do if.....?)
- Ensure they experience some success in all their work.
- Teach 'thinking skills' - (analyse, evaluate).
- It is essential that students have ownership of the work and therefore can control what they are doing.
- There is no substitute for good organisation and planning, but be flexible.
- Spend time developing good study skills (review them regularly).
- Try to expand your student's interests and experiences.
- Accept that students learn in different ways, find your student's preferred way of learning (watching, doing, etc).
- Give positive and negative feedback with complete explanations.
- Demonstrate your interest and enthusiasm for books and learning.
- Humour is a great motivator.

ORGANISATIONAL DETAIL FOR HOME SUPERVISORS

Supervisor's Record of Receipt and Return of Work

It is the supervisor's legal responsibility to unpack and record all incoming work to the student, as well as record, sign and pack all out-going work to Karabar Distance Education Centre.

The Supervisor's mailing card is to be used for this purpose. See Section 3 page 15.

First Posting of Lessons from Karabar Distance Education Centre

The first lessons are despatched in a box. Eight Title Pages in each subject are normally issued to students. A program for the year's work is provided for each subject.

Each Title Page contains one week's work, and the resources required. Read the teacher notes on each Title Page carefully. In the box you will also find reusable envelopes and return address labels.

Overseas students are supplied with three (3) large paper bags and printed address labels with their initial package. The onus is on the student to provide subsequent mailing bags if they are unable to reuse the bags in which we send their work. Please advise us at any time if you require more address labels.

Overseas supervisors are responsible for cost of mailing Title Pages back to Karabar Distance Education Centre from their country of residence

HOW TO DEAL WITH THE FIRST WEEK'S WORK

1. Separate all Title Pages into each week (e.g. all Title Pages numbered 1 together).
2. Check that there is a Title Page for each subject of each week and all necessary equipment (listed on the Title Page) is included.
3. A program is provided for each subject. File this program in the plastic sheets available for each subject IN THIS FOLDER.
4. An Assessment Schedule is provided in each subject for Year 10, 11 and 12 students. FILE THIS WITH THE PROGRAM FOR EACH SUBJECT in this folder. Assessment for Years 7, 8, and 9 is stated on the program.
5. Please notify the Student Coordinator of any irregularities.
6. Record on the Supervisor's Mail Card, the date received, Title Page number and unit or set number for each subject.
7. Select the Title Pages numbered as the first week in your program. This will be TITLE PAGE 1 for students beginning in Term 1 each year.
8. Encourage the student to complete the work over one week or five school days. Collect the Title Pages for each subject.
9. Retain the printed leaflets for future reference and revision. Do not send them back to school.

HOW TO RETURN WORKED LESSONS OR COMPLETED LESSONS

- See that all instructions on each Title Page have been carried out and then **SIGN AND DATE THE TITLE PAGE.**
- Check that all subjects have been completed by the student and that each subject has its correct Title Page attached.
- Ensure that all the Title Pages have the same number. Please supply written notification of any irregularities for our records.
- Title Pages are sent to the student in a plastic sleeve/bag and must be returned in a plastic sleeve/bag.
- Record date returned on the Supervisor's Mailing Card.
- Affix return label to outside of reusable envelope or reverse address label in vinyl envelope as instructed by notice. Fasten the envelope with staples and then post with-out stamps (within Australia only).

*All overseas students must supply their own envelopes
and pay their return postage*

HOW TO DEAL WITH THE SECOND WEEK'S WORK

- Check and record the contents as per the second Title Page in the course program. All Title Pages in the second week's work will be numbered 2 for a student starting at the beginning of Term 1 each year.
- Issue these after the student has completed the first week's lessons.
- Follow the same procedures as listed with the first week's work.

SUBSEQUENT POSTINGS

When the first week's work has been posted back to the Distance Education Centre, the mail administrator will record receipt of work. The Title Page will be forwarded to the teacher for 'teaching' purposes. The teacher will then place a new Title Page in a plastic bag (next Title Page in the program outline) and include the Title Page to be returned, to the students. Subsequent postings will arrive to the student with a new Title Page and the returned Title Page with teaching comments. Students and Home Supervisors should review returned work.

REGULARITY IN RETURN OF WORK

- A weekly return of work is required.
- After the first postings of lessons, the Karabar Distance Education Centre **will issue new work only when completed work is returned for assessment or teaching.**
- Regular weekly return of work is essential for satisfactory progress. Infrequent postings will mean that the course is not completed and disappointing results will be gained. Teachers will expect that the necessary work has been completed by the student prior to any assessment tasks and yearly exams.

SATISFACTORY COURSE COMPLETION

- Students in Years 7 to 10 (Stages 4 and 5): A return of 33 Title Pages represents 100% attendance at school.
- Students in Years 11 to 12 (Stage 6)
 - Preliminary Course (Year 11):* The program covers the first three terms and 24 Title Pages are expected to complete this course (as a minimum).
 - HSC Course (Year 12):* The program covers term four of Year 11 plus terms one to three of Year 12 and 32 Title Pages are expected to complete this course.
- As part of the Title Page work the student may be involved in mini schools, teleconferences and assessment programs.
- Every Title Page will be evaluated in terms of satisfactory completion and quality of work.
- Please notify the Centre in writing of any problems that will result in either irregular or late return of work.
- Failure to send work in regularly will result in Notices being despatched from the Karabar Distance Education Centre.
- Continued irregularity may lead to termination of the student's enrolment.
- All Title Pages in a Seniors Program must be completed and mailed in for "marking".

THE NEED TO RETURN COMPLETE PACKETS

- Return 1 Title Page in each subject, each week (Years 7-10).
- If there is a subject missing from the packet when it arrives at the Centre, the teacher for that particular subject will receive a Subject Omitted Notice (SON). This notice indicates that no work has been received from the student for that week and the teacher is directed to set the next replacement Title Page. It will be the student's responsibility to make up the missed work for that subject. Should there be a valid reason for the omission of a subject, the supervisor should enclose a note of explanation to the Student Coordinator.
- Year 11 and 12 students may progress through subjects at different rates. It is preferred senior students return one (1) Title Page in each subject each week, preferably the same numbered Title Page as indicated in course program.

SPECIAL NOTE FOR SENIOR STUDENTS

Participation and Satisfactory Attendance NSW Department of Education and Training ACE Manual

Unsatisfactory Participation

A student may be expelled from a school for Unsatisfactory Participation in learning by a student of post compulsory age. This includes:

- A pattern of non satisfactory completion of work.
- Non serious attempts to meet course objectives.
- Non compliance with Board of Studies requirements for the HSC or SC.

If Board of Studies requirements are not met, a Board of Studies Warning Letter will be issued. This letter will define procedures the student should take to meet course requirements.

The Deputy Principal will be notified by a Student Coordinator or a Mentor that a student should be considered for UP procedures. The Student Coordinator or Mentor should gather evidence to support the claim. A check will be made to ensure that all available learning support has been made by the school.

The Principal would decide that the UP proceeding should begin. The Deputy Principal DE will draft a standard letter setting out the difficulties being experienced by the student and inviting the parents to a meeting or telephone conference. At this conference a program of improvement will be developed. A management plan will be provided to the student and supervisor. The management plan will be reviewed. If students do not meet the requirements set out in the management plan, enrolment in DE will be terminated.

ARE YOU ELIGIBLE FOR FINANCIAL ASSISTANCE FOR YOUR CHILD?

Is your principal family home geographically isolated?

- At least 56 kilometres from the nearest appropriate Government school, or
- At least 16 kilometres from the nearest Government school and at least 4.5 kilometres from the nearest available transport service, or
- The student does not have reasonable access to an appropriate Government school for at least 20 days of the school year because of circumstances beyond the family's control, or the return travel time exceeds 3 hours, or
- The student's parent(s) have an occupation which involves frequent moves.

Does your child require a special educational program, special facilities or a special environment? Because:

- of a physical or intellectual disability;
- of diagnosed psychological, emotional or behavioural problems;
- of pregnancy;
- of a severe medical condition;
- of a diagnosed learning difficulty requiring diagnostic testing &/or remedial tuition;
- the student would be seriously educationally disadvantaged by attending the local school(s). (*only years 10, 11 & 12 – contact the AIC office for more information*)
(Evidence must be provided to support these claims)

You may be eligible for financial assistance through:

ASSISTANCE FOR ISOLATED CHILDREN

Allowances available under Assistance for Isolated Children (AIC)

- Distance Education Allowance;
- Second Home Allowance;
- Boarding Allowance and Additional Boarding Allowance; and
- AIC Pensioner Education Supplement (for eligible pensioner students)

Assistance for Isolated Children is administered by Centrelink and more information can be obtained by contacting the AIC Office on **132 318** or; check out the Centrelink Website at www.centrelink.gov.au

The mailing address is:

**Lismore AIC
PO Box 1122
LISMORE NSW 2480**

Closing dates for applications:

Prior to 31 March – to be backdated to the date applicant became eligible, including 1 January if appropriate.

After 31 March – usually only eligible from date received or from date of intent to claim, if lodged within 13 weeks.

Must be received by **31 December** in year of application.

If an intent to claim is registered by 31 March, the claim form is lodged within 13 weeks of that date of contact or 31 March (which ever is later) an eligible applicant can be backdated to 1 January.