

Distance Education Student Supervisor Document

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Introduction

This resource is designed to assist supervisors to understand their responsibilities prior to enrolment in distance education.

It has been designed in consultation with distance education schools across the NSW Department of Education. This document provides support to supervisors of students from Preschool to Year 12.

Whilst every effort has been made to ensure information in this document is accurate, it is advised that supervisors and students in distance education make regular contact with their enrolled school for information regarding specific learning programs and local policies.

Being a supervisor

A distance education supervisor is the person who has day to day contact with the student who is undertaking distance education.

Supervisors are frequently the parents of children studying through distance education. Supervisors are required to work with teachers to support students undertaking their learning programs.

As students undertake their distance education studies, it is important that supervisors support the students to achieve success. It is essential that students complete all allocated learning tasks in order to satisfy the curriculum requirements.

Working with Children legislation requires all people working or volunteering with children under 18 years to have a Working with Children Check. Parents or carers who engage tutors for support should ask the tutor to provide a Working with Children Check clearance number, then verify that number online. Parents/carers can verify the status of a Working with Children Check number by using the [online tool](#) available from the Office of the Children's Guardian.

The guidelines listed below provide a checklist of important information that supervisors should consider in their support of students in distance education.

What are my responsibilities?

To fulfil the responsibilities supervisors should:

- Liaise with the school about the program of learning that will be provided for the student and the scheduling of the student's and supervisor's time for engaging in schoolwork and the completion of set tasks.
- Supervise the student during school or learning activities.
- Support and encourage the student through assistance with locating materials and resources needed for lessons, development of a timetable for work, provision of a suitable workplace and basic equipment.
- Ensure that the student follows the course developed by the school and addresses, with diligence and sustained effort, the set tasks and experiences provided by the school.
- Interact with the student as required by the learning materials.
- Interpret and explain to the student the spirit and intention of instructions or comments included in lesson materials or in messages from the distance education teacher.
- Provide feedback to the distance education teacher on the student's responses to the lesson activities and on the student's performance and interest, including advice about illnesses or absences that have affected the student's ability to complete activities.
- Monitor the student's participation in satellite, computer-based or teleconference lessons and field services as appropriate.
- Supervise examinations and assessment tasks, as required by the school.

How can I best support my students?

To best support your students you could:

- Provide a suitable location for students to study and complete tasks. Consider things such as lighting, furniture, and access to technology such as computers and the internet.
- Be in regular contact with the student and the distance education school. How you contact the school may vary according to which distance education school the student is enrolled at, but typically will involve telephone, email, or other electronic means.

- Develop a timetable of work that involves set times to complete learning tasks assigned by the teacher.
- Ensure you provide active supervision to the student whilst they are studying. This includes answering possible questions that may arise or connecting students to someone else that can help and ensuring that they actively participate in online lessons and complete practical tasks.
- Help students connect to their Student Portal (provided by the NSW Department of Education) to access emails and other e-learning support materials.
- Monitor the regular submission of work by the student. Ensure this work is returned to the relevant teacher according to their requirements.
- Keep the distance education school informed of absences, illnesses or changes to their student's situation that are likely to impact on their ability to complete learning tasks.
- Provide appropriate space for the completion of examinations and assessment tasks. This includes ensuring that there are no distractions, and that the integrity of the assessment task or examination is always maintained.

Developing a timetable

It is important to remember that the role of the supervisor is to ensure that the student maintains a regular routine of undertaking and completing learning tasks issued by their teachers. To do this, the supervisor should work with the student to develop a timetable that includes set times to complete the learning tasks issued for the week, as well as attend any live lessons. Find below examples of a primary or secondary timetable. These will need to be adapted to each student's individual needs.

Primary schools

Primary school timetable considerations:

- Approximately 50% of time is allocated for English and mathematics.

- 40% of time for the other subjects Human Society and its Environment (HSIE); Science and Technology (Sci/Tech); Creative Arts (CA); Personal Development, Health and Physical Education (PDHPE) and sport.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 am	English	Mathematics	English	Mathematics	English
9:30 am					
10:00 am	Mathematics	English	Mathematics	English	Mathematics
10:30 am					
11:00 am	BREAK				
11:30 am	English	HSIE	Creative Arts	English	Science & Technology
12:00 pm					
12:30 pm					
1:00 pm	BREAK				
1:45 pm	PDHPE (45 minutes PE)	Additional Activities	PDHPE (45 minutes PE)	Additional Activities	Physical Activity
2:30 pm					

Finish at 3:00 pm

Secondary schools

Secondary school students will be required to participate in a number of subjects that are delivered by different teachers during their enrolment in distance education.

These subjects may be delivered using various modes and formats.

A secondary student normally receives a course breakdown of subjects/topics they will cover for each subject. This is particularly important in Year 11 and 12 to help students understand when a formal assessment task will take place and why they will receive a task notification.

Sample Year 7 and 8 timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 am	English	Language	English	Mathematics	PDHPE
9:30 am	Technology	Mathematics	HSIE	Science	English
10:00 am	Technology	Mathematics	HSIE	Science	English
10:30 am	BREAK				
11:00 am	HSIE	English	Science	Language	Technology
11:30 am	HSIE	English	Science	Language	Technology
12:00 pm	Mathematics	Art/Music	PDHPE	HSIE	Science
12:30 pm	Mathematics	Art/Music	PDHPE	HSIE	Science
1:00 pm	BREAK				
1:30 pm	BREAK				
2:00 pm	Language	Science	Art/Music	English	Mathematics
2:30 pm	Language	Technology	Art/Music	English	Mathematics
3:00 pm	Science	PDHPE	Mathematics	PDHPE	Art/Music

Sample Year 9 and 10 timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 am	English	HSIE	HSIE	Elective 2	PDHPE
9:30 am	English	Mathematics	HSIE	Elective 2	English
10:00 am	Elective 1	Mathematics	Elective 2	Mathematics	English
10:30 am	BREAK				
11:00 am	HSIE	English	Science	HSIE	Science
11:30 am	HSIE	English	Science	HSIE	Science
12:00 pm	Mathematics	Elective 1	Mathematics	Science	Elective 2
12:30 pm	Mathematics	Elective 1	Mathematics	Science	Elective 2
1:00 pm	BREAK				
1:30 pm	BREAK				
2:00 pm	Elective 2	Science	Elective 1	English	Mathematics
2:30 pm	Science	PDHPE	Elective 1	English	Mathematics
3:00 pm	Science	PDHPE	English	PDHPE	Elective 1

Sample Year 11 and 12 timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 am	English	Subject 6	English	Subject 6	Subject 6
9:30 am	English	Subject 2	Subject 4	Subject 3	Subject 6
10:00 am	Subject 2	Subject 2	Subject 4	Subject 3	Subject 5
10:30 am	BREAK				
11:00 am	Subject 3	Subject 5	Subject 2	Subject 4	Subject 4
11:30 am	Subject 3	Subject 5	Subject 2	Subject 4	English
12:00 pm	Subject 4	English	Subject 6	Subject 5	Subject 3
12:30 pm	Subject 4	English	Subject 6	Subject 5	Subject 3
1:00 pm	BREAK				
1:30 pm	BREAK				
2:00 pm	Subject 5	Subject 3	Subject 5	English	Subject 2
2:30 pm	Subject 6	Subject 3	Subject 5	English	Subject 2
3:00 pm	Subject 6	Subject 4		Subject 2	

Textbooks and resources

Each student, upon enrolling in a distance education school, will be told what learning materials they will need for each of their subjects. If a supervisor or student is unsure of what materials they need, it is important that they contact the distance education school as soon as possible.

Each distance education school will have different methods for delivering and returning student learning tasks. Information regarding how to access learning materials will be provided by the school upon the student's enrolment. Supervisors should attempt to email or call the relevant teacher if there are ongoing issues with accessing learning materials. It is important that contact is made early to avoid any issues with non-completion of learning tasks.

Assessment

Assessment is an essential component of understanding a student's understanding of skills and knowledge.

“Assessment for, assessment as and assessment of learning are approaches that allow teachers to gather evidence and make judgements about student achievement. These forms of assessment can be undertaken either on their own or together.” NESAs - [Assessment for, as and of Learning](#).

Advice for supervisors regarding assessment

Supporting students to undertake assessment tasks is essential. However, it is important that supervisors understand the limits of this support and what strategies are most helpful when assisting student learning. Sometimes students will need to complete a task independently so the teacher gets an accurate understanding of what they can achieve and where improvement is needed.

Examples of the types of support supervisors could provide include:

- Ensure a record of the due dates for all assessment tasks is maintained to remind the student of their upcoming deadlines.
- Help the student break down components of their assessment task into different steps. Create a timeline to help students visualise what tasks should be completed and the time required.
- Read and review the task instructions before the student begins (for when the assessment task is not an exam or completed under timed conditions). Explain the meaning behind different words used and identify aspects of the task where the student might need to seek further clarification from the teacher.
- Refer the student to the teacher who set the assessment task if they are facing difficulties. Types of assessment vary between subjects and teachers. It is important that they clarify any concerns to avoid circumstances when the student might feel disadvantaged.
- Make sure the student saves multiple copies of their assessment task when it is being completed. It is important that the student has evidence of learning completed at various stages of their task.

- Help students keep an accurate record of information or research they may have undertaken to complete their assessment task. This will allow the student to acknowledge where they have sourced information from, in their response, without [plagiarising](#).
- Review the assessment procedures and requirements that have been issued by the school. If you do not have a copy of these guidelines make contact with the supervising teacher as soon as possible.
- Ensure students understand the marking guidelines issued with an assessment of learning task. These guidelines will outline what students need to do when completing their response.
- Remind the student that they should feel comfortable to ask for help or assistance as needed. Whilst assessment tasks provide useful information to teachers on a student's understanding of different skills they are also used to clarify and provide feedback on learning.

Student portal

The [portal](#) is the gateway to learning tools and other online resources provided by the NSW Department of Education.

The portal is typically used by students enrolled in distance education to:

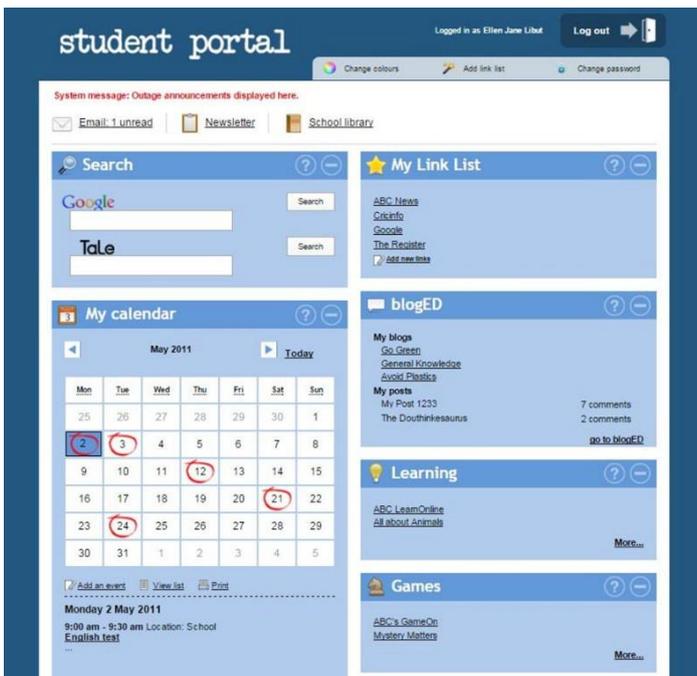
- Email teachers with questions on learning tasks. Learning tasks may also be sent by the teacher by email.
- Access the school's library services.
- Connect to e-learning resources that are used by distance education schools.

Please note that all communication between teachers and students will most likely be made using the Department email account.

Kidspace –Kindergarten - Year 2



Student portal – Years 3 - 6



Student portal – Years 7 – 12

The screenshot displays a student portal interface. At the top, it says 'student portal' and 'Logged in as Jessica Beard' with a 'Log out' button. Below this are navigation links for 'Personalise', 'Add link list', and 'Email: 1 unread'. A system message states: 'System message: Outage announcements displayed here.' The main content area includes:

- Search:** A search bar with 'Google' and 'Tale' suggestions.
- My calendar:** A calendar for April 2011, showing the current date as Friday, 15 April 2011.
- My timetable:** A weekly grid showing lessons for 'Week A' and 'Week B'. The grid includes columns for days of the week and rows for lessons, with subjects like English, History, and Maths listed.
- Games:** A section with links to 'ABC's GameOn', 'Mystery Maths', and 'PuzzleMaster'.
- Other sites:** A section with links to 'Bodad', 'Creative Future Pathways - Student Survey', 'CyberSmart Kids Online', and 'More...'.
- My favourites:** A section with links to 'edfied', 'edfies', 'edf', and 'Add link'.
- Learning:** A section with links to 'ABC Learn Online', 'HSC Online', 'StudySite', and 'More...'.
- Search sites:** A section with links to 'Eureka', 'Google', 'My Library', and 'More...'.

Resources for parents/supervisors

Further information and resources to support parents and supervisors can be found on the [Parents and carers](#) section of the Department's website.

References

NSW Department of Education (n.d.) [Parents and carers](#), DoE website, accessed 3 June 2024.

NSW Department of Education (n.d.) [Student portals](#), DoE website, accessed 3 June 2024.

NSW Office of the Children's Guardian (n.d.) [Verify NSW Working with Children Check status](#), OCG website, accessed 3 June 2024.

NESA (n.d.) [Assessment for, as and of Learning](#), NESA website, accessed 3 June 2024.

NESA (n.d.) [What is plagiarism?](#), NESA website, accessed 3 June 2024.

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