



Nomination of alternative tutor

A tutor must be available to work with the student during the school day (approx. 5 hours).
Cairns SDE Tutor responsibilities and expectations can be found on the reverse page.

Student Details			
Name of Student		Year Level	

Tutor Details	
Organisation Name	
Tutor Name	
Postal Address	
Email Address	
Contact Phone Number	

I hereby give permission for my child to be tutored by:

_____ (name of nominated tutor)

of

_____ (name of organisation).

This allows the nominated tutor to be included in all correspondence relating to my child's learning and wellbeing.

Certification			
I certify that the information provided above is true and correct and accept the tutor responsibilities and expectations outlined overleaf:			
Parent Signature		Date	
Nominated Tutor Signature		Date	

Responsibilities and Expectations of CSDE Parents, Carers, Nominated Home Tutors and Alternate Tutors

The role of a home tutor is demanding and time consuming. It is fundamental to student success. If a student is to be successful in distance education, it is essential that the home tutor and Nominated Alternate tutor plays an integral role in the program. A student is not able to be his/her own teacher and needs the ongoing support of the home tutor and alternate tutor. Before a decision is made to enrol, a prospective home tutor and alternate tutor needs to be aware that he/she is required to:

Learning Environment

- Ensure the student has ready access to all necessary learning materials and resources, including an appropriate work area free of distractions or disturbances.
- Provide access to necessary course materials and appropriate technology for the student.
- Provide active on-site support including monitoring regular return of work and supervision of the student.
- Ensure the student has a timetable of planned study to reflect full time enrolment of approximately 5 hours per day, 5 days a week.

Communication

- Maintain close contact with teachers and advise of any change to the student's condition or other family circumstance which may impact on the student's learning or ability to return work on time.
- Be thoroughly familiar with the program materials.
- Review and mark the student's work where required before it is returned to the teacher.
- Ensure work is returned on a regular basis as per the Work Rate Calendar.
- Complete feedback sheets for units of work.
- Consult with the teacher if there are issues/problems preventing work returns in accordance with the Work Rate Calendar.

Participation

- Ensure regular attendance by students at scheduled lessons, tutorials or field events.
- Participate in induction programs and ongoing home tutor support activities.
- Establish and maintain regular contact with the teacher(s) and the school.

It is generally assumed that from Year 4 onwards students have developed skills to begin operating as an independent learner. From this point the main interactions guiding the learning process occur at the teacher- student level and the role of the home tutor and alternative tutor becomes more of a supervisory and support role for the student.

Level of Service

For all school-aged home-based students, services are:

- Induction for the parent or home tutor
- School communication through a variety of channels including face-to-face, prospectus, handbook, course outline, newsletters and web pages
- Provision of course materials
- Regular scheduled telephone lessons (with exceptions for overseas, traveling and itinerant enrolments)
- Assessment and reporting back on returned work
- Support/help through phone, fax or email
- Library and resource centre services, providing resources in hard copy, on disk, or via Internet
- Advice with respect to guidance and special needs support
- Field services.