

Sydney Distance Education High School



Roles and Responsibilities Teachers

3 September 2019

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Sydney Distance Education High School

Roles and Responsibilities

Distance Education Teachers

Teachers at Sydney Distance Education High School have a special role in the provision of secondary education for their students. They develop and teach individual education programs using the NSW [Quality Teaching Model](#) and implement the NSW Education Standards Authority (NESA) [Australian Professional Standards for Teachers](#) to support challenging and creative quality learning opportunities for all students to improve learning. Teachers cater for the individual learning and wellbeing needs of their students who are isolated due to circumstance.

Teachers use a variety of established and innovative distance education strategies and resources to engage their students in learning. They support students' independent learning with new and emerging technologies to enhance the curriculum, providing flexible blended learning for quality individualised education, enriching peer interaction and encouraging students to achieve their personal best.

Distance education teachers are accountable to their Head Teachers, Deputy Principals, the Principal and the school community for the quality of their teaching and communication to promote student learning. Teachers' professionalism, values and skills as distance educators are recognised as enhancing the learning outcomes of students who are not in a face to face educational setting. The school's executive acknowledges the challenges and special skills of this role through planning and providing ongoing opportunities for the professional performance and development of each teacher.

Teachers at Sydney Distance Education High School have the following responsibilities as outlined by the seven Australian Professional Standards for Teachers:

1. *Know students and how they learn*

- Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.
- Structure teaching programs using research and collegial advice about how students learn.
- Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
- Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.
- Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
- Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.

2. *Know the content and how to teach it*

- Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
- Organise content into coherent, well-sequenced learning and teaching programs.
- Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.
- Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.
- Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

3. *Plan for and implement effective teaching and learning*

- Set explicit, challenging and achievable learning goals for all students.
- Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.
- Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
- Select and/or create and use a range of resources, including ICT, to engage students in their learning.
- Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.
- Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.
- Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.

4. *Create and maintain supportive and safe learning environments*

- Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
- Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.
- Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.
- Ensure students' wellbeing and safety within school by implementing school and/or system, curriculum and legislative requirements.
- Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

5. *Assess, provide feedback and report on student learning*

- Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
- Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
- Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.
- Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.
- Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.

6. *Engage in professional learning*

- Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.
- Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.
- Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.
- Undertake professional learning programs designed to address identified student learning needs.

7. *Engage professionally with colleagues, parents/carers and the community*

- Meet codes of ethics and conduct established by regulatory authorities, systems and schools.
- Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.
- Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing.
- Participate in professional and community networks and forums to broaden knowledge and improve practice.

Teachers at Sydney Distance Education High School also have a range of responsibilities specific to their work at this school, as follows

1. General

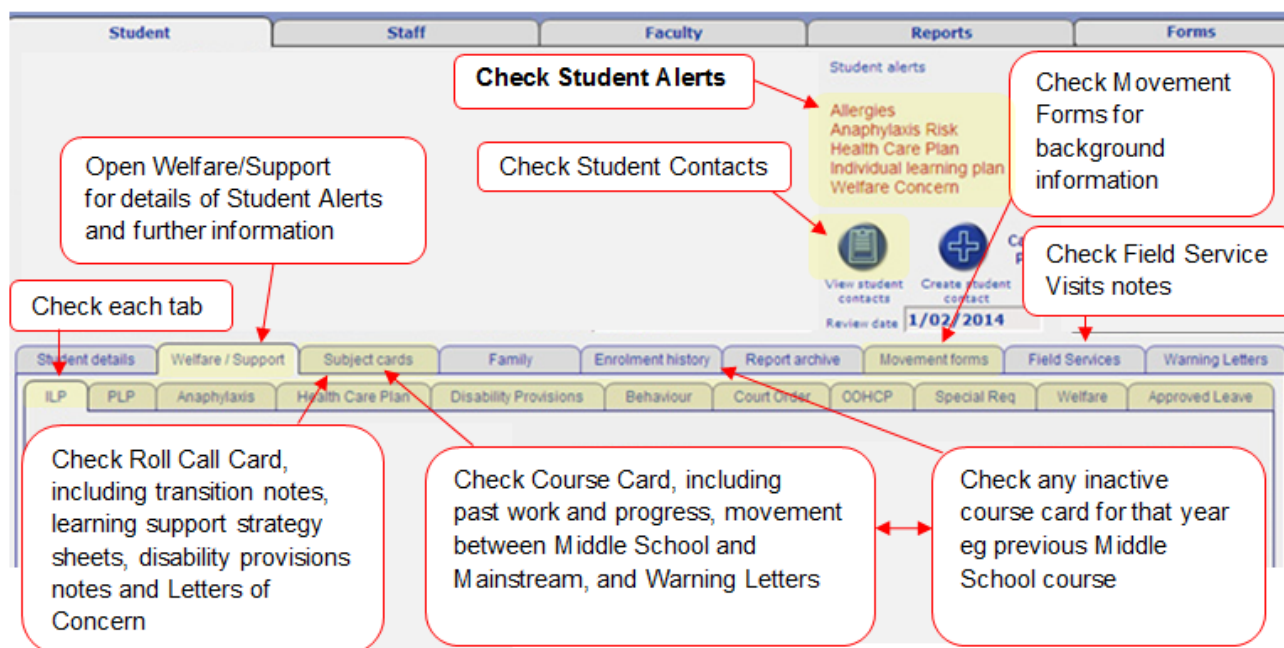
- Develop and maintain knowledge of current teaching, learning and distance education practices using the NESA Australian Professional Standards for Teachers syllabuses and curriculum, assessment and technology resources. APST: 2.1.2, 2.3.2, 2.6.2, 6.2.2
- Develop and deliver learning materials, both print and online, aligned to the Quality Teaching Model, creating interactive learning opportunities and providing blended learning using existing and emerging technologies to enhance curriculum and student learning. This includes engaging in the teaching of online modules and using online communication tools to support student learning. APST: 3.2.2, 3.3.2, 3.4.2, 3.1.2
- Evaluate, select and adjust appropriate resources to motivate and engage students' learning by distance in a way which helps them become independent learners and meets their individual learning needs. APST: 1.4.2, 1.5.2, 1.6.2, 3.2.2, 3.6.2, 4.1.2
- Work cooperatively with colleagues and the school executive to meet the learning needs of students and the school's strategic directions as set out in the current School Plan. APST: 4.1.2, 6.3.2, 7.2.2
- Use Department and NESA data analysis packages to analyse student achievements and to develop learning programs to enhance student performance and outcomes. APST: 3.6.2, 5.3.2, 5.4.2
- Respond to all deadlines (Department/School/NESA/Faculty/Team) on or before due date. APST: 7.1.2, 7.2.2
- Discuss in advance with their Head Teacher any planned future variation to routine (eg Field Service Visit, Professional Learning), application for leave or variation of days. APST: 6.1.2, 6.2.2, 7.2.2
- Support and enhance the educational, emotional and wellbeing needs of students and encourage peer interaction through various school networks, field service visit programs and communication links including being actively engaged in the school's Roll Call program and attending meetings as required. APST: 4.1.2, 4.2.2, 4.4.2, 7.3.2
- Maintain clear and accurate records of student progress, assessment, communication and learning using appropriate school systems and the school database (DELTA). APST: 5.2.2, 5.5.2, 7.2.2
- Maintain confidentiality of student information, including that student information should not be discussed or disclosed to anyone other than the listed supervisor, parent/carer 1 or parent /carer 2 as per department policy and procedures. APST: 4.4.2, 7.1.2, 7.2.2
- Understand and comply with intellectual property expectations as outlined in the Department's Code of Conduct, including that the Department control and manages all copyright created by its staff while under the direction and control of the Department. Where staff develop material in their own time or during working hours, for their employment with the Department, copyright of that material will belong to the Department. Staff should not use Department copyright material for private purposes unless permission is granted for the use of Department copyright for such purposes. APST: 7.1.2, 7.2.2

- Comply with responsibilities and obligations relating to child protection including mandatory reporting. APST: 4.4.2, 7.1.2, 7.2.2
- Understand and comply with the Department's [Code of Conduct](#), (which includes the Fair Warning – Fair Action procedures) and the [SDEHS Dignity and Respect in the Workplace Charter](#). APST: 4.4.2, 6.2.2, 7.1.2, 7.2.2

2. Know Your Students

It is each teacher's responsibility to:

- Be aware of the educational and welfare requirements of all their students. The following shows the items on DELTA that must be accessed when a teacher is allocated a student. Teachers must check these items on a regular basis for each of their students.



APST: 1.1.2, 1.2.2, 1.3.2, 1.4.2, 1.5.2, 1.6.2

- Call each allocated supervisor/student within the first 2 weeks after the student has been allocated to them to introduce themselves and determine appropriate learning strategies to support the student. APST: 3.7.2, 4.1.2, 7.3.2
- Log on DELTA all contact with students/supervisors. APST: 5.5.2, 7.2.2
- Follow the Roll Call program for all allocated Roll Call students, over the first three weeks of enrolment/rollover, and then in Week 3 and 7 of each term. APST: 3.7.2, 4.1.2
- Ensure compliance with the Disability Discrimination Act 1992 and Disability Standards for Education 2005. For example, implementing any teaching strategies communicated to teachers on 'Strategy Sheets', Personalised Learning and Support Plans (PLSPs), Personalised Learning Pathways (PLP) or during case meetings, and communicating additional information regarding learning needs to the Learning Support Team and other teachers through email, phone, the roll call card or student contacts. APST: 1.6.2, 7.2.2

- Notify Year Advisers of students/supervisors who are uncontactable (ie contact has been attempted over a 4 week period but has been unsuccessful). APST: 4.4.2, 7.1.2, 7.2.2
- Teachers are required to contact each allocated 'Home' student/supervisor a minimum of once a fortnight in addition to providing feedback on student work. This contact may include telephone calls, emails, web conferencing and other lessons (by phone, at school, on field service visits, at study days or on excursions). Regular contact must be made with all other students including Single Course students and those accessing curriculum through Centres (SSPs, SJJCs etc). APST: 3.7.2, 3.5.2, 4.1.2, 5.2.2, 5.5.2

3. Routines

Teachers will undertake the following:

Daily

- Sign on and complete Flexible Hours Timesheet (for Permanent and Temporary staff, and Casual Teachers with allocated students). Staff are to notify the school prior to an absence and complete leave forms immediately upon return to school.
- Check email and phone messages and respond in a timely fashion.
- Read school Intranet 'Daily News' and upcoming events.
- Log all contact with supervisors/students on DELTA.
- Aim to mark, respond to and return student weekly work within 4 working days of it being delivered to the Faculty or completed via elearning. Issue Achievement Awards. Record marks and feedback on DELTA.
- Contact supervisors of students who require support with their course work or for whom their level of engagement is causing concern. Discuss and develop appropriate learning strategies (eg lesson material modification and adjustment, phone lessons, Field Service Visits, web conference lessons) to help support and re-engage the student. Record details of discussion and any adjustments or modifications on the subject card, Roll Call card or as 'student contact' on DELTA.
- Discuss students causing concern with appropriate school personnel in accordance with the SDEHS [Referring on guide for Teachers](#) document (see Appendix 2).
- As required, set and mark assessment tasks, adhering to Department, SDEHS and faculty guidelines and processes. Record marks and feedback on DELTA and faculty spreadsheet and ensure that students are able to access any Disability Provisions that have been granted.
- Fulfil faculty and school responsibilities, including attending coordinated support meetings, scheduled Faculty and Whole School Staff meetings and other meetings as required. If staff are absent from a meeting, they must read the minutes of that meeting.
- Read Executive Meeting minutes linked through Daily News.
- Respond to requests from Head Teachers to support student learning and engagement.

Weekly

- Monitor student return of work and send new work to students where required as per faculty or individual student program. Work should still be sent even if the student is not engaging. Where a student has not engaged for 3 weeks, and there is no reason given on the Roll Call card or in 'Student Contacts', contact the supervisor/student. If non-engagement continues, discuss with the Faculty Head Teacher for faculty action or referral to appropriate school personnel.
- Adjust work for individual students to cater for their learning needs and ensure compliance with disability legislation.
- Read relevant sections of the Department's SchoolBiz Newsletter publication emailed to all staff.

Monthly

- Contact, by phone, supervisors of students who are at risk of receiving an 'N Determination Warning Letter'. This must be done before a Warning Letter is sent.
- Send Warning Letters as required. Evidence of a number of attempts to engage the student (eg phone calls, modification of work, emails, phone lessons) must be documented on DELTA prior to a warning letter being sent.
- Complete formal Roll Call in Weeks 3 and 7 of each term.
- Read relevant sections of the NESA Bulletin emailed to all staff.

Each Term

- Complete Student Reviews.
- Finalise Flexible Hours Timesheet and give to Faculty Head Teacher for processing (twice per Term).

Each Semester

- Complete Student Reports.
- Familiarise themselves with WHS procedures including emergency evacuations, incident reports and site reports.

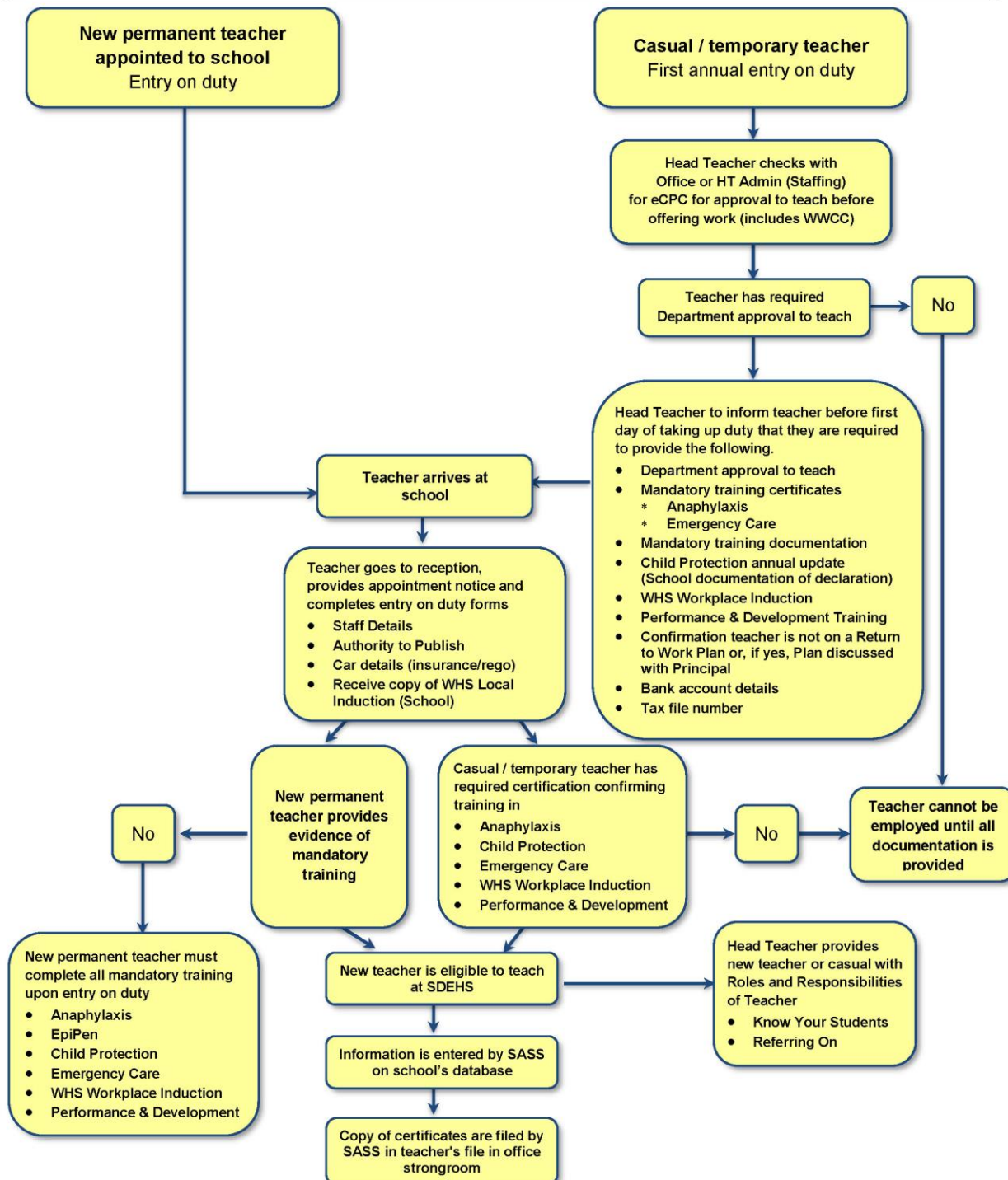
Annually

- Familiarise themselves with Department, SDEHS and faculty policies and procedures including the School Plan.
- Ensure mandatory training requirements are met eg Child Protection / Anaphylaxis / Emergency Care.
- Develop a Performance and Development Plan (PDP), in accordance with the Department's Performance and Development Framework and meet all requirements in relation to classroom observations, professional learning and evidence to support their PDP.
- Ensure personal details are kept up to date on the school's database, including contact details, emergency contact details, travel plan, drivers licence, car registration and comprehensive insurance.

Appendix 1: SDEHS Teacher Entry on Duty Process

SDEHS Teacher Entry On Duty Process

Mandatory training in anaphylaxis, emergency care and child protection annual updates is recorded on the school's DELTA database for all relevant staff. Evidence of the most recent group training eg School Development Day Programs with staff sign on sheets for the day, is attached to this register. Staff trained in other contexts provide relevant documentation eg elearning course certificates or a signed declaration that they have received training. This register does not include a record of teachers who have completed the Department elearning module for initial child protection training, Child Protection Awareness Training (CPAT) since this is required when making an application to teach. Staff who leave the school are not included in the register. This register is published at least annually and filed in the Principal's folder: Mandatory Training Records.



Appendix 2: SDEHS Referring On – a quick guide for teachers

Sydney Distance Education High School

REFERRING ON

A Quick Guide for Teachers

1. **For CENTRE students**, request that the Centre sends an email to Head Teacher Secondary Studies (Year 10)
2. **For SINGLE COURSE students**, refer to the Faculty Head Teacher (who will refer on to Head Teacher with responsibility for Single Course as required)
3. **For HOME students**, see below

	Issue	Roll Call or subject teacher – actions/refers to	cc
MANDATORY	Disclosure of Child Protection issue: Physical, sexual, or psychological abuse Significant risk of harm to self or others Alcohol or drug abuse Has left home/is homeless Educational neglect by parent/carers	SAME DAY Principal's delegate ie Head Teacher Welfare – Years 7-9; Year 10; Years 11-12 Where no executive / senior executive staff member is available, report to the Child Wellbeing Unit (CWU) on phone 9269 9400 CONFIDENTIAL – DO NOT NOTE ON DELTA	Head Teacher Welfare
NUTS & BOLTS	Student is to visit the school to see multiple teachers	Create student contact (DELTA)	Year Adviser
	Change of address/supervisor/telephone number	Complete Student Memo → to office Record on Roll Call card Create student contact on DELTA	Year Adviser
	Student requires organisational support	Transition Coordinator	Year Adviser
	Student wants to attend Learning Hub	Refer student to SDEHS internet site for information and booking form	Learning Hub Coordinators
	Student is leaving/enrolling in another school	Year Adviser	
TECHNOLOGY	Student cannot log on to Department email	Educational Management Utility (EMU) on Department Portal Faculty Technology support representative	
	Student cannot log on to elearning	Faculty Technology support representative elearning Faculty	
CURRICULUM	Student is working/wants to go to work/TAFE	Year Adviser / Careers Team	
	Student wants Pathways Program (Years 11-12)	Year Adviser / Head Teacher Welfare Stage 6	
	Student wants to drop/change subjects	Year Adviser	
	Partial disengagement – one or 2 subjects	Faculty Head Teacher	
	Student is having a lot of difficulty with particular subject	Faculty Head Teacher	
	Student has a disability or learning difficulty not already noted	Learning and Support Faculty (referral form)	
	Languages – studied through NSW School of Languages	Head Teacher Secondary Studies (Year 10)	
	Requires disability provisions for HSC/Preliminary exams and assessments eg reader, writer, computer use, more time	Head Teacher Learning and Support	
WELFARE	Student is now pregnant (after enrolling here under another category)	Supervisor of Pregnant Girls / Young Parents	Year Adviser
	Student is going away/hospitalised/very sick/death in family (unable to complete work)	Year Adviser – for Approved Leave or Exemption from Attendance where required	
	Student is uncontactable	Try ALL phone numbers including emergency contact. Also try DIFFERENT times of day. After 3 attempts with no success, refer to Year Adviser	
	Student is disengaged in all subjects	Year Adviser	
	Student requires personal support	Year Adviser Head Teacher Welfare	HTW refer to School Counsellor (referral form)
	Parent discloses personal problem/needs support	Head Teacher Welfare	School Counsellor (referral form)
OTHER	Aboriginal student requests support	Aboriginal Student Coordinator	Year Adviser
	Student with LGBTQI+ specific support requested	Year Adviser	LGBTQI+ Coordinator
	No School / No Hub review requested by parent	Head Teacher Welfare	Year Adviser

Refer to Internal Contacts (SDEHS Intranet)

Ref: 1. Wellbeing Policy | 2. Teacher R&R | 3. SDEHS Website
Revised 29/08/19

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Sydney Distance Education High School

Student Attendance

Distance education is governed by the same policies as apply to all NSW government schools, including policies on student attendance. Regular attendance at school is essential if students are to maximise their potential and meet the requirements of the law. Schools and parents share responsibility for promoting regular attendance.

The NSW Department of Education School Attendance Policy requires that Principals of NSW government schools ensure:

- that when frequent absences are explained as being due to illness that:
 - consultation occurs with parents regarding the health care needs of the student
 - medical certificates are sought for the absences
 - where there are ongoing concerns, approval is sought from parents to contact the student's doctor so that the school has all the relevant information regarding the student's health care needs.

Sydney Distance Education High School measures attendance by the amount of work completed. Each week, in each subject, students are expected to complete and return a week's print materials ("Set") or the equivalent through elearning, web lessons, phone lessons or school visits. Individualised Learning Plans and Personalised Learning Plans for identified students are also taken into consideration.

Distance education schools keep records of student-teacher contacts and use this information to assess satisfactory attendance. Teachers and faculties monitor the progress of individual students. Teachers review all students on a weekly basis to check they are returning work regularly and have work to go on with, as summarised in *Sydney Distance Education High School Teachers Roles and Responsibilities*. Teachers refer any issues to the Faculty Head Teacher or Year Adviser as outlined in the Referring On Guide – A quick Guide for Teachers.

Students are considered to have satisfactory attendance if they have completed more than 75% of their study program, as identified in the Student Review and Student Engagement Policy and Procedures. This accords with Centrelink's requirement that schools report if a student has "submitted a satisfactory number of assignments in sufficient subjects to maintain progress at 75% of a normal full-time workload". However, ABSTUDY requires students to "attend a minimum of 85% of days in a school term", which means that ABSTUDY students must complete 85% of their study program.

The Student Attendance in Government Schools Procedures (2015) includes that parents or carers of children of compulsory school age are responsible for ensuring that their child attends school every day. Children must commence school by age 6 and then complete Year 10. After Year 10 and until they turn 17, students must be:

- in school, or registered for home schooling, or
- in approved education or training (eg TAFE, traineeship, apprenticeship) or
- in full time, paid employment (average 25 hours a week) or
- in a combination of work, education and/or training.

For students younger than 17 whose attendance is identified as being less than 50%, the Head Teacher Welfare will ensure that a broad range of strategies are put in place to support the student. These may include:

- a Years 7–10 part program ie a student does some of the required courses in a year
- a Years 11–12 Pathways program ie a student completes Stage 6 over more than 2 years
- ongoing communication from class teachers eg phone, emails
- referral to Year Advisers, Faculty Head Teachers, Head Teacher Welfare or Head Teacher Secondary Studies for follow up.

Refer also to The Enrolment of Students in Government Schools: A Summary and Consolidation of Policy (1997) and Protecting and Supporting Children and Young People Policy and Procedures