Welcome to Distance Education

Distance Education is housed in the original and first school house (erected 1877) in Queanbeyan.

This presentation will explain how distance education works at Queanbeyan Distance Education Centre.
Once your application is approved, an interview time will be arranged for the student, teacher and family to meet. Important information is gained this way and contributes to developing the student’s program of learning to meet their personal needs and interests.
Every student at Queanbeyan Distance Education Centre works on a program of learning designed specifically for them. No two student programs are the same. Your goals, as the supervisor of your child, and the learning needs, circumstances, interests and aspirations of the student are carefully considered from the start and week by week.
Shortly after the initial meeting, work will arrive from your teacher. Depending on your circumstances, there may be more than set of work sent to you. Start with the first set and put the others aside until they are needed.
A set of work is made up of 2 weeks of school work. Most sets contain:

**English** including reading, writing, spelling and handwriting

**Maths** with up to 3 separate topics of learning (called units) and some additional work for tables or other number facts practice.

A **range of other subjects** either integrated or provided separately depending on your specific needs and circumstances.

**Recreational reading** material such as library books and magazines.

A **USB drive** with video or audio instructions for the supervisor or student and any support materials for the set of work. Each set contains its own USB drive for uploading.
Each fortnight, just prior to beginning a new set of work, check to make sure all items (including digital items) outlined on the set overview* have been included. Read, listen to or watch any messages and instructions from the teacher. If any items are missing, contact your teacher.

Prepare a routine or timetable of the week’s school work.

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<table>
<thead>
<tr>
<th>Set</th>
<th>Overview</th>
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<tr>
<td>Set 1</td>
<td>This set is for 2 weeks</td>
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### English
- **Reading**
  - 1st week: Now and Then Part 1
  - 2nd week: Now and Then Part 2

*Please use your special login details to enter the site. Read, listen and complete the online quiz sections. Read online so I can hear you read which is the most important thing!

### Recreational Reading
- **Weeks 1 and 2:** Diana borrowed some library materials to read where she stayed and, no doubt, has gathered some more by now. Support reading is also leisure reading of her choice. A Countdown magazine has been included with an article about Elaine Russell that Diana will use for information.

### Comprehending and Considering the Issues
- **1st week:** Understanding words parts 1 and 2.
  - These are the words located in the top left of the page – Please complete all activities except the ‘More Action’ activity.
- **2nd week:** Finding information parts 1 and 2.

*How Patience was born. All activities except the ‘More Action’ activity.

These exercises will help Diana to build on her comprehension skills. As the weeks pass the tasks will become more complex, leading to a more critical and analytical approach to reading and responding.

### Writing
- **1st week:** Writing a brief library description.
- **2nd week:** Writing a brief narrative based on the examples of Elaine Russell.

These tasks are modified for you in the comprehension activities above. Make sure you spell and correct sentence construction.

*There is also a range of writing tasks specifically connected with the Now and Then unit.

### Handwriting/Typing
- **1st and 2nd weeks:** Typing Tutor and types 4 to 7.

*For Typing Tutor: Please go to the Queensland Distance Education website at http://www.qdeseven.qld.edu.au and then to the Technology tab. Go to the left hand ‘Play and Learn’ tab. Once there, go to ‘Typing Tutor.’ This is a BBC online typing tutor which Elaine should use for at least 10 minutes a day. It is quite engaging so I am hoping he will enjoy going to it.

### Mathematics
- **1st and 2nd weeks:** Times Tables 30

*Please complete all 8 activities in units 1, 2 and 3 over the period of this set. You have the marks list for use and the instructions to follow. Please return the CHECKING UP pages only. Elaine should complete the exercises as a test assessment. Unless there is a problem, all other parts of the unit are not necessary to return. Please mark the photocopied pages immediately and discuss errors. The answers are included for your to refer to for reference and correction work by week.

### Visual Arts
- **Week 1 to 4:** (This set and the next set) Roo Hunting. Please work your way through the activities. The audio is on your thumb drive. Enjoy.

### Combined Outcomes Groups (Integrated)
- **1st and 2nd week:** How we lived in the past – Part A: Family history – Personal Heritage.
  - There is some music connected with the Roo Hunting – Indigenous Evocative Songs.
  - These are for listening and appreciation as they occur in the Visual Arts.

*Please be in touch at any time. I can get back to you by email very quickly and can also send some things electronically as attachments. Warm regards, Mrs Jones.

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*The appearance, setting out and content of overviews varies from teacher to teacher.
Set up the work space where your child will do their school work. Make sure it is well lit and has fresh air. You will also need a chair and space to be able to supervise and guide the learning. A storage space close by is also very handy and will help with organisation.
As supervisor, you may have more than one student to supervise each school day. After the first week or two you will have a better idea of managing your time so that each student receives appropriate instruction. Siblings can be tasked to work independently during the school day and at times which allow for one-to-one instruction.
Remember to allow time for...

...recess and lunch breaks
...bathroom breaks
...movement so students are not sitting at the desk all day

After lunch, go out to play
Technology plays an important role in student learning in any setting but particularly in distance education. At Queanbeyan Distance Education Centre we provide access to a range of on-line learning sites as well as off-line, digital units of work and we encourage students to use a range of applications in presenting their research.

It is essential that your computer has:
- Broadband internet connection
- A USB port
- ‘Audacity’ software downloaded to make sound files and
- a headset jack.

It would be desirable to have a webcam facility ins

You should also obtain a set of headphones with a microphone for making voice recordings.

The Centre provides some technical support for students and supervisors. Be sure to discuss your technology hardware and level of expertise with the teacher when you meet for the first time.
Students today have a variety of digital devices available to them for communicating, for socialising and for learning. You may have access to any number of devices. These may include, but are certainly not limited to, an ipad or iphone or an android pad or phone and we encourage students to use their devices for their learning.
A school day generally goes from 9:00 AM to 3:00 PM – this includes recess, lunch and play times as well as lining up and moving back to class after breaks.

You may find your distance education work is completed in less time or sometimes you might need extra time to finish some parts of the work.

The distance education school day should not be excessively long or short.
What if.....

...your child is or you are sick or, for any reason, work is not able to be completed in the time given? Be sure to let the teacher know.

...you cannot find a piece of work then contact your teacher.

...you are unsure about how to complete a piece of work then contact your teacher.
Recordings, either audio or audio-visual, are important ways of communicating. They allow the teacher to assess skill development, knowledge and understanding. Make sure you introduce each recording by identifying the subject and activity. Send all the recordings to your teacher either by email or by uploading them to the USB drive provided.
Once your first set of work is completed, you are ready to send it back. The overview will have a date for the return of work.

Place all items, including any resources and library books, in either the blue bag or the envelope provided and take the work to the post office. Postage is paid by the Centre for postage within Australia. If you are using a blue zipper bag, make sure you lock the bag with the white security tab supplied.
What happens next?
Once the set is received at the Centre, the teacher marks it and provides feedback. Feedback may be written or it may be an audio or ‘webcam’ message. The feedback will tell you and your student about things that have been done well, areas that might need extra attention and areas where improvement is needed. It is important to consider the feedback carefully before starting the next set of work. It will give you guidance about how to improve learning outcomes for your child and how to move ahead.
Please contact the
Queanbeyan Distance Education Centre
Phone: 02 6299 2966
Email: queanbeypd.school@det.nsw.edu.au
We are here to help you