Getting Started.

Find out the expectations of the parents
Some parents like to be very involved in their children’s learning e.g. they like to be copied in to all the correspondence with the teachers and come to students assembly’s every Friday. Other parents expect you to take care of ‘all things school’ which could also mean making sure the students have the right books or art equipment prior to lessons.

NOTE: remember that some places are more isolated than others so pay attention to what school supplies you’ll need in case you don’t get to town for 2 months. This information is usually on the portal or emailed to students.

Read through the students ILP booklets
This will tell you who their teacher is if they are in early years and primary. If they are in Middle years it will tell you their home group teacher and their teacher for each subject. It will also give you the log in details of each student for the portal, moodle and their school email.

These booklets are also really helpful for setting up daily timetables as they tell you how long each student should spend on each subject.

Get to know your way around the Portal
This is where all the notices are put including the IDL timetable. The main page of the portal will give you all the immediate notices. There are also links to all the websites and other information that you will need during the year including student email, moodle and the school calendar. On the top menu is a parent tab where you can go for further information about what the students might need etc.

Introduce yourself to your students teacher
The teacher is your main port of call for any queries about how things are done or where to find things. The early and primary teachers generally prefer you to email them via the student emails. They will also email you any personal notices this way.

Create a timetable for your student/classroom
Before creating a timetable you will need:
- Each students ILP booklet
- Each students IDL timetable

In the ILP booklets there is an outline of how much time should be spent on each subject per week.

Set up a table with the IDL lessons. Shade out the time for smoko and lunch. Add in each subject as you go starting with the core subjects like English and Maths. Try to do these subjects in the morning. It is good to try and fit subject time around that particular IDL as the lessons mostly work through, or are relevant to, current exercises that they are completing.

With early and primary years, it is good to get the students into a routine so they can start self-managing themselves and they are not waiting for you to get started. Some good examples of this could be:
- Spelling - the child knows to start straight away with ‘look, cover, write, check’ and they know what their follow-up task is (e.g. Monday: writing each word out in a sentence; Tuesday: unjumble the words etc). If there are two students with spelling lists, they could test each other.
- Mental maths - in primary years they are sometimes given worksheets where they have to answer 20 random questions a day.

Students mostly like the idea of having a timetable to stick to so they know exactly what they should be doing.

As you get to know the student’s strengths and weaknesses, you can add or take away time allocated to particular subjects. You can also add in things like silent reading if they finish tasks early.

If you have multiple students, this might take a little longer to work out based on the number of computers available and how independently they can work. For example, science in Primary years generally needs your full attention with every lesson. English and maths however can mostly be done semi-independently once you have talked through what they need to do. Early years is much more involvement from you as the home tutor.
Middle years work more independently so maybe a classroom expectation could be to start each day by checking their emails. They will also have an assessment timetable that is a very good idea to stick above their desk for them to cross off as they go. There are also weekly task checklists for every subject on moodle that they can print off and keep in a folder. As a home tutor you may chose to go through each of these with you student each Friday to ensure they are keeping on track.

As an extra self-management skill, you can have your students plan out their own week based on their timetable. This will help them with their time management.