

## Tutor Duty Statement 2023

### Overview:

Every student is given the opportunity to succeed at Hume Anglican Grammar. However, we acknowledge the adverse effects that COVID-19 has had on the education and wellbeing of many young people and, to counter those effects, the School is committed to providing a range of supports to affected students to help them achieve success. These supports have been funded by the Victorian Government's Tutor Learning Initiative.

### Scope:

At Hume Anglican Grammar, Tutors are responsible for supporting students whose academic progress has been disrupted as a result of COVID-19. The Tutor is responsible for building strong and purposeful relationships, using data to plan and deliver tailored interventions, and reporting on student learning progress. The Tutor works closely with other teaching colleagues, the Learning Enhancement Team, and the Head of Teaching and Learning.

Tutors employed at Hume Anglican Grammar will fit into one of the categories below:

- are currently registered with the Victorian Institute of Teaching (VIT)
- have 'Permission to Teach' from the VIT (teacher tutor)
- are a pre-service teacher (employed as an Education Support (ES) class employee) working under the supervision of a registered teacher
- are a retired teacher
- are a speech therapist or occupational therapist (employed as an ES class employee) tutoring in specific identified student needs.

Students requiring additional support in the form of tutoring may include those:

- with low levels of English
- with home environments not conducive to remote and flexible learning
- already at risk of disengaging from school
- enrolled in applied programs
- who need educational and health and wellbeing supports at school but were unable to access them at home.

The tutoring program will comprise one of three models, depending on student need:

1. In-class tutoring
2. Out-of-class tutoring
3. Hybrid

### Reporting:

The Tutor reports to the relevant Coordinator of Learning Enhancement. They also work closely and collaboratively with the classroom teachers of students receiving support and provide updates on learning progress as appropriate.

### Tenure:

The tenure of the position of Tutor is until Friday, 1 December 2023.

## **Responsibilities:**

The Tutor is responsible for:

- Providing two or three 45-minute sessions each week in groups of no more than five students for 26 weeks.
- Preparing, in consultation with the Learning Enhancement Team, Individual Education Plans.
- Structuring interventions to meet the physical, social, and intellectual development and characteristics of students.
- Using teaching practices including differentiation, personalisation, and student-centred learning as the foundation for specific interventions delivered as part of the Initiative.
- Measuring, monitoring, and evaluating the impact of interventions. For example, monitoring learning gains during short (5 to 8 week) cycles, utilising a range of assessment strategies, such as:
  - student self-reflection and goal setting, including recording their own progress against identified learning goals
  - moderation of assessment of student work samples
  - recording and analysing observations of student verbal responses or student problem solving with the class using assessment rubrics
  - formative assessment tasks undertaken during tutoring sessions.
- Providing advice to classroom teachers to adapt their practices when progress is not being made to ensure the learning needs of students are being met.
- Building positive relationships with students to better understand their interests, current levels of engagement, motivation, and overall comfort with the tutoring approach.
- Co-developing learning goals with each student to best support their learning needs.
- Meeting with classroom teachers and/or the Learning Enhancement Team to analyse data, jointly plan and document interventions.
- Identifying formative and summative assessments to be used for ongoing monitoring of student learning progress against their identified learning goals.
- Considering student learning confidence, self-esteem, and wellbeing, especially if tutoring outside the class or selection for small-group learning is perceived negatively.
- Engaging regularly with students and communicating with parents as required.
- Knowing their students well, including their diverse academic, linguistic, cultural and social backgrounds.
- Making learning engaging, valued, and create and maintaining a safe, inclusive, and challenging learning environment and implementing fair and equitable behaviour management plans.
- Adhering to all School Management Policies.
- Modelling effective learning and growth mindset through identifying own learning needs and analyse, evaluate, and expand professional learning, both collegially and individually.
- Demonstrating respect and professionalism in all interactions with students, colleagues, parents, and the community.
- Contributing to collegial discourse and apply constructive feedback from colleagues to improve professional knowledge and practice.
- Embracing pastoral care responsibilities as determined by the Assistant Principal of their section of the school.
- Other duties as assigned from time to time by the Learning Enhancement Coordinator, Director of Teaching and Learning or Assistant Principal of School

17 February 2023