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Australian Tutoring Association (ATA) Ltd **Annual General Meeting 2015**

Dear Member,

The Australian Tutoring Association (ATA) Ltd. is excited to invite you to our 2015 Annual General Meeting (AGM).

Details

Time: 10:30am – 11:30am
Date: Wednesday 9th December 2015
Location: The ATA Head Office
130 Edwin Street North
Croydon, NSW 2132

Cost: Nil

Agenda

1. Welcome and Apologies
2. Correspondence
 - 2.1 Correspondence Received
 - 2.2 Business Arising from Correspondence
3. Reports
 - 3.1 Secretary's Report
 - 3.2 Treasurer's Report
 - 3.3 Business Arising from the Reports
4. General Business
5. Morning Tea

RSVP

Please confirm your attendance (and any others) by 30th November 2015. This can be done by emailing us at office@ata.edu.au or contacting the office on 02 9704 5724. Please advise us of any special dietary requirements.

Editorial

Drafting the criteria for the Private Enterprise Tutoring Scholarships (PETS) has dominated the last couple of months of activity in the ATA office. This ATA charity is unique in that the peak body has established the fund because it is widely recognised that private tutoring reinforces social inequality. Simply, those that can afford tutoring pay for it. Since tutoring boosts educational attainment, those who can afford tutoring are likely to perform better than those who cannot afford it and cannot access it.

The most educationally vulnerable children in society are those who cannot read and write and for whom this opportunity is lost. These children drift through school, assisted only by good luck rather than by design. The reality for these children is that, if they are noticed, the resources available to remediate the educational disparity between them and their literate and numerate peers will be vast. A capacity to read can lead to the capacity to learn more as reading can expose children to ideas, perspectives, situations that the reader may not otherwise have ever experienced. As a consequence, readers have an enriched experience of the world.

The ATA charity is unlike anything else in the world. At times governments have allocated targeted funding for tutors. This was the case under two nationally funded programs: the Tutorial Voucher Initiative (TVI) and the An Even Start (AES), both initiated by the Howard government. Nationally funded tutoring programs also include those that had been in the USA with the 'No Child Left Behind' funding and aspects of the Pupil Bonus in Britain. Each of these programs identified children at risk and allocated funding that can be used for private tutors. However, each of these schemes relied or relies on the discretion of the government to provide funding. The PETS model draws on private enterprise donations and seeks to bring greater certainty to the tutoring that children will receive.

Another feature of the PETS model is that it is based on using evidence for the identification of children who are illiterate and/or innumerate. However, this is supplemented through the child doing a psychometric test (IQ Test) called the Weschler Intelligence Scale for Children (WISC) IV. This test measures cognition and thinking ability through four indices. These indices are the Perceptual Reasoning Index (PRI), Working Memory Index (WMI), Verbal Comprehension Index (VCI) and the Processing Speed Index (PSI).

The purpose of using the WISC is to establish the IQ of the child. This is important for assisting with designing the tutoring intervention and also for providing information to the child's school. It means that expectations can be calibrated based on the evidence. The WISC will help determine if a child is underperforming, has an issue with their working memory or processing speed or is low on any one or more of the indices. This is crucial to both programming as well for holding the tutoring to account.

A further feature of the charity is a requirement that all tutors be accredited as Special Needs tutors by having completed a special needs training unit, designed by the ATA and delivered by Accredited Tutor, the ATA's training partner.

Accountability is brought to the tutoring through pre-testing, an interim test and also post testing. Tutors are accountable for the programming. The programming is based on the evidence. In this way, the tutoring shall be very targeted.

The alliance of the important stakeholders is a necessary component of the tutoring. That is, the tutor, the child's parent(s) or a Responsible Adult, the child's school and the tutor will sign off the program and agree to make a commitment to work together in the interest of the child. This aspect is important as the best outcomes for children will be achieved when the significant parties to the child and the child's education work together.

Combined, these elements make the structure of the PETS charity compelling. The evidence base combined with training and accountability makes the charity unique. Moreover, it should make a lasting contribution to mainstream education.

The PETS website is currently being designed and the formal launch of actual funding should take place at the start of the 2016 academic year.

Premium Level Membership

For Business Members seeking to enhance their membership and visibility through the [Find a Tutor page](#), a Premium Membership category applies. It is only available to businesses with FIVE (5) or more tutors where each of the tutors within the organisation is accredited. For more information, read more about [Premium Accreditation](#).

Premium Accreditation

[AccreditedTutor](#) in conjunction with the Australian Tutoring Association (ATA) offers Premium Accreditation for tutoring businesses that meet the following requirements:

- The business employs FIVE (5) or more tutors.
- The business purchases and maintains ATA membership for the business
- The business complies with the ATAs Code of Conduct and any supplements to the Code for ATA member businesses
- The business requires that all tutors working for the business are accredited (or are in the process of completing their tutor accreditation) by AccreditedTutor and comply with the rules of accreditation.

The benefits of **premium accreditation** include:

- All of your tutors will be independently accredited, which requires that AccreditedTutor verify their police background check / working with children credentials (and ensures these remain current), verify their education and qualifications, confirm their teaching qualifications or their completion of the tutor training course developed by the ATA as a component of accreditation for non-teachers.
- Your business will be promoted and given prime placement as a **premium accredited** business on the ATA website
- You can promote your business as a Premium Accredited business
- You can access discounted rates for accreditation of your tutors.

If you would like to discuss purchasing premium accreditation for your tutoring business, please call [1300 309 460](tel:1300309460), or email contact@accreditedtutor.org.

Independent endorsement

The accreditation framework and training content has been reviewed and endorsed by a number of independent professional educators and industry experts, and approved by all directors of the Australian Tutoring Association (ATA) Ltd.

Intuition Education Australia and Premium level membership

Intuition Education in Epping, NSW is the first large tutoring enterprise to achieve Premium level membership. Premium level membership sets the highest benchmark for tutoring enterprises in Australia. Premium level membership applies only to business with FIVE (5) or more tutors. In order to achieve this status a business must meet the criteria listed above.

Intuition Education Director Anand Manu has been committed to best practice standards in the industry and, through Intuition Education has set an example for all large enterprises.

NTA National Conference – Florida April 2016

The National Tutoring Association (NTA) in the USA is holding its National Conference in Florida from 4-7th April 2016

NTA 2016 Conference Call for Proposals

*“Tutors: Reaching Critical M.A.S.S.”
(Making Achievements with STEM and STEAM)*

April 1-6, 2016

Grand Hyatt Resort

Tampa, FL

Visit the Call for Proposals page for Submissions and Registration Details

Hotel reservation deadline is March 15, 2016.

The Officers, Board of Directors, and Members of the National Tutoring Association invite you to submit proposals for concurrent sessions for our 22nd Professional Development Conference

We ask you to join your colleagues in an exchange of ideas and expertise in tutoring. Experience over eighty concurrent sessions that expand the discipline in all areas regarding: recruiting, training, and retaining tutors; current trends in practice and research; use of technology; understanding the law; tutoring special populations; online tutoring; Common Core Standards; learning preferences; improving tutorial leadership for directors and coordinators; conflict management; team building; building and marketing private or community programs; basic nuts and bolts of tutoring; motivating students; grant writing, using social media, and, of course, STEM and STEAM.

“Tutors: Reaching critical M.A.S.S.” will feature exciting keynote speakers such as Dr. Gregory Sawyer, Dr. Terrell Strayhorn, Mohan Dhall, and an exciting special guest speaker to be named.

The Proposal deadline is December 30, 2015. Contact us at ntatutor@aol.com or 1-863-529-5206



PRESS RELEASE:

A BOLD NEW DIRECTION – TUTORS IN SCHOOLS

5th August 2015

“Flat-lining NAPLAN results indicate that something new is required. Perhaps mainstream educational bodies need to harness the capacity of accredited tutors”, said Mohan Dhall ATA CEO speaking after the revelation today that NAPLAN result have not improved in 7 years.

He said, *“Levels of illiteracy and innumeracy have not changed despite the excellent work of schools generally and educators specifically. The best aspects of education encourage critical and creative thinking. So it seems to me that this approach needs to be brought to our education sector with a radical rethink of how best to support the children most in need”*

ATA Charity

In recognition of the fact that students continually miss out, the ATA has set up a world first charity precisely to assist students who are most at risk. The criteria for eligibility are being finalized, however it is expected that NAPLAN results will be an element included in assessment of which students are most in need.

Dhall said that *“accountability through a charity could help designate specially trained tutors to work in schools with teachers for the benefit of students. Tutors directed by teachers would be a fairly basic starting point.”*

Tutoring in the news

Editor’s Summary

This article is about how too much emphasis has been put on reducing class sizes and not on improving performance which has resulted in NSW becoming “10 to 15 years” behind other countries in regards to literacy and numeracy. This is not to say that results aren’t strong, but rather they do not match up to comparable countries.

<http://www.smh.com.au/national/education/naplan-nsw-10-to-15-years-behind-the-worlds-best-20150818-gjlpee.html>

By: Alexandra Smith

NSW is “10 to 15 years” behind Canada, New Zealand and Finland in literacy and numeracy because too much emphasis has been placed on measures such as reducing class sizes rather than improving performance, Education Minister Adrian Piccoli says.

Mr Piccoli's comments come as this year's NAPLAN results are released to parents and schools, with [national data](#) showing some improvements in years 3 and 5 but a flatlining of results for high school students, including a drop in writing skills.

The state's overall results were strong, Mr Piccoli said, but NSW still lagged behind comparable countries and had a long way to catch up.

"NSW is not where it should be because not much happened for about a decade," Mr Piccoli said.

"There was lots of investment in class sizes but if the same teacher is just teaching in a smaller class, then there are not going to be significant improvements and it means we are now about 10 to 15 years behind other countries."

This year's results show the state's top-performing high school, James Ruse Agricultural High School, has lifted its NAPLAN scores in reading, while schools in western Sydney and rural NSW have made significant improvements to their results despite the national trend of disappointing marks in literacy and numeracy.

Mr Piccoli said many schools across the state had improved their results and NSW had the highest national NAPLAN participation rate.

"We are already starting at a high base in NSW, so that makes it more difficult to have significant improvement. But we are still not where we should be and we have schools, government and non-government that are underperforming and these are not schools in poor areas with poor kids," he said.

But the minister said it was "particularly pleasing" to see James Ruse among the most-improved schools for Year 9 reading.

James Ruse has been the best performer in the HSC for at least 20 years, but high-achieving selective schools rarely make significant improvements in NAPLAN, if only because schools at the top have comparatively little scope to gain ground.

Mr Piccoli said Parramatta and Glenwood high schools also showed strong improvements in literacy and numeracy, while Condobolin High School in central NSW made "outstanding improvement" in Year 7 numeracy.

Condobolin has been working hard to lift its numeracy marks, and high school maths teachers are working with the primary teachers on the transition of students into Year 7.

In Term 4 last year, the maths teachers met the primary teachers to identify the weaknesses and strengths in numeracy of students before they started high school and shared data to track the growth in improvements. An initial analysis of this year's NAPLAN scores by the NSW Department of Education showed there was a "significant increase" in the mean scores for Year 3 in reading, grammar and punctuation between 2008 and 2015.

NSW also had the highest mean scores of all states and territories for spelling in Years 5, 7 and 9 and the highest percentage of students in the top band for spelling across all year the levels.

The state also recorded the highest percentage of students in the top band for numeracy for Years 5, 7 and 9.

Editor's Summary

From a recent study, it has been concluded that parents who are math-anxious can pass it onto their children. That is, that the more the parent tried to work with their children, the worse their children did in math.

http://well.blogs.nytimes.com/2015/08/24/square-root-of-kids-math-anxiety-their-parents-help/?_r=0

By: Jan Hoffman

A common impairment with lifelong consequences turns out to be highly contagious between parent and child, a new study shows.

The impairment? Math anxiety.

Means of transmission? Homework help.

Children of highly math-anxious parents learned less math and were more likely to develop math anxiety themselves, but only when their parents provided frequent help on math homework, according to a study of first- and second-graders, published in *Psychological Science*.

Researchers tested 438 children from 29 public and private schools in three Midwestern states for math ability as well as math anxiety, at the beginning and end of the school year. Their parents completed questionnaires about math anxiety, and about how often they helped their children with homework.

So much for good intentions. The more the math-anxious parents tried to work with their children, the worse their children did in math, slipping more than a third of a grade level behind their peers. And the children's weaker math achievements increased their nascent math anxiety.

"The parents are not out to sabotage their kids," said Sian L. Beilock, a cognitive psychologist at the University of Chicago and the author of "Choke,"

about anxiety and performance. "But we have to ensure their input is productive. They need to have an awareness of their own math anxiety and that what you say is important."

For example, she said, comforting a homework-distressed child, by saying, "I'm not a math person either, and that's O.K.," is not a good message to convey."

The research results come as no surprise to Jennifer Hare of Aspers, Pa., who has a third grader and a sixth grader, and two more on the school runway. In college, Mrs. Hare, a daughter of math-anxious parents, switched majors just to avoid required math courses.

An exhausted soccer mom, she is still determined to help her math-challenged, math-anxious children. To hide her grimaces as she stares at quasi-algebraic word problems, she holds a piece of paper in front of her face. That does not fool them at all — maybe because she says she sometimes bursts out: "What are these teachers thinking? Are they nuts?"

For decades, researchers have looked at the effect of high math anxiety, which, some studies show, can afflict 10 percent to 20 percent of adults. Math anxiety affects not only test taking and grades but also self-esteem and everyday computational skills. (How many gallons of paint for two coats of your living room? Can you convert a double-layer cake recipe into a triple-layer?)

Mark H. Ashcraft, an expert on math anxiety at the University of Nevada, Las Vegas, explains that the condition can feed upon itself. "On challenging math problems that require a lot of working memory, math-anxious people fall apart," he said. Their working memory is consumed by worry and anxiety, "and they don't have enough left over to do the math."

Many adults identify middle-school algebra as the

onset of math anxiety. Research has shown that it can begin earlier.

In a 2010 study, Dr. Beilock's team found one significant factor, particularly for young girls: math-anxious elementary schoolteachers, almost 90 percent of whom are female.

But the effect of math-anxious, homework-helping parents is a newly discovered factor.

Parental math anxiety is exacerbated whenever schools introduce new methods of learning math, said Harris Cooper, a professor of psychology and neuroscience at Duke University, who has studied the effects of homework.

"Educators can't take math, turn it into Greek, and say, 'Mom, Dad, will you help your kid with this,' and not expect to get a 'wha?'" he said.

On the Facebook page of The New York Times, Theresa Ellson of Sandpoint, Idaho, described her anxiety while helping her daughters with Common Core math: "I've taken to labeling math homework by how many glasses of wine it takes me to peel myself off the ceiling after I'm done. 'That was a two-glasser,' after whatever it is we're calling long division. And that's for fourth-grade math homework."

A small comfort: The homework-helping, math-anxious parents did not have a negative effect on their children's reading ability, the new study said.

How can math-anxious parents help their children at math? Dr. Cooper suggests that parents of young children create a math-positive environment by modeling "math behavior." The game plan: Tell your child, "You have your math homework, and I have mine," he said, and show them whenever you "count your change, calculate when dinner will be ready, look at prices in a grocery store."

Then there are the extremes that Tara Sweeney went to.

Mrs. Sweeney, of Floral Park, N.Y., acquired her math anxiety in the third grade, when she had to stand in front of the class and recite multiplication tables. When her older son was in the third grade, she would scan his math homework and email it to her husband, who was working in Europe.

"He would conference-call us because I was so paralyzed with anxiety," Mrs. Sweeney said. "I would yell, 'I'm done with it, I can't do it!'"

Finally she said to herself, "Math isn't going away."

So she studied the school's math curriculum. She asked teachers for manuals and lesson plans and watched videos.

"Some of the other moms are annoyed at me," Mrs. Sweeney said. "But I didn't mind putting in that time, because I needed to feel confident. I don't want my sons to be as math-anxious as me."

"And," she noted, "in the last year or so, I actually think the math has gotten a little easier."

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EOI by COB 31 Dec 2015. Please contact Vi success@examssuccess.com.au / 0432 537 748

Editor's Summary

This article is about parents' decisions in regards to their child's NAPLAN results and the intervention of taking up tutoring to enable their child to gain access to scholarships or specific schools. It has been highlighted that if NAPLAN results are used to distinguish whether a student will be accepted into a particular school, it should be done so in correlation with other information such as school reports and assessment results as well as interviews with the student.

<http://www.theaustralian.com.au/national-affairs/education/parents-desperate-for-results-turn-to-tutors-for-naplan-tests/story-fn59nlz9-1227486079198?sv=82a0e0abfc9253e5723155530db6d6d8>

By: Natasha Bitá

Some elite private and selective government schools are demanding high NAPLAN scores as a condition of enrolment or scholarship.

Parents will begin receiving their children's results this week for the NAPLAN test — designed to test students' basic skills in the "3Rs" in Years 3, 5, 7 and 9.

Australian Tutoring Association chief executive Mohan Dhall said one in four Australian students would be tutored at some point during schooling. "For some parents it is a means to an end, to get their child into a particular school, schooling system or university," he said yesterday.

"For those seeking to enter the private education system or university on academic scholarship, tutoring can be seen as an investment decision that can save tens of thousands of dollars annually."

John Alithinos, a teacher who directs a Kip McGrath centre in Brisbane, runs NAPLAN coaching workshops during the Easter school holidays, a few weeks before the annual test. "Good NAPLAN results help kids get scholarships for private schools, and that could save parents \$7000 to \$10,000 a year," he said.

The Brisbane centre belongs to the nation's biggest tutoring chain, Kip McGrath Education Centres, whose chief executive Storm McGrath said NAPLAN tests showed parents "how their kids are really going".

"Seventy to 80 per cent of kids coming to our centres are behind by a year or more, and 20 per cent have a learning disability," he said yesterday. "Twenty years ago you could finish school with poor literacy and numeracy and still get a low-skilled job, but those jobs aren't there any more."

The founder of Canberra-based Big Improvements Tutoring, teacher Michael Clark, said NAPLAN results could come as a "rude shock" to parents because many teachers marked student results up on report cards.

"You have kids getting Cs on report card after report card, therefore the parents don't really know there's been a problem," he said. "Then they get the NAPLAN result that compares their child's performance relative to others, and it's a rude shock."

Kate Edney, the founder of Confidence Boost Tutoring in Sydney, is expecting a rush of enrolments once parents receive their children's NAPLAN test results.

"NAPLAN is useful in showing parents where their child is really doing well or struggling, and is much more objective than a teacher could be," she said.

Stanley Rabinowitz, an Australian Curriculum, Assessment and Reporting Authority spokesman, said tutoring was not necessary to prepare for a NAPLAN test. "If NAPLAN results are used in school selection processes, they should be used in concert with other information, such as in-school assessments, school report cards or interviews with students," he said.

Australian Education Union president Correna Haythorpe said schools should not use NAPLAN results to select students. "(It) is a diagnostic tool and not something that should be used to rank students in terms of selection for schools," she said.

The founder of Fruition Tuition, Sherrin Gugenberger, said parents should not choose a school solely on high NAPLAN results. "If your child is fulfilling their potential with a C or a B, that student would feel very inadequate if placed in a highly competitive academic environment."

Within Tuition Editorial

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