WithinTuition

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WithinTuition editorial

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Editorial

It has been an immense quarter of activity in the ATA office with new staff being onboarded and with the organisation and success of our first national conference in Sydney. The new staff are introduced on page 2 and I am sure members will make them feel welcome through their interactions – be they online or over the phone.

The ATA National Conference was a huge success, thanks in no small part to the excellent presenters:

- Megan Bagworth (Academic Group)
- Colin Turner (Topscore Education)
- Kate Gurijan (Time to Shine Education)
- Zaver Sima (Aloki)

The Conference was held at the Wesley Centre in Sydney City. Members came from NSW, ACT, Queensland, Victoria and West Australia to attend the Conference. The feedback we received was excellent and we look forward to our second National Conference to be held next year.

Insurance cost rise

We have been associated with AON for three years now, and have been impressed with their diligence, attention to detail and support. Discounted insurance acts as a significant incentive for prospective members to join the ATA. The ATA's interest is in the upholding of the Code of Conduct and its standards. AON has kept the insurance costs as low as possible, but from 1st July 2018 there will be a rise (the only rise in 3 years).

New rate $300	Old rate $200
$20m Public Liability	$10m Public Liability
$1m Professional Indemnity	$1m Professional Indemnity

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Introduction to New Staff Members

The ATA is very happy to introduce three new members to our growing number of staff. The three new staff members come from different backgrounds and each brings value to the ATA in their own way.

Teresa Zhang

Teresa is currently a new administrative officer for the ATA and the GPTA. She is currently studying a Bachelor of Arts/Bachelor of Laws majoring in International Business at Macquarie University. Coming from a legal and business background with a love of children, Teresa has the same passion as the ATA and GPTA in helping raise the standard of tutoring in Australia and around the world. She has had 11 years of experience being tutored by private tutors working independently, and also from tutoring organisations. She also has experience of being the receptionist of a tutoring centre and working as a private tutor for a year. Teresa comes from a Chinese background, speaking Mandarin and Cantonese as her native tongue. Hence, she hopes to connect the ATA and GPTA with more Chinese tutoring centres and tutoring associations from Asia.

Peter Jung

Peter is currently studying a Bachelor of Theology at Christ College and is serving as a young adults pastor on the weekends. Having served as a high school pastor for 4 years, Peter has a great passion for teaching and mentoring young students as well as a great love for impacting the future of the next generation. Peter understands the pressures of both teaching and being taught in a tutoring setting as he has taught as a tutor himself for several years teaching Japanese, and he hopes to help support the tutoring standards and conditions of all teachers and colleges as he works with the ATA.

Cathleen Hupalo

Cathleen has recently completed her Masters in Criminal Justice and Criminology at UNSW. Prior to obtaining this, she completed a Bachelor of Criminology at UNE, where she was 1 of 50 students chosen nationally to attend the Australian Institute of Criminology Student Forum. Additionally, she holds an Introductory Certificate of Forensic Medicine and Crime Scene Investigation. Cathleen has an interest in research and policy, which has led her to be a skilled volunteer on a Homelessness Research Project for her local council. She has regularly supported various charities, volunteering her time to work on issues she is passionate about. Previously, Cathleen has worked in administration-based roles in Government organisations including the Australian Electoral Commission (AEC) and a Public High School. Throughout her time as a high school and university student she worked as a tutor to assist others with their English and writing skills

Christina Magdeline

Christina currently works as an administrative assistant for the ATA. In her penultimate year of study, she is undertaking a Bachelor of Commerce with a degree in Bachelor of Arts with majors of economics, business information systems, human resources and industrial relations at the University of Sydney. As someone with the personal understanding of the importance of how a good tutor can develop a child's interest in learning and education, she believes that it is imperative to create standards for tutors and tutoring businesses to uphold and maintain. Her past experience as a Registrar's Assistant for a private university provides her with the understanding and skills required to create and maintain relationships with current and potential members. Her passion for quality experience is the driving force in every action she performs.

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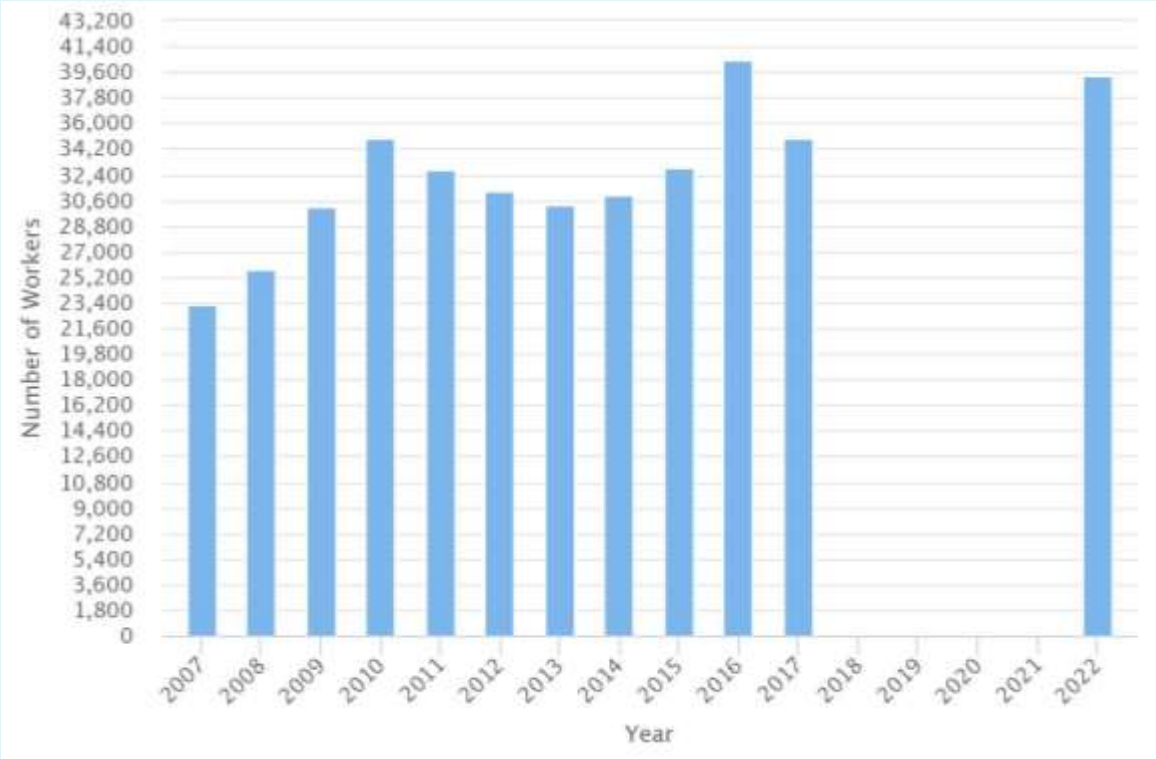
Australian Government Data on Australian Private Tutors & Teachers

Prospects for the private tutoring industry:

This is a large occupation employing 35,000 workers. The number of workers has grown strongly over the past 5 years.

Over the next 5 years (to May 2022) the number of workers is expected to grow strongly to 39,400. Around 30,000 job openings are likely over this time from workers leaving and new jobs being created.

- Private Tutors and Teachers work in most parts of Australia.
- They nearly all work in Education and Training.
- Part-time work is very common.
- Full-time workers, on average, work 39.4 hours per week (compared to the all jobs average of 40 hours).
- Average earnings for full-time workers are around $1,250 per week (similar to the all jobs average of $1,230). Earnings tend to be lower when starting out and higher as experience grows.
- The average age is 35 years (compared to the all jobs average of 40 years). Around 3 in 10 workers are young (aged 15 to 25 years).
- Around 7 in 10 workers are female.
- In 2016, the unemployment rate was similar to the average.



Number of Tutors Employed in 2017

35,000

Projected Number of Tutors Employed in 2022

39,400

Source: ABS Labour Force Survey, Department of Jobs and Small Business trend data to May 2017 and Department of Jobs and Small Business projections to 2022.

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Fast Facts

Avg. Weekly Pay
$1,250 Before Tax

Future Growth
strong

Skill Level
Bachelor Degree or higher

Employment Size
35,000

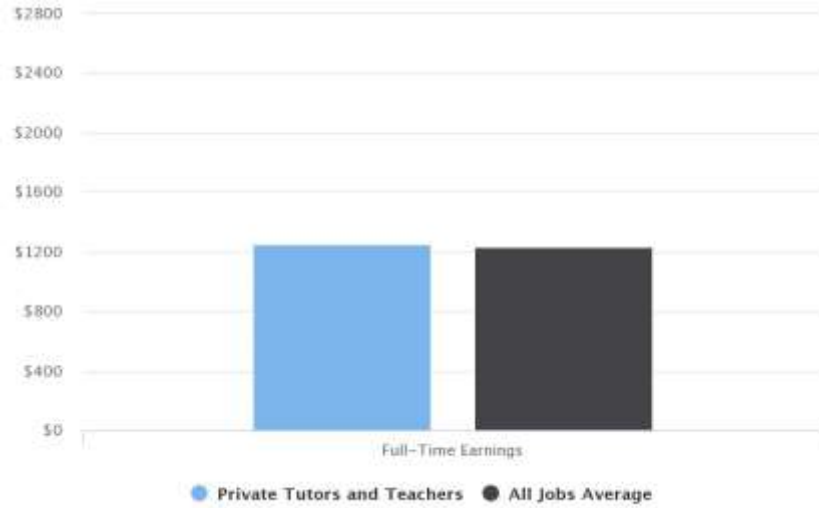
Unemployment
average

Male Share
25.3%

Female Share
74.7%

Full-Time Share
18.8%

Weekly Earnings of Private Tutors compared to All Jobs Averages



Source: ABS Characteristics of Employment survey, August 2015, Cat. No. 6333.0

	Average Weekly Pay	Average Weekly Hours
Private Tutors	$1,250	39.4
All Jobs Average	$ 1,230	40

Source: ABS Labour Force Survey, annual average 2016, Cat. No. 6291.0.55.003

Main Industries

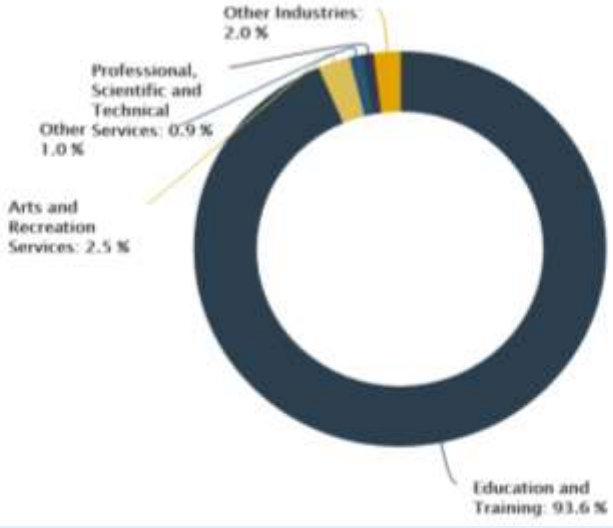
Top Industries

Education and Training
93.6 %

Arts and Recreation Services
2.5 %

Other Industries
2 %

Other Services
1 %



Source: ABS Labour Force Survey, annual average 2016, Cat. No. 6291.0.55.003. Industries are based on the Australian and New Zealand Standard Industrial Classification (ANZSIC 06).

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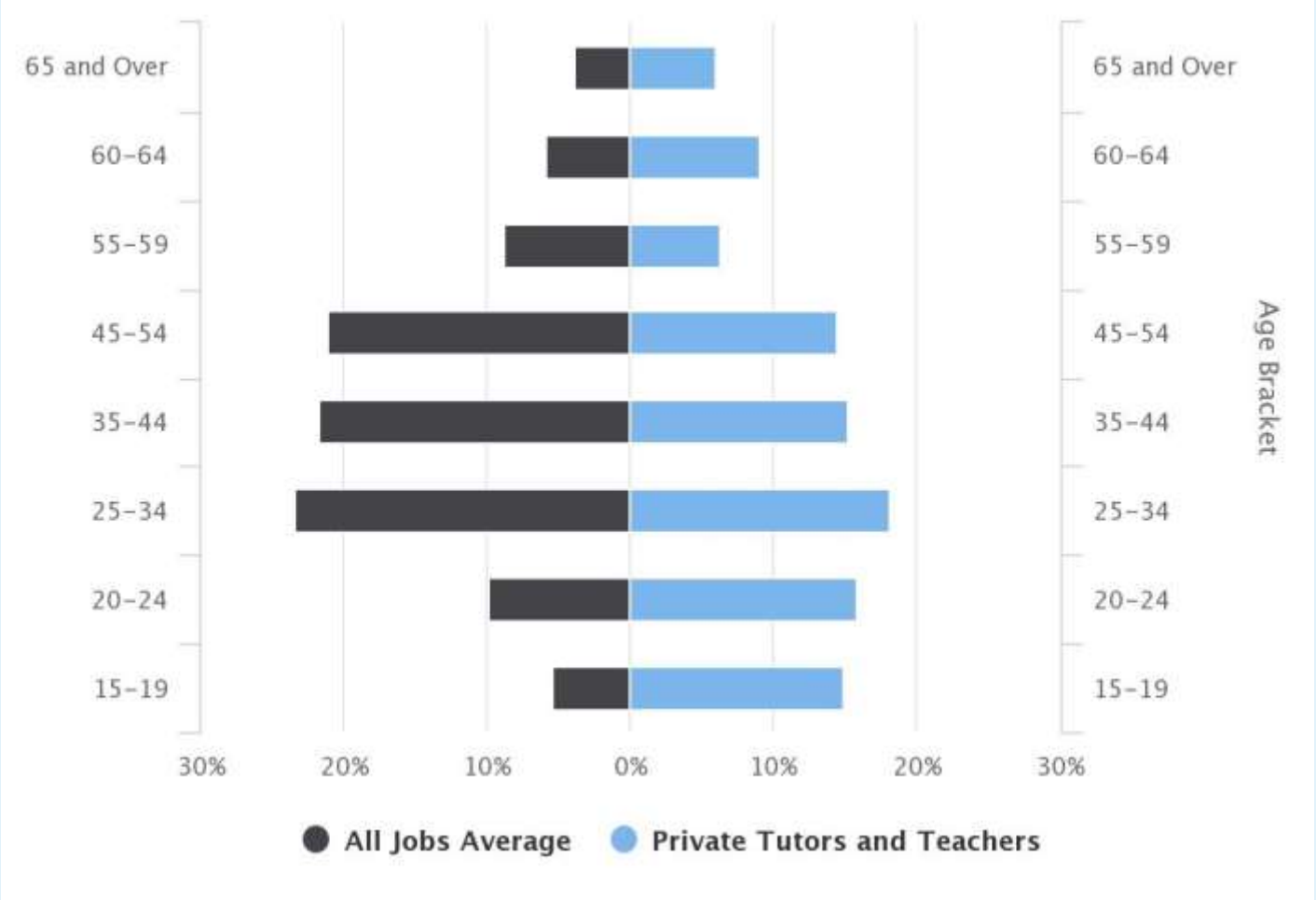
Share of workers across Australian States and Territories, in this job compared to the all jobs average

Source: ABS Labour Force Survey, annual average 2016, Cat. No. 6291.0.55.003

Age profile of workers in this job compared to the all jobs average



Average Age	All Jobs Average
35 Years	40 Years

Source: ABS Labour Force Survey, annual average 2016, Cat. No. 6291.0.55.003

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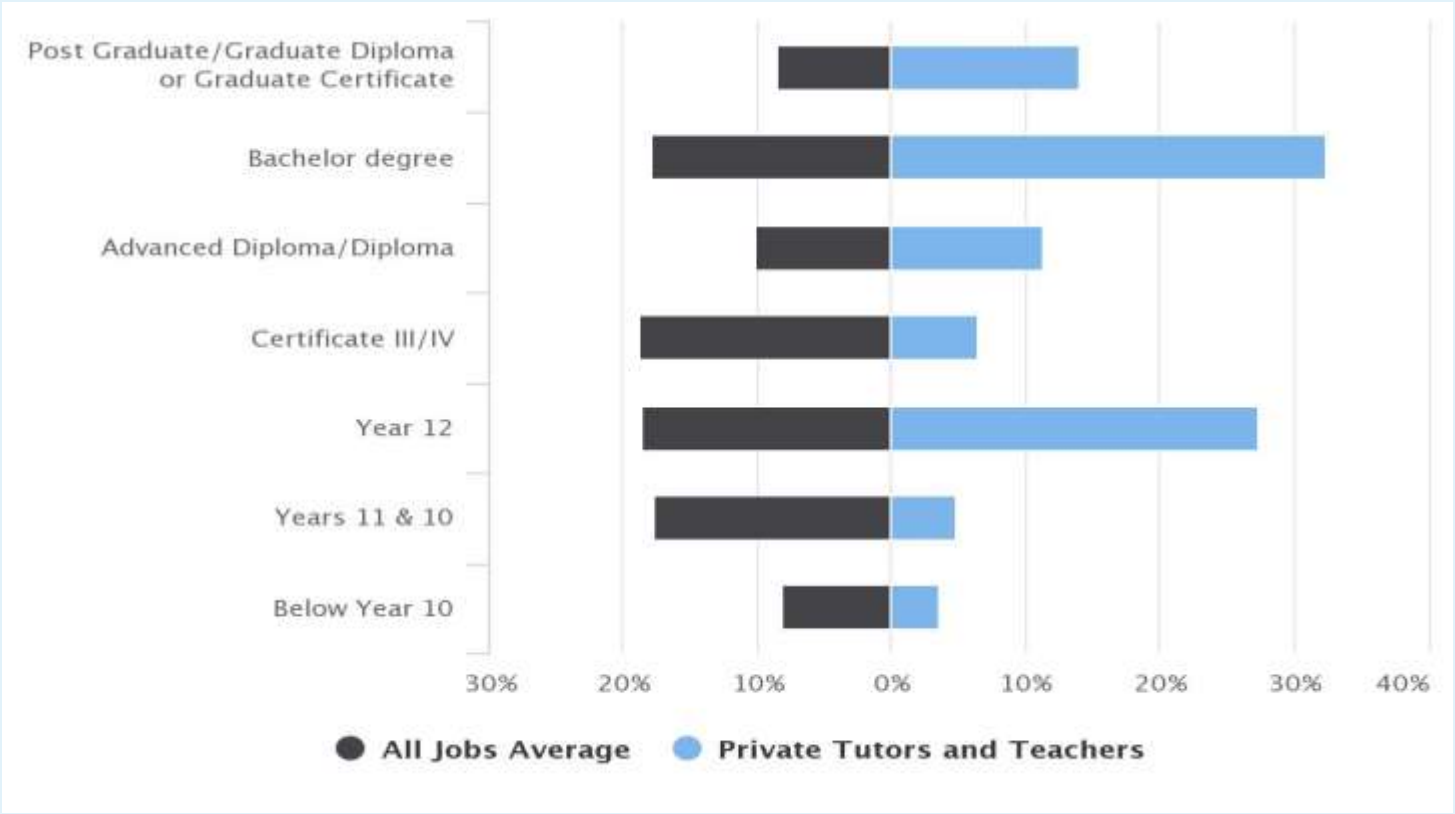
Male and female share of employment in this job compared to the all jobs average

Gender (%) Share

CATEGORY	MALES	FEMALES
PRIVATE TUTORS & TEACHERS	25.3	74.7
ALL JOBS AVERAGE	53.6	46.4

Source: ABS Labour Force Survey, annual average 2016, Cat. No. 6291.0.55.003

Highest qualification completed by workers in this job (in any field of study)



Top Education Levels

Bachelor Degree: 32.4%, Post Graduate/Graduate Diploma or Graduate Certificate: 14%, Advanced Diploma/Diploma 11.3%, Year 12 27.4%

Source: ABS, Education and Work (2016). Findings based on use of ABS TableBuilder data.

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Contractor or employee? Caution urged by peak body...

There is emerging evidence that the widespread characterisation of employees as contractors is subject to crackdown by BOTH the Australian Taxation Office (ATO) and Fair Work. The ATA has always advocated for a precautionary approach with respect to the use of contractors, urging businesses to fully understand their legal obligations. Despite this, numerous market entrants and established enterprises have made the decision to characterise their staff as contractors. They have erroneous assumed that if a person is told to get an ABN then this will mean the person is a contractor. Read the information from the ATO below carefully and seek independent legal advice if unsure.

Employee	Contractor
Ability to subcontract/delegate: the worker can't subcontract/delegate the work – they can't pay someone else to do the work.	Ability to subcontract/delegate: the worker can subcontract/delegate the work – they can pay someone else to do the work.
Basis of payment – the worker is paid either: • for the time worked • a price per item or activity • a commission.	Basis of payment: the worker is paid for a result achieved based on the quote they provided. A quote can be calculated using hourly rates or price per item to work out the total cost of the work.
Equipment, tools and other assets: • your business provides all or most of the equipment, tools and other assets required to complete the work, or • the worker provides all or most of the equipment, tools and other assets required to complete the work, but your business provides them with an allowance or reimburses them for the cost of the equipment, tools and other assets.	Equipment, tools and other assets: • the worker provides all or most of the equipment, tools and other assets required to complete the work • the worker does not receive an allowance or reimbursement for the cost of this equipment, tools and other assets.
Commercial risks: the worker takes no commercial risks. Your business is legally responsible for the work done by the worker and liable for the cost of rectifying any defect in the work.	Commercial risks: the worker takes commercial risks, with the worker being legally responsible for their work and liable for the cost of rectifying any defect in their work.
Control over the work: your business has the right to direct the way in which the worker does their work.	Control over the work: the worker has freedom in the way the work is done, subject to the specific terms in any contract or agreement.
Independence: the worker is not operating independently of your business. They work within and are considered part of your business.	Independence: the worker is operating their own business independently of your business. The worker performs services as specified in their contract or agreement and is free to accept or refuse additional work.

Source: https://www.ato.gov.au/business/employee-or-contractor/difference-between-employees-and-contractors/

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NAPLAN – days numbered…?

NAPLAN testing needs to be dumped in NSW with 'haste', NSW Government says
4 May 2018

New South Wales has become the first state to call for the test to be dumped, with State Education Minister Rob Stokes demanding it be replaced as a matter of urgency. Mr Stokes said the test was being used dishonestly as a school rating system, and had sprouted an industry that extorts money from desperate families.

He said the assessment, for students in years 3, 5, 7 and 9, was being used to rate students, not track their progress.

"*You now have an industry that's grown up alongside it, where teachers are being encouraged to teach to the test rather than the curriculum*," he said. "*It's become a vehicle for edu-businesses to extort money out of desperate students and their family…When you now have private schools marketing their NAPLAN success, that points to the failure of NAPLAN, and it's time we had discussions about replacing* it."

Mr Stokes said the test had been "*used and abused*" and was not useful as it did not take into account any differences between different schools and communities. He said abandoning NAPLAN would be in line with David Gonski's recent review of the sector, which called for teachers to focus on individualised learning.

Source: http://www.abc.net.au/news/2018-05-04/demands-for-naplan-to-be-dumped-in-nsw/9725934

Editorial

There has been a lot of discussion and critique about NAPLAN, since its inception 10 years ago. NAPLAN is an iteration on what was called basic skills testing and, accordingly, is a baseline measure of literacy and numeracy. The criticisms have been led by unions and by alternative or 'pop' psychologists who both assert that standardised testing limits teaching, and that children have become stressed by tests. That any teachers would think they need to 'teach the test' is evidence of very poor teaching standards by those particular teachers, as the requisite skills and knowledge are already embedded in curriculum and programs. Poor teaching should not be masked by a critique of a test that provides insight into basic literacy and numeracy standards.

The characterisation by Rob Stokes of 'edu-businesses' extorting money from desperate students is an inaccurate portrayal of the motivators of tutoring and the nature of choice. Parents are free to choose tutoring as an option for their child, just as they are free to leave it. "Desperation" has arisen from within the teaching fraternity, divided about the merits of testing and, more particularly, about the exposure of results on the MySchool, website. That parents are making school choices based on information and disclosure should be welcome.

But all of this is a distraction. 25% of Australian children do not even meet the most basic levels of literacy or numeracy in their 12 years of schooling. This national disgrace should be the focus of the national debate, rather than the merits of a basic test. Calling accountability to the supplementary education sector is important. Equally important is making statements based on fact and focusing on matters of national importance that affect fundamental equity and access.

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ATA National Conference – A HUGE Success

An exceptional group of speakers, a well-located venue, delicious food and spirited discussion amongst attendees characterised the ATA'S first National Conference. **Megan Bagworth from Academic Group** (West Australia) led proceedings. She gave an excellent presentation on the *Contemporary Issues affecting Tutoring*. In her presentation she gave an overview of tutoring trends and also provided insight into the contractor vs employee issue. Megan also explored the need for differentiation between providers, inquiring as to what made 'value' in the context of supplementary education services. She canvassed the nature of digital disruption and the changing utility placed on the ATAR.

Colin Turner from Topscore Education, Victoria, gave a detailed presentation that was deemed most popular by the delegates. His paper on *The Business Case* provided very detailed insight into the nature of business, the business decisions and the facts about how to run and manage a high level tutoring enterprise. Colin is a very articulate speaker and expressed his points extremely well. He canvassed numerous issues in detail from business planning to addressing a wide range of business issues – including competition as a threat, and clarifying the point of distinction and advantage in the market.

Colin demonstrated an ability to take questions without notice about a range of business issues, from cash flow to staffing and also about price as a strategy.

Kate Gurijan from Time to Shine Education gave an impassioned presentation about the nature of learning difficulties and the need for practitioners (educators both in schools and supplementary) properly understanding, and responding to, the learning difficulties evident in the students they are to assist. In her presentation titled, *The Best Interests of the Child*, Kate astutely detailed the importance of getting the diagnosis on special needs correct. Kate noted that anecdote and opinion were not enough to satisfy a diagnosis or to justify an intervention. Accordingly, she presented a wide range of sound strategies to actually assist students with special needs.

Zaver Sima from Aloki spoke about technology and the nature of 'disruption'. In his talk titled *What is the Future of Tutoring?*, Zaver spoke about the evolving nature of technologies and the need for businesses to utilise the best available. Zaver is a part of team that has developed an App that connects tutors and students directly, using a Facebook login. Zaver gave insight into the use of technology to teach people who cannot access classrooms, but can learn through technologies that enable students with low access to connect with others through technology. Some of the delegates were interested in exploring the opportunities arising from the use of the App – but others were more concerned, viewing the technology as a threat.

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