



Inside this issue...

A new year, a new decade, new goals 1

A second charity requiring tutors 2

ATA in the news 3

News from Sri Lanka 3

News from the UK: 6

Evidence indicates that one to one tuition can be effective 7

About the education Endowment Foundation 8

Home Business Spotlight: How To Earn \$120+ A Day As A Tutor 9

Within Tuition Editorial

Mohan Dhall
Ashlyn Kishore
Email mdhall@ata.edu.au
Phone 02 9704 5724
Mobile 0408 619 714
Fax 02 9744 0519

Contacting Us

For contributions and comments please Email the ATA office@ata.edu.au

Australian Tutoring Association (ATA) Ltd.
PO.Box 256, Croydon NSW 2132

A new year, a new decade, new goals

The Australian Tutoring Association (ATA) has started the New Year by featuring prominently in the news again. Apart from a recent page two story in the Sydney Morning Herald, and a feature in The Daily Telegraph, the ATA has also been supported by the NSW Office of Fair Trading in alerting consumers to potential scams and rip offs. It should be of concern to all ethical tutors that there are others in the industry who take advantage of vulnerable people, misrepresent services and place commercial returns ahead of any interest in the education of children. Many of the worst businesses enter the industry, rip off consumers and then leave. In this industry the test of time can, but is not always, be a factor in indicating the reputation of a business and its commitment to students. Note, the 'but is not always'. There are some long running businesses that have steadfastly maintained distance from the ATA and will not follow the Code of Conduct. This, despite being invited to join on several occasions. One business owner said she would prefer to earn money than ensure her tutors met child protection standards!

This second decade begins well. The ATA has established a charity and is still obtaining enough funds in order to commence the roll out of funds. We applied last year for a \$50,000 grant from Newcastle Permanent but heard two weeks ago that our application was unsuccessful.

The Special Needs training unit, a pre-requisite for those tutors who are applying for charity funds, is in its final stages of creation and should be ready in April.

The GPTA

Having established the charity and accreditation nationally, the third important aspect of work is to properly establish the Global Professional Tutors Association (GPTA). Using a loan from the ATA, the GPTA shall become the pre-eminent global tutoring body that establishes and maintains global standards.

A not-for-profit company has been established and a website is being created. It is for the benefit of our national association if we can effectively, through the GPTA, articulate, and lobby for national tutoring standards that are consistent with those espoused and promoted by the ATA domestically.

A second charity requiring tutors

Separately, we have been contacted by the Harding Miller Education Foundation who are also seeking tutors to allocate funds under that charity. Details from Director, Cara Varian, are provided below:

The Harding Miller Education Foundation is a new national charity advancing education. We are seeking high quality tutors to provide one-on-one tutoring to our 116 scholarship recipients.

The Foundation supports high potential girls who are facing disadvantage. We work with female students studying in Year 9-12 in public schools across New South Wales. As part of the scholarship, The Foundation provides up to \$2,000 worth of tutoring to each student, each year. We are currently seeking enthusiastic tutors who would like to be part of the program; tutors that can provide face-to-face tutoring as well as tutors that can provide tutoring online through a video application, such as Google Hangouts or Skype.

For further information, please contact The Foundation on 02 9556 7537 or email info@hardingmillerfoundation.org.au. We can provide more details about the program and send through an application to be part of the program. Our website is currently under construction.

A list of the areas that require tutors is all subjects from Year 9-12 is below:

- Airds
- Albury
- Bankstown
- Banora Point
- Bathurst
- Bellingen
- Beverly Hills
- Birrong
- Bonnyrigg
- Bowral
- Burwood
- Cabramatta
- Canley Vale
- Casula
- Chester Hill
- Coolamon
- Coonamble
- Corowa
- Corrimall
- East Hills
- Elderslie
- Erskine Park
- Fairfield
- Fairfield West
- Georgetown
- Glenwood
- Granville
- Guildford
- Gunnedah
- Hay
- Heatherbrae
- Hurstville
- Kempsey
- Kiera
- Kingsgrove
- Kogarah
- Lidcombe
- Lightning Ridge
- Liverpool
- Lurnea
- Macksville
- Manly Vale
- Merrylands
- Mount Austin
- Mt Druitt
- Nambucca Heads
- Narrabeen
- Northmead
- Peak Hill
- Penrith
- Prairiewood
- Riverstone
- Shalvey
- Tamworth
- Taree
- Wagga Wagga
- Wollumbin

Cara Varian

Director | The Harding Miller Education Foundation



ATA in the news

Parents who want tutors for their children are urged to do their research before signing on the dotted line. With the start of a new school year, NSW Fair Trading and the Australian Tutoring Association (ATA) are warning consumers to exercise caution when buying tutoring services.

Fair Trading Commissioner Rod Stowe said the agency received 14 complaints and 36 enquiries about tutoring services in 2015. Among them was an Engadine mother who was told she could not get a refund for cancelling a lesson because she had not given 48 hours notice. The trader provided the refund after being contacted by Fair Trading.

“The majority of complaints related to the quality of services, with others related to services not provided and refunds for payments paid in advance when the tutoring services were cancelled,” Mr Stowe said.

One consumer faced an \$88 charge after cancelling an appointment for an initial consultation, and only received a refund after Fair Trading intervened. Chairman of the ATA Mohan Dhall said consumers should be aware of their rights and wary of businesses offering assignment or essay ‘help’ online.

“Such help encourages plagiarism and academic dishonesty,” he said. *“This is a growing industry and parents and their children need to be careful of businesses offering such a service.”*

Mr Stowe said the right tutor could complement the education provided by schools, but parents should exercise care in their selection of a suitable tutor. *“Read any contract carefully before signing and be aware of any cancellation conditions,”* he said. *“Ask how guarantees of success can be substantiated, be careful of companies that rely on web-based communication and don’t offer telephone numbers or office locations... Ask for full disclosure about the qualifications and experience of tutors.”*

Parents should also check that the form of tutoring is relevant to the NSW course requirements.

Source: E Kolimar, “Warning on tutoring services”, from:

<http://www.theleader.com.au/story/3702577/warning-on-tutor-services/?src=rss>

News from Sri Lanka

Editor’s Summary

This article is about private tutoring regulation, arising from a critique of Mark Bray’s book on regulating the private tuition sector. It suggests that the ATA’s Code of Conduct can be of great help to policy-makers as it can aid in sustaining the tutoring sector. Furthermore, the article makes the standpoint that the private-tutoring sector in Asia is under-regulated and therefore requires greater attention. Our view is that strong self-regulation is the preferred approach.

The text

The term ‘private tutoring’ used in this book denotes ‘private tuition’ in local parlance, and signifies extra lessons in academic subjects that are taught in regular schools in exchange for a fee. These lessons may

be provided on a one-to one basis, in small groups or in large classes, by specialist tutoring companies, teachers working on a part time basis to earn an extra income, university students undertaking informal tutoring and others. This phenomenon is known by a number of English-language names including 'private tuition', 'private supplementary tutoring', and 'coaching'. Analysts who have studied this type of education have termed it 'shadow education' because the curriculum mimics that in regular schooling. The book also focuses on 'public good'. Education is a major instrument for personal development, and governments have a responsibility for the quality and impact of education not only in government institutions but also in the private sector including tutoring centres. The government has a duty to ensure that education promotes sound economic and social development, while ensuring protection for consumers and other stakeholders. The responsibility of governments to adopt an overview position on all forms of education was affirmed by UNESCO in the EFA Global Monitoring Report 2014 in a section entitled 'Private tutoring versus classroom teaching: protecting the poorest', as follows:

Private tuition, if unchecked or uncontrolled, can be a detriment to learning outcomes, especially for the poorest students who are unable to afford it. Whatever perspective policy-makers may have on private tuition, management policies are required to ensure that teachers teach the assigned number of hours and cover the whole curriculum so that private tuition does not displace classroom teaching. (p.63)

This action will help governments attain the public good in the tutoring sector.

The senior author of this publication, Professor Mark Bray, has written several books on private tutoring. The first cross-national study ever on private tutoring was written by him in 1999, and each subsequent book has added new insights. Scholars hold Professor Bray in the highest esteem as the world's foremost authority on the subject. Ora Kwo is also an experienced researcher.

The authors commence with an introduction, and then describe the private supplementary tutoring sector in Asia with statistics from 32 countries. This section provides information on the scale and spread of private supplementary tutoring, subjects tutored, modes of tutoring, and diversity of providers. The context leads to a discussion on why private tutoring should be regulated. The authors have built a strong case based on:

Social inequalities: Private supplementary tutoring may perpetuate and deepen socio-economic, gender, racial/ethnic, and rural/urban inequalities. Government regulation may help to limit these inequalities.

Backwash on regular schooling: Private tutoring can have an unwholesome backwash on schooling. Teachers may put less effort into their regular lessons in the belief that most students receive private tutoring. Students may come to respect their tutors more than their teachers at school; and excessive time spent by students on private tutoring leaves little time for sports, relaxation and social contacts, damaging their physical, mental and emotional health.

Corruption: In some settings, teachers resort to corrupt practices in order to increase the demand for private tutoring. Corruption is especially corrosive in education because it shapes the values of children and youth in their formative years.

Protection of consumers: Parents may require protection from unprofessional sales techniques, deceptive advertisements and disadvantageous contracts adopted by tutors or tutoring companies. One-to-one tutoring when other adults are not present provides opportunities for sexual abuse.

Taxation: In the Republic of Korea, the tutoring industry contributed 3% of the GDP in 2010 (p33). The scale is smaller in other countries, but governments may consider making tutors pay taxes like workers in other sectors.

Alternative models to regulation

Having built the case for regulation, the authors examine the types of regulation in Asian countries. They identify several types of tutoring providers in order to present the regulations operating in each case. These include companies providing tutoring, teachers in regular schools who also provide tutoring; and students and other individuals who operate informally.

1. Companies providing tutoring

Tutoring companies must meet requirements for registration and monitoring. Registration requirements vary, but commonly include focus on:

- Minimum qualifications for tutors;
- Qualifications and experience of managers;
- Fees;
- Buildings and facilities; and
- Curriculum

Monitoring requirements, once a tutoring business is registered, may include:

- Information on revenue and expenditure, for taxation purposes;
- Operational aspects such as the appointment of new managers and tutors;
- Advertising procedures, and
- Hours of operation

2. Teachers providing tutoring

The book summarises policies (or lack of policies) in 21 countries, grouping them into four categories:

- (a) Laissez Faire: Schools and education authorities have no policies on this matter.
- (b) Conditional approval: Teachers may provide tutoring subject to a number of conditions.
- (c) Discouragement: Teachers are discouraged from practices that would infringe codes of ethics.
- (d) Prohibition: Teachers may be totally prohibited from providing any private tutoring, or from tutoring their existing students in school.

3. Students and self-employed persons providing tutoring

Few governments have tried to regulate informally-provided tutoring. Although governments may be concerned about the quality of tutoring, the safety of students and the possible loss of revenue from taxation, informal tutoring is difficult to regulate. Even the most carefully drafted regulations will not serve their purpose if they are not properly implemented. The authors have indicated four requirements for efficient and successful implementation.

Deploying the necessary personnel. Appropriately qualified and experienced officers are needed not only in the Ministry/Department of Education but also in related Ministries or Departments.

Educating consumers to make informed choices. Governments acting alone cannot regulate all sections of the tutoring industry. Many governments raise consumer awareness through websites, flyers, and TV announcements.

Encouraging self-regulation. Realising that self-regulation offers benefits like preserving their autonomy and enhancing consumer confidence, some providers strongly advocate

self-regulation. Professional associations formed for the tutoring industry can assist.

Building partnerships. Ministries of Education may form partnerships for implementation of regulations. These parties include schools, teachers' unions, and other branches of government, community bodies and the media.

The authors conclude that the private tutoring sector, particularly in comparison with schools and other social institutions, is under-regulated and needs greater attention. They suggest that Asian policy-makers can learn from successes and failures around the region.

An appendix contains the code of conduct of the Australian Tutoring Association (ATA) which could be of great help to policy makers and others. The code is a good example of how organisers of tutoring providers could come together to strengthen the tutoring sector by offering a clean and efficient service while being proactive in self-regulation.

The earlier books by Professor Mark Bray have concentrated on the scale and nature of private supplementary tutoring, while the present volume has embarked on a discussion on the desirability and possibility of regulating this phenomenon. The authors deserve congratulations for undertaking a major scholarly undertaking. This eminently readable book will interest educationists and policy makers in Sri Lanka, among other countries. It is a comprehensive resource on an under-discussed but far-reaching phenomenon, and shows how comparative analysis of education can assist national, local and even school-level personnel.

By: Dr.W.Ariyadasa de Silva |

<http://www.thesundayleader.lk/2015/12/27/regulating-private-tutoring-for-public-good/>

News from the UK:

One to one tuition

One to one tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support. It may be undertaken outside of normal lessons as additional teaching, for example as part of extending school time or summer schools, or as a replacement for other lessons by withdrawing the pupil for extra teaching.

How effective is it?

Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.

Evidence indicates that one to one tuition can be effective

Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks)

appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective compared to one to one. The variability in findings may suggest that the quality of teaching in one to one tuition or small groups is more important than the group size, emphasising the value of professional development for teachers.

Programmes involving teaching assistants or volunteers also have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers, which have nearly twice the effect on average. Where tuition is delivered by volunteers or teaching assistants there is evidence that training and the use of a structured programme is beneficial.

How secure is the evidence?

Overall, the evidence is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. There are fewer studies at secondary level or for other subjects.

In the UK, three recent evaluations of one to one tuition interventions (see Catch Up Numeracy, Catch Up Literacy and Switch-on Reading) found average impacts of between three and five months' additional progress, suggesting that positive impacts can be successfully replicated in English schools. In addition, an intensive coaching programme that involved one to one and small group tuition had an average impact of five additional months' progress.

What are the costs?

Overall, costs are estimated as high. A single pupil receiving 30 minutes tuition, five times a week for 12 weeks requires about four full days of a teacher's time, which is estimated to cost approximately £700 per pupil. Costs could be reduced by trialling groups of two or three (see Small group tuition).

What should I consider?

Before you implement this strategy in your learning environment, consider the following:

1. One to one tuition is very effective in helping learners catch up, but is relatively expensive. Before you commit to one to one tuition, have you considered trialling intensive support groups of two or three and evaluating the impact?
2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. Have you considered how you will support pupils and regular class teachers to ensure the impact is sustained once they return to normal classes?
3. Training is likely to be particularly beneficial when tuition is delivered by experienced and well-trained teaching assistants. What training and support have you provided?
4. Have any programmes you are adopting been evaluated?

Source: <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/one-to-one-tuition>

About the education Endowment Foundation

The EEF is an independent grant-making charity dedicated to breaking the link between family income and educational achievement, ensuring that children from all backgrounds can fulfil their potential and make the most of their talents.

Founded by the education charity the Sutton Trust, as lead charity in partnership with Impetus Trust, the EEF received a founding grant of £125m from the Department for Education. With investment and fundraising income, the EEF intends to award as much as £200m over the 15-year life of the Foundation.

The problem we want to tackle - the attainment gap

- Over 1.4 million (21%) children aged 4-15 are eligible for free school meals in this country. They will start primary school behind their better-off classmates - and this attainment gap will increase throughout their schooling.
- The latest figures show just 37% of disadvantaged children achieved 5 good GCSEs, including English and Maths, compared to 63% of all other pupils. Children from poorer backgrounds do worse on average than their wealthier classmates whichever type of school they are in.
- The attainment gap between rich and poor pupils is particularly stark compared with other OECD countries.
- Young people with poor educational attainment are much more likely to end up not in education, employment or training (NEET).

Our approach to tackling it

- We think that better use of evidence can make a real difference by helping schools spend money more effectively to improve the teaching and learning of children from low-income families.
- That's why the EEF invests in evidence-based projects which focus on tackling the attainment gap.
- We then test these ideas rigorously. Everything we do is independently evaluated by top research institutions. The vast majority of the projects we fund are run as randomised controlled trials, while the rest use quasi-scientific designs or are developmental pilot projects.
- We are publicly reporting all the results of these independent evaluations and including them in our Teaching and Learning Toolkit so that schools have the best possible evidence on which to base their own professional judgements - and we will then scale up those interventions shown to be most effective.

HOME BUSINESS SPOTLIGHT: HOW TO EARN \$120+ A DAY AS A TUTOR

by Brihony Tulloch March 11, 2016

Are you a retired teacher? Do you speak a second language? Do people come to you for advice in the workplace? If you answered 'yes' to any of these questions, working from home as a tutor would be the perfect home business for you.

Tutoring online or face-to-face can be a rewarding home business venture. There's a demand from high-school and university students across a variety of subjects. It's rewarding financially as well, with some part-time tutors bringing in \$120 to \$240 a day.

Tutoring allows for flexible work hours

There are different ways to work as a tutor. You can offer an online service, meet with clients face-to-face, or set up a business at home.

Online tutoring: The best way to get clients as an online tutor is to sign up to an agency. For example, YourTutor offers a 24/7 tutoring subscription service. You just submit your resume and wait to be approved before advertising your services on the website. You don't have to stress about finding clients, and it allows you to work when you want, where you want!

One-on-one tutoring: There's also the option to work face-to-face with clients. You can sign up with an agency like Tutoring For Excellence. This agency will connect you with clients looking for help on a variety of subjects. Instead of online tuition, you meet up with the person at their home, university or local library.

Home business tutoring: One of the great things about working from home as a tutor is you don't necessarily need an agency to find work. You're free to advertise yourself and your services. You can put up flyers at universities, schools or public libraries. You should include info on your educational background and expertise, along with contact details.

Rates are determined by your experience

Tutoring rates vary depending on your educational background and experience. Qualified teachers can charge around \$60 an hour. University graduates can earn about \$40 a session. For just one hour of work a day, five days a week, you can have \$200 to \$300 coming in! But there are other ways you can increase your rates. You can become accredited with the Australian Tutoring Association. A stamp of approval from this authority will definitely catch a potential client's eye.

There are virtually no start-up costs.

The best part about this home business opportunity is you don't need to stockpile your savings to get started. All you need is a desk and a computer. Some agencies may require you to complete a WorkingWith Children Check. This costs \$108 and will last you a full 12 months. After that, it only costs \$85 to renew.

Brihony
The Escapologist

Tulloch



Exclusive offer for ATA Members
Website packages from \$999

SPECIAL WEBSITE PACKAGE

- ★ COMPLETE DESIGN + SETUP
- ✎ FULLY SELF-EDITABLE SITE
- 📖 UP TO 10 PAGES OF CONTENT
- 🌐 WEBSITE DOMAIN NAME
- 📁 UNLIMITED HOSTING + STORAGE
- ✉ 5 EMAIL ADDRESSES
- f SOCIAL MEDIA INTEGRATION
(Facebook, Twitter, YouTube, LinkedIn and more!)
- 📧 UP TO 5 CUSTOM DESIGNED GRAPHICS
(Or supply unlimited images, videos & slideshows)



EXTRAS

- + NEED MORE? CONTACT US TO DISCUSS EXTRAS LIKE ONLINE PAYMENTS, ONGOING TECHNICAL SUPPORT AND SEARCH ENGINE OPTIMISATION.

Contact PixelBlitz for an obligation-free chat today!
hello@pixelblitz.com.au // www.pixelblitz.com.au



Approved.

Aon are proud to be the only approved insurance partner for the Australian Tutoring Association.

Comprehensive insurance package:

- Professional Indemnity
- Public Liability
- Product liability
- Optional: Business Insurance

ATA Service Team

1800 020 339

au.pcs.affinity@aon.com

aon.com.au/ata

AON