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WithinTuition editorial

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Editorial

The 2017 year was another successful year in the history of the ATA. Arresting the decline in memberships through strengthening our corporate partnerships was a significant aspect to the year. These partnerships included a new one with ASG and a boosted partnership with AON.

We are very happy to announce that planning for our first national Conference in Sydney is well underway (see pages 4 and 5 for details). This is expected to be the first of many such conferences in the next five years.

Membership pricing for 2018

The ATA Board decided once again not to increase the membership fee. This is a significant bonus for ATA members who enjoy excellent value-for-money for their membership fee:

- Annual membership with the ATA and listing on the ATA website
- Accreditation paid for in the membership fee
- Access to heavily discounted insurance, web design costs and ASG scholarships
- The benefit of lobbying
- Social media content via our Facebook posts
- Ongoing information about trends and issues in the industry.

Mooted rises to insurance costs

After 3 years of a very successful partnership with AON, the ATA's insurer, we have been advised to expect a nominal rise in fees for insurance commencing in June. The fee rise is unavoidable, given that there has been no increase since the commencement of our partnership with AON. AON will be raising the level of public liability cover as part of the change. Please visit our website for further details:

<http://www.ata.edu.au/insurance/>

Summary of the year 2017

January

- The Child Safe Standards website launched
- Anthony Lieu published an article, "How do I set up a Tutoring Business?", in Legal Vision

February

- www.Aussie.com.au published an article on setting up a home business and recommends tutors to join the ATA
- Training for Child Safety in Victoria continues: Universities, child care centres, tutoring organisations and dancing studios all attend child safe training

March

- Training for Child Safety in Victoria continued
- ATA was quoted in a lead article by Catherine Armitage from Fairfax Press on the growth of Scooter Tutor

April

- ATA was quoted in a Sydney Morning Herald article, by Pallavi Singal, regarding the Scholastic Aptitude Testing (SATs)
- ATA's contract with VCCYP ended
- ATA was invited by the New South Wales Commission for Children and Young People to the launch of the new Child Safety website in New South Wales

May

- ATA's second National Survey was drafted

June

- ATA's second National Survey of parents launched

July

- Warren Costello gives a donation to the ATA PRENTUS Charity
- ATA was quoted in the article, "Prepping for Prep", published in The Sydney Morning Herald and The Age by Tony Moore regarding early childhood learning
- ATA was quoted in an article in the Daily Telegraph by Clarissa Bye as a response to Mark Scott's planned overhaul of selective school entry tests
- Lead article, "More than 85% of surveyed parents want tutors in schools", published in Perth Now written by Bruce MacDougall

August

- ATA was quoted in the Straits Times (Singapore) in an article written by Jonathan Pearlman
- ATA was on a Panel discussion on Channel 7 Sunrise regarding tutoring

September

- 44th ATA Newsletter published
- ATA was quoted in the a lead article about Airtasker being used by students and tutors on a topic regarding tutors doing all the work for the students
- ATA was quoted in a Lateline piece by Tim Bateman on the tutoring sector and a call by student, Shoryu Das-Zaman, for a parliamentary inquiry into the coaching industry
- Prime News followed up with a story that covered the same issue

October

- ATA was quoted in an article on The Project regarding tutoring and coaching
- ATA membership continued to grow

November

- ATA was quoted in a Sydney Observer Magazine article by Tina Wu regarding NAPLAN and automated marking
- ATA settles on a date and day for its Inaugural National Conference – Friday 13th of April 2018

December

- ATA suspends two of its members for their breaches of the ATA Code of Conduct and for their failure to adhere to Code Administration Committee Processes
- ATA website was updated to clarify the differences between the levels of accreditation
- The Global Professional Tutoring Association (GPTA) was launched: www.gpta.education
 - It has 349 business members
 - The business members are from New Zealand, UK, Fiji, Samoa, South Africa, the USA and Australia
 - One peak body, the ATA, as a member as well
 - A new Canadian member was considering joining, this prospective member is a multinational tutoring organisation

ATA National Conference – 13th April 2018, Wesley Centre, Sydney, City

1st Annual National Conference – ‘The Business of Learning’

	<i>SESSION</i>	<i>PRESENTER</i>
8:00 – 8:30am	REGISTRATION <i>Tea/Coffee</i>	
8:30 – 9:15am	TRAINING SESSION Child Protection and Child Safety	Mohan Dhall
9:30 – 9:45am	Opening Address (Including Industry Trends)	Storm McGrath
9:45 – 10:30am	KEYNOTE SPEAKER: Issues Affecting Tutoring <ul style="list-style-type: none"> • Technological disruption • Variation in learning styles • Relationship with schools • The changing nature of knowledge in a globalised world 	Megan Bagworth, Academic Group (Perth)
10:30 – 11:00am	MORNING TEA (provided)	
11:00 – 11:45am	KEYNOTE SPEAKER: Educational Accountability <ul style="list-style-type: none"> • Assessment including assessment techniques • Truth in reporting • When kids need additional help • When not to tutor • Managing parents 	Mohan Dhall
11:45 – 12:30pm	KEYNOTE SPEAKER: eTutoring <ul style="list-style-type: none"> • Tutoring in an online world • Adaptive techniques • Managing a hybrid approach • Administration through clever systems 	Zaver Sima Aloki www.aloki.one/
12:30 – 1:15pm	KEYNOTE SPEAKER: The Best Interests of the Child <ul style="list-style-type: none"> • Special needs • Behavioural matters • Triangulation and other techniques • Coaching vs Tutoring • Building self-esteem 	Kate Gurijan, Time to Shine Education
1:15 – 2:00pm	LUNCH (provided)	
2:00 – 2:45pm	KEYNOTE SPEAKER: The Business Case <ul style="list-style-type: none"> • Pricing • Professional Development • Reading a market and taking opportunities • Addressing problems in business 	Colin Turner, Topscore Education (Victoria)
2:45 – 3:30pm	Panel Discussion: Controversial Questions; Sharing Experiences; Challenges and Overcoming Them; Networking	Storm McGrath, Mohan Dhall
3:30 – 3:45pm	Close and Evaluation	
3:45pm – 4:00pm	Final Networking	

Where:

Wesley Conference Centre
Lower Ground, 220 Pitt Street,
Sydney NSW 2000



The closest station is Town Hall

When:

13th April 2018
8am – 4pm

How much:

\$55 for ATA Members
\$66 for Non-Members

Registration link:

<https://www.trybooking.com/book/event?eid=322960>

What do I need to start a tutoring business?

25TH JANUARY 2018

There'll never be a shortage of those wanting help. Australia's \$1,000,000,000 tutoring industry is only growing every year. Perhaps you're interested in a share of that revenue. Or maybe you see tutoring as flexible and enjoyable employment.

Actually executing your idea is completely different. Not only do you have to ensure high quality work, but there's a list of back-room logistics to deal with. From generating invoices, to submitting tax reports, running a business can be overwhelming.

Fortunately, you're not alone in your journey. This guide is the beginning point to illuminate the path for future success. It lets you start a tutoring business from scratch, or the information to purchase an existing franchise.

How to start a tutoring business

Step 1: Choosing your business structure

Your business structure has multiple flow-on effects for your tax, liability, and reporting obligations.

If you are alone, starting off as a **sole trader** is the most convenient option. There are no annual or registration fees to worry about. However, your taxable income includes your earnings from your tutoring business.

Partnerships are a good option if you want to run your business with someone else. They have similar rights and duties as sole traders, and the benefit of having access to more funds.

Not large enough for your tutoring aspirations? Seek greater legal protection by registering a **company**. It offers a range of benefits to your business, including tax minimisation, enhanced brand image, mechanism to avoid co-founder conflict and the ability to raise significant capital. Incorporation is only suggested when you are serious about your business.

Step 2: Get an ABN

No matter how you're running your business, you'll need an **ABN** for your tutoring business to comply with law. Our previous guide on how to apply for an **ABN** shows the whole process if you need further help.

Step 3: Resources

This is where you bring your idea to life. Are you offering a virtual, on-the-go learning experience, or are you remaining traditional with face-to-face interactions? This will determine whether you need printouts of a syllabus, pens, and paper, to get your idea running, or instead an online space. Consider your requirements, including an office, internet, website, and computer tools and software.

Step 4: Staffing

What better way to ensure you can educate many more people than hiring your supporting tutor network? In order to build up your tutoring team, you'll need an **employment agreement** to set out the terms and conditions of their role. Employment agreements are important to limit liability by letting both parties know their rights and obligations.

Step 5: Accreditation

If you are working with children, you will require a Working With Children Check (WWCC). You may also consider paid membership of the **Australian Tutoring Association (ATA)** which can help with accreditation, promotion and offer various financial discounts.

Step 6: Contracts

A written agreement for your clients is recommended if you are running a public tutoring service. An agreement should outline expectations of your tutoring, joining and cancellation fees, and any other important terms.

Buying an existing tutoring franchise

Creating a brand new tutoring business can be a lot of work, and you might find that you want an existing pool of resources. Maybe you want to purchase your friend's tutoring company. You won't need to build up your reputation or brand and can focus more on your tutoring vision.

Going down this route however may increase your obligations. You can be required to report on performance, meet targets and other potential duties. For a full list of franchisee obligations check out our guide. This can be found on the page: <https://lawpath.com.au/blog/what-are-my-ongoing-obligations-as-a-franchisee>

Final Recommendation

As tutoring is a highly competitive market, aspiring entrepreneurial tutors need to be satisfied that what they offer is unique enough to stand out from everyone else. The business administration is also essential so that your foundation is strong to ensure your businesses strength.

Still struggling? LawPath can connect you with experienced business lawyers to guide your tutoring plans into success.

LawPath can be your tutor for legal services and information. Contact a LawPath consultant on 1800LAWPATH to learn more about setting up your tutoring business, customising legal documents and obtaining a fixed-fee quote from our network of 600+ expert lawyers, or to get answers to your legal questions.

*Source: LawPath
<https://lawpath.com.au/blog/need-start-tutoring-business>*

The Problem with Goal Setting

Most academic goals are not students' own, but rather ones set by parents or teachers

23 February 2018

There is a trend in schools to encourage students to set goals. Primarily, the focus here is on academic goals, though it can be interpersonal goals or a goal related to emotional resilience.

Whilst the setting of goals sounds like a noble pursuit, and can generate real focus for some students, generally, goal setting for school students is fraught with problems. This is particularly the case if the students are in primary school or junior secondary school.



In the academic context, students can be asked to reflect on the results of an assessment task, such as an exam or assignment, and to consider what they want to achieve 'going forward'. Or they can be asked early in the year to set academic goals in various subjects.

The overarching issue is that students cannot simply be asked to set goals so that teachers can tick off the 'helped them set goals' outcome as being done. Goals are never real when the person setting the goals is doing so by request or to help a teacher do their job.

There are several assumptions and issues that undermine student goal-setting, most particularly in the area of academic achievement.

The first is that students actually have academic goals in the subject in which they are asked to set them. If you ask most students what they want to achieve in English they will say, "Ummmm..." or "I don't know" or the predictably standard "to pass". In each of these replies, it is clear the student is either unsure or unconvinced. After all, what is the teacher's role if the student is setting the learning goals? A coach? Moreover, how can a student even articulate what they are supposed to want to achieve when the person inquiring is a subject matter expert? This issue acts as a significant roadblock.

The second assumption is that of ownership. Even if a student could actually articulate some sort of goal, the only way to properly achieve it is to own it. Since the process is manufactured, student ownership is most likely going to be minimal. A student can only lose in this scenario because, if they do not achieve their stated goal, they can be subject to a critique that questions the student's effort. Why try if this can happen?

Continued next page

Teachers and their goals

A third issue centres on the genuineness of asking students to set goals in the first place. This is because most teachers themselves do not actually set goals. If you ask most educators what their professional goal for the year is, they will not have considered one. Most of their efforts will be directed towards the achievement of their job to the best of their ability.

It is rare for an educator to have set goals that shape or guide their professional growth each and every year. If a teacher does have a goal, it is often centred on the completion of personal course of study that has already commenced – and thus it is compelled by an external factor. In this regard, for the majority of educators, asking students to set goals is ingenuous.

Other goals that teachers will articulate tend to relate to life-stage and circumstance – such as pay down a mortgage, manage the family and the like. These, though important, are external factors that motivate behaviour, rather than actual goals.

Goals are achieved when a person is motivated through a desire to achieve. The central question when assisting students to set goals, academic or otherwise, is to address the issue of why.



Why should a student want to achieve academically?

The logical-rational answer is doing well academically will help them in the future. This might as well be articulated as “blah, blah, blah...” for this is what adults want and not what a student would normally articulate for themselves. Adults often hope that they can superimpose their desires onto their child and that this superimposition will automatically become embedded in the child’s psyche. Children, by some mechanism of hope and transference, will somehow magically become interested in doing what adults want, taking ownership and valuing the same things their parents and teachers value. Alas, the contrary is true. The more pressure by parents or teachers on students, the less interested the child becomes. In essence, the process is self-defeating because the locus is not the child, it is the adult.

If well-meaning adults seek to help students to learn setting goals, the starting point is things that matter to the student and not things that matter to teachers, parents or educational systems. If the starting point is somewhere else, then there may be compliance or obedience – but there will not be ownership. So the question arises – do we want children to be themselves or be what adults want them to be?

Goal setting should be based on a premise of freedom to be disciplined rather than being bound to achieve.

*Source: Mohan Dhall, IndianLink
<http://www.indianlink.com.au/problem-goal-setting-school-teacher/>*

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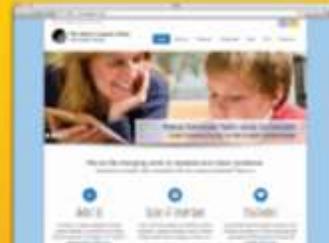
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