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editorial

The tutoring industry in Australia is undergoing change. There are several factors and influences that have prompted the change. These include each of the following:

- Changes to technology that affect how tutoring is performed and also how students learn. Technology affects how tutoring programs are delivered, the capacity to research in real time, the capacity to present as well as the capacity for students and tutors to connect remotely through the internet enabling tutoring for students who would otherwise have no access.

Technology affects how tutors keep databases and also how they manage student reports and connection with student families.

Further aspects to the use of technology affects how recruitment is done, with an increasing number of businesses using Skype and other communications applications for interviewing. Such changes have affected the ATA and made the Board assess whether the Code of Conduct reflects the needs of a changing industry.

- Changes to the market with new entrants into the industry and the usual 16-20% churn meaning that some businesses have consolidated and grown significantly over the past five years, whilst some other businesses have left the business. There have been notable franchised tutoring operations that have either completely broken down, or have changed and needed to adjust to the need for a more robust model. This has led to the ATA Board understanding the need for business training as a significant element to support members. This will be a feature of membership from July onwards.
- Changes to the way parents view their legitimate rights and make informed choices. This is a significantly positive trend and means that tutors and tutoring businesses can no longer expect to do well if they do not focus on academic rigour, truth in advertising and properly valuing the educational outcomes of the children they are paid to support.
- Changes to understandings of how students learn. This is very significant as this opens up opportunities to help students at all levels in ways they best learn. It also means that students and their families can make more informed decisions about the type of tutoring likely to be most effective. From a business perspective, this means that there is an increase in the number of opportunities arising for businesses whose owners are educated in, and experienced in, understanding how students think, the variety of ways in which students learn and how best to tutor in order to meet the needs of their students.

ATA membership

The ATA membership has increased in the period January – April, but declined slightly in May 2017. The general trend is, however, upwards. This is great news for the industry as it means that we can better represent the businesses that support standards. Since our standards relate to consumer protection and seek to balance the legitimate interests of business owners, whilst respecting students and their educational needs, this can only be of benefit to Australian families.

2nd national survey of parents

The ATA National Tutoring Survey closes on Friday 23rd June and has attracted many hundreds of responses from around the country. The responses will be released in mid-July once the data has been collated and the implications understood. Two lucky survey respondents will win a \$200 Officeworks voucher.

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ATA CEO

within tuition editorial

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funding grants for women's leadership development

Women & Leadership Australia (WLA) is administering a national initiative to support the development of female leaders across Australia's education sector. The initiative is providing women with grants of between \$3,000 and \$8,000 to enable participation in a range of leadership development programs. The leadership development programs are part-time and delivered nationally via WLA's blended learning model. Scholarship funding is strictly limited and has to be allocated prior to the end of this financial year (June 30).

Expressions of Interest

Find out more and register your interest by completing the Expression of Interest form here prior to June 16, 2017: <http://www.wla.edu.au/scholarships/education.html>

funding for women's leadership development: education sector

Expression of Interest Closing Soon

All women currently employed in the Australian education sector are invited to apply for a limited pool of residual scholarship funding that has been provisioned for participation in a range of leadership development courses. **The grants are allocated for the current financial year and must be awarded prior to June 30th, 2017.**

Scholarships are available across three key management levels:

- Experienced senior and executive leaders are eligible to apply for an \$8,000 partial scholarship to assist their participation in the Advanced Leadership Program (ALP)
- Mid-level managers are eligible to apply for a \$4,000 partial scholarship to assist their participation in the Executive Ready program (WER)
- Early career managers are eligible to apply for a \$3,000 partial scholarship to assist their participation in the Accelerated Leadership Performance Program (ALPP)

Please note: All scholarships are partial scholarships which cover a percentage of the total program fee. For details on full program fees please see the relevant course brochure.

Scholarship funding is strictly limited and Expressions of Interest close Friday, June 16th 2017. Scholarships will be awarded based on a set of selection criteria being met.

Source: <http://www.wla.edu.au/scholarships/education.html>

how to become a featured business on the ATA website

Some business owners have inquired as to how they can become featured on the ATA website home page (under the section at the bottom that says "What others say about us").

Easy!

If you are prepared to publically endorse us as the peak body, keep your membership up to date and be fully accredited (not 'Pending') then we are very happy to feature you on our page. The listed businesses are on a rotation meaning that when we have four or more listed businesses then the listings will appear under the banner "What others say about us" on a rotating basis. This gives free publicity for members and also overt support of the ATA.

You need to write in clear support of our Code of Conduct and the benefits and standards associated with being a member. Provide a photo we can use and link us to your home page. We will upload your photo, your endorsement of the ATA and make a link to your business.

rise of the 'live-in' tutor as families move teachers in for the summer holidays

Prices start at £1,500 per week which includes 30 hours of flexible tuition, five hours per day for six days a week

Camilla Turner, EDUCATION EDITOR

10 JUNE 2017 • 8:00PM

Parents hoping to give their children an academic edge over their peers once confined extra tuition to a few hours after school or on weekends. But now the competition to get children into their school or university of choice has fuelled a rise in live-in tutors, which has become the latest tactic in the tutoring arms race.

A growing number of companies already offer holiday tutors who will travel abroad with affluent families abroad for one or two weeks so that their children can study on ski slopes or at the beach. But the London based company Tutor House this week unveiled a package for a "residential tutor" who would live in the family homes for up to ten weeks - the entire duration of the summer holidays.

The residential tutor package starts at a price of £1,500 per week which includes 30 hours of flexible tuition, five hours per day for six days a week. However, parents can ask for as many or as few hours of tuition as they like, with the price tag altering accordingly.

"That is the introductory price - it is a ballpark figure so clients have a starting point," said Alex Dyer, the director of Tutor House. "They might want 40, 50 or 60 hours a week, they might have more than one child. We would usually do a maximum of six days a week so the tutors can have a day off".

He said they decided to launch the new service package in response to an overwhelming surge of interest in live-in tutors. "There is such a big demand for it and it is certainly growing," he said. "Most of the clients we have come to us out of fear and pressure from school. We don't deal with many four plus exams but the pressure starts from then."

He said that parents usually ask for a residential tutor during the summer or Easter holidays, in the build up to a set of exams. "Residential tutors can be booked for the whole holiday, we would recommend two to six weeks," he said.

"We have a few families that have ten weeks off in the summer but are a bit stressed about it and want a tutor to be with them - someone who lives in and does a morning of tuition, then they take a softer approach in the afternoon, for example they might go out to museums."

He said that while this service used to be mostly popular among overseas families - in particular from Russia, America, France and Italy - live-in tutors are now becoming increasingly sought after by British families too. Mr Dyer said his clients tend to favour the "high end" schools for their children, such as Eton College, Wellington College and Stowe.

Mr Dyer, who set up Tutor House in 2012 after working as a teacher for eight years at Duff Miller College in west London, said that at first he offered after school or weekend tutorials, but branched due to the rocketing demand for more intense forms of tuition during holidays.

The company's marketing director Nick Stuart-Miller said that while the company offer tuition to GCSE and A-level students, the live-in tutor service is particularly popular among parents of children age 10, preparing for exams into senior school, age 13 for common entrance, as parents can save on nannying costs.

He said that Tutor House had been inundated with requests for live-in tutors the past couple of years, with around 50 such requests last year which doubled this year.

However, headmasters of some of Britain's leading schools have warned against forcing extra tuition on children during holidays, arguing that it can actually be damaging for their personal development.

Fred de Falbe, headmaster of the £23,000-a-year Beeston Hall School in Norfolk for children aged four to 13, urged parents to leave their children alone during school holidays so that they can develop resilience and independence. He said that it would be far better for a child's personal development to allow them to become bored, so that they can then find creative ways to occupy their time.

Tim Hands, the headmaster of Winchester College, has also said that children should do no academic work at all during the school holidays. Writing in *Attain*, the magazine of the Independent Association of Prep Schools, earlier this year he advised that there should be no academic work during breaks from school apart from at "critical times of academic pressure".

He said that during school holidays, "the absence of formal academic study is the chief thing to aim for".

"Holidays aren't there for academic study, for concentrating on schoolwork or sitting down at a desk and writing or word processing things," he said. "To be sure, a little bit of cultural sightseeing, a lot of literary or historical reading, or a good bit of music practice can certainly be done.

"But the emphasis should always be on something different from term time — something that the pressure of term time makes it difficult to accomplish".

Source: <http://www.telegraph.co.uk/news/2017/06/10/rise-live-in-tutor-families-move-teachers-summer-holidays/>

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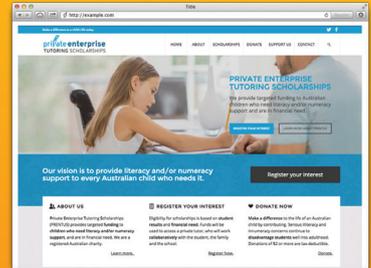
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