Program Convenor Expectations

Role Purpose and Importance

The Program Convenor is the on-site leader of A Team Tuition's school-based tutoring program. In this role, you ensure that the program runs consistently and effectively, acting as the bridge between our tutoring team, the school, and A Team Tuition management. You play a critical part in maintaining open communication, upholding our values, and ultimately driving positive student outcomes through a high-quality tutoring experience. As the "heart and soul" of the program site, the Program Convenor builds a strong learning community, implements the program with fidelity, and supports both tutors and students to excel. By setting clear expectations and providing proactive leadership, you help inspire confidence and academic growth in students, aligning with A Team Tuition's mission to transform lives through education.

1. **Coordinating the Tutoring Team On-Site**

As the lead tutor on the ground, you coordinate the tutoring team to function as a cohesive unit. This means organising the team's activities during each session, providing guidance and support to tutors, and ensuring the tutoring environment is orderly and focused. Your leadership sets the tone for professionalism and teamwork from start to finish of each session.

What It Looks Like:

- Organising brief team check-ins or huddles before sessions to confirm each tutor's role, student group, and objectives for the day.

- Ensuring all tutors have the materials and information they need and addressing any last-minute questions so everyone is prepared and confident.

- Monitoring the session in real-time which means circulating among tutors and students, offering help or advice if a tutor encounters a challenge, and keeping the overall session running smoothly.

- Leading by example by being prepared and proactive, which fosters a positive, collaborative atmosphere among the tutoring team.

What It Doesn't Look Like:

- **Disorganised sessions:** Tutors are unsure of where to be or what subject matter to cover because no clear guidance was given beforehand. This could lead to wasted time at the start of the session or inconsistent help for students.

- **"Hands-off" leadership:** The lead tutor stays disengaged or isolated, leaving each tutor to figure things out alone. Problems that arise (such as a student without a tutor or a tutor overwhelmed by a large group) go unresolved due to lack of leadership.

P: 07 5526 0351
E: info@ateamtuition.com
W: www.ateamtuition.com
A: Suite 301/1 Lake Orr Drive, 4227.

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- **Poor team cohesion:** Conflicts or confusions between tutors are ignored. For example, two tutors might inadvertently work with the same student or cover overlapping content because the team never coordinated roles – a scenario that reflects lack of on-site coordination.

2. Acting as the Central Communicator between Tutors, School, and Management

You serve as the central point of communication, ensuring that everyone involved in the program stays informed and connected. This involves relaying information between the school's staff, the tutoring team, and A Team Tuition management. By acting as a liaison, you foster open communication and collaboration among all stakeholders , making sure that successes are shared and any issues are promptly addressed.

What It Looks Like:

- **Two-way communication with school staff:** Regularly touch base with the designated school contact, updating them on how sessions are progressing and hearing any feedback or changes from the school's side. For instance, if a teacher mentions that students are struggling with a particular topic, you pass this on to tutors so they can adjust their focus.

- **Central hub for tutor feedback:** Tutors know to report their session outcomes, student concerns, or resource needs to you. You then consolidate and communicate these to the Strategic Partnerships Manager or relevant A Team Tuition staff. This might include sharing student progress highlights or alerting management to any challenges that require additional support.

- **Timely dissemination of information:** When management provides new guidelines or a schedule change, you ensure every tutor and the school are informed promptly. Similarly, if the school has an upcoming event (e.g. exams, holidays, room changes affecting tutoring), you make sure all tutors and A Team Tuition management are aware in advance.

- **Collaborative problem-solving:** If an issue arises (like a mismatch between what's being taught in class and in tutoring), you facilitate a solution by discussing it with both the tutors and the school. All parties feel heard and informed because you keep the communication channels open and clear.

What It Doesn't Look Like:

- **Information silos:** Tutors, school staff, and management are left out of the loop from each other. For example, the school makes a timetable change but the tutors aren't told, causing confusion – this indicates a failure in communication. Conversely, tutors might raise an issue to you that never gets relayed upward, meaning management can't assist or adjust.

- **Surprises and confusion:** The school is unaware of which tutors are on site or of any changes in the program schedule, or A Team Tuition management learns about issues at the school second-hand rather than directly from you. These scenarios show a breakdown in the central communicator role.

- **Delayed communication:** A tutor's concern (like lacking materials or noticing a student issue) isn't communicated until it becomes a big problem. Or if a tutor must miss a session, the school only finds out when the student arrives with no tutor. Such lapses in timely communication reflect poorly on program coordination and are what the lead tutor role is meant to prevent.

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3. **Setting and Maintaining High Expectations for Students and Tutors**

A core part of your role is to establish and uphold clear, high expectations for everyone involved - both the students receiving tutoring and the tutors delivering it. This expectation-setting is vital because at A Team Tuition we believe that high expectations become self-fulfilling prophecies; when we genuinely believe in a student's potential and push for excellence, they are more likely to excel. As the Program Convenor, you create an environment where students understand what is required to succeed and tutors understand the standards of excellence and behaviour they must meet.

What It Looks Like:

- **Clear orientation on expectations:** At the outset (and as needed thereafter), you explicitly outline what's expected. For students, this might be paying attention during sessions, completing their work, and demonstrating respect. For tutors, it includes being prepared, using the A Team Tuition methodologies, and serving as positive role models. Everyone knows the goals (for example, improving grades and confidence) and the ground rules of the program.

- **Consistent reinforcement:** You regularly remind and encourage adherence to these expectations. If a student starts to slack in effort or attendance, you or the tutor kindly reinforce the commitment they made to the program. If a tutor's performance is slipping (e.g. sessions not as engaging or organised), you address it constructively, offering guidance to get back on track. The tone is always supportive yet firm – emphasising that these standards exist to help everyone succeed.

- **Values-driven culture:** You weave A Team Tuition's values (Integrity, Nurture, Service, Passion, Innovation, Resilience and Empowerment) into the daily program culture. For example, you celebrate when a student shows grit in tackling a tough problem or when a tutor goes the extra mile to help. By modelling and acknowledging these behaviours, you maintain an atmosphere where high expectations are the norm and are met with enthusiasm.

- **High expectations for outcomes:** You set ambitious but realistic goals (like improvements in test scores or completion of certain curriculum units) and motivate students and tutors to reach them. Progress toward these goals is tracked and celebrated, reinforcing the expectation that effort leads to achievement.

What It Doesn't Look Like:

- **Undefined or low standards:** Neither students nor tutors are clear on what is expected. Perhaps no one told the students that they need to bring their homework or attempt it before tutoring, so they come unprepared. Or tutors weren't informed of professional standards, leading each to operate with different notions of what's acceptable. This lack of clarity can result in inconsistent behaviour and subpar outcomes.

- **Inconsistent enforcement:** Expectations are stated once but not maintained. For instance, some students might frequently skip sessions or not participate actively, and it's overlooked. Or one tutor habitually doesn't prepare lesson plans but continues without correction. This sends a message that the expectations are optional and undermines the program's effectiveness.

- **Negativity or doubt:** A worst-case scenario of low expectations is a tutor or leader conveying doubt in students' abilities ("Maybe these goals are too high for them"). This attitude is contrary to A Team Tuition's values. If students sense that their tutor doesn't believe in their potential, their performance can suffer – exactly what setting high expectations is meant to avoid. The Program Convenor must never allow a culture of low expectations or disbelief to take root.

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4. Introducing the Program and Team at the Start of Each Term

At the beginning of each school term (or program cycle), you take the lead in introducing A Team Tuition's program to all stakeholders on-site. This introduction is not just a formality – it's a crucial step to set the stage for a successful term. In this meeting or orientation, you present the tutoring team to the school (students, teachers, administrators) and outline the program's goals, schedule, and expectations. It's an opportunity to align everyone from day one and to inspire enthusiasm for the journey ahead.

What It Looks Like:

- **Formal introduction session:** You coordinate a short kick-off meeting (5 minutes) at the school where each tutor is introduced by name and subject/specialty. Feel free to add your own unique twist to this exercise which will further develop connection and trust with the tutors. For example, you could ask each of them to discuss their career goals or one thing about them that is interesting that the students wouldn't know. You also should say a few words about A Team Tuition's mission and what the program seeks to achieve this term (for example, "We're here to help you improve in Math and English, and to build your confidence as learners.").

- **Outline of goals and structure:** During this kick-off, you clearly explain how the program will work. Students learn when and where tutoring takes place, how they will be grouped or matched with tutors, and what the focus areas will be. You also reaffirm the expectations – for instance, reminding students that this is a committed program where attendance and effort are essential. For tutors, you might publicly set a tone of encouragement ("Our tutors are excited to help you reach your goals") which also signals to the tutors the level of professionalism they should uphold.

- **Engaging and positive tone:** The introduction is conducted with confidence and enthusiasm. You convey that this program is something special – a partnership between the school and A Team Tuition aimed at helping students unlock their potential. By highlighting success stories or improvements from previous terms, you give students something concrete to aspire to. This builds buy-in from the start; students and school staff see the tutoring team as a welcomed part of the school community.

- **Providing key information in writing:** After the meeting, you might distribute a one-page handout or email summary of the program outline and expectations to students, teachers, and parents. This ensures everyone has a reference. It includes your contact info as the on-site lead, so people know who to approach with questions. This follow-up demonstrates organisation and helps prevent any confusion about the program logistics or purpose.

What It Doesn't Look Like:

- **Skipping the kick-off:** The term starts with tutoring sessions but no formal introduction. Tutors simply show up to classes or study hall with students who might not even know who they are or why they're there. This lack of an introduction can lead to scepticism or lukewarm participation from students (and teachers who aren't sure what the tutors are supposed to be doing).

- **Unclear program purpose:** Perhaps an introduction was done, but it was very brief or vague – e.g., "These are the tutors" without explaining goals or rules. If students don't understand what they should achieve by the end of the term, they might treat tutoring as just free time or optional help. Similarly, if expectations (like bringing homework or respectful behaviour) weren't stated upfront, enforcing them later becomes harder.

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- **Lack of unity in messaging:** If each tutor ends up explaining the program differently to their students because a unified introduction wasn't given, it can cause confusion. One student might think the tutor is just a homework helper, while another thinks it's a remedial class they're forced into. This inconsistent messaging can undermine student buy-in and the overall effectiveness. The Program Convenor's role is to ensure a consistent, positive message is delivered to all at the start, so this doesn't happen.

5. **Checking In with Tutors Weekly to Ensure Readiness**

Regular weekly check-ins with your tutoring team are essential for maintaining program quality and consistency. As the Program Convenor, you make it a point to connect with each tutor (or the team as a whole) at least once a week outside of the tutoring sessions. The purpose is to ensure they are prepared for upcoming sessions, to address any questions or challenges, and to provide any resources or guidance they might need. These check-ins act as a preventative measure – catching and resolving issues early, and ensuring every tutor feels supported and ready to deliver excellent tutoring.

What It Looks Like:

- **Scheduled touchpoints:** You establish a routine (for example, a short team meeting every Monday, or a quick one-on-one text with each tutor mid-week) to discuss plans for the next session. During these check-ins, you might review the topics each tutor will cover, confirm they have the necessary materials, and see if they encountered any issues in the last session that need follow-up.

- **Ensuring lesson preparedness:** Through conversation or a shared planning document, you verify that tutors have a lesson plan or at least a clear agenda for each upcoming tutoring session. If a tutor is unsure how to teach a particular concept or handle a certain student's needs, this check-in is where you provide coaching or pair them with resources (for example, sharing a successful worksheet or strategy another tutor used).

- **Mentorship and support:** Weekly check-ins allow you to mentor your tutors. You might share tips on tutoring techniques, or role-play how to handle a difficult situation that arose. It's also a chance to boost morale – acknowledging a tutor's hard work or progress ("I heard your student improved on their quiz, great job!") which reinforces their confidence. This consistent support network reflects A Team Tuition's commitment to developing our tutors as well as our students.

- **Adaptability:** If the school's schedule or curriculum focus shifts (say a teacher announces a surprise test next week), these check-ins allow you to quickly pivot plans with your tutors. Because you're in regular contact, you can disseminate new information and adjust tutoring strategies on the fly, ensuring readiness for whatever is coming.

What It Doesn't Look Like:

- **"Hope for the best" approach:** There are no regular check-ins; you only talk to tutors during the actual tutoring sessions or when a crisis happens. In this scenario, a tutor might show up one week unprepared to handle a student's question on a new topic simply because no one discussed what was coming. This reactive approach can lead to inconsistent quality.

- **Surprise issues:** Without routine check-ins, small problems may go unnoticed until they become big. For example, a tutor might be struggling with time management in sessions, but without a check-in, they keep muddling through until a student complains or falls behind. By then, valuable time may have been lost.

Lack of proactive communication means missed opportunities to improve tutoring effectiveness week by week.

- **Tutors feeling isolated:** If tutors never hear from the Program Convenor between sessions, they might feel like independent contractors rather than members of a team. They could be uncertain if they are meeting expectations or how to improve. This could lead to lower morale or inconsistent methods being used. The absence of a supportive weekly dialogue fails to uphold the team unity and standardisation that the Program Convenor is meant to provide.

6. **Reporting Tutor Absences or Issues Promptly to Management**

Part of maintaining a reliable program is handling logistics and issues promptly. As Program Convenor, you are accountable for reporting any tutor absences or significant issues immediately to the appropriate A Team Tuition management staff – typically the Strategic Partnerships Manager (SPM) or the Scheduling Coordinator. Prompt reporting ensures that any disruption is minimised (for example, finding a substitute tutor if someone is away) and that any emerging problems are addressed with support from management.

What It Looks Like:

- **Immediate notification of absences:** The moment a tutor informs you they cannot attend a scheduled session (due to illness or emergency), you contact the Scheduling Coordinator (and/or SPM) right away. This allows time to arrange a substitute tutor or to inform the school of a change. By acting quickly, you help prevent students from being left without help. You also communicate with the school's point of contact if a session will be short-staffed, so they are kept in the loop.

- **Logging and escalating issues:** If a problem arises with a tutor's performance or behaviour – for example, a tutor consistently showing up late, or a personality clash with a student that's affecting progress – you document the issue and report it to the SPM. Management can then step in to provide additional training, have a conversation with the tutor, or make any necessary adjustments. You're not expected to solve serious issues alone, but you are expected to ensure the right people know about them.

- **Safety and compliance reporting:** Should any serious incident occur (however rare – such as a student safety concern, or a breach of A Team Tuition's code of conduct), you follow company protocol by informing management immediately and in detail. You understand that transparency is crucial; hiding or delaying reporting of serious issues can put students or the program at risk. Management can only act on what they know, so you make sure they know as soon as possible.

- **Follow-through:** After reporting, you work with management as needed on next steps. If a Scheduling Coordinator finds a replacement tutor, you help brief that substitute about the student's needs. If the SPM gives guidance on an issue, you implement it on the ground. This collaborative approach ensures small issues don't snowball, and the program maintains its quality and trust with the school.

What It Doesn't Look Like:

- **Failure to report absences:** A tutor doesn't show up to a session and you either don't inform anyone, or you notify management at the last minute (or not at all). Consequently, students may be waiting without a tutor, and the school is caught off guard. This scenario reflects poorly on A Team Tuition's reliability and is exactly what prompt reporting is meant to avoid.

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- **Keeping problems "under the rug":** You notice a serious issue – perhaps a tutor is using unapproved methods or a student complained about something uncomfortable – but you decide not to tell your SPM or anyone at headquarters, hoping it will resolve itself. Not reporting issues can allow them to worsen (and in the case of something like a safety concern, it's a violation of trust and duty). The Program Convenor is expected to uphold transparency and seek support; failing to do so can endanger program integrity.

- **Slow communication of changes:** Perhaps a tutor informed you well ahead of time that they'll be absent next week, but you procrastinate on telling the Scheduling Coordinator. If you wait until the day before or day of the session, it might be too late to find a sub, and the students lose a session unnecessarily. Any avoidable delay in communication is considered unacceptable because it directly impacts student support.

7. **Meeting with Management Quarterly to Review Program Performance**

To ensure continuous improvement and alignment with A Team Tuition's standards, you will meet with management on a quarterly basis (approximately once each term). These meetings (often with the Strategic Partnerships Manager and/or other leadership) are a chance to review how the program is performing, celebrate successes, and address any larger-scale adjustments needed. The Program Convenor's insight is invaluable in these reviews, as you have firsthand knowledge of day-to-day operations and student progress.

What It Looks Like:

- **Preparation and data sharing:** Prior to the quarterly meeting, you gather relevant information about the program's performance. This could include student attendance records, any measurable academic improvements (test scores, grades, etc.), feedback from tutors or teachers, and any challenges encountered. By coming prepared with data and anecdotes, you ensure the meeting is productive and grounded in real evidence of the program's impact.

- **Collaborative evaluation:** During the meeting, you discuss key performance indicators: Are students improving academically? Are tutors delivering sessions effectively and following the A Team Tuition methodology? Are there any patterns in feedback or outcomes? For example, you might report that most students have improved by one grade level in the past term and highlight a couple of students who made exceptional progress. You and management analyse what has worked well (to continue those practices) and what hasn't (to find solutions).

- **Setting action plans:** Based on the review, concrete actions or goals are established for the next term. If the review finds, say, that alignment with the curriculum could be better in science subjects, an action might be to coordinate a meeting with the science teachers next term, or to get additional training for tutors in that subject. If everything is going well, perhaps the goal is to expand the program to more students or to pilot a new tutoring tool. You leave the meeting with a clear idea of any changes or initiatives to implement, and you communicate those to your tutor team afterwards.

- **Big-picture alignment:** You also use these meetings to ensure that the on-site program is aligned with A Team Tuition's broader goals and values. Management might share new company-wide developments or refined strategies, and you discuss how to incorporate those at your school site. This keeps the program consistent across different schools and aligned with our mission of transformative tutoring.

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- **Skipping or rushing the reviews:** If these quarterly meetings are treated as a mere formality or are frequently postponed, the program can stagnate. Not meeting with management means losing an opportunity for support and forgetting to step back and assess the bigger picture. For instance, an unresolved issue (like tutors feeling overstretched with too many students) might persist for months when a simple adjustment could have been made if it were discussed in a review.

- **Coming unprepared or uninformed:** Arriving at a performance review without any data or specific observations is a missed opportunity. This might look like giving only vague feedback: "Yeah, it's going fine, I think the students are learning." Without details or examples, management can't effectively help or celebrate accomplishments. It may also signal that the lead tutor isn't closely monitoring the program's outcomes, which is a key part of the role.

- **Ignoring the outcomes of the meeting:** Perhaps action items were agreed upon, but afterwards nothing is actually done. For example, if it was decided that a certain student needs a different approach or a tutor needs additional training, and you do not follow through on those plans, the same issues will recur. Having a quarterly review and then not implementing any of the ideas or solutions discussed is almost worse than not having the review at all. It indicates a lack of accountability. The expectation is that you not only meet and discuss, but also actively participate in carrying out improvements.

8. **Ensuring Weekly Alignment with the School Curriculum**

One of the keys to effective tutoring on a School Program is aligning what we do in tutoring sessions with what students are learning in their regular classes. As Program Convenor, you make sure that each week's tutoring content is closely aligned to the school's curriculum and classroom activities. This alignment enhances the relevance of tutoring and reinforces in-class learning, which in turn accelerates student progress. Research and best practices in education show that curricular alignment can accelerate learning and improve students' retention of skills and content by reinforcing what's taught in school. It also takes the guesswork out of planning for tutors and maximises the impact of each session.

What It Looks Like:

- **Staying informed about class topics:** You proactively gather information through the APT Resources Database > School Programs folder on what subjects and topics students are covering in their classes each week. This might involve a quick check-in with teachers or the school's weekly curriculum outline or even asking students to show their notebooks or upcoming assignments. For example, if Year 9 math is moving into quadratic equations this week, you ensure all Year 9 math tutors know this and plan to support or extend that topic.

- **Guiding tutors to integrate class materials:** You instruct tutors to incorporate students' current homework, upcoming tests, or recent class content into their tutoring sessions. A tutor aligning with curriculum will help a student tackle the very topics they found difficult in class that week. If the school teacher provided a study guide or worksheet, the tutor might review that with the student. By doing this, tutoring sessions complement the classroom learning rather than feeling like an unrelated extra work.

- **Weekly planning with curriculum in mind:** Each week, perhaps in your tutor check-ins, you discuss curriculum alignment. For instance, you might say to the team, "This week in English class, the students are starting Shakespeare. Let's make sure our English sessions help clarify the Act 1 reading and maybe

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practice some analysis of key scenes." By giving such direction, you ensure consistency across tutors – all are on the same page about supporting current classwork.

- **Adjusting to the school's timeline:** If the school curriculum has special events – e.g., a revision week, exam period, or project presentations – you adjust the tutoring focus accordingly. During exam prep time, tutoring might shift to revision strategies for that exam. If a big assignment is due, tutors might focus on helping structure or review drafts. This synchronisation demonstrates to the school and students that the tutoring program is not operating in a bubble; it's integrated with the academic calendar and needs of the school.

What It Doesn't Look Like:

- **Tutoring in a vacuum:** Tutors are each doing their own thing unrelated to what's happening in class. For example, a tutor might be going through a generic workbook chapter that doesn't match the current curriculum (maybe drilling long division while the class moved on to fractions). Students might then feel tutoring is disconnected or even burdensome, because it's not helping with today's homework or the next test. This lack of alignment can confuse students and fails to reinforce their school learning.

- **Ignoring available information:** The school provides valuable resources such as syllabi, calendars, and direct updates on what students are currently learning. Failing to use this information is a missed opportunity. For example, if you as the Program Convenor don't access the APT resource database or fail to share relevant updates with your tutors or adjust lesson plans accordingly, it can result in gaps in student support. Tutors may unintentionally overlook key topics that students need the most help with.

- **One-size-fits-all tutoring:** All students receiving the same tutoring content regardless of class work. Say all math tutors decide to teach multiplication tricks because they have materials for it, even though some students already mastered that or are currently struggling with a completely different unit (like geometry). This blanket approach shows no regard for what the student is doing in school and often leads to disengagement. The expectation is that the Program Convenor prevents this.

9. **Supporting Tutor Performance and Professionalism**

A key responsibility of the Program Convenor is to maintain high standards of tutor performance and professionalism. The role involves not just logistical coordination, but actively coaching, guiding, and supporting tutors to ensure they are prepared, engaged, and conducting themselves to the highest standard. Tutors look to the Program Convenor for guidance, feedback, and modelling of what great looks like. Your leadership directly impacts the quality of sessions and the student experience.

What It Looks Like:

- **Bi-Term Check-ins with Tutors:** You connect with each tutor on your program at least twice per term— once mid-term and once at the end—to review their experience, provide feedback, and address any challenges. These conversations may touch on lesson preparation, student engagement, professionalism, and suggestions for improvement and are more than just the weekly check in text. This is usually a 10 minute discussion after a session or via a quick phone call or email.

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- **Providing Feedback and Coaching:** If you observe or receive feedback about inconsistent behaviour (e.g., lateness, minimal preparation, or low engagement), you proactively address it with the tutor in a supportive and constructive way. For example, "I noticed in your session notes that there wasn't a clear plan—next week, can you prepare a short outline and share it with me beforehand?"

- **Encouraging Reflective Practice:** You ask tutors to reflect on what's working well in their sessions and where they'd like to improve. This cultivates a growth mindset and professional accountability.

- **Monitoring Session Notes and Punctuality:** You review tutor session notes weekly to ensure they are complete, thoughtful, and submitted on time. You also monitor tutor punctuality and make sure sessions start and end on time. You will be cc'd on the weekly report that is sent to the school which includes all of these notes.

- **Modelling Professional Standards:** You set the tone for professionalism—showing up on time, being prepared, responding to communication promptly, and maintaining a solutions-focused attitude. Your example shapes the expectations of the entire team.

What It Doesn't Look Like:

- **Avoiding Difficult Conversations:** Ignoring or downplaying issues like lateness, lack of preparation, or disengaged behaviour sends the message that those behaviours are acceptable. As Program Convenor, your role is to address these issues early and clearly.

- **Lack of Visibility:** Tutors rarely hear from you, and there's little to no interaction outside of emergencies or admin requests. Without proactive engagement, tutors may feel unsupported or unsure about expectations.

- **No Follow-Through:** Feedback is given but not revisited. For example, if you ask a tutor to improve their session preparation, but never check back to see if it happened, accountability is lost and quality may suffer.

- **One-Size-Fits-All Management:** All tutors are treated the same regardless of experience or performance. New tutors may require more support, while experienced tutors might benefit from stretch goals or leadership opportunities.

10. **Crisis Response and Managing Student Behavioural Issues**

While most tutoring sessions run smoothly, there may be times when student behaviour disrupts learning or affects the safety, wellbeing, or focus of others. As Program Convenor, you play a key role in supporting tutors to manage these situations calmly, consistently, and in line with our agreed process. Your leadership ensures behavioural issues are addressed appropriately without escalating unnecessarily, while also protecting the professional boundaries and psychological safety of our tutors.

We follow a **three-warning system** to manage student behavioural concerns:

- **Clear Behaviour Expectations:** At the start of the term or program, you clarify expectations around respectful behaviour and participation for all students (either through group reminders or as issues arise). You remind tutors to reinforce these expectations calmly and clearly if needed.

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- **Step 1 – Tutor Addressing the Issue:** If a student is exhibiting disruptive or inappropriate behaviour, the tutor gives a clear and respectful verbal warning, asking the student to stop the behaviour. For example: "Let's stay focused now so we can get through your task together."

- **Step 2 – Program Convenor or School Staff Involvement:** If the behaviour continues, the tutor informs you immediately. You then intervene directly or notify the school contact on duty to step in. You document the incident and ensure it is noted in session reports. This allows early tracking and prevents the issue from escalating unnoticed.

- **Step 3 – Escalation to A Team Tuition:** If the behaviour persists after the second warning or crosses a serious boundary (e.g. verbal aggression, repeated lying, refusal to cooperate), you inform A Team Tuition immediately. Our head office team will liaise with school leadership to decide on disciplinary actions or further support measures. Your job is to support the tutor, ensure the issue is documented clearly, and communicate the facts professionally.

- **Tutor Support:** You check in with tutors who experience difficult student interactions and offer debriefing and guidance. If a tutor feels unsafe or uncomfortable, you advocate on their behalf and help manage communication with the school.

- **Proactive Prevention:** Where possible, you identify early signs of disengagement or challenging behaviour and work with tutors and school staff to re-engage the student. This might involve adjusting the session structure, involving wellbeing staff, or offering short-term coaching strategies.

What It Doesn't Look Like:

- **Tutors Handling Escalated Behaviour Alone:** Tutors should not be left to manage repeated or serious behavioural issues on their own. If a student reaches a second warning, the Program Convenor must be involved immediately.

- **No Documentation or Follow-Up:** Incidents happen but are not recorded or followed up, leaving tutors unsupported and schools unaware. As Program Convenor, it's your role to make sure issues are properly reported and closed out.

- **Inconsistent Boundaries:** Tutors or Program Convenors tolerate repeated disruption or disrespect without following the warning process. This inconsistency undermines both classroom culture and the tutor's authority.

- **Over-escalation:** Going directly to A Team Tuition or the school for minor issues that could have been resolved at the Program Convenor level. The aim is to manage behaviour with fairness and clarity, not to punish unnecessarily.

Acknowledgement of Expectations

As a Program Convenor at A Team Tuition, I acknowledge that I have read, understood, and agree to uphold the responsibilities and standards outlined in this document. I understand that my role is to lead the delivery of a high-quality, curriculum-aligned, and professionally managed school tutoring program.

I commit to:

- Supporting and guiding tutors with clear communication, coaching, and leadership
- Ensuring weekly alignment between tutoring sessions and the school curriculum
- Proactively managing student behaviour in line with the agreed three-warning system
- Maintaining professional standards in all interactions with students, tutors, school staff, and the A Team Tuition team
- Reporting and escalating issues appropriately and in a timely manner
- Contributing to a culture of excellence, respect, and student-centred learning

I understand that this role is critical to the success of our school programs and the impact we make on students' academic outcomes and self-belief.

Signed: _____

Full Name: _____

Date: _____

Email: _____

P: 07 5526 0351
E: info@ateamtuition.com
W: www.ateamtuition.com
A: Suite 301/1 Lake Orr Drive, 4227.

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ABN 87 646 350 192   ACN 646 350 192