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## School Program Academic Personal Trainer Expectations

### Role Purpose and Importance

The School Program Academic Personal Trainer (APT) is the cornerstone of A Team Tuition's school-based tutoring program, working directly with students to deliver our transformative education experience. In this role, you ensure that each tutoring session is engaging, well-structured, and aligned with the school's curriculum, thereby reinforcing classroom learning. You play a critical part in building each student's confidence and motivation, acting not just as a tutor but as a mentor who models a growth mindset and the belief that every student can improve with effort. By developing strong rapport with your students and consistently applying A Team Tuition's methodologies, you help create positive academic outcomes and support the broader mission to **transform lives through education**. Your role is vital in turning high expectations into actual achievement, nurturing a learning environment where students feel supported, challenged, and empowered to reach their full potential.

Below are the core expectations of the role that highlight what a successful School Program Academic Personal Trainer looks like and what it doesn't look like.

#### 1. Adhering to the Pre-Set Session Structure – Follow the Science

Each A Team Tuition session is designed with a specific scientific structure to maximise student engagement and learning. As an APT, it's expected that you **follow the prescribed session timeline**:

- **Start: 5–10 minutes of check-in** with each student to see how they are going
- **Core: Focused academic work** - homework assistance and completion then assignment support where necessary then revision and filling knowledge gaps
- **End: 5-minute reflective debrief at the end.**

This consistent structure ensures that important elements of relationship-building, targeted tutoring, and reflection are all addressed every session. Sticking to this format provides continuity for students and Academic Personal Trainers alike, making sessions predictable yet productive and aligned with program standards.

#### What It Looks Like:

- **Structured session flow:** You begin each session with a brief friendly check-in (5–10 minutes) to gauge the student's mood, discuss their recent school day or week, and set goals for the session. After the check-in, you transition into focused tutoring – helping with homework or assignments, reviewing class material, practicing revision strategies, and addressing any knowledge gaps. You manage time effectively so that the session concludes with a 5-minute reflective debrief where the student summarises what was learned and acknowledges their progress.

- **Consistent use of session elements:** Every part of the session is deliberately utilised. For example, during the main tutoring phase, you not only assist with immediate tasks (like tonight's homework) but also weave in short reviews of past material or upcoming topics. The final debrief is always conducted, allowing the student to reflect on their learning and solidify their understanding.
- **Time management:** You keep an eye on the clock to ensure no segment is skipped. If an assignment discussion is running long, you skilfully guide the student to wrap up or note remaining issues for next time, so that there's still time for reflection at the end. By pacing the session well, you prevent any one activity from monopolising the entire session and ensure a balanced approach.
- **Student preparedness and engagement:** At check-in, you encourage the student to share what they want help with or any concerns, which helps focus the session. Throughout the session, you maintain a clear routine that the student comes to recognise – this predictability helps them feel secure and stay engaged, as they know what to expect at each stage (for example, they know there will be a discussion at the end about what they learned).

#### What It Doesn't Look Like:

- **Random or unstructured sessions:** The session lacks a clear beginning or end – for instance, you might dive straight into homework help with no personal check-in or goal-setting, and then abruptly end when time's up without any wrap-up. This leaves the student without a sense of what was accomplished or what to focus on next. Skipping the reflective debrief means the student misses the chance to consolidate their learning or celebrate progress.
- **Inconsistent pacing:** You spend an excessive amount of time on one task (e.g. working on a single homework question for 50 minutes) and then realise there's no time for other important activities. Important components like reviewing previous content or practicing study strategies are regularly omitted because the session wasn't managed according to the structure.
- **Ignoring the check-in or debrief:** Perhaps you forego the initial check-in conversation and jump right into work, making the interaction feel transactional and impersonal. Or you work until the last second and dismiss the student without any summary or reflection. This can result in a student feeling less engaged or unsure about what they achieved in the session.
- **Chaotic transitions:** Without a clear structure, transitions between activities are rough or confusing – for example, suddenly switching topics without warning or not allocating time to wrap up one activity before starting another. The student may feel rushed or disoriented because the session doesn't follow a consistent flow.

## 2. Aligning Sessions with the School Curriculum

A core expectation for APTs is that tutoring sessions directly support and reinforce what students are learning in their classrooms. Each session should be curriculum-aligned, meaning you use the provided school curriculum outlines and resources to inform your tutoring. By doing so, you ensure that your efforts are relevant to the student's current subjects, upcoming assessments, and overall academic goals. Aligning with the curriculum helps close the loop between school and tutoring – it makes tutoring an extension of the classroom rather than an unrelated extra, thereby maximising the impact on the student's progress.

### What It Looks Like:

- **Relevant lesson content:** You prepare for sessions by reviewing the student's class topics or the curriculum outline provided (for example, knowing that Year 9 Math is currently covering algebra, or that an English essay is due next week). During the session, you focus on these same topics – helping the student work through class assignments or practice problems that mirror what's being taught at school. Your examples and practice questions are drawn from or connected to the curriculum, which makes the tutoring immediately useful and applicable for the student.
- **Using provided outlines and materials:** If A Team Tuition or the school supplies a tutoring outline, weekly plan, or syllabus, you actively use it to plan your sessions. For instance, if the outline indicates that this week the class is studying WWII in History, you might prepare a short review of key events or discuss the class workbook questions on that topic. This shows you are following the agreed program and ensures consistency across what the student learns in class and in tutoring.
- **Coordinating with school assessments:** You are aware of the student's assessment schedule (tests, assignments, exams) and you time your support accordingly. In practice, this could mean doing revision strategies ahead of a known Math test or focusing a session on essay structure a week before an English assignment is due. By aligning with the school's timetable, you help the student feel more prepared and reduce their stress around key academic deadlines.
- **Adapting to class feedback:** If you receive information (perhaps via the Program Convenor or from the student) that the class is struggling with a certain concept, you adjust your session to tackle that concept from a different angle. This responsiveness ensures the tutoring is complementing the school instruction. For example, "I heard you found last week's algebra topic challenging; let's review that together so you feel more confident in class."

### What It Doesn't Look Like:

- **Tutoring in a vacuum:** Sessions are conducted without regard to what the student is doing at school. You might choose topics based on your own preferences or the student's random requests, resulting in help that isn't aligned with upcoming tests or assignments. For instance, working on advanced calculus problems when the student is struggling with basic algebra in class would be misaligned and confusing for the student.
- **Ignoring provided curriculum guides:** A Team Tuition gives you an outline or the school provides a syllabus, but you do not refer to it. This could lead to situations like spending sessions on content that was already covered weeks ago (and the student has moved on), or previewing topics far ahead while the student is falling behind on current material. The lack of alignment can cause gaps in the student's understanding or redundancy in tutoring.
- **Lack of relevance to classwork:** The student doesn't see a connection between tutoring and school. Perhaps you help them with generic worksheets that aren't tied to their class assignments, or you spend time on general test prep when the student has an imminent project that wasn't addressed. This makes the tutoring feel less useful and can frustrate both the student and their teachers.
- **Out-of-sync pacing:** The tutoring might get ahead of or behind the school. For example, you might accidentally teach a concept in tutoring before the teacher has introduced it, causing the student confusion in class; or conversely, the class has moved on but you're still tutoring last term's content because you weren't aware of the current curriculum. Such misalignment indicates a failure to use the curriculum outlines and results in disjointed learning for the student.

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### 3. Building Rapport and Engagement with Students

Building a positive relationship with students is fundamental to APT success. Students who feel comfortable and supported are more likely to engage fully in tutoring sessions and take academic risks (like attempting challenging problems or asking questions). As an APT, you are expected to foster strong rapport – show genuine interest in each student’s individual interests, strengths, and challenges – and to create an engaging learning environment where the student is an active participant. This means using encouragement, empathy, and interactive teaching methods to keep sessions lively and student-centered. Your ability to connect with students on a personal level helps boost their confidence and makes them look forward to tutoring, which ultimately amplifies their academic progress.

#### What It Looks Like:

- **Positive and personalised interactions:** You greet the student warmly and take a few moments in each session to chat and catch up (for example, asking how their day went or how their soccer match turned out). You remember details the student shares and follow up on them in later sessions (“You mentioned last time you struggled with that math quiz – how did it go after we practiced together?”). This shows the student you care about them beyond just their grades, building trust and a comfortable rapport.
- **Active listening and encouragement:** During sessions, you listen attentively when the student speaks or explains their thought process, and you validate their efforts. If they express frustration (“I just can’t do this problem”), you respond with understanding and encouragement (“I know it’s tricky, but I believe you can learn this step by step. Let’s break it down together.”). You celebrate small victories – a correct answer, an improved test result, a moment of insight – with genuine praise, reinforcing the student’s confidence in their abilities.
- **Engaging teaching methods:** You make learning interactive and enjoyable. This could mean turning revision into a small game or challenge, using real-world examples or the student’s own interests to explain a concept (“Remember how you love basketball? Think of this equation like keeping score in a game...”), or asking the student lots of questions to keep them involved in solving problems rather than just lecturing. By keeping the student engaged, you help them stay focused and make the session something they actively participate in, not passively observe.
- **Supportive and patient demeanour:** You create a safe space for the student to attempt answers, make mistakes, and learn. When the student is stuck or makes an error, you respond with patience and a problem-solving attitude (“That attempt didn’t work out, but that’s okay – mistakes help us learn. Let’s figure out where it went wrong.”). Your consistent calm and supportive tone help reduce the student’s anxiety and encourages a growth mindset, where the student understands that effort and learning from mistakes are part of getting better.

#### What It Doesn’t Look Like:

- **Aloof or impersonal tutoring:** You jump straight into academic tasks without greeting the student or checking in on them. Sessions feel strictly business with no personal connection – the student might feel like just another task on your list. For example, not acknowledging a student’s excitement or disappointment about a recent event (like a great result or a poor grade) and just pressing on with the lesson can make you seem uncaring or unapproachable.

- **Lack of enthusiasm or negative tone:** You conduct sessions in a dry, monotone manner or with visible impatience. If a student struggles, you might show frustration, sigh, or take over the work, which can make the student feel ashamed or discouraged. Similarly, if you rarely praise the student or only point out errors, the student may become disengaged and anxious about tutoring. A lack of positive reinforcement and warmth will likely result in a student who is less motivated to participate.
- **One-size-fits-all approach:** You deliver the material in the same way for every student without adapting to their interests or feedback. For instance, if a student clearly doesn't understand your explanation, you just repeat it verbatim or move on, instead of trying a different approach. Or you might ignore the student's cues (like bored facial expressions or confusion) and continue a lecture-style session. This lack of adaptability and personal touch can cause the student to lose interest and feel their unique needs are not being met.
- **Overfamiliar or unprofessional rapport:** Building rapport means being friendly, but it should still be professional. "What it doesn't look like" includes crossing boundaries – for example, becoming more of a friend who gets off-topic for half the session, or using slang/inappropriate language, or discussing personal matters at length unrelated to tutoring. If the session often derails into chatting about unrelated topics (sports, gossip, etc.) without coming back to academics, the balance is off. The student might have fun, but they're not getting the academic support they need, and this isn't the goal of the program.

#### 4. Delivering Metacognitive Lessons Through Teachable Moments (STAR Framework)

A Team Tuition's approach goes beyond helping with immediate schoolwork – it also involves teaching students how to learn. The STAR framework (Strategies to Accelerate Results) is our 9-module metacognitive training program that covers vital skills like time management, goal setting, study techniques, managing stress, and more. As an APT, you are expected to identify opportunities to deliver or reinforce these metacognitive lessons during your sessions when appropriate. This doesn't mean doing a STAR module in full every session but rather integrating the principles of STAR into your tutoring. By doing so, you help students become self-sufficient learners who can apply effective strategies outside of tutoring sessions. In essence, you're not only helping with what to learn, but also with how to learn – empowering students with skills that last far beyond the current assignment or exam.

#### What It Looks Like:

- **Reinforcing STAR strategies in context:** You seize teachable moments to impart study skills or mindset lessons. For example, if a student is overwhelmed by a big assignment, you might pause the homework help to discuss assignment planning and time management (a STAR strategy) – breaking the task into smaller chunks and helping the student make a simple timeline. If a student gets a poor result and feels disheartened, you introduce a growth mindset principle by talking about what can be learned from the setback and emphasising the power of "yet" ("You didn't achieve the grade you wanted yet, but with the right strategies we can improve it."). These mini lessons are woven seamlessly into the session so that the student picks up crucial metacognitive skills along with academic content. It's critical you track and record these moments in your session notes on each student as this data is used to track where each individual student is at in their learning journey. Without tracking these, there is no way to know whether the students are moving into the metacognitive learning stage of their tutoring journey.
- **Using STAR language and tools:** You consistently use techniques and terminology from the STAR framework so that it becomes part of the student's thinking. For instance, you might help the student set

a SMART goal for the term or a particular subject (Specific, Measurable, Achievable, Relevant, Time-bound). Or you encourage the student to use active study techniques (like the Study Pyramid for focused study time, or retrieval practice by quizzing themselves) during revision, as taught in STAR. By reinforcing these methods, you remind the student that they have a toolkit of strategies to draw from, and you guide them in applying the right tool at the right time.

- **Planned metacognitive sessions when needed:** While much of STAR integration is on-the-fly, there may be times you or the Program Convenor intentionally schedule a session segment to cover a STAR lesson more explicitly. For example, if the students are struggling with study motivation, you might dedicate part of a session to go through a relevant exercise (like an ABCD plan or the Study Pyramid if the student is prone to giving up or organising their study schedule together if time management is an issue). You treat these not as separate from tutoring but as an essential component of helping the student do better in school.
- **Encouraging reflection and self-awareness:** A key metacognitive skill is for students to think about their own thinking. You nurture this by asking questions during the reflective debrief such as “Which strategy we used today helped you the most?” or “What’s one thing you’ll do differently when studying after what we discussed today?”. By prompting the student to reflect on what methods work for them, you help them become more self-aware learners. This reflection ties back to STAR principles and ensures the student is consciously practicing metacognition.

#### What It Doesn’t Look Like:

- **Ignoring the STAR framework entirely:** You focus only on the immediate academic tasks and never discuss or reinforce learning strategies – or record them in your session notes. If a student keeps making the same study mistakes (like cramming at the last minute or not using a planner), you just continue tutoring subject content and don’t introduce any study techniques or time management tips that could help. The student isn’t reminded of the STAR concepts they learned, so they don’t apply those valuable strategies at all – missing out on a huge part of A Team Tuition’s transformative approach.
- **Forced or out-of-place lessons:** Delivering STAR content should feel natural. “What it doesn’t look like” includes awkwardly stopping a productive tutoring flow to lecture about a STAR module unrelated to the student’s immediate needs. For example, giving a long monologue on growth mindset in the middle of solving math problems, such that the student gets confused or disengaged. If the metacognitive lesson isn’t relevant to the moment (say, talking about exam techniques when no exam is near), it can feel like a tangent and the student may tune it out. Remember the essence of teaching metacognitive skills is in the three Rs – *Right Message, Right Time, Right Student*.
- **Overwhelming the student with theory:** If every session turns into a mini seminar on learning science or study theory, you’re going too far. The student might feel that nothing gets accomplished on their homework because you’re constantly talking about strategies abstractly. An APT shouldn’t replace tutoring with full-blown STAR lectures each time. Lack of balance – where the student thinks, “We never actually finish my homework because my tutor keeps talking about study skills” – would indicate you’re not integrating STAR appropriately.
- **Not connecting strategy to practice:** Maybe you mention a tip (“You should really use a planner”) but never actually show the student how or ensure they try it. The student nods but doesn’t implement it. If you drop advice without follow-up or fail to link it to the student’s actual work, the metacognitive lesson doesn’t stick. This looks like simply mentioning STAR concepts in passing but not really teaching or practicing them with the student, leaving those valuable strategies on the shelf.

## 5. Maintaining Professionalism and Preparedness

Professionalism is a non-negotiable expectation for APTs, encompassing punctuality, preparedness, appropriate communication, and diligent record-keeping. As an Academic Personal Trainer, you represent A Team Tuition's values of **Integrity, Nurture, Service, Passion, Innovation, Resilience, and Empowerment (INSPIRE)** in every interaction – with students, school staff, and A Team Tuition colleagues. This means arriving on time (or early) to sessions, being fully prepared with a plan and necessary materials, communicating respectfully and clearly, and documenting session outcomes as required.

Professionalism also extends to behaviour and alignment with the school community. APTs are not independent agents – they are part of a coordinated effort to support each student and must always uphold the integrity of the student's learning environment. This includes aligning with teachers' methods, supporting the school's policies, and always maintaining appropriate boundaries with students.

### What It Looks Like:

- **Punctuality and reliability:** You consistently arrive at the school or session location ahead of the scheduled start time. This allows you to set up your materials, greet the student right on time, and maximise the full session duration for learning. If a session starts at 3:30 PM, you are there by 3:20, ready to sign in and go. On the rare occasion that an emergency or delay occurs, you follow the protocol (notifying the Program Convenor as early as possible) and ensure the situation is handled so the student isn't left waiting or wondering where you are.
- **Thorough preparation:** Before each session, you review any relevant information – the student's recent progress notes, the topics to cover (based on class curriculum or the student's requests), and any materials needed (textbooks, worksheets, past quizzes, etc.). You come with a loose session plan in mind (e.g., "Today we will finish the Math homework, then spend 20 minutes reviewing last week's algebra concepts for the test, and if time permits do a quick quiz I prepared"). Having this plan means you don't waste session time figuring out what to do next; you can always adjust on the fly, but you have a roadmap.
- **Professional communication and conduct:** You interact with students, school staff, and A Team Tuition team members politely and respectfully. This includes appropriate language, a friendly yet courteous tone, and clear boundaries. You never share personal contact information with students or add them on social media, and you only communicate with them within the structure of your tutoring sessions. You also never undermine the student's teacher, school, or family – instead, you always speak with professionalism and position yourself as an extension of the school's efforts, not a replacement or critic.
- **Alignment with teachers and schools:** You respect the classroom teacher's methods and never question or contradict the teacher in front of the student. Even if you disagree with a strategy, you maintain alignment and reinforce the teacher's authority. If you believe a student has been mistreated or there is a serious concern, you raise this privately with your Program Convenor, who will escalate to A Team Tuition if necessary. Tutors do not make judgments or discuss these matters with students or families. This ensures the student's trust in their school is protected and that tutoring enhances, rather than disrupts, the broader learning environment.
- **Detailed session notes and follow-ups:** After each session, you complete required notes in A Team Tuition's system, clearly summarising what was covered, how the student responded, and any key follow-ups. These are submitted within 24 hours and are used by the Program Convenor, the school, and A Team Tuition to monitor progress and ensure continuity. You treat these notes as a vital part of your

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professional responsibilities.

- **Engaging respectfully when offered school-hosted opportunities (e.g., dinners):** Some schools may kindly offer perks such as allowing tutors to stay for a meal with boarding students. In these situations, it's important to understand that this opportunity is not a break but an extension of your role. Tutors are expected to remain professional, use the time to engage with students, and model positive social behaviour. This means sitting with the students, asking questions, getting to know them better, and avoiding isolating yourself or forming separate tutor-only tables. Tutors must also be mindful of food portions, ensuring they serve respectfully and are considerate of the school community.

#### **What It Doesn't Look Like:**

- **Tardiness or absenteeism:** Arriving late or missing sessions without proper notice (minimum 24 hours) is unprofessional and damaging. It undermines trust with students, families, and schools and disrupts learning. Repeated lateness or unreliability may lead to removal from the program.
- **Lack of preparation:** Turning up without a plan, not reviewing recent session notes or the curriculum, or asking the student "What do you want to do today?" without guidance shows disorganisation. It wastes valuable time and erodes the student's trust in your ability to help.
- **Unprofessional or inappropriate conduct:** This includes dressing without appropriate attire (e.g. out of uniform or inappropriate for a school setting), using your phone during sessions, speaking disrespectfully, or being visibly disinterested. More seriously, criticising or contradicting the teacher, school, or A Team Tuition to the student is unacceptable. Comments like "Your teacher doesn't know what they're doing" or "This school isn't helping you enough" undermine the student's trust and create confusion. Similarly, discussing parents' choices in a negative light or taking sides in family/school matters breaches your role. It is never appropriate to vent or share personal opinions in this context.
- **Boundary violations with students:** You must never add students on social media, exchange phone numbers or email addresses, or contact them outside of scheduled sessions. Doing so is not only unprofessional, but it can also lead to serious safeguarding concerns. All communication occurs during the tutoring sessions or via the appropriate school or A Team Tuition channel.
- **Neglecting documentation and follow-up:** Failing to submit session notes, or writing notes that are vague, missing, or copied and pasted across sessions (e.g. "We worked on English") shows a lack of accountability. This undermines our ability to track student progress and reduces trust with the school. Incomplete notes delay interventions and limit support.
- **Disengaging or ungrateful behaviour when receiving school-hosted perks:** If a school offers you dinner or another form of hospitality, it is not appropriate to sit separately from students, isolate yourself with other tutors, or view the opportunity as "time off." Doing so creates a divide and sends the wrong message to both students and school staff. Similarly, helping yourself to large food portions without being considerate of others is disrespectful and unprofessional. Tutors must treat these moments with appreciation, professionalism, and the same standards as tutoring sessions.



## 6. Managing Student Behaviour (Three-Warning System)

In a school tutoring program setting, APTs may sometimes encounter behavioural challenges – a student might be distracted, uncooperative, or disruptive. It's essential to handle these situations calmly, consistently, and in line with A Team Tuition's behaviour management policy, which includes a three-warning system. The three-warning system is a structured approach to give students clear feedback on inappropriate behaviour and opportunities to correct it, with the support of the Program Convenor if it escalates.

As an APT, you are expected to uphold a positive and productive learning environment by addressing misbehaviour when it occurs, while maintaining professionalism and empathy. You're not alone in this – serious or persistent issues should be escalated to the Program Convenor and dealt with as a team. The goal is to help the student stay on track without shaming them, using consistent expectations and consequences so that tutoring remains a safe, respectful space for everyone.

### What It Looks Like:

- **Clear expectations and warnings:** At the start of the program (and as needed), you ensure the student knows the basic behaviour expectations during tutoring (e.g. respect, focus, no phone use unless permitted for work, etc.). If the student begins to act out or stray from these expectations, you calmly remind them of the rules – that's the first gentle warning. For example, "I need you to focus now, remember our rule about staying on task during tutoring." If the behaviour continues, you issue a second clear warning, still calm but firm: "This is your second warning – if we can't refocus, I'll need to involve the Program Convenor for support." This gives the student a fair chance to correct themselves at each stage, and they understand the consequences of continuing the misbehaviour.
- **Consistency and composure:** You apply the three-warning system uniformly and without jumping straight to punishment. You remain composed; your tone is firm but not angry or humiliating. Whether the issue is minor (chatting off-topic, not attempting work) or more serious (openly refusing to participate, being disrespectful), you use the same structured approach: first remind, then warn, then escalate. This consistency helps the student recognise that you are fair and that the rules are not arbitrary. It also helps you manage situations without getting flustered – you always know the next step to take.
- **Involvement of Program Convenor after third warning:** If after two warnings the behaviour still hasn't improved or if it escalates, you follow through by seeking support. Typically, this means alerting the on-site Program Convenor or, if they are not immediately available, following the procedure (which might involve informing a teacher or staff member). For instance, after a third warning, you might say, "Alright, I'm going to get Mr. \_\_\_ (Program Convenor) to help us out since we're having trouble following the rules today." The Program Convenor can then step in to address the situation with the student and determine further consequences if needed (such as contacting parents or adjusting the tutoring arrangement). By involving the Convenor, you ensure that behavioural issues are documented and handled at the appropriate level – you are a tutor, not a disciplinarian, so serious discipline is escalated properly.
- **Post-incident reflection and adjustment:** After any significant behavioural incident, you communicate with the Program Convenor (and possibly the student's teacher or A Team Tuition management) about what happened, and you work on strategies to prevent future issues. You might, for example, agree on a behaviour plan or seating arrangement or motivational strategy for the next sessions. You also make sure the student understands that while their behaviour was unacceptable, they have a fresh start next session to do better. This shows professionalism and a commitment to helping the student improve, rather than just punishing them.

### What It Doesn't Look Like:

- **Ignoring poor behaviour:** You notice the student is browsing their phone, chatting with a friend, or not engaging with the work at all, and you say nothing. Alternatively, the student might make an inappropriate joke or show disrespect (like an eyeroll or rude remark), and you let it slide every time. By not addressing the behaviour, you inadvertently signal that the rules don't matter. This can lead to escalating disruptions, not just for your student but potentially affecting other students around if tutoring is in a shared space. Ignoring issues undermines the learning environment and can eventually make sessions unproductive or chaotic.
- **Inconsistent or unfair discipline:** You sometimes give warnings, but other times you react very differently to the same behaviour. For example, one week you immediately snap at the student for chatting, but the next week you allow it for 20 minutes before intervening. Or you give three "first warnings" in a row without ever moving to a second warning because you're uncomfortable escalating. This inconsistency confuses the student – they won't take the warnings seriously if you don't mean them, or they might feel unfairly treated if discipline seems to depend on your mood. Inconsistency can also erode respect; the student might test boundaries more if they sense you won't follow through.
- **Overreacting or harsh punishment:** On the flip side of leniency, an APT should not lose temper or impose consequences outside the agreed system. "What it doesn't look like" includes raising your voice, scolding or shaming the student ("I'm fed up with you never listening!"), or issuing threats that are not in line with program policy (such as, "I'll make sure you're kicked out of tutoring" when that decision isn't yours alone to make). Skipping straight to involving the principal or calling a parent without using the warning steps (unless there's an extreme situation) would also be an overreaction. Such behaviour not only violates the supportive ethos of A Team Tuition, but it can also severely damage the tutor-student relationship.
- **Not seeking help when needed:** If a student's behaviour is truly challenging or continuously disruptive beyond what you feel you can manage, failing to inform the Program Convenor is a serious lapse. For instance, if a student repeatedly walks out of tutoring or is defiant every session and you just quietly suffer through it without telling anyone, the problem will likely continue or worsen. Not utilising the support structure (the Convenor and school staff) means the student isn't getting the unified response they need to correct their behaviour. It also means you are not fully enforcing the standards of the program. The three-warning system is there to back you up – not using it (and the support available) when necessary is not fulfilling your responsibility to maintain a good learning environment.

## **Acknowledgement of Expectations**

As a School Program Academic Personal Trainer at A Team Tuition, I acknowledge that I have read, understood, and agree to uphold the responsibilities and standards outlined in this document. I recognise that my role is crucial in delivering a high-quality, curriculum-aligned, and confidence-building tutoring experience for students.

I commit to:

- Delivering engaging, well-structured tutoring sessions that follow the A Team Tuition session format and support the school curriculum.
- Building positive rapport with my students and actively engaging them in the learning process to boost their confidence and motivation.
- Incorporating metacognitive strategies and the STAR framework lessons where appropriate, to teach students how to learn effectively, not just what to learn.
- Maintaining the highest level of professionalism – being prepared and punctual for every session, communicating respectfully with students, staff, and families, and keeping accurate session notes and records.
- Managing student behaviour calmly and fairly in line with the three-warning system and seeking support from the Program Convenor when needed to ensure a productive learning environment.
- Upholding A Team Tuition's core values and mission in all my actions, contributing to a culture of excellence, respect, and student-centered learning.

I understand that these expectations are a fundamental part of my role and of the trust that A Team Tuition and our partner schools place in me. I am committed to meeting these expectations consistently as part of my onboarding and ongoing performance.

**Signed:** \_\_\_\_\_

**Full Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Email:** \_\_\_\_\_