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# ***Tutoring***

## ***INSET Resources for a Whole-School Approach***

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*by*

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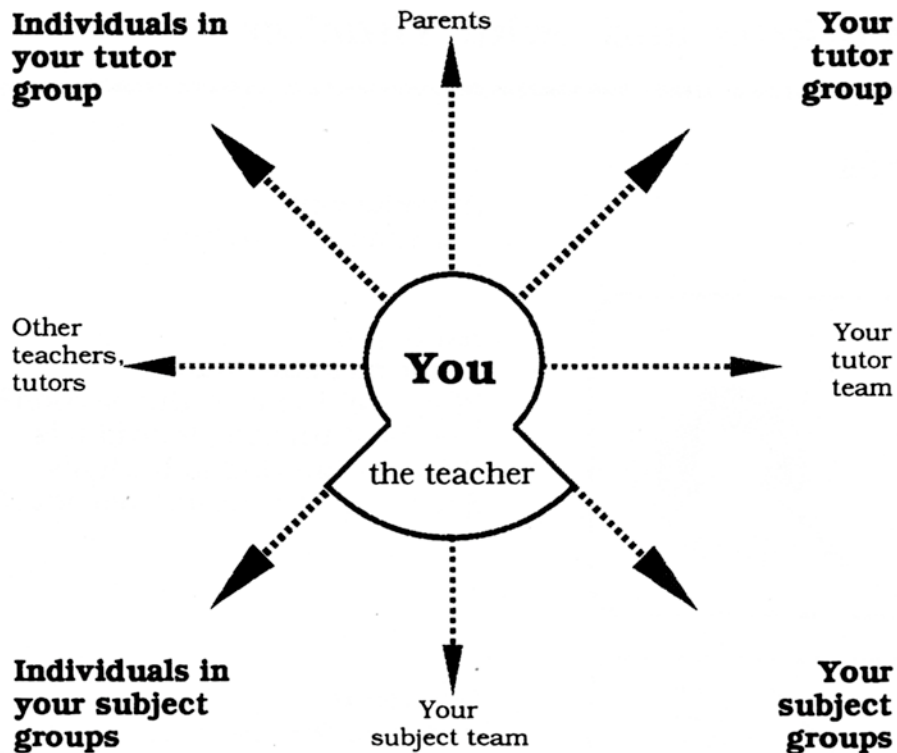
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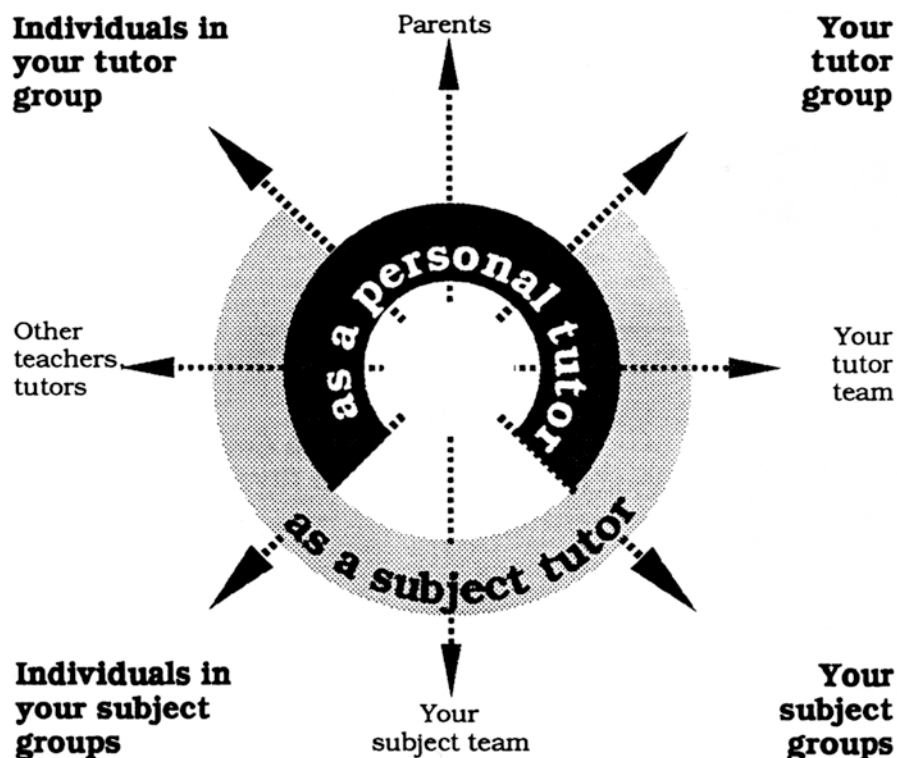
# The Teacher and Tutoring

*In these resources we address these relations:*



*through two important overlapping roles:*

- **as a personal tutor**
- **as a subject tutor**



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# Tutoring

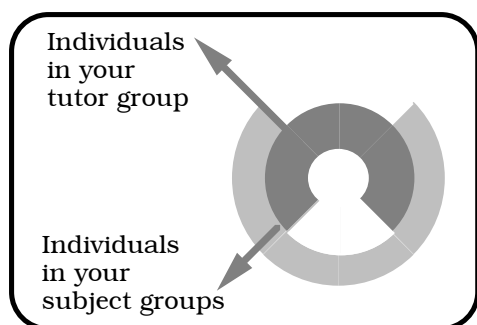
*INSET Resources for a Whole-School Approach*

**Chris Watkins and John Thacker**

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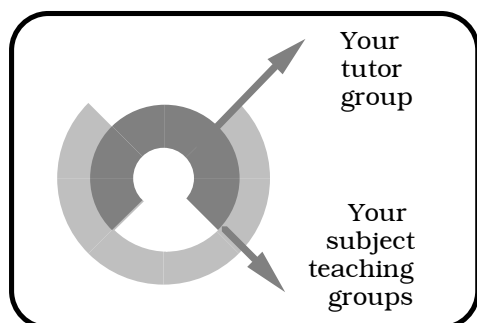
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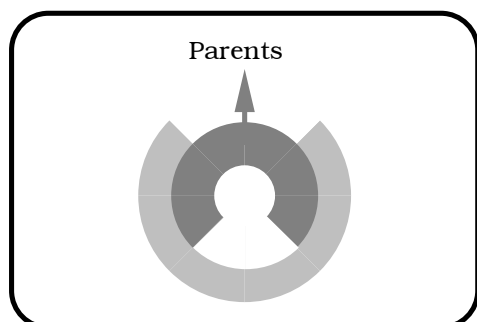
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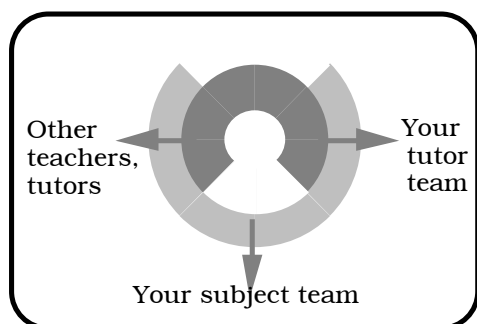
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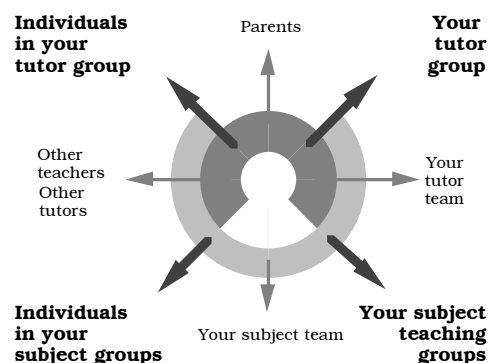
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# Tutoring

## Introduction



### ***Who we are and how we see our role***

In this pack we are offering you our materials, ideas and experience to support your own work in developing a whole-school approach to tutoring.

We do this from the experience of having worked with many teachers and schools on the themes you will find in the main body of this pack. This includes work with teams in schools, work with the whole staffs of schools, and work with team leaders outside their schools.

Clearly in a pack of this sort we cannot show you what we might do if we were there, but we aim to convey much of that through these pages, for you to modify to your style and preference. You will find comments of this sort throughout the materials. In this introduction we wish to clarify the overall orientation and make some useful points about getting started.

Who are we talking to? In the first instance we are talking to someone who is in a leadership role providing training for colleagues in tutoring skills in a whole-school way. This may be someone with whole-school responsibility for staff development, or a leader of a particular team. In the main the materials themselves talk to the members of the group who are composed for the purposes of training. We are aware that this sort of group could be a range of sorts: workshops on a whole-staff day, team members in a team meeting, and other combinations.

### ***Why bother with this pack?***

Because effective tutoring is one aspect of effective schools. Research demonstrates that schools which are effective demonstrate a combination of demandingness and responsiveness.<sup>1</sup> Tutoring is one organisational route towards this.

Also:

if you're in a school where team leaders have the same line of 'naughty' pupils outside their door as they did last week,

if you're in a school where personal tutors feel they are no more than register-markers,

if you're in a school where parents are asked to events which bear some similarity to cattle markets,

if you're in a school where staff rarely communicate about their work supporting pupil achievement,

then you probably don't need us to say that something's wrong!

This pack will not change your school, but it will convey and support a more useful and less distorted view of tutoring than is found in some institutions.

## ***What is this pack addressing?***

This pack addresses the role of all teachers.

It recognises that the role of teacher is a complex one, with various important sub-roles.

Teachers wear more than one 'hat', for example one teacher may see themselves as:

- someone who works with year 7 maths, with year 9 maths,
- with a year 7 tutor group, and
- as part of a team addressing particular personal-social themes with the whole of year 7 group

**This pack aims to address the dimension of tutoring in *all* of these different contexts**

In particular the tutoring dimension of your role as a teacher is addressed through two main aspects:

- *as a personal tutor*
- *as a subject tutor*

## ***The four faces of tutoring***

Tutoring does not only go on when you're wearing your 'personal tutor hat'. It goes on when you're wearing your 'subject tutor hat' too. And tutoring may be directed toward an individual or a group (often a whole class). We're not suggesting that you only find yourself talking about subject achievement with someone in your subject group, and about personal issues with someone in your personal tutor group but that these may predominate. All this may be covered under the 'four faces of tutoring'. Some illustrative examples follow.

	<i>With an individual</i>	<i>With a group or class</i>
<b>Personal tutoring</b>	helping a pupil improve their relations in the group talking with a pupil about their overall achievements and their future hopes	helping a group learn more strategies for getting the best from school looking at communication skills and working together
<b>Subject tutoring</b>	helping a pupil to plan a specific assignment conducting a review of progress in the subject	helping a class tackle a new sort of task helping a class learn from feedback

We aim to examine in detail the ways in which these aspects are similar in some ways and different in some ways (see the activities on this theme in the orientation section).

We do this by remembering that our skills in tutoring are called on in different situations by different people. Thus the materials focus in turn on:

- tutoring individual students                      page 7
- tutoring groups of students                      page 71
- linking with parents                      page 159
- linking with colleagues.                      page 189

## ***The style of this pack***

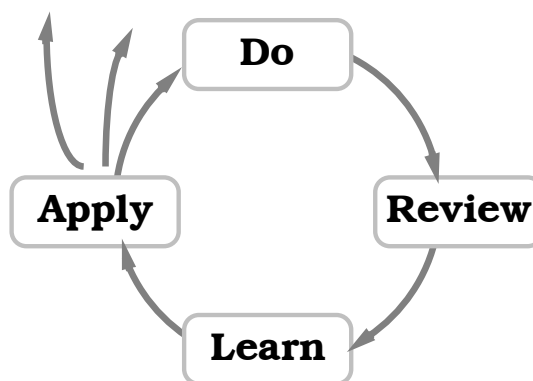
This pack is based on a particular approach to professional learning.

Research<sup>2</sup> has shown that professional learning is best based on five principles:

- recognising and valuing professional expertise
- learning by adapting ideas, taking one step at a time
- recognising it's long-term, non-linear learning
- linking to school programme-building
- recognising the influence of organisational factors

We have built on these ideas and have embodied a particular approach to learning.

The activities in this pack have been written to support a cycle of action learning for teachers as outlined in this model.



Thus the following points are the hallmarks of effective training occasions which this pack aims to support:

- using your experience
- supporting your reflection on that experience
- adapting and applying to your context
- developmental, not dollops
- practical and realistic about school

We confidently expect you to modify these materials (all teachers do), and would recommend that you do this in line with the principles we have outlined above.

## ***Contexts in which this pack might be used***

We aim to support the development of tutoring through a number of possible contexts:

- in whole school events, which aim to review and develop areas such as the pastoral aspects of school, the process of guidance, and the teaching and learning approaches
- in teams, for example:
  - teams of tutors in a year
  - teams of personal tutors and subject tutors who compose a year curriculum team to examine the whole curriculum for that year
  - teams of team leaders, who are developing their skills alongside their team members
- in interest groups
  - where a voluntary group of colleagues come together to look at any of the skills and understandings we have covered.

## **Using this pack**

There are some general principles for operating with these resources.

Someone takes an initiating role and has identified the need for development to take place in one of the areas. This may be a particular team leader such as a Year Team Leader, or someone involved in staff development for the school.

Someone (not necessarily the same person as above) needs to facilitate the workshop activities which these resources support. We find it is useful if this role is shared amongst a team - the positive dynamics for learning are then not so distorted by issues of hierarchy. It means preparing copies of the resources, arranging the setting, developing a time plan and keeping the stages of the plan moving.

## **Will this pack change my school?**

Certainly not (on its own that is). But it will set off understandings and developments which will suggest change.

It's useful to remember the following steps in thinking about change.

*Step One*

**Identify the priority area**

**Check: Is this really a priority?**

*Step Two:*

**Clarify the target** (see below)

*Step Three*

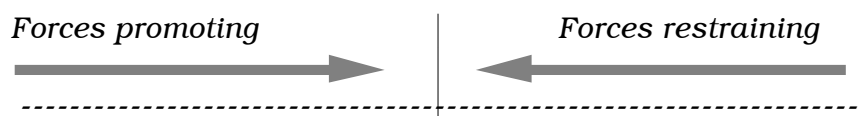
**How does your school change?**

*Step Four*

**Who will you work with?**

*Step Five:*

**Do a 'force field analysis'**



*Step Six*

**Specify your goals**

## **Getting resources you'll need**

You're going to be making claims for time, money, materials. This demands influence skills, and an understanding of the micro-politics of INSET in your school.

It's useful to regularly talk about the needs for development of tutoring: otherwise it can easily slip from the agenda. This will demand a degree of assertiveness, putting forward arguments for priority in an environment where resources are scarce.

You may find yourself having to choose priorities from all of the things that you would like to see develop. Be prepared to ask yourself which aspects are best tackled first. Be prepared to ask your colleagues too!



## Targeting your training

When considering who these training materials will be used with, there are a range of possible answers (see the various contexts for use mentioned above).

In trying to decide between options such as these, it's useful to assess the present state of affairs, and to keep in mind that direct training is not the whole picture. Think of your colleagues and ask:

- 'Are they understanding tutoring?', and
- 'Are they interested in tutoring?'

Then consider some of the following possibilities:

		Are they interested?	
		Yes	No
Are they understanding?	Yes	Direct work	Indirect influence
	No	Direct training	Awareness raising

So, school-based INSET is often necessary, but it's not sufficient for some sorts of development. Alongside the work you might be doing in relation to tutoring skills with this pack, there may need to be other work which is developing:

- new structures<sup>3</sup>
- new resources
- new policies.

## Getting started with this pack

There are so many places to start! How do I choose?

One of the most powerful aspects of school-based development is the possibility of doing a proper needs analysis. This does not need to be complex,<sup>4</sup> but it clarifies colleagues' perceptions and sets your direction or route through some themes.

You could circulate a simple list of possible issues, or ask colleagues to create their own items. Then collate the responses into a list of issues; group them into headings such as those of the pack, and remember to assess which areas of training would receive the appropriate level of background support from the school organisation:

	Skills and Knowledge of the Tutor	Support of the School
• <i>Tutoring Individuals</i>	[Section A]	
• <i>Tutoring Groups</i>	[Section B]	
• <i>Linking with Parents</i>	[Section C]	
• <i>Linking with Colleagues.</i>	[Section D]	

## **References**

- <sup>1</sup> Hargreaves DH (1990), 'Making schools more effective: the challenge to policy, practice and research', **Scottish Educational Review**, **22**(1): 5 - 14.
- <sup>2</sup> Bolam R (1986), 'Effective in-service' in Hopkins D (Ed.), **In-Service Training and Educational Development: an international survey**, London, Croom Helm.
- <sup>3</sup> Watkins C (1992), **From Head of Year to Year Curriculum Coordinator? a collection of resources for INSET**, National Association for Pastoral Care in Education.
- <sup>4</sup> see NAPCE (1991), **Tutor Review**, National Association for Pastoral Care in Education.  
or Watkins C (Ed.) (1992), **A Guide to Organising Pastoral INSET**, National Association for Pastoral Care in Education.

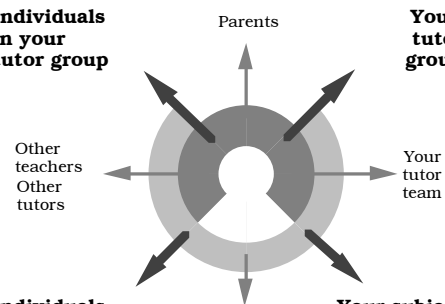
# Orientation Activities

1

## Overlap between personal and subject tutoring

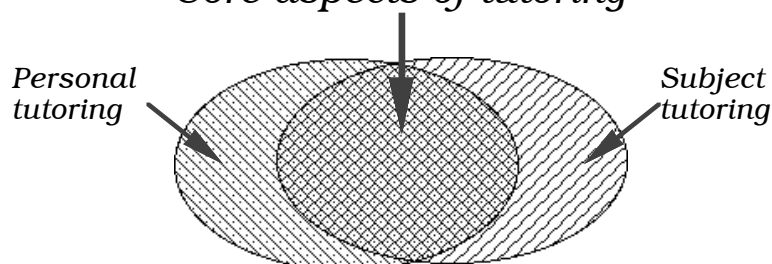
Individuals in your tutor group

Your tutor group

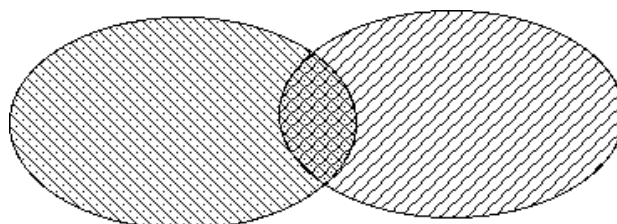


Personal tutoring and subject tutoring are not always thought about in terms of their common aspects. In the content of tutoring and the skills of tutoring there are often significant areas of commonality. There are also areas of difference which we can specify.

### Core aspects of tutoring

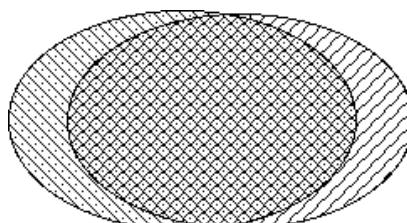


But the degree of commonality is small in some schools, where the picture looks more like this:



➤ Identify the features of school which lead to the situation above.

In some cases it may be that overlap between subject tutoring and personal tutoring has been increased, so that the picture is:



➤ Identify the features of school which lead to this situation.

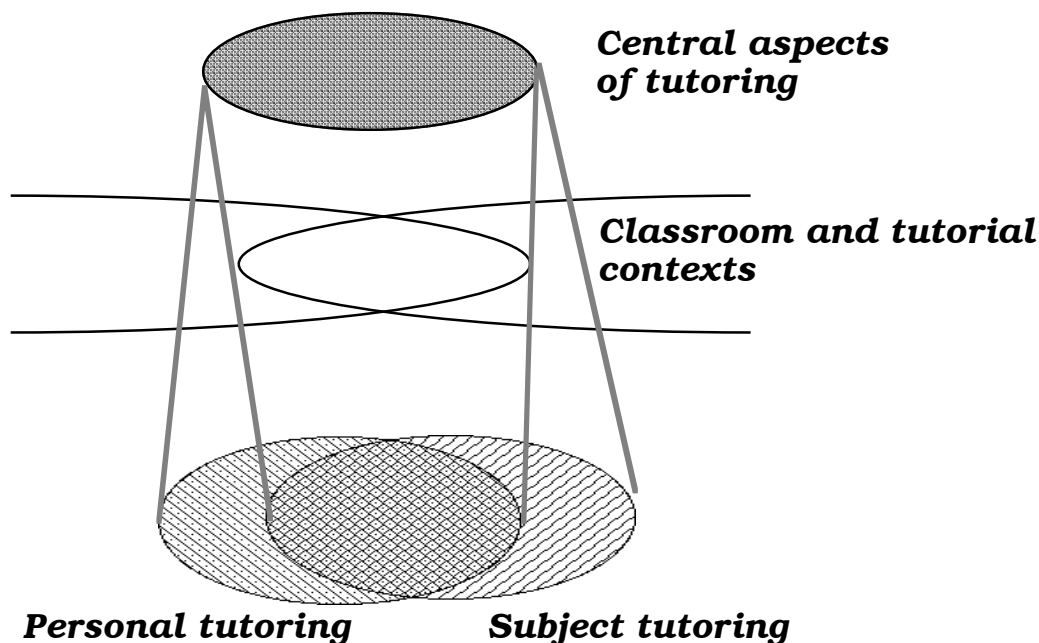
The position we adopt in this pack is that

- (i) there are significant central aspects to tutoring in subject or personal contexts. These include knowledge skills and approaches

and that

- (ii) the way these aspects are utilised are influenced by and mediated through the context in which they occur

We represent this as:



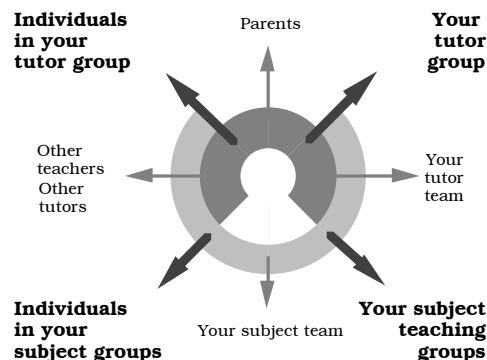
We want to be clear about the common aspects, at the same time as clarifying the important features of tutoring in its different contexts. In this way we will avoid being woolly about tutoring and will make the best use of all the contexts.

### Reflections

Some of the features which most often come to our attention as causes of personal tutoring and subject tutoring being excessively divided are:

- some of the 'structures' in secondary schools, i.e. the ways in which different roles are not brought into effective communication
- the various 'hats' which teachers wear are not valued together<sup>1</sup>
- the lack of a sense of meaningful whole school goals and plans, which set an overall priority in which various contributions take their place
- the lack of methods for communicating about all aspects of pupils' performance, and appropriate forums for discussing the patterns which emerge

### Analysing the overlap - personal/subject tutoring



Some of the skills and issues faced by a teacher when they're a personal tutor overlap with skills and issues faced by a teacher when they're a subject tutor.

But this overlap is not always utilised, or valued or developed. Indeed, some schools treat their teachers in a schizophrenic fashion, never expecting the two parts of a teacher's role to communicate with each other.

What are the elements in a school which promote overlap between personal tutoring and subject tutoring? What elements hinder such overlap?

#### Activity

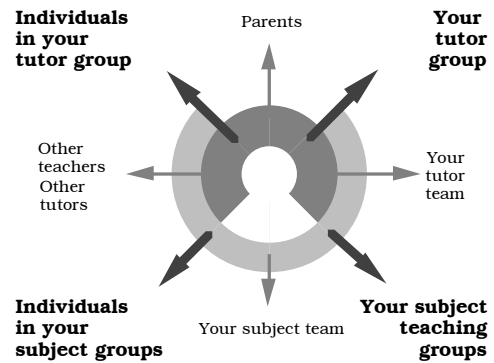
- Think about your practice as a teacher, including your personal and subject tutoring. Try to *identify the forces* on you, which explain the overall picture of your present practice in the amount of overlap between these aspects.
- Display the ideas in a 'force field analysis' as below. There are likely to be features of the school, of the teams, and of you, so lay them out like this:

Forces which promote overlap personal-subject tutoring ➔	Forces which hinder overlap personal-subject tutoring ←
<b>Organisational issues:</b>	
<b>Team issues:</b>	
<b>Individual issues:</b>	

- Collect up the various views in your workshop group, and start to analyse what needs to be done for progress to take place.

When approaching a development or change of practice, it's useful to think about what will support the change, and what will work against it. It's important to remember that change comes about by **both** enhancing the forces which support the work, **and** loosening the forces which impede the work (to do only the first of these leads to resistance).

### Goals in personal tutoring



In this pack we are looking at the whole tutoring function in a school, and will be addressing all four of the faces.

Throughout we will pay particular attention to the personal tutoring system of the school.

At this point you may like to consider the following, to help you examine your own organisation and the priority it presently gives to the personal tutor.

**How effectively does your school achieve the following?**

#### Goals in personal tutoring systems

- (a) to provide a point of personal contact with every student and an appropriate relationship to hear and understand their experience and their view of progress
- (b) to provide a point of personal contact with parents to hear their hopes and fears for their child's progress
- (c) to monitor each individual student's progress and achievement across the whole curriculum and to create an overview of their approach to different learning tasks
- (d) to use the knowledge of students' and parents' perspective in offering support and guidance to students on any issue which affects their development and achievement
- (e) to provide colleagues with relevant knowledge of students so that their teaching efforts can be adapted for greater success
- (f) to promote the development of teaching and learning and a school organisation which respond to the experiences of students
- (g) to encourage a caring *and* orderly environment within which all students can exercise initiative and develop
- (h) to mobilise the resources of the wider educational, welfare, community and world of work networks to support and extend the experiences of all students

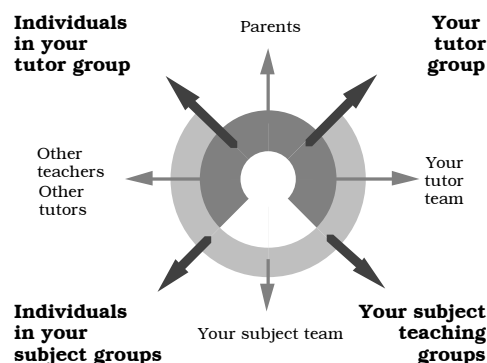
#### Activity

- On your own at first, give a rating of 1 to 5 to your school on how effectively it achieves each of the goals above (1 represents low achievement and 5 represents high achievement).
  - In pairs, discuss the ratings you gave, the basis of your judgement, and the similarities and differences between you.
  - In the workshop group, collect the issues this raises.
- Does your school have any statement on the goals of personal tutoring?

# Orientation Activities

4

## Personal tutoring - 'ascendant' or not?



The idea of 'tutor ascendant' is still as important today as it was 20 years ago. We recognise that it is mainly about what we are now calling personal tutoring.

### Tutor ascendant

Tutor feels primary responsibility  
Tutor is obliged to have full access to all information on pupils  
Subject teachers contact tutor in the first instance when worried  
Letters home written by tutor on her/his own initiative

Tutor basically responsible for attendance, calling for help when needed  
Tutor present at all major interviews with parents, etc  
Tutor's views usually solicited by senior staff before pupil seen by them

### Tutor neutral

Tutor feels significant assistant in care process  
Information mostly available on request

Subject teachers sometimes keep tutor in touch, but not regularly  
Tutor can suggest letter required

Pastoral Head follows up absence queries initiated by tutor  
Tutor told what took place at interview  
Tutor informed reasonably fully of any action by senior staff

### Tutor subordinate

Tutor feels basically a register checker  
Tutor not given confidential information on pupils

Subject teachers always go direct to pastoral head in serious cases  
Tutor not normally shown pastoral head's correspondence  
Tutor merely marks absences in register, and takes no further action  
Tutor not informed such interviews are to happen  
Summary action taken by senior staff without notification to tutor

Marland M (1974) **Pastoral Care**, Heinemann

### Activity

- Decide where you would locate on the simple scale below the role of the personal tutor (on average) in your school.



- Collect and discuss the ratings you have given, in pairs and in your workshop group.  
What were the main issues you were taking into account in arriving at your rating?  
What similarities and differences do you note?  
Did you mention any differences in different sections of the school?
- What would it take in your school for the role of tutor to become more ascendant? Make some proposals, and discuss the training needs which might arise.

## ***References***

<sup>1</sup> see NAPCE (1992), **From Head of Year to Year Curriculum Coordinator? a collection of resources for INSET**, National Association for Pastoral Care in Education.

and Whalley C and Watkins C (1991), "Managing the Whole Curriculum in the Secondary School - A Structure", **Management in Education**, 5(3): 19-22.



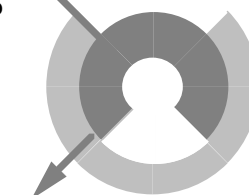
## Section A: Tutoring Individuals

1

**What will I find in this section?**

Individuals  
in your  
tutor group

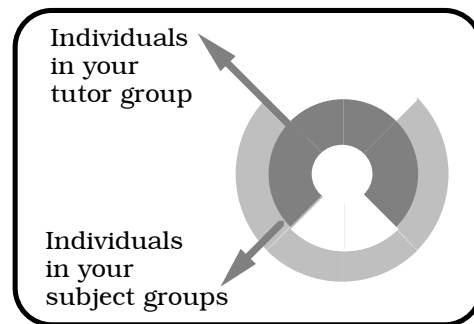
Individuals  
in your  
subject groups



- 2 How does this relate to me as a teacher?
- 3 What's involved in 'tutoring individuals'?
- 4 Whose agenda? Whose change?
- 5 Interpersonal qualities in helping and teaching
- 6 Demonstrating the key qualities in helping
- 7 A model of elements in tutoring individuals

	<b>Stages</b>		<b>Skills</b>		<b>Scenarios</b>
St1	Making the date	Sk1	Listening	Sc1	Using scenarios
St2	Setting the scene	Sk2	Showing you're attending	Sc2	Feedback from scenarios
St3	Agreeing the agenda	Sk3	Supporting talk	P1	Have we got a start?
St4	Review / update	Sk4	Encouragement to develop	S1	Maureen / Mary
St5	Analysing situations	Sk5	Instead of questions	P2	What's the agenda?
St6	Looking at patterns	Sk6	Talking about feelings	S2	James / Geoff
St7	Learn / reflect	Sk7	Summarising	P3	A climate for exploration
St8	Agenda for change	Sk8	Challenging	S3	Nasreen / Noreen
St9	Generate alternatives	Sk9	'I' statements	P4	Is there a problem?
St10	Select / apply	Sk10	Pitfalls in communication	S4	Shirley / Sheila
St11	Plan / prepare	Sk11	Pitfalls with feelings	P5	Mapping the options
St12	Trying it out			S5	Jenny / Sandy
				P6	Is change on the agenda?
				S6	Martin / Mike
				P7	What can I change?
				S7	Jerry / Chandra
				P8	Finding alternatives
				S8	Winston / Darrell
				P9	Preparing for change
				S9	Nigel / Kevin
				Sc3	Pitfall scenarios

### ***How does this relate to me as a teacher?***



In this pack we have taken the image of you as person who in the complex life of schools has two major aspects to your role - that of subject tutor and that of personal tutor. We have been concerned not to pull these apart and thus our image of a circle with you at the centre of these roles.

In this section we shall be looking at what you will need to work effectively with individuals, both in your tutor group and in subject groups. This may seem at first glance to be that part of the teacher's role which is furthest from the 'main' function as some see it - running classrooms.

But many of the skills and attitudes which are important in working well with people are equally important in all situations whether teaching a group or helping an individual. It would be a pretence to suggest that relationships in school do not affect the intellectual development of pupils and their academic achievement, let alone their personal and social development.

But you can hear some colleagues say 'This isn't part of the job - I wasn't trained for it'? Whether or not that's the case, the skills we're about to address are also of importance to your overall teaching role.

Is there any evidence to suggest that taking the personal seriously in school leads to better teaching results? The answer is YES: Aspy and Roebuck<sup>1</sup> summarise work over seventeen years in 42 states and seven countries outside USA. In all they state that they have worked with 2,000 teachers and 20,000 students.

Their overall finding is: ***Students learn more and behave better when they receive high levels of understanding, caring and genuineness, than when they are given low levels of them.***

Note your own reactions to this finding and to the words used. Do you have a particular reaction to notions such as 'understanding, caring and genuineness' and the role of teacher? Do you have a particular reaction to the overall finding and any implications you perceive for schools?

We shall be examining what these ideas mean in this and in other sections, but the main introductory point is that the skills and qualities in working with individuals also have relevance for your teaching.

As one of Britain's foremost researchers into school effects said:

In years gone by, educationalists have debated whether *either* a task-oriented, nose-to-the-grindstone approach *or* an emotionally supportive approach designed to make children want to be at school and enjoy their learning was better. The choice is artificial and misleading. *Both* aspects are necessary for optimal learning.<sup>2</sup>

<sup>1</sup> Aspy, D.N. and Roebuck, F.N. (1983) 'Researching person-centred issues in education', in Rogers C R, **Freedom to Learn for the '80's**, Charles E. Merrill.

<sup>2</sup> Rutter M (1991), 'Pathways from childhood to adult life: the role of schooling', **Pastoral Care in Education**, 9(3): 3 - 10.

*A second point*

is that the issues you will be addressing in tutoring individuals all have a bearing on their achievement at school. In this you will be calling up the wider aspects of your role as a teacher, and sometimes addressing the wider aspects of pupils' lives. What we learn from such work with individual pupils can have positive effects on how we think about and handle classrooms.

*A third point*

is that this section addresses some of the issues in human relationships, and there can be significant payoff for thinking about these matters. For example the stress levels in any organisation are increased or decreased by the quality of human relations in the organisation - school is no exception. Kyriacou and Sutcliffe<sup>1</sup> showed that increases in teacher stress are largely due to poor relationships with students and, to some extent, with other staff. If this section and this pack have some pay-off in those directions we shall be pleased.

*Finally*

In making these introductory points, we're not aiming to turn you into some sort of convert. Rather, we're laying out some important rationales which may have to be discussed in your school and will be revisited later in this pack.

*And we're not being apologetic for the pastoral aspect of your role., either in or out of classrooms.* That would be to underestimate the commitment of teachers. Studies have shown that teachers gain much job satisfaction from the pastoral aspects of their role. Our hope is to help you review and develop that, and in the long run to enhance an important aspect of teaching.

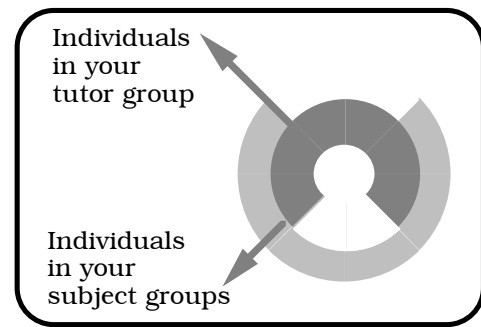
We haven't devised a particular structured activity to address these introductory points, but you may wish to discuss them briefly with colleagues.

Don't take a great deal of time about it before moving on to later activities.

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<sup>1</sup> Kyriacou C and Sutcliffe J (1978) 'Teacher stress: prevalence, sources and symptoms', **Journal of Educational Psychology**, 48, 159-167

### What's involved in 'tutoring individuals'?



When you're working in a helping way with any pupil, there's potentially a lot that's involved. John Miller<sup>1</sup> in his analysis of tutoring suggested that individual guidance involved a range of activities:

**Taking action** Agreeing with a student that it's appropriate for you to take action such as speaking to someone, finding further information.

**Advising** Laying out some new strategies or alternatives (as opposed to the unrealistic and annoying 'If I were you I'd ...').

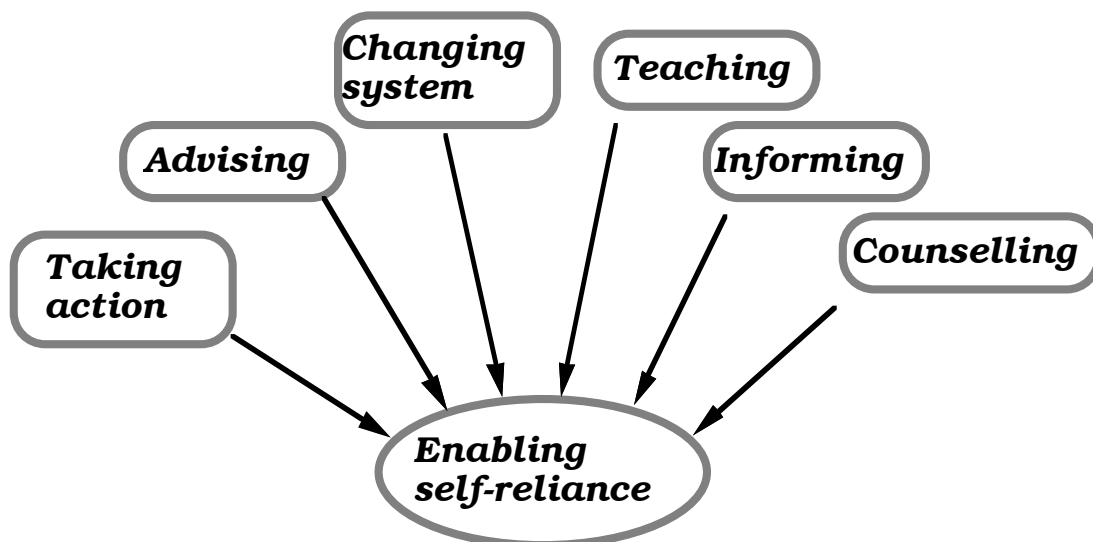
**Changing the system** Recognising and acting on the fact that some of what you hear from an individual's experience demonstrates what's wrong with the school system we're responsible for operating.

**Teaching** Introducing new thoughts ideas and notions which help the student make sense of her/his experience (this is obviously not teaching of a didactic sort).

**Informing** Making available to the student any sources of useful information which you are aware of.

**Counselling** Giving the student a chance to talk about and reflect on experiences, and to take new steps in the light of those reflections.

A key important point about all of these activities is that they are all in aid of the same purpose - promoting the student's self-reliance:



'TACTIC' is the handy mnemonic for these elements.

<sup>1</sup> Miller JC (1982), **Training in individual guidance and support**, MSC

Using these six elements, what is your present profile of each in your work?

**Activity**

- Answer the question above:
- (a) with individuals in your tutor group in mind, and
  - (b) with individuals in your subject groups in mind

For each in turn, think about the overall picture of those occasions when you're working with an individual, and ask: What proportion of the time are you taking action? What proportion advising? and so on.

See if you can show your rough estimate of these in the method below, filling in a lot or a little of the bar for each element:

**(a) Individuals in your tutor group**

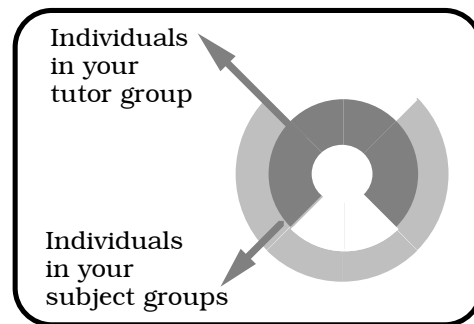
<b>Taking action</b>	0%	100%
<b>Advising</b>	0%	100%
<b>Changing system</b>	0%	100%
<b>Teaching</b>	0%	100%
<b>Informing</b>	0%	100%
<b>Counselling</b>	0%	100%

**(b) Individuals in your subject groups**

<b>Taking action</b>	0%	100%
<b>Advising</b>	0%	100%
<b>Changing system</b>	0%	100%
<b>Teaching</b>	0%	100%
<b>Informing</b>	0%	100%
<b>Counselling</b>	0%	100%

- Now compare the profile you've recorded with a partner in your group. Explain to each other the particular features which lead to your profile. Include:
- features concerning you
  - features concerning the pupils you work with
  - features concerning your school and your role in it
- Discuss the general issues this has raised in the whole group. Look for similarities and differences in the sorts of things you've identified and examine whether there are some common ways in which you want the profile to be different.

### **Whose agenda? Whose change?**



Our starting analysis of helping an individual has already highlighted some elements which people may find surprising: changing the system, taking action, and so on.

If we put change so clearly on the map of helping, the questions which quickly follow for many tutors are 'Whose agenda? Whose change?'.

*This pack contains no methods for one person to get another to change. We do not know of any. It does contain methods for helping someone make a change, their change. This means that the agenda of the helping has to be clarified in the early stages.*

### **Thinking about the agendas**

When a tutor meets an individual pupil, the following ingredients may be present:

the pupil's agenda

the tutor's agenda

others' agendas

'Others' could refer to other teachers, parents, peers, and so on.

These various agendas will generate difficulties if they are all present and if important differences occur between them. For example:

the pupil's agenda: to have some fun at school, with minimal 'trouble'

the tutor's agenda: to avoid conflict with colleagues

others' agendas: teacher wants pupil punished for classroom behaviour

You can probably imagine the scenario which has led to this state of affairs, and in some schools it is all too common.

Or:

the pupil's agenda: to make her own decisions about future, jobs, etc

the tutor's agenda: to help pupil access all the appropriate information

others' agendas: parents have a particular future in mind for pupil

Here again, we face the issue of 'whose agenda?'

## Activity

- Use this method of analysis to identify examples in your own experience:

### Situation 1:

the pupil's agenda:

the tutor's agenda:

others' agendas:

### Situation 2:

the pupil's agenda:

the tutor's agenda:

others' agendas:

- Discuss these in pairs and small groups, identifying the problems which arise when agendas do not coincide.

The position we adopt may be summarised as:

**Tutors (personal or subject) cannot work in a helpful way with individuals unless both tutor and student are working towards a similar agenda.**

This then raises two main starting possibilities:

1. *That the pupil's agenda is uppermost and the tutor accepts and agrees to work with it.*

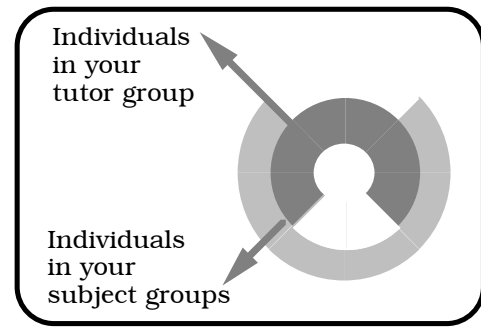
This would most often characterise the situation when a pupil has made an approach to the tutor, and wants to talk about something. It is what many counsellors have called self-referral, but for tutors it is not the only situation. Often we face the alternative possibility:

2. *That the tutor's agenda has initiated the meetings. Here tutor and pupil need to develop an agenda together, making this explicit at an early stage.*

This is often what happens when a tutor's concern about something has led them to talk to a pupil.

3. *That someone else's agenda has initiated the meetings. Here tutor and pupil need to be clear with each other about this, and decide whether they wish to develop an agenda together.*

This is often the position when a colleague teacher has asked the tutor to talk to a pupil.



### What interpersonal qualities are effective in helping?

Three particular qualities have been examined in a range of contexts. In the area of helping it has been found that these qualities are crucial, no matter what sort of model of helping a person claims to follow. They are described as **genuineness, acceptance, and empathy**, and have developed mainly from the work of Carl Rogers [see following page].

On an associated sheet we have selected some descriptions to bring these three ideas to life. You may find the language peculiar at first - it's American and it's also describing an area where we don't have a ready vocabulary.

#### Activity

- In small groups take ten minutes to read the quotes and process them:
  - Which aspects seem most clear to you?
  - Which aspects do you find yourself agreeing with?
  - Which parts do not yet come alive for you? can colleagues help?
  - Which aspects do you doubt most?

Bring your first responses back to the workshop group.

- Can you identify occasions when you think these qualities have been clearly evident in a helping encounter?

Note down your examples of how they were evident:

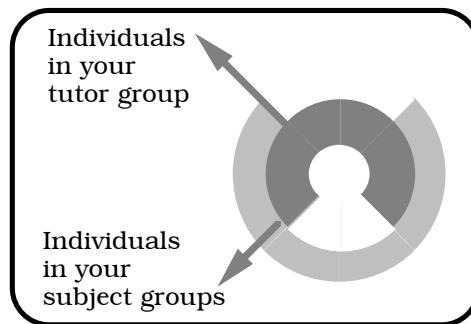
- Exchange the examples you've identified.

Can you clarify how these ideas compare to other apparently similar ideas?  
What's the difference between acceptance and approval?  
What's the difference between empathy and sympathy?

Unless **communication** of these attitudes is achieved, such attitudes do not exist in the relationship as far as the student is concerned. The teacher's behaviour and words are observed by the students who make assumptions on that basis. The next activity looks at how the qualities are demonstrated.



## Qualities in effective helping and teaching



In his inspiring book on education, *Freedom to Learn*<sup>1</sup>, Rogers summarises three key qualities as follows:

*Those attitudes that appear effective in promoting learning can be described. First of all a transparent realness in the facilitator, a willingness to be a person, to be and to live the feelings and thoughts of the moment. When this realness includes a prizing, a trust and a respect for the learner, the climate for learning is enhanced. When it includes a sensitive and accurate empathic listening, then indeed a freeing climate, stimulative of self-initiated learning and growth, exists. The student is trusted to develop.*

Let us look at these in a little more detail.

### **Realness/genuineness**

*When the facilitator is a real person, being what she is, entering into a relationship with the learner without presenting a front or a facade, she is much more likely to be effective. This means that the feelings she is experiencing are available to her, available to her awareness, that she is able to live these feelings, be them, and able to communicate them if appropriate. It means that she comes into a direct personal encounter with the learner...*

*Seen from this point of view it is suggested that the teacher can be a real person in her relationships with her students. She can be enthusiastic, can be bored, can be interested in students, can be angry, can be sensitive and sympathetic. Because she accepts these feelings as her own, she has no need to impose them on her students. She can like or dislike a student product without implying that it is objectively good or bad or that the student is good or bad. She is simply expressing a feeling for the product, a feeling that exists within herself. Thus she is a person to her students not a faceless embodiment of a curricular requirement nor a sterile tube through which knowledge is passed from one generation to the next.*

*... it is obvious that this attitudinal set, ... is sharply in contrast with the tendency of most teachers to show themselves to their pupils simply as roles.*

pp 121, 122

<sup>1</sup> Rogers C.R., (1983) **Freedom to Learn for the 80's**, Charles E. Merrill

### **Prizing, acceptance, non-possessive warmth**

*It is a caring for the learner but a non-possessive caring. It is an acceptance of this other individual as a separate person having worth in her own right. It is a basic trust - a belief that this other person is somehow fundamentally trustworthy ... it shows up in a variety of observable ways ... can be fully acceptant of the fear and hesitation of the student as she approaches a new problem as well as acceptant of the pupil's satisfaction in achievement. Such a teacher can accept the student's occasional apathy ... personal feelings that both disturb and promote learning - rivalry with a sibling, hatred of authority, concern about personal adequacy. What we are describing is a prizing of the learner as an imperfect human being with many feelings, many potentialities.*

*When the teacher prizes the student in a total, rather than a conditional way, s/he does not accept certain feelings in the student and disapprove others. This is an outgoing, positive feeling without reservations and without evaluations. It means **not** making judgements. For the student to feel safe that he/she can say whatever they are thinking or feeling means that they can think out loud. This is a difficult quality to maintain in the face of apparent insolence, anti-social behaviour and apathy. It contains the paradox that when a person feels accepted by another, as he/she is, then they are free to move from there. This is in contrast to the belief that if you accept a youngster he/she will remain exactly as they are; the only way to make them move is to tell them what you don't accept about them. To react with disapproval is to guarantee that many students would feel less able to talk to a teacher who behaved like this.*

### **Empathic understanding**

*When the teacher has the ability to understand the student's responses from the inside, has the sensitive awareness of the way the process of education and learning seem to the student, then again the likelihood of significant learning is increased.*

*This kind of understanding is sharply different from the usual evaluative understanding, which follows the pattern of "I understand what is wrong with you". When there is a sensitive empathy, however, the reaction in the learner follows something of this pattern "At last someone understands how it feels and seems to be me, without wanting to analyse me or judge me. Now I can ... grow and learn."*

p. 125

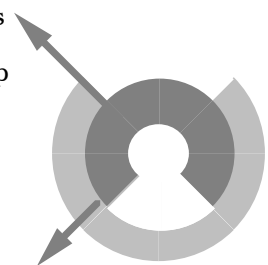
*To sense the client's private world as if it were your own but without ever losing the "as if" quality - this is empathy and seems essential to [helping]. To sense the client's anger, fear or confusion as if it were your own, yet without your own anger, fear or confusion getting bound up in it, is the condition we are endeavouring to describe. When the client's world is this clear to the [helper], and he moves about in it freely, then he can both communicate his understanding of what is clearly known to the client and can also voice meanings in the client's experience of which the client is scarcely aware.*

*It means frequently checking with him/her as to the accuracy of your sensings, and being guided by the responses you receive.*

## Demonstrating the key qualities in helping

Individuals  
in your  
tutor group

Individuals  
in your  
subject groups



### Activity

Take each of the three qualities (genuineness, acceptance, empathy) in turn.

- In pairs discuss what you take it to mean, referring to examples you know. Note down any clarifications you come to.

- Think about particular occasions when someone who was intending to be helpful has *demonstrated* these qualities.

*What did they say and do to convey them in a helping interaction?*

- On your own to begin with, write down as many examples as you can of the sort of things that might be said to convey each quality. For example:

**Genuineness:** 'I don't yet know if I can help, but I'm interested to try'  
'I feel angry at what you say but want to carry on looking at it with you'  
'I'm disturbed by what you've told me and think we should ...'

**Acceptance:** 'That must be pretty dispiriting'  
'I'm sorry you were in this situation'  
'You seem to be telling me ...'

**Empathy:** 'I'm trying to work out how that feels from your position'  
'Am I understanding this right?'  
'What was the effect of that on you?'

Discuss the examples you've come up with in your pair.

Note three examples on which you agree.

- In the whole group share the examples you've identified, writing them up on a flipchart - one chart for each quality. Discuss with the whole group:

What principles for effective helping have emerged from your discussion?

What do you notice about the particular things which were said?  
(be specific and detailed about the words used).

Did you discuss any tensions you feel between demonstrating one of these qualities and demonstrating another? (e.g. between demonstrating empathy and demonstrating genuineness on an occasion when you know you're angry)  
How were these tensions resolved in your discussion?

Before we go further, a clarification:

*Certainly the achievement of genuineness is not a matter of the words used, and if one is feeling judgemental, the use of a verbal formula that sounds like the sharing of feelings will not help. It is just another instance of a facade, of a lack of genuineness. ... one must be willing to take the risk of sharing them (feelings) as they are, inside, not disguising them as judgements, or attributing them to other people<sup>1</sup>*

So although we need sometimes to focus on the words we might use, the words are not enough without the underlying qualities.

### Reflections

The approach to training adopted in this pack stresses that:

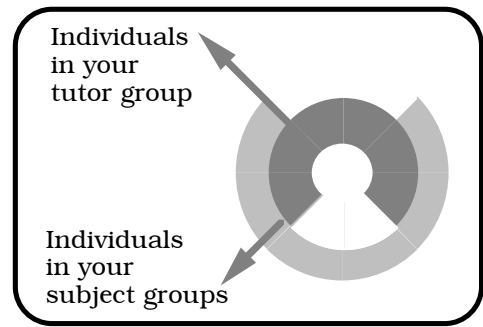
- skills must be extensions of the helper's humanity and not just bits of helping technology
- communication skills must serve the larger helping process which is demonstrated when client's manage their lives more effectively
- skills need to be permeated by the values of respect and genuineness: that's why we've started off with these important core qualities, but stressed the process of conveying them, to develop a starting position on helping skills

We find it's important to convey to colleagues that these core qualities are rare (Rogers' own word) and not fully achieved. So we're not trying to say everyone's got to be some extraordinary saintly person in order to be an effective helper. We're saying that developing a little more of these qualities reaps important dividends in helping and forms an important core for the skills which follow.

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<sup>1</sup> Rogers C.R., (1983) **Freedom to Learn for the 80's**, Charles E. Merrill

## A model of elements in tutoring individuals



The model adopted in this pack combines:

- the core qualities at the centre
- the stages which may arise in the cycle of helping
- the phases in helping, shown around the outside



### **What does this diagram show?**

One important message in this model is that progress in helping is enhanced by the **phases** noted on the outer circle, and the **qualities** (genuineness, acceptance, empathy - already discussed) noted inside the circle.

The three broad phases in individual work are:

1. the teacher aims to promote involvement and **exploration** of a problem on the part of the student
2. **new understanding** of the problem is sought, both in terms of where the student is at present and also where they would like to be
3. **action planning** based on what has come to light in the preceding phases

This notion of three phases is an important one to apply to tutoring in the busy life of a school. All too often we rush into action planning without the necessary preliminary exploration and understanding. Or if we make the time, we might explore effectively, and promote new understanding, but then fall into the trap of not action planning. Sometimes we can set up the appropriate atmosphere and relationship for exploring, but not know how to develop it for action.

All three phases are needed for effective work, and together they develop a sense of progression in helping an individual.

The helping **stages** and **skills** examined in this pack support these phases. Thus such skills as attending and reflection of feelings are most appropriate to the exploration phase when the agenda is being agreed and reviewing is occurring. The skills of challenging may be needed during the later phase of action planning. The teacher as helper is relatively more passive and enabling in the early stages and gradually shifts to a more active role toward action planning.

The cycle shown here is not an invariable one, but it is generally the case that a typical helping relationship will involve the use of those phases, qualities and skills in roughly that order, whether in a single session or over a longer time period.

So we start at the beginning and examine the steps and skills in this order. In the next sections we will look systematically at each, and try them out on some provided scenarios.

### Making the date

Individuals  
in your  
tutor group

Individuals  
in your  
subject groups

Time is the key commodity in the rushed life of schools and colleges.

Sometimes tutors say 'I haven't got time to see individual pupils in my tutor group or in my classes' At one level they're right - especially if they're not in a school that timetables them for exactly this activity. And in the introduction to this pack we wanted to recognise this issue, by stating that development doesn't simply occur through tutors extending their skills: school resources are needed too.

But at another level it's worth asking 'How long does it take to see a pupil individually?' Tutors are doing it all the time. So it may not always be a matter of 'enough time' - often it's a matter of 'the best available time'.

- Think of all the occasions when you've had individual conversations with members of your tutor group and members of your subject groups. Jot down some of the most commonly occurring occasions:

- Discuss these in pairs.

Now, without loading you with a sense of additional responsibilities, you might want to use more effectively some of the occasions you already have.

- This might involve inviting pupils to come for a talk at a particular time:

*'Steven, I'd like to have a talk with you about how you're getting on. I can make fifteen minutes at lunch time for a start. Is that all right with you?'*

*'Joanne, I want to talk with you about progress this term, and I'd like to do that instead of you going to assembly tomorrow'.*

- Think about individuals whom you might want to have a conversation with - what times do you think you and they could both make?

Using scarce time effectively also sometimes means developing clear practice on this. Even for coping with crises:

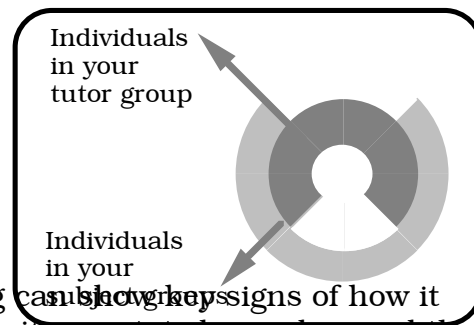
*'Excuse me Mr ..., can I have a word? It's about Mum: we had a big argument this morning and I don't think I can face going home at the end of school'*

If this comes your way at the end of morning break, when you're just diving off for your next lesson, you may want to practice your way of responding.

Will it be: *'Don't worry John: as the day goes by you'll start to see it differently - remember you got over it OK last time?'*

Or: *'Of course, I'll try to make some time - I'm teaching every lesson today, and would like to give this proper time - can we meet when school ends?'*

- Discuss these and any other responses you think of.



### Setting the scene

It is said that the first few minutes of any meeting can show key signs of how it will continue. If it's characterised by lack of clarity, unstated agendas, and the use of power, it may not ever recover. These points could apply to a tutor meeting an individual pupil.

- Think back over meetings you've had with individuals in your tutor group or in your subject groups. Try to identify some meetings that have gone well and some that haven't. Was there anything about how the meeting started which might partly explain the outcomes? Make some notes here:

- Exchange some examples in your workshop group, and try to derive some principles for setting the scene in such a meeting.

At the start of any meeting it can be important to include a number of key points in your early remarks:

- that you're concerned about something
- the role you're in, which makes sense of the concern
- how you would like the meeting(s) to develop, in broad terms

*'Janet, thank you for agreeing to this meeting. As your personal tutor I'm concerned about your school attendance. I'd like to spend some time looking at this in detail with you, trying to understand it, and see whether there's anything we together can do'*

- In pairs, discuss your first reactions to the above points and to the example given. What issues arise for you in trying them out?

Select an example you're involved with now. In pairs, develop the sort of thing that you would want to say for effective setting of the scene in the example you've chosen.

- A further aspect of setting the scene is the physical aspect:
  - the physical setting - in school? out of school? cold? large?
  - the place and its connotations - Head of Year room? parents' room?
  - the furniture - is there any? chairs? what sort?
  - other resources - desk? paper?
  - the likelihood of interruption - by telephones? by visitors?
  - and so on
- Discuss the physical aspects of the places in your school where you would expect to meet with an individual in your tutor group. What issues arise? What improvement would you suggest?



Last but not least, you've prepared the time, you've prepared the space, can you now prepare yourself?

In particular, can you do anything to prepare your head, so that all the other aspects of a busy school life can be temporarily put on one side, and the best attention you can offer is brought to the meeting.

- Think over all the strategies you've tried or you've heard about for:

**Finding some 'brain-space'**

**Putting preoccupations to one side**

**Adopting a listening frame**

**Bringing attention to the person**

**Preparing to empathise**

- What strategies do you use/ know of for preparing your head? -
  1. beforehand
  2. immediately before the meeting
  3. at the start of the meeting

- Exchange these in the workshop group, trying to hear as many diverse strategies as possible.

Were they anything like these? -

*1. Beforehand*

- \* divert interruptions
- \* prepare, for example by reading notes

*2. Immediately before the meeting*

- \* make sure you finish the task you're in (if possible)
- \* make a useful break by:
  - getting coffee, taking a short walk, talking to someone
  - some 'not work', to create a space, a diversion
  - a few moments reading (non-work variety)
  - saying the words of a poem/song
- \* clear a space on your desk
  - actually, or metaphorically
- \* write things down, make a list, notes
  - to 'dump' what you've been involved in
  - to prepare for this next event
- \* find a room on your own, with as much quiet as possible
- \* remind yourself what you know about the agenda to come
- \* ask yourself 'what's it like to be this person?'
- \* arrange that the person to be seen is waiting in another room

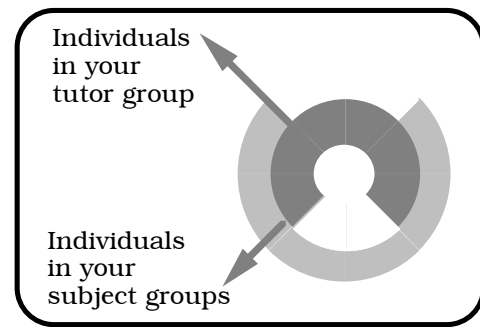
*3. At the start of the meeting*

- \* make coffee with the person
- \* get a pen and paper
- \* get yourself in good shape through deep breathing
- \* put your stress on a spot/ in a can
- \* use a relaxing image e.g. walking down a road

(By the way, don't think this is an unrealistic list - it was collected from tutors in busy London schools. You and your own colleagues might already be exercising an impressive range of strategies).

- Exchange your approaches and select a new one you might try.

## Agreeing the agenda



Some meetings between tutors and individual pupils are characterised by a multiplicity of agendas and unstated agendas at the same time! This issue was introduced in sheet [4] 'Whose agenda? Whose change?'.

Now we need to think about how to cope with this situation once we've identified it.

### Activity **Agendas in helping**

- Think of an occasion when you've been aiming to help someone, and it has felt quite clear to you what the agenda was in order to be really helpful.

Note down how you came to be clear about what was needed to be helpful.

- Think of an occasion when you were aiming to help someone, and you were never really clear what would be needed for you to be helpful.

Note down how it was that you were not able to be clear on this occasion.

*Was it anything like these?*

Agendas are clear when:

- \* you've taken time to clarify that you have similar goals at the outset
- \* someone states the agenda they're bringing
- \* your role is clear
- \* expectations of each other are reasonably compatible
- \* the issues are clear
- \* symbols of hierarchy/status do not intrude
- \* something identifiable can be done that addresses the issue

Agendas are difficult to get clear when:

- \* there is conflict present
- \* a group of people are involved, but not actually present
- \* there are a lot of issues to clarify
- \* you can't quite see what you could do to help
- \* someone is keeping things up their sleeve
- \* it is not clear what your role is
- \* there is a peculiar view of your role
- \* the pupil has a preconceived idea of you
- \* the pupil has been sent to you

One conclusion to draw is that any meeting needs to lay out the agendas and see whether a joint one can be realised. This means also including the agendas of important people who are not present.

Some examples:

*'So let's start Joanne, and I would like us to spend some time talking about your attendance. We can talk about other important things also - do you have things you want us to discuss?'*

*'I think it's important to remember other people too - what's your Mum's view on the occasions that you've not come to school. What do you think she would want to happen as a result of us meeting?'*

- Discuss your reactions to the ideas and examples above.

What might possibly stop you spending time at the start of a meeting getting the joint agenda clear?

Generate some possibles and also how you might avoid each one

- How would you think about handling the following example:

*Tutor: 'Danny, you know that I've been getting reports from Science and English that you're being disruptive in those lessons. I want to spend some time talking with you about this, not taking sides, but seeing if there's anything that could improve matters'*

*Pupil: 'Thanks but I don't want to spend time talking - there's nothing really wrong: those lessons are a bit boring so I have some fun - I don't mind if they punish me'*

- Discuss your responses in pairs.

If the science and English teachers had asked you to have a word with Danny about his behaviour, what would you decide to say to them?

*Trying it out*

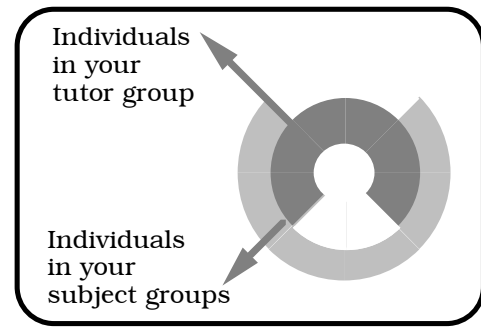
- At this point you might like to examine the scenario with Maureen or that with Mary (sheet **P 1** **S1** ).

In using these scenarios, be sure to also read the sheets **Sc 1** and **Sc 2**. These will help you get the most out of it.

You might then move on to scenarios with James or Geoff (sheet **P 2** **S 2** ).

These scenarios will of course be requiring the exercise of the skills we have outlined in sheets **Sk 1** onward.

### Review / update



This stage in helping is where the issues are laid out (if it's a first meeting) or revisited and updated (if it's a subsequent meeting).

The way that one reviews with a pupil depends in part on the theme of the agenda:

If it's a matter of academic progress then some of the prompts on this page might come into play

If the theme clearly becomes one of investigating learning in more detail, then the next sheet might stimulate useful prompts

If it's more a personal-social theme then the 'ten important questions' on the third sheet may prove a useful aide-memoire

Obviously each of these isn't meant to create some sort of interrogation - they are intended to prompt enquiries which would not need to be phrased as questions at all.

And if this is not one of the early meetings, so the issues have been well laid out on previous occasions, the review stage may be focusing on what has happened since the last meeting, especially in terms of experiments set up and any results.

#### Reviewing progress

The things you've enjoyed doing recently

The things you've found difficult recently

The things you've done well at recently

The things you're doing best at,  
and the reason for this

The things you're not doing so well at,  
and the reason for this

One of the things that you've noticed about someone else who does well,  
someone like you

Any things that you feel like trying out

#### Activity

- Think of one of the pupils in your tutor or subject groups with whom you want to review their progress. Consider how you would make the date, set the scene, agree the agenda, and then organise the review. How would you phrase some of the above? How would you modify the above?
- In pairs, discuss your specific examples.

The following prompts will provide a useful structure when a tutor is wanting to know something about a pupil's overall pattern of achievement. Everyone has a different approach to learning, and we need to recognise this when reviewing a pupil's learning. Otherwise we may fall into the common trap of giving advice about learning which only makes the pupil more anxious, since it is not tuned to their present approach (so they may be saying to themselves 'But I don't do it like that - perhaps I've been getting it wrong all along').

## ***Investigating patterns in learning behaviour***

### **1. Learning situations in any subject lesson**

- What sort of learning tasks does s/he prefer?
- What sort of learning tasks does s/he not prefer?
- In what learning situations s/he seem most engaged?
- In what learning situations s/he seem least engaged?
- In what learning situations does s/he seem most confident?
- In what learning situations does s/he seem least confident?
- In what situations does s/he get the help s/he wants?
- In what situations does s/he not get the help s/he wants?

### **2. Generally across subjects**

- What subjects does s/he prefer?
- What subjects does s/he not prefer?
- What subjects does s/he consider most important?
- What subjects does s/he consider least important?

### **3. The views of others:**

- What learning/subjects does s/he think the family would value?
- What learning/subjects does s/he think the family would not value?
- What learning/subjects does s/he think her/his peers would value?
- What learning/subjects does s/he think her/his peers would not value?

#### **Activity**

- Think of an individual pupil in your tutor or subject groups, with whom you wish to explore their patterns of learning.
  - which of the above enquiries can you find an answer to already?
  - which do you find difficult to answer?
  - which will lead to enquiries with the pupil?
  - how will you phrase some of the above?
  - how will you modify the above?
- Discuss your specific examples in pairs.

## **Reviewing other matters:**

The following prompts may provide a useful structure when a tutor (personal or subject) is wanting to review something about a concern a pupil has, not specifically a learning concern.

### **'Ten important questions'**

#### **WHAT is the cause for concern?**

be as specific as possible, not falling into simple labels

#### **IN WHAT SITUATIONS does the concern arise?**

in what settings/contexts, with which others?

#### **IN WHAT SITUATIONS does the concern NOT occur?**

(this can often be the most illuminating enquiry)

#### **What happens BEFORE the events of concern?**

a precipitating pattern? a build up? a trigger?

#### **What FOLLOWS the events of concern?**

something which maintains them?

#### **What SKILLS does the person demonstrate?**

social/communication skills? learning/classroom skills?

#### **What skills does the person apparently NOT demonstrate?**

and how may these be developed?

#### **What view does the person have of the events of concern?**

what does it mean to them?

#### **What view does the person have of themselves?**

and may what they do be enhancing that view?

#### **What view do others have of the person?**

how has this developed? is it self-fulfilling? can it change?

#### **Who is most concerned by this behaviour?**

can you clarify and distinguish other peoples' concerns from those of the person you're working with?

### **Activity**

- Before you try using these as an aide-memoire as suggested, try them out in your workshop group as follows:
  - On your own, identify a pupil whose behaviour puzzles you. Read down the ten questions, thinking about each in turn.
  - Note what happens, both in terms of answers you might come up with, and in terms of how your thinking is led/influenced.
  - Do some questions 'ring bells'? Do some lead to important enquiries?
  - Are some difficult to answer?
- Now that you've tried out using this structure, to what uses can you see it being put?
  - Can you employ it to order your own thinking? How?
  - Can you use it to enhance explorations with pupils? How?
  - Can you employ it to order discussions with colleagues?

At this point you might like to examine scenarios with Nasreen or with Noreen (sheet **P3** **S3** ). These exercise skills as in sheets **Sk1** onward.

### Analysing situations

Individuals  
in your  
tutor group

Individuals  
in your  
subject groups

One of the pitfalls in helping is to focus too much on the person. We can end up thinking that all the causes reside in the individual and that only some sort of therapy will lead to change. Not so.

For all of us, our behaviour is not a simple outgrowth of internal processes: we are social and relate to our context and environment. Our behaviour is comprehensively summarised in the expression:  **$B = f(P.S)$** . This was written by social psychologists fifty years ago to signify:

**Behaviour is a function of person and situation.**

So with the pupils we are working with. Rather than 'explain' what's happening by some fixed feature of them, effective helping often involves looking in detail at the situations they meet, and how things vary across those situations. In the previous step, reviewing [St 4], you've already seen prompts which can start this analysis.

*Examples:*

Hamid is talking with you about his attendance at school. On reviewing the pattern, it seems that most absences follow him meeting Terry on the bus, and Terry persuades Hamid to go to the video arcade. Hamid wants to remain on good terms with Terry. The problem does not arise when Hamid catches a slightly earlier bus.

Mary and her boyfriend both know about safe sex. But Mary's concerned that David sometimes seems to want to ignore what he knows. This happens most often when they're at his house late in the evening; it seems not to happen when they're at her house.

#### Activity

- Take each of the examples above and discuss how analysing the detail of the situations may usefully focus the helping.  
What could possible next steps be?  
Are there any pitfalls in this which a tutor should anticipate?
- Now think about a pupil in your tutor group or subject groups that you're concerned about in some way. Imagine how you might explore with her/him the situations in which the concern arises, and those where it doesn't.

Note down your thoughts on this and your ideas about where this line of analysis might take you:

### *Further developments*

When exploring a situation of concern, it is possible to focus predominantly on the negative consequences of the situation for the student. This can come to feel like moralising. Therefore it's also important to analyse the positive consequences - these might be helping to sustain the situation, even though it's a concern. For example, while a student might be concerned about missing school, his concern about something at home (which promoted him to stay there) might be working to keep him staying at home.

Generally it's effective to see each situation as containing a dilemma, and examine strategies for handling it, rather than having a right solution.

It is also sometimes important to explore a range of responses to situations:

How are you coping with this situation?

How do others you know cope?

What do you do in situations where this doesn't arise.

To support the analysis of situations, you might suggest that the student keeps a record of incidents as they happen and to bring this along to the next meeting. This helps by providing detail, and a suitable distance on the issues - each of which promote the pupil's own self-monitoring and putting themselves more in charge of the situation.

### *Reflection*

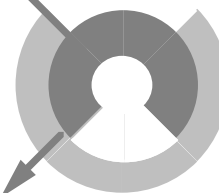
When pupils start to take charge of things by controlling the situations they encounter, some people can fall into the trap of criticising it in ways which are individualistic or moralising - Hamid's 'avoiding the issue with Terry', or Mary's strategy 'doesn't solve the real problem'. Beware of this lest you undervalue someone's first steps in change.



## Looking at patterns

Individuals  
in your  
tutor group

Individuals  
in your  
subject groups



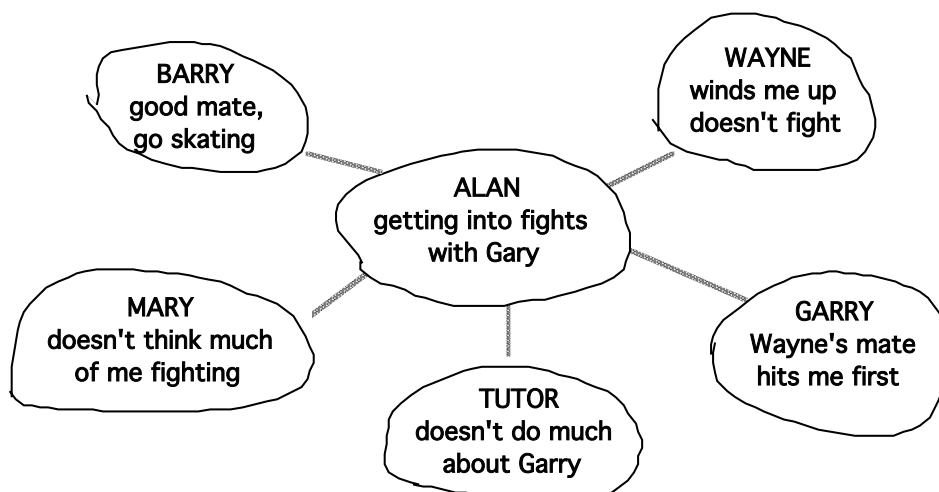
When a tutor is just talking to a pupil with the aim of helping, things can on occasion get stuck. Recording together the situations being examined can create a joint focus, identify some of the patterns, help to move the cycle of helping on and create a useful overview of the concern.

Informal methods of recording can help communication, and get the patterns in place. Some of them might seem strange to counselling purists, but in the culture of teachers and pupils they can be acceptable and very effective. They aim to:

- *create a joint focus for the two people to work on*
- *record key elements and objectify them*
- *get the overall picture in a new perspective, a new balance*
- *see new patterns or trends*
- *ask questions about connections*
- *help to set a direction for forward thinking and change*

### 1. Drawing the present situation

One example is that of 'life-space diagrams'. Here we work with a pupil to create a picture of the people they see as significant to them in regard to the issue in question. We would want the pupil to decide who should be represented, but the tutor could probably try a gentle prompt or two.



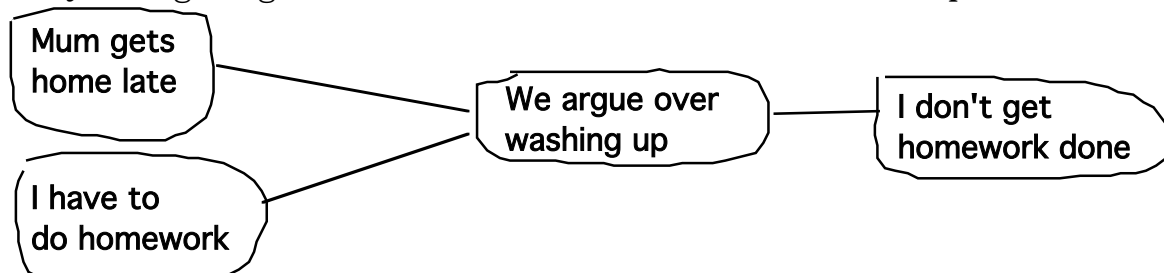
Such a diagram can help record the views of each of the others on the issue in question, and can help to develop a sense of the various 'forces' on the pupil at the centre. It can further promote a shared understanding of the ways in which movement or change might be possible for that pupil.

#### Activity

Try applying this idea using the scenario Jenny or Sandy (sheet [P 5](#) [S 5](#) ).

## 2. Drawing the 'chain of events'

Tracey's not getting some homework done, and sketches out the picture like this:



This simple example could help lead to a more detailed analysis, from which can then develop a discussion of the elements which could be changed in order to influence the whole 'chain'.

## 3. Issues to be faced in drawing or recording patterns include:

*who controls the developing picture*

as much control as possible should be in the hands of the pupil

*who owns the final product*

the product is the pupil's, who should decide what next happens to it

*how to explain the use to which it may be put*

as something that helps communication, and may help the pupil empower themselves

*how to avoid simple and spurious 'interpretation'*

by remembering it was a 'springboard' for communication

by encouraging the pupil to choose which aspect to talk about

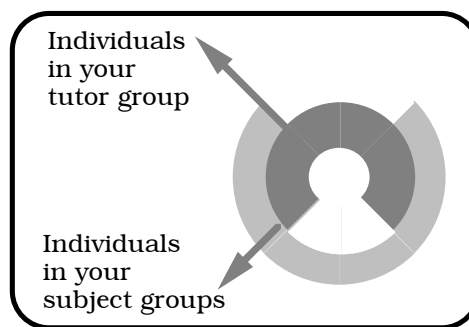
## 4. Further Development: drawing the pattern of the future

To help someone clarify their goals, and help bring the notion of change onto the agenda, drawing can help them visualise an overall goal. This may be a more open-ended process than the process of creating the present perspective, which requires careful analytic thinking.

It's fruitful to get a pupil to draw a picture or a diagram of how they want themselves or a situation they're in to look in the future. A 12 year old might draw themselves now and how they imagine themselves in 5 years time. In the examples on this sheet, Alan might modify his diagram to show how he would like the situation to look. Tracey might modify the chain of events to a more satisfying one, and thus support the next stages: reflection and thinking about change.

- Think about individual pupils who you've worked with.  
Have you used other sorts of techniques to help the communication?  
What do you think is most appropriate for some of the pupils you're concerned about now?
- Some tutors think that the ideas here are good ideas, but never quite get round to practising them. What might stop you trying out such practice?:  
inertia?, it might feel funny at first? not having paper and pencil?
- Select a small experiment you might try out in this area of tutoring practice, and arrange a time when you'll discuss the results with members of your workshop group.

### Learn/reflect



By this stage the pupil you're working with will have communicated and explored a detailed perspective on the situation(s) they're meeting. New understandings may be emerging or may be called for and could have good effect from being crystalised a little.

So it's at this stage it might be appropriate to pause for a moment on the enquiry: *'What have we learned from this exploration so far?'*

This could trigger for the pupil useful new understandings:

- of themselves
- of others
- of the processes or situations they meet.

Examples could be:

• *Learning about themselves:*

James is able to say he feels angry about people commenting on his Dad.

Nasreen realises that she's concerned about Mum's safety, and that missing school has been connected to this.

Shirley is starting to feel frightened about exams next year, and what her parents will say if she doesn't do well.

• *Learning about others:*

Maureen sees how some teachers react to her liveliness, while others seem not to.

Jenny might understand why her Dad gets so upset about issues to do with jobs.

• *Learning about processes/situations:*

Hamid starts to understand how being assertive doesn't necessarily lose friendships.

Mary starts to wonder how else David can relate to her when they're really on their own.

and so on.

### Activity

- Think about pupils you have talked with and helped. Try to identify:
  - occasions when some of their learning was made explicit
    - How did this happen?
    - Did it advance the process?
  - occasions when learning was not made explicit
    - What now would you say the learning was?
    - How could it have been made more explicit?
- Identify some of the ways in which you've achieved this in the past.

## ***Helping a pupil reflect***

Reflection does not come about without some help or some structure. It can be aided by:

- Giving an account

Martin relates some of the things that have happened since last week, and is helped to reflect on it by enquiries such as:

*‘What was the most important thing in what you’ve said?’*

*‘Was there anything you would like to have done differently?’*

- Comparing accounts

Nasreen tells you about some of the things going on at home, and is helped to reflect by:

*‘I’m interested in how you think your mother might see those events’*

Nigel has told you about some difficulties with teachers:

*‘If Ms ... was here what picture of it would she paint?’*

- Evaluating

Shirley describes her present study strategies and the times when they don’t seem to be effective:

*‘What do you find the easiest aspect to talk about?’*

*‘For what tasks do you feel most confident?’*

*‘What was the most difficult for you to describe?’*

O-O-O-O-O-O-O

Again, during a process which is meant to be the pupil’s learning and reflection, the process of helping can become distorted, by imposition of other people’s agendas for a pupil’s learning.

### **Activity**

Try this exercise in pairs:

- Choose one student in your tutor group

Think about what they may wish to learn in the situations they meet, and then try to identify what other people would say they should learn.

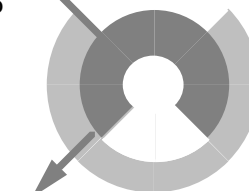
What similarities and what differences arise? Are there any tensions?

Discuss any implications of what you’ve identified for the process of helping that individual.

## Agenda for change

Individuals  
in your  
tutor group

Individuals  
in your  
subject groups



Sometimes tutors say that they can set up useful conversations with pupils about the situations they meet, but can't effectively raise the issue of change. The preceding ideas of reviewing, using drawings to analyse patterns and situations, and reflecting may have smoothed this process, but we now address the aspect of talking about change directly.

### Getting change onto the agenda

In talking with pupils about the situations which concern them, the idea of change can come onto the agenda in simple ways.

Conversations which include:

*'What would you like to be different?'*

*'How would you like things to be in the future?'*

can develop an idea of the pupil's overall goal.

Conversations which include:

*'What can you do to affect this?'*

*'What steps can you take first?'*

*'Who can help?'*

*'Who else needs to be involved?'*

can start to address the practicalities of change.

Questions that the tutor could encourage the pupil to ask themselves might be useful, such as:

*'What could make this situation worse?'*

*'What would this situation look like to make me happier?'*

*'What would I be doing that was different?'*

*'What would be happening which isn't now?'*

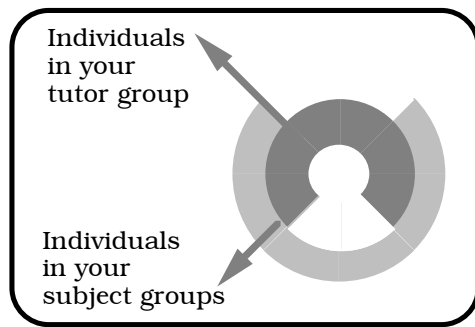
*'What would I not be doing?'*

*'What would other people be doing that they aren't now?'*

We have seen the difficulties of questioning used by a teacher to get information becoming like an interrogation (Sheet **Sk 5**). These enquiries are offered as prompts to the student to ask of him/herself, and do not seek information.

### Activity

- In pairs and small groups, add to the list of possible prompts offered above. Identify occasions when change has come onto the agenda smoothly - how has this happened?
- In your group you may now like to examine the scenario with Martin or Mike on sheet **P 6** **S 6**.



### Generate alternatives

At this point we address in detail the practicalities of making a change.

Change rarely occurs just because someone is told to change, or because they're told it's a good idea. Rather, change occurs when someone wants it and they can cope with the practicalities. This applies equally to teachers as to pupils.

When a tutor is working with a pupil who wants to make some sort of change, the following might be useful points to remember:

#### **Principles when helping someone make a change**

*Work from the pupil's motivation, so that the change helps them achieve something **they** want, helps them feel more competent (as opposed to what someone else wants).*

*Build an approach which stresses experimentation and learning.*

*Anticipate and discuss what will hold the change back and what will help it forward .*

*Think about the strategies that others use, people who are credible to the pupil, models they choose.*

*Practice, rehearse, anticipate actively - try out the 'lines' and the strategies.*

*Work in manageable achievable chunks - don't try to get everything done at once.*

*Make some early experiments which generate success and positive feedback.*

*Plan in the review.*

These points are developed further in this and the next stages (Sheets **St 10-12** )

**Developing alternative strategies:** Here the trap is for the tutor to behave as though they are the main source of ideas for strategies that the pupil can consider. (or even worse, adopt without considering!). This is not likely to be successful, other than by chance.

Instead, there are a range of possible sources to utilise when creating a set of possible strategies:

(a) imagination

*'What might you do?'*

*'What might a friend advise you to do?'*

(b) other credible people

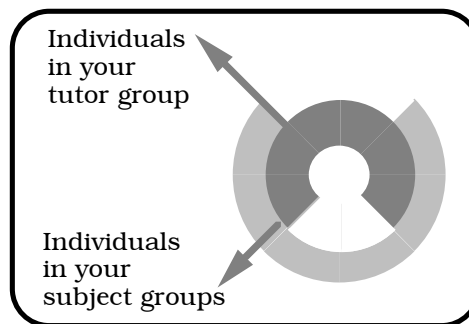
*'Do you know of anyone who seems to be handling this sort of problem well?'*

*'What might X do?'*

(c) thinking as a third party

*'If you were advising a friend about this , what could help them achieve their goal?'*

➤ In your group you may now like to examine the scenario with Jerry or Chandra on sheet **P 7** **S 7** .



## Select/apply

At this stage, when alternatives have been generated, there comes the need to select one to try out. It's time to make a choice. Here the climate for experimentation is tested: if the climate has developed effectively then the choice of a strategy will not be seen as some 'do or die' affair. Rather, it will be seen as an initial exploration to gather some new information about the issue at hand (and therefore a step towards later explorations).

### Activity

- Think of occasions when you've been helping an individual pupil and have been trying to develop appropriate action. Has the choice of an alternative been difficult in any of your examples? If so, what led to the difficulty?
- Discuss your examples in pairs, and then in the whole group.

Devise a composite list (maximum six items) of the main factors which work against effective choice of a strategy to try.

Here are three positive aspects to consider: *risk*, *ownership* and *application*.

Choice will involve *risk*. The tutor needs to support a choice which contains a manageable level of risk: for some pupils prevarication can set in at this stage because they may feel the risk is too great.

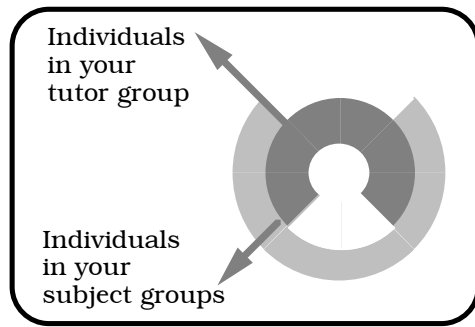
Choosing is not a de-personalised rational process when it's meaningful change. The student will be choosing something personal, to works in her/his life. The tutor may feel inclined to steer the choice, towards 'the best choice': this should be avoided since it can easily lead to the student not feeling any *ownership* of the line of action.

As with recording the situations (Sheet St 6 ), it may be useful to map out the alternatives which have been generated, to look at them on paper, so that the process of choice can be done with an appropriate distance. The pupil can also indicate which option s/he is tending toward.

To help the student examine which of the alternatives could be *applied* to her situation, she could be asked to try out each one, imagining the situation. This helps to anticipate in detail some of the issues which might arise. This also helps develop the 'script' that she may need to use (see Sheet St 12 ). Then the discussion can focus on whether it would feel like a possible strategy to try out in real life.

- Here you may find it profitable to examine the scenario with Winston or Darrell on sheet P 8 S 8 .

## Plan/prepare



With one of the alternative strategies selected, the practicalities of making change require that detailed planning and preparation follow. It is all too possible for a pupil to leave an effective conversation with a tutor, knowing what a good strategy *might* be, but it never quite sees the light of day in action terms.

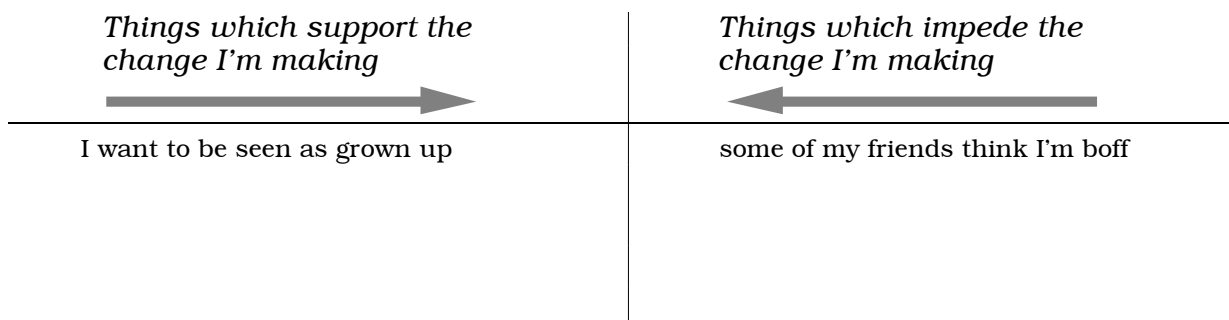
*What do we have to prepare?*

*Aspects such as:*

- What action to take? What to say/do?
- Are there any places or times which might be important to bear in mind?
- How might others respond? - anticipating this will help to not be put off by their responses.

### **Force Field analysis**

This might sound like something out of Star Trek: it is a way of helping someone anticipate the factors involved in change. We usually think about things which will promote change, and sometimes forget the aspects which impede it: laying out both helps us have a more workable approach.



When you've done an analysis like this, working on the important aspects of both parts leads to more effective change.

### **Planning-in supports:**

Leaving a pupil with their choice of strategy, well planned, can sometimes forget the social support which could be mobilised. So we examine:

- Who can help?*
- How can they be brought in to the experiment that's about to take place?*
- Are there any other sources of help? including outside school*
- Is there any longer term course or training which might help?*

By this stage we're ready to be specific about the goal for the experiment...



### **Goal setting:**

This is an easy process once you become practised at it. It can be achieved by simple means such as asking the pupil to complete the sentence which begins:

*'By the next time we meet I aim to have .....'*

However, it is quite possible for all the good work to this point to be undone by setting inappropriate goals.

The following guidelines may provide a useful aide-memoire:

For goals to be effective, it is important that they are:

**Conceivable**

i.e. understandable, and the first steps are clear

**Believable**

to the person(s) involved

**Achievable**

i.e. can be accomplished with your present strengths

**Controllable**

i.e. within the possibilities of your control (not others')

**Measurable**

must be stated so that you know whether you've achieved

**Desirable**

i.e. something you want to do, rather than feel you should

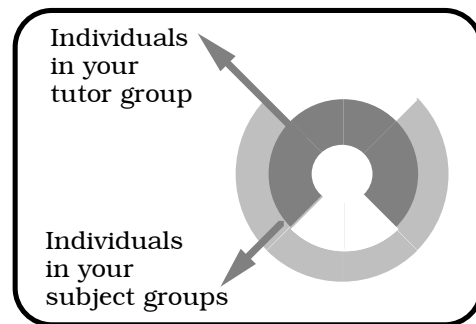
**Unambiguous**

i.e. stated with no alternatives

**Growthful**

i.e. not destructive to self or others

- Here you may find it useful to experiment with the scenario involving Nigel and others or Kevin on sheet **P9** **S9** .



## Trying it out

Many of the changes that an individual in your tutor group may be wanting to effect involve a new way of interacting with someone:

Nasreen wants to talk to Mum about her concerns  
Jenny wants to talk to her parents about her future  
Martin wants to make a new friendship  
Nigel wants to be taken more seriously  
and so on

The whole of the helping cycle up to this point, embodied in Stages [1] to [11], might have been carried out through talk. But if the pupil's agenda is some new action, talk may not be enough.

When it comes to trying out a new behaviour in the pupil's world, trying it out in the helping situation first can be very important. It gives the pupil a chance to anticipate what it might feel like in action. It gives a chance to experience all three dimensions:

- what do I think
- what do I feel
- what do I do

What is being suggested here is not something elaborated or complex, needing an off-putting title such as 'role-play'. It's more that the culmination of the discussion might easily become 'Well let's try it'.

For example:

*Tutor: 'So, Nigel, we've worked out that you want to say something to the swimming teacher: now let's try out some possibilities. First, I'll be the swimming teacher, and you can try out the sort of thing you want to say. Then I could tell you how it comes across to me, or we could change places and you can see for yourself.'*

### Activity

- Think of an occasion when you've been working to help an individual pupil, and the changes which were being talked about came to nothing at the last stage. Was the preparation adequate and did you try the new strategy out in a safe environment first?

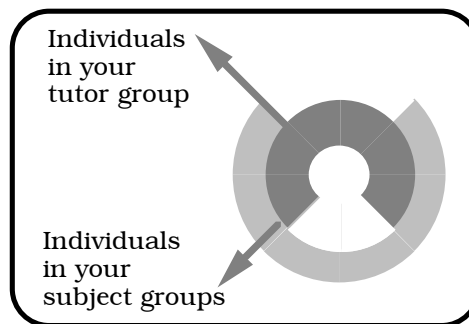
- Exchange your examples in pairs and small groups.

Now identify an individual pupil who you're working with and imagine some of the active ways in which you might help them anticipate and practice the changes they wish to make.

What might stop you at this last stage?

# Tutoring Individuals **Sk 1**

## ***Listening -the most basic helping skill***



But surely we can all listen! Yes, but helping another person demands extra **levels of listening:**<sup>1</sup>

- \* Casual Listening  
awareness that sounds are happening, e.g. hearing background music.
- \* Conversational Listening  
aware listening which requires little effort, e.g. informal chat, small-talk.
- \* Appreciative Listening  
listening with undivided attention, e.g. to directions, a play or music.
- \* Concentrated Listening  
this implies an intensity of listening, e.g. grappling with new meanings on a particularly powerful occasion, trying to understand a person in a language which is not your first.

More extended listening may be difficult for a number of reasons. There's a view that the teacher's job is to give information to students. The idea that listening to individuals is a key skill can seem at odds with this. Also, fears arise that too much listening leads to inappropriate closeness: or it leads to us not knowing what to do. The temptation in teaching is to 'do' a lot - tell the student something, rush in to fill the silence with questions or advice.

But listening is indispensable to helping.

- It can:
- invite someone to talk about what is bothering them
  - convey willingness to help and acceptance
  - help you to hear their perspective in order that you can help
  - allow them to acknowledge, experience and express feelings
  - help to keep the responsibility for action with the student

### **Activity**

- Think about occasions when you've displayed each of the levels of listening outlined above. Exchange some examples.

Identify occasions when you've exercised extra levels of listening. What helps you achieve this? What hinders you?

- Exchange some of your present ways of achieving concentrated listening.

See also 'making the date', sheet **St 1** and 'setting the scene', sheet **St 2** .

### **Reflection**

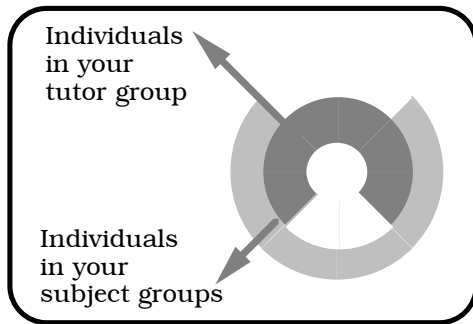
When it's difficult to listen, it may be better to be open about it

than to pretend. You might say: 'Look I've got a lot on my mind right now. Can we meet at 3.30 when I'll be able to give you my full attention'. This also gives the message that full listening attention is too valuable to try and counterfeit.

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<sup>1</sup> developed from Sutton C, (1981) **Communicating in the Classroom**, Hodder and Stoughton  
Tutoring Individuals

### Showing you're attending



**Listening has to be done, and seen to be done.** For the other person to feel we are listening properly we have to show them that we are attending to them.

There's nothing worse than to have someone say '*That was really interesting*' as they lie slouched back in their chair, yawning. On such occasions we give most credence to the non-verbal message.

Much of the time we do not strongly notice peoples' non-verbal behaviour, because it's mainly in line with their verbal messages. But when the two conflict, we seem to give greater credence to the non-verbal (perhaps because of the view that it's less under their control).

We demonstrate our interest and attention through:

- **Proximity:** distance between people can show attention or disinterest, involvement or withdrawal. Too little distance can be threatening, and too much can seem very detached.
- **Posture:** may portray many things: someone is bound up in their own personal agendas, or someone is in tension. Some writers advise 'open posture' - this means facing the person not only with your face but with your body. There are cultural differences here. Many people seem to prefer to sit at a slight angle yet still able to receive each other's facial and bodily messages. In the culture of school this would seem acceptable. Differences in height can be quite intimidating. Sit in a way which reduces these differences.
- **Eye contact:** looking in the direction of the pupil so that eyes meet reasonably often. Staring is threatening, but looking away frequently can be taken as being preoccupied or reluctant to engage with the person.
- **Facial expression:** needs to be in tune with how the pupil is feeling - usually a relaxed friendly expression with a smile demonstrates interest, but not if the pupil is upset.

There are significant cultural differences in the meaning attached to non-verbal behaviours. Fixed interpretations are not sensible: mis-perceptions can often occur. We need to be aware of cultural conventions.

Non-verbal dimensions are sometimes used to control interactions: '*Look at me while I'm talking to you*'.

#### Activity

- In your workshop groups discuss any examples under the above headings. Demonstrate to each other some of the ways in which you intend to communicate attention through your non-verbal behaviour.
- In pairs, identify occasions when you felt that someone was really listening to you, at a concentrated level. What was it they did which conveyed this? Identify occasions when someone was not listening. How did they convey this?

### Supporting talk

Individuals  
in your  
tutor group

Individuals  
in your  
subject groups

A student cannot talk about what concerns them if you're doing all the talking.

**Concentrated listening** includes bringing the focus onto the person talking.

But complete silence from a listener can be very off-putting.

**Minimal encouragers** can be very important.

These include the non-verbal such as responsive facial expressions, head nods, good eye contact, and appropriate body posture and orientation.

A very common verbal continuation message is 'Uh-hmm'; others include 'please go on', 'ah', 'really', etc.

It is important to consider both naturalness and balance - and to watch your patterns of intonation.

If there are not enough messages of encouragement, you are likely to extinguish their talk - too many and the person will feel pressured and it will block them. The message you want to get over is 'I'm with you. Please go on'.

#### Activity

- Observe some everyday conversations and look out for examples of the little ways in which one person supports another in talking.

Now think about the application to those helping interactions where one person is trying to give concentrated attention to the other.

Which examples do apply to this situation and which don't?

### Handling silences

Timing is important if the student's talk is not to be broken up.

Ivey and Authier<sup>1</sup> quote evidence which suggests that *inexperienced helpers responded much more quickly than experienced helpers*. Some people are worried about silences in a conversation and rush in to fill the gaps. This often prevents people finishing what they want to say, particularly if they are finding it difficult to speak. Learning to tolerate silences seems a useful skill - it can lead to longer periods of talking.

#### Activity

- In pairs. Think about conversations you've held with individual pupils.

Can you identify times when you've allowed a silence? What helped you on these occasions? Exchange some examples in detail.

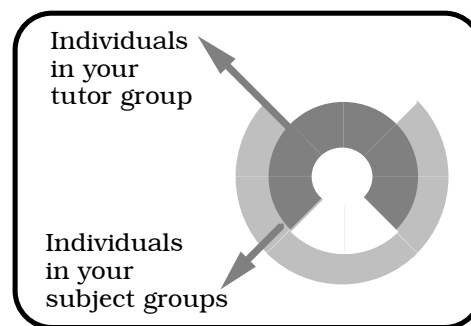
Can you identify times when you found it difficult to continue a silence? What was going on on these occasions? Exchange some examples.

If you sometimes rush your responses, what experiments might help?

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<sup>1</sup> Ivey A E and Authier J (1978), **Microcounselling**, 2nd edition., Springfield, Charles C. Thomas  
Tutoring Individuals

## Encouragement to develop



Occasionally, students need additional encouragement to talk more, to examine something further, or even to begin. Examples might be:

*'You seem upset. Would you like to talk?'*

*'That's interesting. Would you like to say more about that?'*

*'I have the impression you have some strong feelings about that. Would you like to say some more?'*

If questions are used, they are open rather than closed. They allow the student to develop ideas in their own way.

In encouraging someone to develop their conversation, it can be useful to practice:

- checking that you can remember the content of what they've said
- 'reflecting' what they've said
- paraphrasing the themes in what's been said

### Activity 1 Checking

- In threes, one person is the talker, another the helper and the third the observer. Take it in turns to play each role.

Each person talk for 3 minutes on the theme of using helping skills in your work. The role of the listener is to try and understand - to show empathy - for the speaker. Use the skills we have examined so far, in sheets **Sk 1** to **Sk 3** , and in sheet **Sk 6** , 'talking about feelings'.

At the end of the time it's the listener's task to recap the main points of what the speaker has conveyed.

*'You seem to be saying '.*

*'Some other things I picked up which were not spoken were '.*

The observer gives feedback to the listener on the way he/she listened.

*'What I liked. and you really did well '.*

*'What would possibly have made it more effective '.*

Then swap over roles until everybody has played each part.

- Extract four examples of what helped the listener register the content, and two examples of what hindered the listener.  
Were there any significant differences were there between the listener's account and the speaker's view? What did these show?
- In the whole group, discuss what was effective and what was not.  
Remind yourselves that this activity is properly called an exercise - it only selects one aspect of the interaction to examine.

## Reflecting

Passive listening is not enough. The tutor needs to communicate while listening - demonstrating that you're trying to understand. This often means saying back, **reflecting**, some part of what the student has said or what you take them to mean. This also allows the student to clarify what they meant if the tutor hasn't caught it the first time. And it may demonstrate empathy - not judging or evaluating what is being said. Reflecting involves making a phrase or two for each main thing they are saying. For example:

Ravinder: *'I'm having to do an awful lot of revising for the next assessments - the Maths is getting me worried - I think I'll fail on that'*

Tutor: *'So it's the Maths that's most worrying right now'*

or Pupil: *'Mr Jones and I are getting along OK now but it could be better'*

Tutor: *'It could be better?'*

But let's also remember that effective listening is not accomplished by following a set of rules. You could end up in a passive role, nodding your head and repeating back what people said to you. This is not something we would wish to encourage!

### Activity 2. Reflecting

- Hold a conversation on the same theme as the last activity, but this time with the listener trying out reflections at points in the conversation.
- After, review how it felt for each party, some of the issues in using reflection, and the effects you think it has on a conversation.

## Paraphrasing

This skill is important at times, and develops toward summarising. You make a sentence or two that gets at the meaning you have picked up from what the pupil has been saying. This will be in your own words. For example:

Tutor: *'So on this theme of Maths revision, you've tried out working in different places for different lengths of time - good - but it sounds as though it's making little difference, and we're starting to talk about revising with someone else'*

When using skills of reflecting or paraphrasing it's important to do it **tentatively**. This is sometimes conveyed through the form of words:

*'I wonder if I have got this straight: is it ...'*

Sometimes it's a matter of a tentative tone of voice. If you sound too definite, and you have not caught the meaning quite as the student meant, you may break the communication by sounding sure but wrong!. The situation needs to be tentative so that the speaker is able to correct what the listener says.

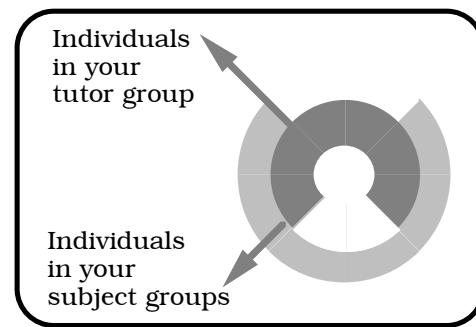
### Activity 3 Paraphrasing

- In threes, think of an occasion when you have been listening to someone at a concentrated level (if you can choose a shared occasion in your three, so much the better).

Imagine you were paraphrasing what that person said: what would you say, and (perhaps more important) how would you say it? Aim to create a summary which is accurate but tentative

Discuss the ways in which you can effectively convey a *tentative* paraphrase.

## Instead of questions



One of the teacher's *classroom* skills is that of asking questions - high level intellectually demanding questions are most effective (and least common).

But in a helping conversation, a person on the receiving end of lots of questions can feel 'put on the spot', probed, or at worst interrogated.

Wrongly used, questions can lead other people out of their own frame of reference and to expect you to provide solutions to their problems.

So it can be helpful to reduce your use of questions, and to consider the type.

### Activity

#### **Reducing questions - what are the alternatives?**

- For this exercise, work in pairs.  
Label yourselves 'A' and 'B'.
- In the first round, A is to start and develop a conversation with B on the theme of tutoring without *using any questions*.  
After three or four minutes, stop: identify and make a note of any examples you have identified as effective alternatives to questions.  
Write your examples on a group flipchart.  
Rotate roles and repeat.
- In the whole group, discuss the examples you've found, the difficulties you encountered.  
Transfer your learning: in which situations will you try out some of the alternatives you've found?

Did you find yourself using anything like:

- 'I'm interested in how your tutoring's going, and the things you find enjoyable'*
- 'I'm trying to understand what tutoring means for you'*
- 'I'd be interested to hear some of your thoughts about tutoring'*

Might these transfer to other situations, with 'openers' like:

- 'Thank you for agreeing/coming. I'm concerned about how your attendance has been, and as your tutor, I'd be interested to hear about it'*
- 'I've noticed that ...'*
- 'I've been wondering how you've been getting on with your ...'*
- 'I asked to see you because ... and I'm concerned'*
- 'You seem to be telling me ...'*

Or prompting through a statement:

- 'I imagine that a lot has been going on for you this past week'.*  
Rather than *'What has been going on for you this past week?'*



### **Some problems with questions:**

- **Too many questions** may lead someone to feel defensive
- **Leading questions** may put an answer into the other person's mouth. Rather than *'Did you feel angry when he said that?'* try *'How did you feel when that was said?'*
- **Closed questions** have few alternative answers, e.g. *'How old are you?'*. They may lead to silences which may then lead to more questions. Open forms of question, e.g. *'How have things been since we last met?'* leave the person free to decide what to explore.
- **'Why?'** When something has gone wrong the 'why?' questions spring readily to our lips. *'Why did you do it?'* usually leads to *'I dunno'* or a search for an intellectual reason of little help. There is often a strong moral complaint underlying these questions *'Why were you late?'*. They often conceal judgement rather than enquiry.

### **Alternatives to closed questions**

Not all prompts and probes are questions. There are plenty of alternatives to closed questions - 'open questions' and the like.

- help the pupil to be more specific with their concerns:  
*'Can you say what it is about Wayne which bothers you?'*  
*'Can you give a specific example of ...?'*
- help the pupil expand on something they've started to talk about:  
*'Is there anything more you would like to say about that?'*
- eliciting personal reactions:  
*'How does that make you feel?'*  
*'I'm wondering what all this means to you?'*

When questions are used, some of the pitfalls can be avoided by:

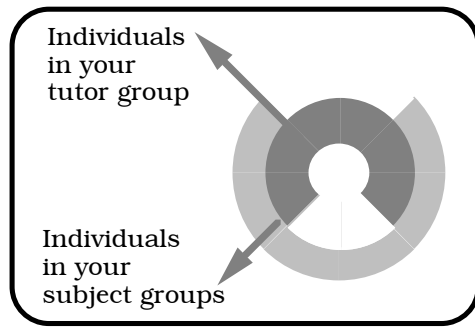
- normalising the enquiry, suggesting that others might feel the same way:  
*'Some fifth years say they shouldn't have reports to parents. How do you feel about it?'*
- balance the enquiry with more than one alternative  
*'If Marion tries name-calling do you ignore her so that she doesn't do it again or do you see that your friends find out?'*  
*'Some children like school very much. Some don't like it at all and some just aren't bothered. Which is most like you?'*
- accept what might be denied, and enquire about examples:  
*'What sort of things do you and your brother fight about?'*
- balance the enquiry with both positive and negative aspects:  
*'What things are best at school.....what things aren't so good?'*

One of the situations where we're tempted to use lots of questions is (paradoxically) when the other person is silent. For example when a pupil who is sent to the tutor comes in and then just sits and fumes. But instead of using questions we might say something like:

Tutor: *'I can see that you are angry but I'm not sure what it's about.'*

- Can you think of other situations when questions come to the tip of our tongue, and what alternatives we could use?

### Talking about feelings



In any helping conversation we need to pay attention to the feelings the pupil is expressing. Of course this can be overdone, to the extent that not enough attention is given to thinking and to action. But in the context of school it's most likely that we give little time to hear the feelings involved.

#### **Recognising, reflecting, and expressing feelings.**

Spotting the feeling is not always a simple process: emotional messages may 'come out sideways' rather than being expressed loud and clear. For example 'Do we have to go outside for P.E. today?' may be a coded version of 'I'm afraid of not being chosen to play in one of the teams', and 'Mary is just a stuck up snob' may be 'Mary doesn't like me and I feel rejected'.

It's not possible to become some sort of expert at spotting other people's feelings. You can feedback or reflect the feeling you think you're picking up in what the student is saying. This serves to check out what's been said, and allows the student to correct you. Reflection of content is seldom enough: feelings usually are an important dimension, often expressed along with the content. 'I'm fed up with the way my parents won't let me go to parties', 'I'm really worried about the exams in technology'.

To develop this, it can be useful to try reflecting/paraphrasing with the form: 'You feel ...' (followed by the emotion being expressed at the intensity it was being expressed) 'because...' (followed by the reasons for that feeling - the experiences and/or behaviour).

For example: 'You feel annoyed/angry/furious with him (emotion and intensity) because he stole your course notes and you let him get away with it' (reason).

Don't turn this into a fixed rule and yourself into an automaton. Use it as a template to help you extend your repertoire, even if it feels artificial at first.

**Activity** In pairs look at the ten statements below. For each, one person reads out the statement and the other formulates a feeling response along the lines: 'You feel ... because ...'. Both people attempt each statement.

1. 'I've tried and tried to make friends since coming to this school, but still no-one likes me'.
2. 'I really enjoy your lessons. You're the best teacher I ever had'.
3. 'I can't stand Mrs Jones. She's always sarcastic about mistakes I make'.
4. 'I don't like it in the playground. The fifth formers trip you up and thump you'.
5. 'You gave us homework last night and here's another pile. It's not fair'.
6. 'My mum doesn't like the work we do in P.S.E. She thinks it's a waste of time'.
7. 'I can't take any of my school friends home - my dad says they're not our kind of people'.
8. 'Give me a detention then - see if I care. I'm not going to do that stupid work'.
9. 'Andy keeps prodding me Miss. I can't get on with my work'.
10. 'I don't see the point of practising. I'll never be as good as James'.

Using this formulation 'You feel ... because ...' is a good way to get the hang of reflective listening but you will want to vary the approach. You might use 'Could it be that ...', 'I wonder if ...', 'It's possible that ...', 'As I hear it ...', 'Let me see if I understand you ...'. All are useful because they are tentative.

### **Issues in reflecting feelings back to the student.**

It's important to try to reflect what you think is the particular meaning of what the student has just said, the personal reason for the feeling. For example, a student says 'They're always picking on me. They push and shove me in the corridors and crowd me in the dinner queue. I don't want to come to school any more'. The teacher might reply 'You feel scared because they might really hurt you'. This attempts to catch the underlying reason in a way that is personal to this student, rather than a more generalised 'You're angry because there's poor supervision in this school'.

You'll need to give yourself time to think - it takes time to get into someone's shoes, to be empathic.

Some tutors avoid talking about feelings, for fear of not getting it 'right'. That's a missed opportunity: even if you have not got it quite right, if it is expressed tentatively, it will give the student a chance to correct it and thus lead on to further exploration and clarification.

### **Thinking about feeling:**

Feelings and reactions to people and situations depend on how you interpret the circumstances. A person shoves you hard from the back, you feel immediately angry, but on looking round you see the person spread-eagled on the ground having tripped. Your feelings might change quite sharply.

Feelings and interpretations can reflect long-standing, general assumptions: 'most people are out to get me' will predispose you to interpret in a different way from the assumption that 'most people are pretty friendly'. Some students may hold expectations like 'All teachers are out to get me'.

Feelings have a positive role in preparing us to take action.

It takes energy to hide feelings from yourself and others. You do not control them by holding them inside or pretending they do not exist - they will keep trying to find a way to be expressed. A danger is that they will be expressed in a way that is confusing or damaging to other people. Be aware of them, accept them as yours and express them appropriately to others.

#### **Activity** *Recognising feelings*

We need to recognise the feeling dimension in what people are saying. This may be needed to a greater extent than happens in everyday listening, and some practice may be useful.

- For this activity get in to pairs and take it in turns to speak about something which has an emotional quality for you. The role of the other person is to listen and indicate (for example by saying 'beep' gently, or by moving their arm) when they catch an emotion even when it is not expressed in words.

## Clarifying our own expression of feelings

Expressing our feelings clearly has two purposes in helping:

- when we want to reflect feelings accurately as part of active listening.
- when we have a difficulty with a student and want to express to them how we feel about something that they have done

Ivey and Authier<sup>1</sup> report research studies which suggest that trainee helpers can help another person to deal with their feelings, to the degree that they are skilful in expressing their own.

It can sometimes be difficult to put our feelings into words. Our education system does not often place stress upon emotional expression but rather prizes the intellectual and cognitive aspects of learning.

**Activity** Imagine yourself in these situations as clearly as you can, become aware of what sensations arise and find suitable words to express the feeling.

- Work in pairs taking it in turns to complete each sentence, but both completing each one out loud. For example:

*'When I have to take a new class without much warning, I feel ... and ...'*

*'When I have to take a new class without much warning, I feel anxious, my mouth feels dry and I have butterflies in my stomach'*

Now experiment with these:

*'When I go to meet my new tutor group at the beginning of the year, I feel ... and ...'*

*'When a student tells me that she has done really well in her exams, I feel ... and ...'*

*'When I see a fight break out in the corridor, I feel ... and ...'*

*'When I've explained work to a pupil and they say "I don't understand", I feel ...and...'*

*'When the Deputy Head asks me to stand in for an absent colleague, I feel ... and ...'*

*'When a student starts to tell me about some bad news he has heard, I feel ... and ...'*

*'When the students in my class are really involved in the lesson, I feel ... and ...'*

*'When someone in authority criticises my teaching, I feel ... and ...'*

*'When a student refuses to do what I ask, I feel ... and ...'*

- Get together with another pair and compare responses for 10 minutes.

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Clarifying your own expression of feelings, and reflecting the feeling dimension of what students say are two important elements in avoiding the unhelpful things which any of us could say.

For example, 10,000 teachers were asked<sup>2</sup> 'What do you say when someone says to you *'I have a headache'*. All but 100 out of 10,000 teachers gave variants of the following:

The Stoic: *'Stop thinking about it and it'll go away'* (Victim *'I'd like to see it'*)

The Sympathiser: *'A headache? Oh that's a shame'* (Victim *'Too true'*)

The Adviser: *'Why don't you try an aspirin?'* (Victim *'I already have'*)

The other 100 teachers said something like

*'You must feel really lousy with that pounding head'* (Victim: *'This person understands'*)

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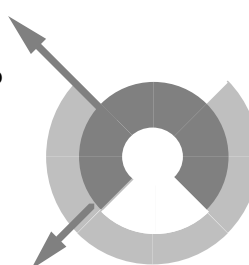
<sup>1</sup> Ivey, A E. and Authier, J. (1978 ) **Microcounselling**, 2nd edn, Springfield, Charles C. Thomas

<sup>2</sup> Aspy D N and Roebuck F N (1983), 'Researching person-centred issues in education' in Rogers C R, **Freedom to Learn for the 80's**, Charles E Merrill.

## Summarising

Individuals  
in your  
tutor group

Individuals  
in your  
subject groups



We have examined reflecting and paraphrasing. Summarising is a further extension. It is used to keep track of the theme, for both you and the pupil. This way it becomes a sort of signposting, and can justify you interrupting: *'So now we've looked at progress in lessons and we're now turning to relationships with people in the tutor group'.*

It's important to remember that throughout a conversation a student needs to hear the tutor speak. They need to hear you register each step. Interruptions which 'signpost' the conversation also demonstrate that you're in touch (without trying to fix, change or improve the conversation).

A good summary is a systematic presentation of relevant data. The tutor makes tentative decisions on what is relevant to include in the summary, but bases that decision on having listened to and understood the pupil.

Summarising can:

- bring together scattered thoughts and feelings -this may allow the pupil to see the bigger picture and help them to develop a new perspective
- help pupils explore problem situations in a more focused, concrete way
- bring the discussion of a particular theme to a close and keep the pupil from rambling
- help identify themes in pupils' accounts
- invite the pupil to fill in links in what they've said
- connecting experiences, feelings and behaviour which had not been connected
- help pupils think about conclusions from patterns identified.

Summaries can be used:

- at any time to give focus and direction to the tutoring

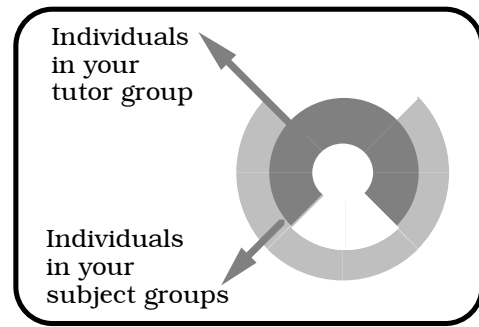
but especially....

- at the beginning of a new session -they help to prevent pupils from merely repeating what they said before.
- during a session when the pupil seems to be rambling
- when the pupil seems to have exhausted what he/she needs to say
- at the end of a session as a prelude to winding up and planning ahead

### Activity

- Think of a pupil that you're tutoring individually, and try out with a colleague some of the summarising statements you could effectively build in to the start of the next session to signpost the discussions you've had.
- Identify and exchange examples of using summarising to good effect.

## Challenging



Words such as 'challenging' or 'confrontation' may inspire fear in people, for they conjure up images of aggression or personal attack. This is not what is meant in a helping context.

Challenging creates an invitation to examine some form of behaviour that seems to be self-defeating, harmful to others, or both. It may refer to:

- Omissions, of something which could be important. A tutor may have to mention missing aspects or experiences:  
*'Sheila, we've talked a lot about school and your relationships here, but we've not mentioned your parents in all this'*
- Discrepancies, between what someone says and what they do, between their view of something and other people's, between what they claim and how they appear. These may need direct talk.  
*'I could wait to hear from her. But I suppose there's nothing wrong with phoning her'*  
*'You talk about getting in touch with her without much enthusiasm in your voice'*
- Distortions: which cover up a difficulty by presenting it as a very simple picture. A tutor may have to introduce other perspectives.  
*'I'm sick of that teacher. She's got it in for me. She keeps making me toe the mark.'*  
*'Perhaps making you toe the mark is her way of showing that she takes you seriously?'*
- Self defeating behaviour: which ensures that the pupil doesn't really achieve their own goals. A tutor may have to spell out possible consequences.  
*'I'm definitely not going to let her know how angry I feel'*  
*'So you'd rather keep it all to yourself and risk it showing some other way'*
- Self-limiting ways of thinking: which serve to keep a pupil locked in their own problem situations. A tutor may have to move the pupil toward action.  
*'I don't think that any of that lot want to be friends with me'*  
*'But we don't know that for sure, and you may never know unless you try something'*
- Games, tricks and smoke-screens: such as 'yes but...' or playing feeble and helpless and then complaining of being treated as a child. A tutor may have to spot these and not be distracted by them.  
*'Yes but none of my mates do well in that subject'*  
*'OK but we're not talking about them: let's look at what you do'*
- Excuses: like avoidance, these are big contributors to under-achievement: 'it'll never happen to me' 'I'll get round to it soon', 'it's their fault', 'it doesn't really matter'. Tutors have to put the pupil back in the picture.  
*'But John, you keep on mentioning all those 'other blokes' as the reason for you getting into trouble - don't you have a part in it yourself?'*

### **The goals of challenging.**

are to help someone overcome a blind spot, develop a new perspective, and thereby become able to act.

**Effective challenging demands that the helper is:**

- aware of situations where challenging is called for
- competent in the skills of challenging, and
- assertive enough to use them

*When is it called for?*

Challenging can be used at all stages in the helping process although it is most appropriate in later stages, since it needs to be founded on careful listening and understanding. However on some occasions it may be the first step.

*'John: on the one hand you seem to want to succeed, and on the other you don't appear to give attention. I'd like us to talk about that'.*

**Some guidelines for effective challenging**

- keep the goal in mind - the pupil's benefit
- earn the right to challenge by
  - developing an effective working relationship
  - working at seeing his or her point of view
  - being open to challenge yourself
- invite pupils to challenge themselves
- be tactful and tentative without being insipid or apologetic
- don't ask pupils to do too much too quickly
- be open and explicit about challenging *'Well Tony I think you're missing something there and it's important I challenge you on that'*

Sometimes we demonstrate a reluctance to challenge. Perhaps that is a better starting point than being too eager, but we can be limiting our helpfulness. This may be similar to the tendency to withhold bad news from others even when it is in their interests to know.

We might believe or say:

- we don't want to be challenged ourselves
- we think we're intruding
- we think it will hurt the other person
- we will end up not being liked

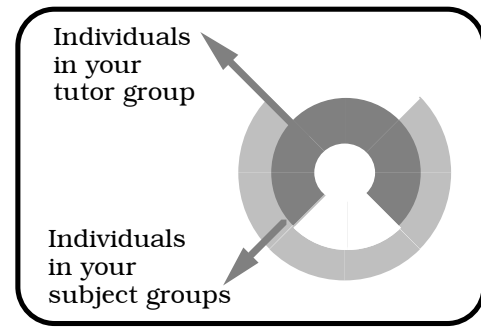
*Nevertheless, pupils often want and value straight talk from helpers.*

Sometimes we do not challenge because we have over-anticipated or over-stated the response of the person being challenged. These are reasonably predictable ways of responding to surprise or discomfort.

- discredit the challenger
  - 'You don't understand - it's all right for you'*
- discredit the view, urge the challenger to see it as misinterpretation
  - 'But I've tried already and they really are unfriendly'*
- devalue the issue
  - 'It doesn't matter - I'm not really angry - I'll have forgotten it all by tomorrow'*
- seek support elsewhere for the views being challenged
  - 'But no-one works in that lesson - it's not that I'm lazy: everyone knows it's boring'*
- agree (or at least say they agree) with the challenger
  - 'Yes I suppose you're right. I really ought to try'*

Rather than defend our challenge or try to explain, it is most appropriate to accept the response and see what happens in terms of moving towards change.

## **'I' statements**



When agreeing an agenda a tutor might say:

*'I asked to see you because ... and I'm concerned ...'*

When attempting to understand a tutor might say:

*'I don't think I've completely got that'*

When being genuine a tutor might say:

*'I'm annoyed that this has happened again'*

When showing acceptance a tutor might say:

*'I imagine that was no fun at all'*

When challenging a student, a tutor might say:

*'I think you're avoiding your own part in it'*

These examples have one interesting thing in common: all are 'I statements'. They begin with 'I' and express a thought, feeling or action of the tutor.

They need to be used selectively and with an appropriate focus. They are not an invitation for tutors to pour out their life history, or to use pupils as an audience for their own problems.

They can encourage students to be open and demonstrate to them how to be so. They also develop new perspectives if the statement can help the student construct an alternative way of seeing something.

Sometimes we can behave as though our personal lives were state secrets and present ourselves in a very non-personal way. This might not make the most of our ability to help.

'I statements' are sometimes a statement about the feelings you're presently experiencing, not in order to load on the pupil, but using yourself as a barometer of how they may make others feel: *'When you talk in that voice, I find that I become less interested'*.

Other selected occasions are:

- When a session is direction-less.

*'I feel that we are bogged down. Let's look at what's going on'*

- When there is tension.

*'We seem to be getting cross with each other. Let's have a look at that.'*

- When communication feels sticky.

*'I sense you don't want to talk much and I'm not sure whether that is because of me.'*

- When dependency seems to be getting in the way.

*'I have the idea you're waiting for me to ask you questions before you speak.'*



## Pitfalls in communication

Individuals  
in your  
tutor group

Individuals  
in your  
subject groups

This exercise aims to identify some issues in the way we sometimes respond to individual pupils, including perhaps members of your tutor group.

- On your own, think of a time when you were at school, something was affecting you, and you found it difficult to concentrate on your schoolwork.  
Think about whether your teachers were helpful to you at that time.  
Did they recognise that you had a difficulty?  
How did they respond to you?  
What was helpful about what they did/said ? What was unhelpful?
- Make some notes on what you can remember from your own experience.

### Pitfalls in communication

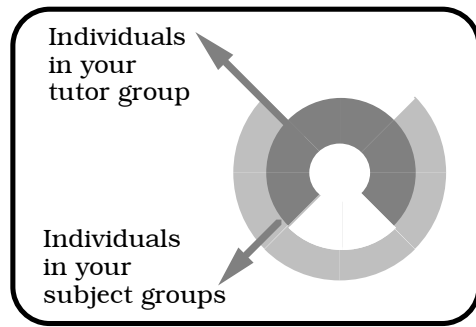
What many teachers convey when they are trying to be helpful is that they want the student to change, to be different, to stop having whatever problem is. Gordon<sup>1</sup> calls these **the twelve road-blocks to communication**. It's far from helping, and can trigger defensive reactions in students.

➤ Look through this list and see if these strategies were used with you.

1. **Giving orders**  
*'Just stop complaining and get back down to work'*
2. **Threatening**  
*'You'd better get on with that work if you want a decent mark in your exams'*
3. **Moralising**  
*'A girl of your age ought to know better'*
4. **Giving advice**  
*'You should stay away from that crowd. They will only lead you into trouble'*
5. **Lecturing**  
*'Let's look at the facts . You've only got until the end of term to get that done'*
6. **Judging**  
*'In all my years as a teacher I have not come across a more noisy group'*
7. **Labelling**  
*'What a lazy person you are'*
8. **Interpreting**  
*'You're just trying to wriggle out of doing that assignment'*
9. **Praising**  
*'You are a very bright boy. I'm sure that you can work out how to do it'*
10. **Using sympathy**  
*'Never mind, you'll get over it in a few weeks'*
11. **Interrogating, questioning**  
*'Why haven't you done your homework? Was it too difficult ? Did you listen to the instructions?'*
12. **Distracting and being sarcastic**  
*'Come on now let's try to be a bit more cheerful.'*  
*'Somebody must have got out of the wrong side of the bed today'*

- Identify an occasion when you responded in one of these ways.  
What were you thinking and feeling at the time you offered this response?

<sup>1</sup>Gordon T (1974), **Teacher Effectiveness Training**, New York, Peter H Wyden.



## ***Pitfalls with feelings***

Skills in tutoring include recognising, reflecting, and expressing feelings. But this aspect has its own pitfalls.

- Below are eight examples of the way the expression of feeling can become distorted<sup>1</sup>. In pairs, choose three or four of the examples. For each one spend a few minutes giving your own explanation for how the feeling has been expressed this way.

When you've explained how the pitfall arises, go on to discuss how it may be avoided. For each, a second statement is offered as an improvement. Add a further improved expression.

### **1. Labels.**

*'You are silly, irresponsible and a disgrace to your class'*  
compared with *'I'm angry at the way you keep disrupting the class'*

### **2. Commands.**

*'Stop talking'*  
compared with *'I'm annoyed with you working so slowly'*

### **3. Questions.**

*'Do you do any homework for the other teachers'*  
compared with *'I don't like you missing homework without discussing it with me'*

### **4. Accusations.**

*'You're not pulling your weight in this tutor group'*  
compared with *'I feel you're sometimes a bit isolated or fed up'*

### **5. Sarcasm.**

*'I see that you have honoured us with your presence today'*  
compared with *'I'm disturbed with the number of absences this term'*

### **6. Approval.**

*'You are fantastic'*  
compared with *'I am amazed at the way you get on with your assignments'*

### **7. Disapproval.**

*'You are pathetic'*  
compared with *'I'm disturbed by your lack of involvement in this class'*

### **8. Name calling.**

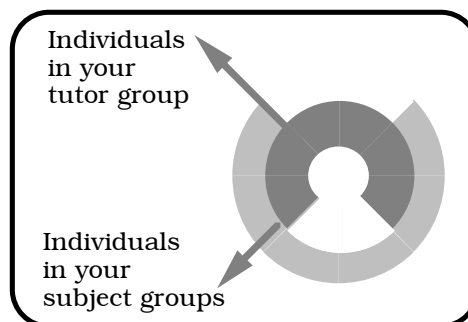
*'You're a disgrace to the human race'*  
compared with *'I hate the way you bully the younger children'*

One feature of these distortions is the use of 'you' in a general, accusing way.

How may you avoid such pitfalls? Discuss a number of examples.

<sup>1</sup> adapted from Hall E and Hall C (1988), **Human Relations in Education**, Routledge.

## ***Using scenarios to examine processes in helping***



This section of resources contains a number of scenarios - these aim to describe situations a tutor might meet with individuals in the tutor group.

If they are actively explored in a small group, they provide:

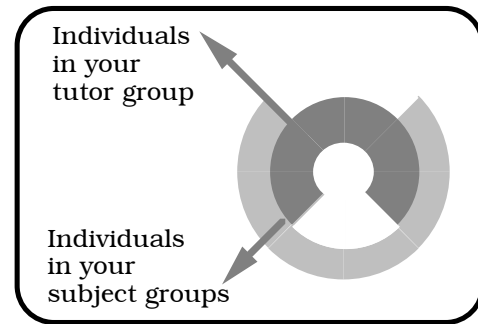
- live examples for colleagues to examine
- occasions for tutors to try out new skills and practices.

You will get the most out of these scenarios if you use the following steps.

Work in threes.

- 1 Read the scenario.  
Make any modifications you wish in order to make the scenario more realistic to your situation.
- 2 Talk over what you think would be appropriate agendas to follow in a meeting with the person described.
- 3 Decide on your various roles: tutor, pupil, observer (also timekeeper)  
Spend a couple of minutes preparing yourselves and thinking yourselves into the various roles.  
Agree a few basic details to help you get going.
- 4 Spend five minutes holding the conversation between the two.
- 5 Feedback/review.
  - collect perspectives **in detail** on what went on:
    - first the person being helped: *'I found it most helpful when ...'*
    - second the helper: *'I was trying to ..., and found it helpful to ...'*
    - third, the observer: *'I noticed that when ...'*
 (see also the next sheet on giving feedback)
  - examine in detail
    - what went well? what didn't go well?
    - which agendas were followed, which weren't?
 Discuss this example in detail, without too much general theorising.
- 6 Learn/apply.  
What situations you know does this scenario remind you of?  
What learning do you take away from this exploration?  
What can you apply to situations you know/ are presently involved in?
- 7 If there's time, rotate the roles, hold another conversation with the person in the scenario, and review it in a similar way.
- 8 Prepare to bring your findings to a whole group discussion.

## ***Feedback from scenarios***



## ***Constructive feedback***

We can help ourselves learn about ourselves and our effects on others by learning to give and receive constructive feedback.

### **Points when GIVING constructive feedback:**

- ✧ be descriptive rather than evaluative
- ✧ be specific
- ✧ be detailed
- ✧ refer to things which can be changed
- ✧ offer alternatives, leaving the recipient with a choice of what to try
- ✧ acknowledge with the person that the feedback you're giving is from your perspective
- ✧ remember that the feedback you give about someone else can also say something about you, and you could learn from this

### **Points when RECEIVING constructive feedback:**

- ✧ listen rather than rejecting or arguing
- ✧ make sure you're clear about what's being said
- ✧ collect a number of opinions
- ✧ ask for the feedback you want but don't get
- ✧ decide what you will do as a result of the feedback

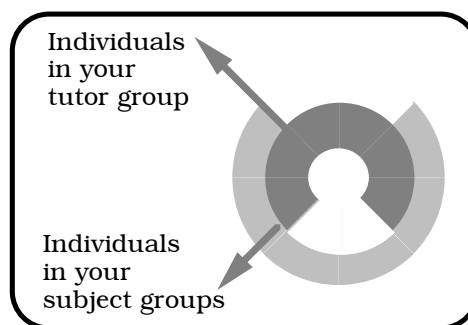
Thank each other!

# Tutoring Individuals

**P1**

**S1**

***Have we got a start?***



## ***Maureen***

You've seen Maureen around school quite a lot: she's noticeable because she shows her liveliness with her peers, in classrooms, in corridors, and in the playground.

This has led to her being in the corridor during lesson time, as two or three teachers place her outside their classrooms.

Maureen's English teacher is of the view that Maureen doesn't really find satisfaction from this pattern of events, and that Maureen would like things to be different. So the English teacher has asked you to talk with Maureen as her personal tutor.

This is the first occasion that you've talked to Maureen on her own. You have some reservations about whether you can offer anything helpful, so you wish to let Maureen know the sort of help you can offer, and then take things further if that seems appropriate.

## ***Mary***

Mary is a member of your Year 9 class.

Generally speaking, you're pleased with how this class is getting on - you're quite happy with the atmosphere which has developed, and the work is going reasonably smoothly.

But Mary seems to be an exception. She doesn't engage with the work and produces very little in the class. She expresses the usual 'I don't like writing', but you feel there's something more to it than that.

Mary is not causing difficulties such as disrupting other class members, and can sometimes escape your notice.

You have checked with her tutor and found that in most other classes Mary is producing an average amount of coursework.

It's coming up to the first half-term review, and you've arranged to have about ten minutes talking with Mary on her own.

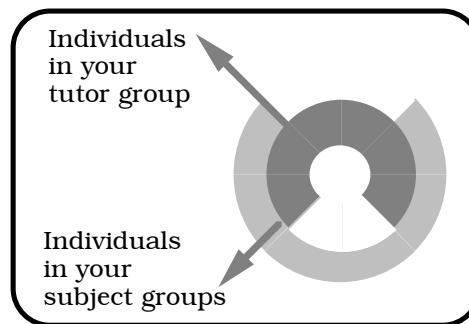
Remember to refer to the sheets **Sc 1** 'Using scenarios' and

**Sc 2** 'Constructive feedback' when exploring these situations.

# Tutoring Individuals

P2

S2



## What's on the agenda?

### James

James is in Year 10 and has developed a reasonable record of achievement in his first three years at your school. He has good levels of attainment in Design Technology especially.

During the first four weeks of this new year you've noted a change in James' approach to school. He seems to be putting less work into all subjects, has had five days away from school, and is also becoming less popular with his peers as a result of what a colleague has described as 'swaggering about' behaviour.

Through another boy in the tutor group, you have heard that James' father was recently fined heavily for receiving large quantities of stolen goods.

You are just about to see James having made the suggestion that you could talk about progress at school (a suggestion that James accepted readily).

### Geoff

Geoff has come to your attention more because of inactivity than activity.

He's in your Year 7 class and seems to want to spend most of his time doing as little as possible of anything. He doesn't relate particularly to other members of the class, he doesn't produce much work at all, and generally aims to spend his time on his own, sometimes looking out of the window. He takes part in whole-class discussions if his contribution is specifically invited, but he doesn't offer a contribution.

You've checked with his personal tutor, but at this stage in his career in the school, nothing much has been brought to the tutor's attention from other subject lessons. The tutor hasn't yet had any communication with parents.

You don't feel there's any great communication barrier between you and Geoff, and suggest you could talk about progress in the subject (a suggestion that Geoff accepts readily).

Remember to refer to the sheets **Sc 1** 'Using scenarios' and

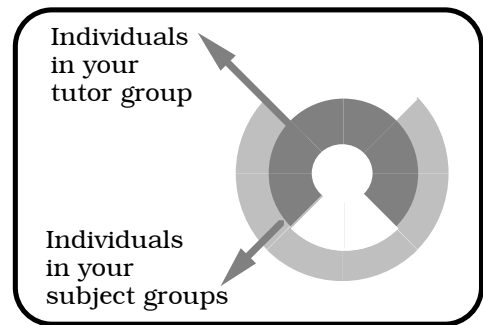
**Sc 2** 'Constructive feedback' when exploring these situations.

# Tutoring Individuals

**P3**

**S3**

## *A climate for exploration?*



### **Nasreen**

Nasreen is in the third year of secondary school, and you have been her tutor since she joined the school.

In previous years she has been a dependable member of the tutor group, progressed well in most areas of her work, and formed good relationships with her peers.

Nasreen's older sister was a pupil in your school, and left last year to take further studies. The family seem highly supportive of their girls' education.

But in the last two months something seems to have changed with Nasreen. You have vaguely noticed that her friendships are less strong: she seems to have 'fallen out' with a couple of people. And in the last month she has been away for four days - you've asked for a note from parents: this has been promised but is not forthcoming.

When you suggested to Nasreen that you should talk about the absences, she easily agreed. You have the impression that she trusts you.

### **Noreen**

Noreen appears to be having some difficulty getting on with members of her group. She's in the Year 10 class that you teach and has generally got on well, academically and socially, in previous years.

When you organise small group activities in the class, Noreen appears to find it difficult to join in the small group effectively, and in the group which she's in, a conflict occurs more regularly than in other groups.

You've mentioned this to her briefly on a quiet occasion: her first response was 'It's the others' but you were left with the impression that she's interested to talk about it further.

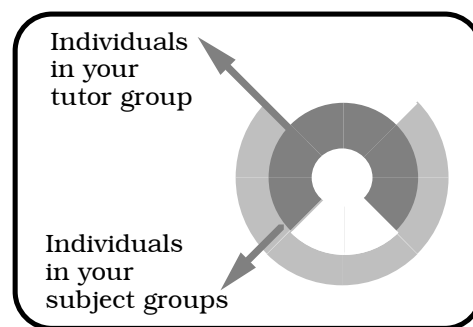
When you suggested to Noreen that you talk further, she easily agreed.

Remember to refer to the sheets **Sc 1** 'Using scenarios' and **Sc 2** 'Constructive feedback' when exploring these situations.

# Tutoring Individuals

P4

S4



## Is there a problem?

### Shirley

Shirley is the eldest of three. She is in the top sets of the fourth year of her comprehensive school. She is tall for her age, seen as attractive, and has good relationships with a range of peers.

Shirley's father is a solicitor, and mother is an infant teacher: they are 'well off', live in a spacious house, and Shirley has many material benefits.

However, staff are concerned about Shirley because of poor work in the present year, and occasional disruptive behaviour in class.

The possibility of Shirley being moved down a set in English and Maths has been suggested. The Year Tutor discussed this with the parents recently: father thought it would 'get her to pull her socks up', mother thought it important that Shirley should stay with her present group of friends in such important subjects.

Some members of staff have noticed that in spite of Shirley's occasional 'bravado', she can on occasion stutter, and she bites her nails.

You have arranged to see Shirley ...

### Sheila

Sheila has been studying the subject you teach up to Year 11, has enjoyed it and has been successful in it.

She's now considering what subjects she will study post 16, and where she would like to study - in the sixth form of the school or at the local college.

Some brief discussions with the whole class have started to lay out the broad issues and identify different people's preferences. In these discussions you're aiming to avoid the pitfall of 'touting for custom' in your subject, and of giving biased guidance.

Sheila doesn't seem to be getting any clearer about her preferences or her choice. In fact she's now not engaging in the couple of occasions you've had talking it through with the class.

You have the idea that she's being pressurised in some way or other, and that this is having negative effects. Her work in your subject doesn't seem to be up to the standard it used to be.

You arrange to see Sheila one break-time ...

Remember to refer to the sheets **Sc 1** 'Using scenarios' and

**Sc 2** 'Constructive feedback' when exploring these situations.

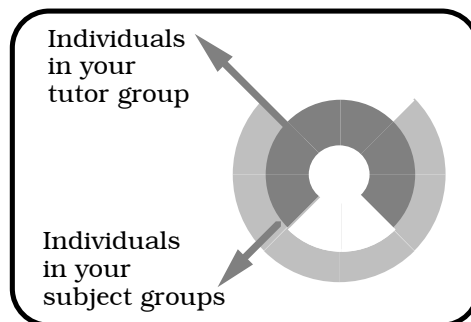


# Tutoring Individuals

P5

S5

## Mapping the options



### Jenny

Jenny is experiencing tensions at home. They focus on her future, work, and how this informs the decision she's presently facing about going on to further study. She is nearly 16.

Some of the picture at home can be described as:

Mum: is an accounts clerk, is encouraging Jenny to extend herself

Dad: has been unemployed for most of the last three years; feel there's no point in Jenny studying further

Sue: Jenny's older sister, now 17: is aiming to develop secretarial and reception work, but to date has only been doing temp. secretarial.

Jenny: is probably most interested to develop her Art and Design, so wants to study further, either in Sixth form or FE College.

You've already had some time talking this over with Jenny, and you have both noted that:

(i) Jenny is feeling anxious about this decision, and is therefore felling inclined to take the least risky alternative

(ii) there are arguments at home about what Jenny's decision could/should be, so Jenny is talking about the decision even less.

For this meeting you and Jenny have agreed to look at the tensions at home in detail, with the goal of coming up with possible ways of talking the decision over with parents without it degenerating into yet another argument.

### Sandy

Sandy is a lively young person and clearly enjoys much of the subject you teach. But there are occasions when Sandy doesn't achieve much in the Year 10 class. These are mainly when practical work is going on requiring members of the class to work in pairs. Since the sets for your subject were rearranged Sandy doesn't seem to have found an effective working partnership, even after a number of different combinations as you move the student pairings around.

You've already had one conversation with Sandy about this and have established that she would like the situation to be otherwise, and is prepared to talk about it further in order to see what possible action might be taken.

You arrange a time to talk, and plan first to review the experiences Sandy has had in trying to work with other class members in recent months ...

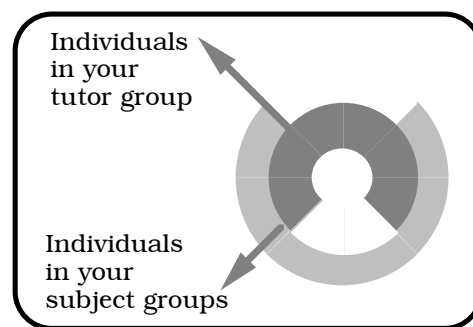
Remember to refer to the sheets [Sc 1] 'Using scenarios' and

[Sc 2] 'Constructive feedback' when exploring these situations.

# Tutoring Individuals

P6

S6



## Is change on the agenda?

### Martin

Martin joined your school from another area. He entered the second year, and has been in the school for six weeks now.

As his form tutor, you've noticed that Martin still seems fairly isolated, despite having been 'attached' to a popular member of the tutor group for the first few weeks. He is not developing new relationships, and has not made his presence felt with teachers.

Martin's view is that the people in the group are unfriendly: they didn't like him being attached to their group, because they each have stable 'best friends' and could not be bothered with a newcomer. Martin doesn't particularly like any of the other people in the tutor group either.

Overall, he hasn't enjoyed much about his six weeks so far, and doesn't feel like putting any efforts into lessons.

He's quite happy to talk with you about the faults of the school. But your hope is to help in a practical, active way.

### Mike

Mike has been discussing with you the latest entries in his Record of Achievement.

For your subject he has attained well in most of the modules this year. His own statement for your subject includes some mention of 'strengths and weaknesses', as encouraged in the school, together with some 'action plans' for achieving more in the subject.

But you're not sure whether Mike is just writing these because he thinks that's what teachers want.

So you've started to discuss in some more detail. At first Mike isn't very engaged in discussing the RoA statement, and prefers to criticise some aspects of the modules where he did less well.

But your hope is to help in a practical, active way and you're most interested to see whether Mike is really interested to try out anything different.

Remember to refer to the sheets **Sc 1** 'Using scenarios' and

**Sc 2** 'Constructive feedback' when exploring these situations.

# Tutoring Individuals

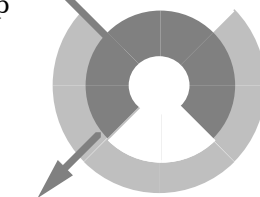
P7

S7

## What can I change?

Individuals  
in your  
tutor group

Individuals  
in your  
subject groups



### Jerry

Jerry has met with you on two occasions.

He's 13 and is progressing well at school, both academically and socially.

The careers coordinator asked you to see Jerry after some difficulties in a session discussing options and careers, in which Jerry became (untypically) uncooperative.

It seems that Jerry is most interested in developing areas such as Humanities, Drama, English - he enjoys these, feels competent in them, and achieves good progress reports. He hasn't a particular job in mind, but is pretty sure that his parents have one for him. Dad is a borough engineer; he is very proud of Jerry's older brother who is training to be an architect, and in the present climate seems keen to encourage Jerry into engineering or other fields where he could be of help.

You have the impression that Jerry has genuine interests to follow, is not merely reacting against others, but is now starting to feel that he's getting nowhere on this issue

### Chandra

Chandra is having a difficulty with some aspects of the subject you teach.

In particular she finds some reading tasks difficult, those where she is asked to select the salient elements in text and create a summary.

She is a well-motivated learner and has been successful in the subject in each year up to her present year 8.

But now she is starting to feel frustrated in this particular area.

She has tried a couple of strategies, including getting assistance from her older brother, but these do not seem to be creating more successful results. Now Chandra is starting to say 'I'm no good at this'.

You have had one meeting trying to help Chandra understand your approach to this sort of task, but now you think it more important to help her develop her own ideas for possible strategies.

Remember to refer to the sheets **Sc 1** 'Using scenarios' and

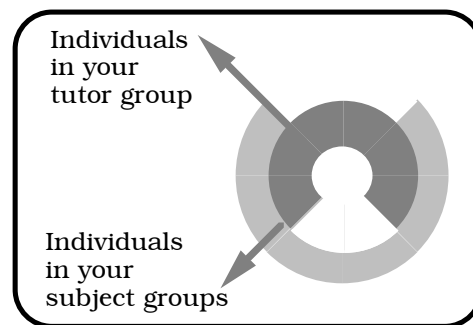
**Sc 2** 'Constructive feedback' when exploring these situations.

# Tutoring Individuals

P8

S8

## Finding alternatives



### Winston

Winston is twelve years old and is finding some aspects of school difficult. He is slower than average in learning to read and in some numerical tasks. He has been placed in a group which gets special needs withdrawal for English and Maths lessons. He is a slim, lively lad and this sometimes gets him into 'trouble' with the Head of Special Needs, a committed and sensitive teacher who takes a strong line in supporting his remaining staff. It looks as though Winston is now being provoked by some of his group, so that his lively outbursts provide some 'light entertainment' during lessons. Winston has agreed to come and see you to talk about how he is enjoying school, and in the two meetings you have had up to now he has agreed that his role in the group is affecting his achievement. He wants to change.

### Darrell

Darrell is losing his very good track record for submitting homework assignments in your subject. You've had an initial conversation with him, and he seems to be putting it off getting started on his homework at the time he used to do it. Part of the explanation is that he is beginning to find the work somewhat more difficult now, and when he predicts it's going to be difficult he puts it off. But also he has more activities he wants to do in the evening with a limited amount of time, so he feels in a conflict at times between doing the homework and doing the other activities. But he genuinely wants to maintain his success, so is interested to talk about any ways in which he might be able to work through this dilemma. You arrange to meet ...

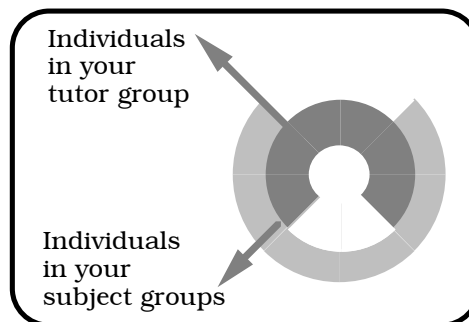
Remember to refer to the sheets **Sc 1** 'Using scenarios' and **Sc 2** 'Constructive feedback' when exploring these situations.

# Tutoring Individuals

P9

S9

## Preparing for a change



### Nigel

You've known Nigel for two years. In that time he has built up for himself quite a reputation. He used to create a variety of outbursts and diversions in classrooms, in order to both divert attention from his under-achievement and to engage some classmates. He's smaller than average for boys of his age.

In conversation with Nigel you find that the more serious parts of him aren't getting heard, and he would feel more grown up if they did find a voice.

He thinks that he could make some steps forward with the swimming teacher, because he likes the teacher and he believes that the teacher could get to see him differently.

But to start, Nigel also feels that he'd like to talk to the swimming teacher a bit, to explain to him that he's serious about taking things seriously and changing a bit of his reputation.

He's never talked to his teacher in this way before, and doesn't quite know how to start ...

### Kevin

You've known Kevin for about three years; you taught him in Year 8 and now again in Year 10. He has usually been successful in the subject you teach, and he increasingly enjoys it.

However in the new teaching groups this year, Kevin has been with some of his best friends who have similar out-of-school activities, and his concentration has sometimes suffered.

When conducting the end of first term review, you found a moment to talk about this with Kevin: he's aware of it and would like to make a change.

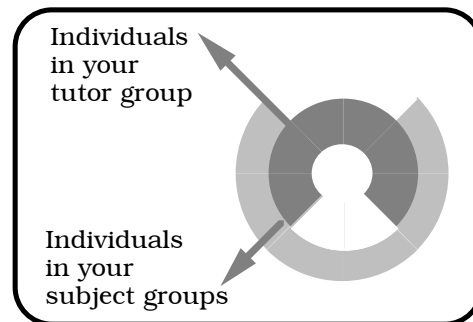
He has now decided that he will take this opportunity to change where he sits in the class. He knows he could be put off by what his friends say, so he wants to prepare his explanation to them, for both the occasion in class and occasions outside class.

You're meeting to help him prepare.

Remember to refer to the sheets **Sc 1** 'Using scenarios' and

**Sc 2** 'Constructive feedback' when exploring these situations.

# Tutoring Individuals **Sc 3**



## Pitfall scenarios

Below are four brief scenarios, exaggerated to make an important point<sup>1</sup>

For each one, give your own explanation for how the tutor behaves this way.

What forces do you imagine acting on him/her to create this situation?

When you've explained how the pitfall arises, go on to discuss how it may be avoided.

### 1. Being over-psychological.

Example:

Pupil: 'I'm not sure what I should choose in my options next year'  
Tutor: 'Have you had these feelings of insecurity before?'  
Pupil: 'Well, I suppose so . . . I haven't really thought about it'  
Tutor: 'It may well be that as a child you were left alone a lot - did your mother work?'

Forces which create such a scenario:

Ways of avoiding this pitfall:

### 2. Finding a quick solution.

Example:

Pupil: 'I can't pay for the trip tomorrow - my dad's out of work and mum needs all the money we can get to buy the food and stuff. I wish I could do some more to contribute - I'll be leaving here as soon as I can'  
Tutor: 'Ah. Well. I think the best thing is to borrow some money out of the special school fund so you don't miss out on the trip. Then you can pay us back next week - that will solve the problem'

Forces which create such a scenario:

Ways of avoiding this pitfall:

<sup>1</sup> adapted from John Miller, 1982, **Tutoring**, Further Education Unit

### **3. Wanting to be liked by the pupil.**

*Example:*

Pupil: *'It's really nice being able to talk to you like this .. Nobody understands me like you do ... I wish we had you for all our lessons too ... those other teachers are useless, boring'*  
Tutor: *'Oh that's nice of you to say that .. I'm glad to be able to help ... that's what I'm here for you know .. do you think you'd like my flower-arranging club in the evenings?'*

Forces which create such a scenario:

Ways of avoiding this pitfall:

### **4. Wanting to do too much.**

*Example:*

Student: *'I haven't any money and I need some new jeans'*  
Tutor: *'Oh I'll lend you some money'*  
Student: *'Thanks - it's all so depressing, not being able to get a job'*  
Tutor: *'Look, I know someone who's looking for an assistant - I'll fix it for you'*  
Student: *'... and I've lost my boyfriend..'*  
Tutor: *'I'll take you to the disco tomorrow'*

Forces which create such a scenario:

Ways of avoiding this pitfall:

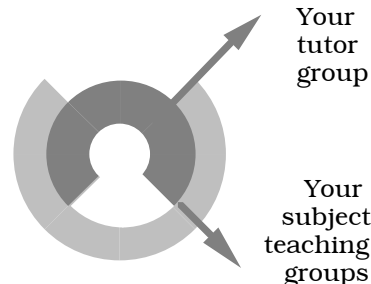




## Section B: Tutoring Groups

1

**What will I find in this section?**



2	What is meant by 'tutoring groups'?
2a	Personal-tutor groups and subject groups
3	Key features of the classroom situation
3a	Teachers' skills - managing the classroom situation
3b	Personal-social aspects of classroom management
3c	Engaging classrooms
4	Teachers and groupwork
4a	Working with pupils in groups
4b	Your experiences of working as groups
4c	Working with groups - the rationales
4d	Small group, large group
5	Effective learning is ...
5a	Effective learners are ...
5b	What sort of learners are we encouraging?
6	Types of learning in groups
6a	Why 'action learning'?
6b	A model of action learning
6c	Your experiences of action learning
6d	Processes in action learning
6e	Styles of questions in the action cycle
6f	Planning action learning
6g	Skills in managing action learning
7	Tutoring and the Whole Curriculum - some headings

### Goals

### Content

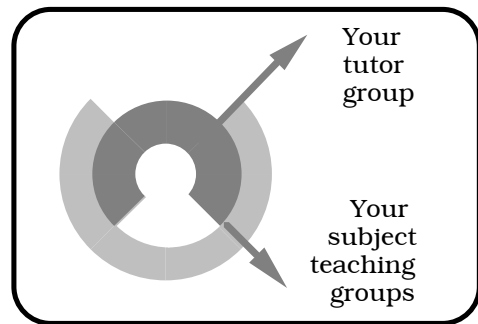
### Skills

### Methods

8	Goals in the whole curriculum	9	Content in the whole curriculum	10	Skills in the whole curriculum	11	Methods in the whole curriculum
8a	Personal-social goals	9a	Personal-social content	10a	Personal-social skills	11a	Personal-social methods
8b	Guidance goals	9b	Guidance content	10b	Learning skills	11b	Guidance methods
12a	Special aspects of tutor group meetings						
12b	Your experience of working with personal-tutor groups						
12c	Special aspects of subject group meetings						
13a	Working with tutor groups - your vision	14a	Content from Individual issues	15a	Skills in tutor group work - what are they?	16	Types of tutorial groupwork
13b	Goals for tutorial groupwork	14b	Group issues	15b	Skills in tutor group work - pupils' views	16a	Structures in tutorial group work
		14c	School issues			16b	Thinking about teaching resources
		14d	Special content for tutor groups				
		14e	Pupils' views				
		14f	Planning content				
17	Helps and hindrances to tutorial groupwork			18	Forces on the tutor		
17a	Trying out activities			18a	Handling the forces on the tutor		
17b	Reviewing an activity session						



### ***What is meant by 'tutoring groups'?***



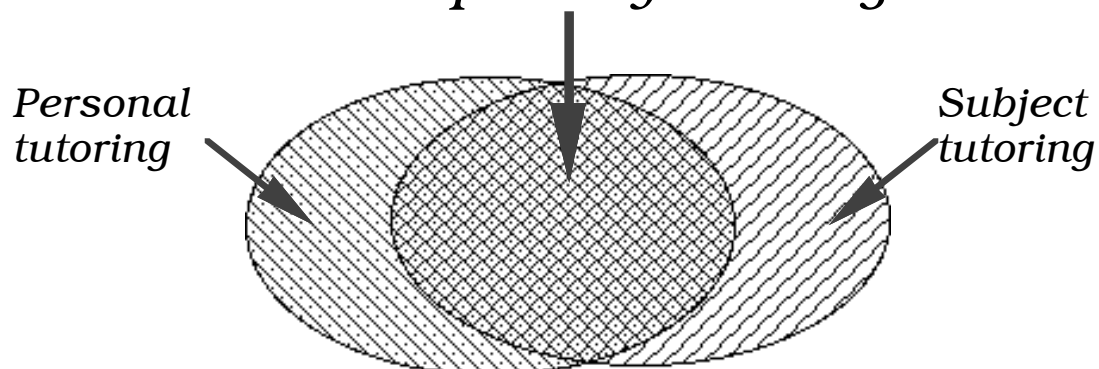
**Tutoring is not just something that happens in a short labelled period each day. The specially labelled tutorial occasion is important, but not all.**

**Tutoring is a process of helping greater achievement, and might take place in any of the contexts of school at a range of times.**

**Classrooms are a key context and pupils and teachers spend most of their school time in subject classrooms.**

This pack adopts a whole-school perspective and therefore aims to address both aspects of your role as a teacher: that of personal tutor and that of subject tutor, and to support the development of core skills under both of your 'hats':

### ***Core aspects of tutoring***



Some of the skills and issues faced by a teacher when they're a personal tutor overlap with skills and issues faced by a teacher when they're a subject tutor. We are using the term 'tutoring groups' to denote all the aspects when the focus is a group, be it a personal-tutor group or a subject group.

But this overlap is not always utilised, or valued or developed. Indeed, some schools treat their teachers in a schizophrenic fashion, never expecting the two parts of a teacher's role to communicate with each other.

If you want to examine this issue in your school, you could start by using the activity on the next page.

Some of this section will refer to and utilise issues and skills which have been developed to greater depth in the section 'Tutoring Individuals'.

So what we're trying to address (and move away from) here is the sort of situation when you hear a teacher with their personal tutoring hat on describing useful, effective approaches to their tutor group, and then saying: 'I wouldn't do this in my history class'.

## ***Relations between personal and subject tutoring***

Given the issues this section will develop, we recognise from the outset that the relation between what will go on in tutoring a subject group, and what will go on in working with a tutor group cannot be exactly defined. You can't legislate for everything in school life, and tutoring is no exception. Some of the reasons include:

- pupils will raise issues with teachers they choose, no matter which hat that teacher happens to be wearing
- different teachers will have different strengths in the issues they feel able to help
- raising a subject theme may well lead to a personal consideration and vice versa.

## ***Distinctions between personal and subject tutoring***

But given the above proviso, it is worthwhile clarifying and distinguishing that we may initiate somewhat different things as we wear our different hats.

For example we might say that:

***Personal tutors might initiate considerations which link to:***  
***previous knowledge of the pupil and their development, social relations***  
***knowledge of the parents and their views, hopes etc***  
***knowledge of the pupil's performance across subjects***  
***broader school-related themes***

***Subject tutors might initiate considerations which link to:***  
***particular aspects of the subject and its study***  
***specific issues in the classroom they manage***  
***particular learning needs of pupils in a subject***

This helps us clarify what personal tutoring is good for, which subject tutoring is less likely to achieve. And the converse.

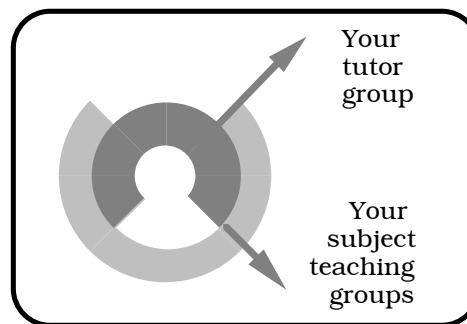
### ***Activity***

- Note down your reactions to the above distinctions.  
Are important aspects omitted?
- What would you think important in the two columns below?

<i>Particular features of personal tutoring</i>	<i>Particular features of subject tutoring</i>

- Exchange your views in your workshop group.

### Personal-tutor groups and subject groups



There are a range of views regarding the purpose of tutoring groups, and this pack aims to address them in the following pages.

But we do not intend to address the personal tutorial session out of context.

- personal-tutor groups which have no connection with classrooms, the rest of school (and life!) are likely to be offering an impoverished provision, and vice versa
- teachers may be more used to working with pupil groups in their classroom, in a subject-specific role: that is addressed in detail later in this section. The connections (or otherwise) in teachers' minds between classroom groupwork and tutorial groupwork are therefore important to consider
- finally, personal tutoring can suffer because staff have not clarified its particular role in the overall context. *Some* differences can be useful

For these reasons we find it important to examine both the similarities and differences that you may presently see between those two.

- Make some notes, on your own at first, of any differences and any similarities you see between tutor groups and classroom groups. You might find the following headings helpful.

	<b>Similarities</b>	<b>Differences</b>
The <b>goals</b> you aim to achieve with the group		
The sort of <b>content</b> you expect to address		
The <b>methods</b> you use, and your role in leading the group		
The <b>skills</b> pupils are developing		
Pupils' views of any of the above		
(Add others)		

- Exchange the issues you came up with in pairs.
- Make a composite display of ideas within the group.

## Reflections

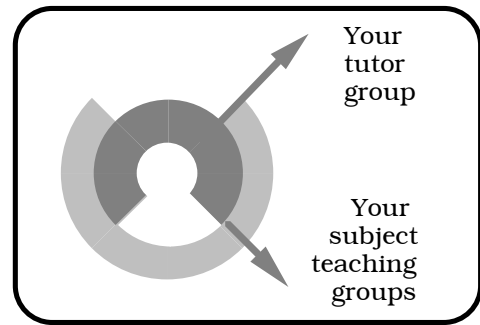
At worst, this could feel like a dangerous exercise - it could elicit apparently extreme statements such as 'I have no clear purpose with my personal-tutor group'. But if that's someone's view then that's the starting point for the INSET! It may be showing us that there has been a need for INSET for some time. Teachers sometimes enter the profession with clear ideas and visions of their purposes in working with subject teaching groups, but not with their personal-tutor groups.

Here are some of the ideas we have come across on previous occasions:

	<b>Similarities</b>	<b>Differences</b>
<i>The <b>goals</b> you aim to achieve with the group</i>	<i>To contribute to the overall education of the pupil</i>	
<i>The sort of <b>content</b> you expect to address</i>	<i>Topics which are engaging and useful to pupils' future lives</i>	<i>Clear content in subject, not so much in tutorial 'Person-centred' in tutorial</i>
<i>The <b>methods</b> you use, and your role in leading the group</i>	<i>I have to manage the classroom of 30 people and convey what's the point of this</i>	<i>I set the agenda in my subject, but aim to follow their agenda somewhat in tutorial  In tutor groups I have to manage the fact that I don't know what the answer is</i>
<i>The <b>skills</b> pupils are developing</i>	<i>Managing themselves and their working relations with others</i>	<i>They're developing analysis of my discipline in the subject; in tutorials they're coping more with themselves</i>
<i>Pupils' views of any of the above</i>	<i>To them at worst it's just a load of lessons, at best both can be something which they felt was useful.</i>	<i>They seem to see what my subject is for, but only see the point of tutorials when it leads to some action</i>
		<i>It's a cumulative relationship with my tutor group</i>

It seems useful to remember both similarities and differences, and not to polarise these two contexts. At the same time it's important to clarify their unique contributions (sheet [12](#) and sheet [12b](#) of this section).

## ***Key features of the classroom situation***



The classroom is a unique and complex environment which substantially affects the behaviour of pupils and teachers.

Teachers manage classrooms using a range of skills, many of which they do not regularly describe or discuss.

The purpose of this activity is to alert you to some of these key aspects, and to prepare for the ideas which follow.

### ***Activity***

- Below are five statements about classrooms and classroom events. In pairs to begin, discuss the five statements in turn, and identify the skills which teachers exercise in each area.

#### ***1. Classrooms are busy places.***

Teachers can be engaged in 1,000 interactions a day. This explains how tired beginner teachers feel when they first manage classrooms and how potentially stressful the job is.

Events happen quickly and teachers make decisions quickly.

There is not enough time to focus on all events in depth, so teachers develop routines for handling classrooms.

In this environment the timing and pacing of activities can be very important.

Pupils do not receive large amounts of time with individual attention from the teacher.

What teacher attention pupils do receive is likely to be interrupted.

Pupils develop skills of coping with interruptions, learning to wait, and learning with peers from resources rather than from individual interaction with the teacher.

#### ***2. Classrooms are public places.***

Teachers and pupils' behaviours are highly visible to other members of the situation.

Teachers occasionally feel on stage. They develop an approach which is both public and personal (beginner teachers are sometimes concerned about how public and how personal they will be).

Teachers direct their performance to an audience at large, perhaps sub-groups of the class, and not towards each individual pupil.

Teachers may act towards one pupil with the intention of affecting others in the audience.

Pupils develop skills of getting used to being one of many.

Pupils are treated as one of a group not always of their choosing.

Pupils are being evaluated in a public arena - teachers may give public evaluations of pupils every few minutes.

Classrooms are also public in that many members of the public take a view on classrooms. When these views differ, teachers experience role strain. Teachers sometimes cope with role strain by isolating their performance from view.

### **3. Classroom events are multidimensional.**

People in classrooms may have a wide variety of purposes, experiences, interests and goals.

Personal and social aspects of pupils and teachers and their daily lives are always affecting classroom life.

Teaching and learning are but one dimension, the formally appointed one

Teachers generally recognise, accept, and mediate this multidimensionality.

Sometimes they engage it explicitly in their classroom management (through references to what they're aware of going on elsewhere) and sometimes in their subject (through links to daily life)

Teachers manage events on a multiplicity of dimensions: knowing topic, distributing resources, managing groups, coping with emotional responses to events, keeping records, etc.

On occasions when they intend to engage in academic work pupils exercise considerable skill in focussing on one dimension while selecting out others

### **4. Classroom events are simultaneous.**

The multiple events on so many dimensions do not occur in a step-by-step fashion, especially from the teacher's point of view.

Teachers are generally managing more than one event at the same time.

Teachers exercise the skill (at least apparently) of being able to monitor more than one aspect at once - 'the eyes in the back of the head' phenomenon.

Teachers exercise a powerful choice as to which aspect to respond to and which aspect to ignore. The style of operating this choice can make the important difference between a 'smooth' teaching performance where a purposeful climate develops, and a 'lumpy' performance where the teacher seems controlled by events.

### **5. Classroom events are unpredictable**

No-one can predict classroom events with full accuracy

Disruptive effects are easily generated by interruptions (external ones and internal ones)

Teachers generally become skilled in recognising and tolerating this unpredictability. Yet teachers attempt to predict pupils' responses to work, pacing of work,

Routines in classroom life can be viewed as one attempt to engender predictability and reduce ambiguity. Nevertheless teachers perform must tolerate high levels of ambiguity in classroom life.

Pupils also have strategies for coping with unpredictability: their enquiring of what teacher expects, searching for the answer teacher wants, requesting low-risk predictable tasks, and making teacher predictable through stereotype and labelling are examples.

#### *Exchange*

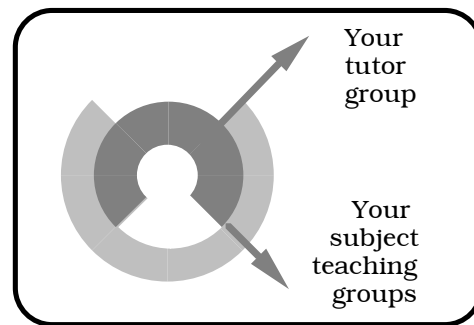
- In the workshop group, bring together the points you have made in pairs.

Look for similarities and differences, remembering that there are many different skilled ways of managing the classroom situation.

- Does this set of headings help you examine important aspects of the teacher's repertoire? Are there any important elements missing?



## ***Teachers' skills - managing the classroom situation***



Classroom control is invested in the organisation, activities, and structures of the classroom and its inhabitants, not solely in the interpersonal tactics of the teacher.

Doyle<sup>1</sup> remarks:

Classrooms are crowded and busy places in which groups of students who vary in interests and abilities must be organized and directed.

Moreover these groups assemble regularly for long periods of time to accomplish a wide variety of tasks.

Many events occur simultaneously, teachers must react often and immediately to circumstances, and the course of events is frequently unpredictable.

Teaching in such settings requires a highly developed ability to manage events.

We could describe teachers' skills using the following headings:

- managing the physical setting  
(layout, seating, resources, etc)
- managing the social structure  
(groupings, working patterns, etc)
- *managing activities*, and the psychological setting of the classroom:
  - handling the timing and pacing, developing effective routines
  - giving a personal yet public performance, with a focus on group participation
  - having an awareness of the multiple dimensions of classroom life (and showing it)
  - managing more than one event at the same time, ignoring as appropriate
  - recognising and tolerating the unpredictable nature of classroom life

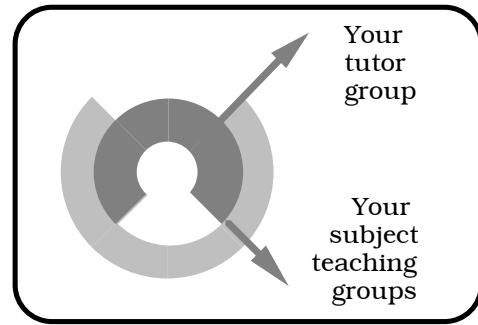
- In the last half term, identify an occasion when a classroom you were managing created a positive, purposeful atmosphere..

Apply these headings to that event and your management of it. Make some notes on which aspects of the classroom management are highlighted as important?

- Now think of a less positive example. Apply these headings to that example. What important aspects of the classroom management are highlighted?

<sup>1</sup> Doyle W (1990), 'Classroom knowledge as a foundation for teaching', **Teachers College Record**, 91: 347-60.

## ***Personal-social aspects of classroom management***



For any classroom we can examine the way it is managed in terms of its implications for the personal-social development of pupils.

Below, the headings we have already used to describe teachers' skills in managing the classroom situation are used to highlight some of the implications for pupils' personal-social development.

(a) The physical setting.

what personal-social messages are conveyed by the manner in which the classroom environment is arranged? - furniture, decoration, display, etc? Are there signs of pupil ownership, pupil activity, pupil engagement?

(b) The social structure.

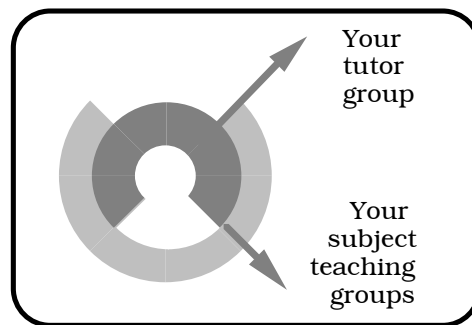
are there structured opportunities for pupils to help each other, work in a variety of groups of varying size, take responsibility for aspects of the classroom? Are the social skills required in this classroom referred to and explicitly developed?

(c) Other key features of the situation.

- \* does the timing and pacing encourage pupils to develop self-control? do classroom routines encourage responsibility by pupils, for both behaviour and learning?
- \* is public evaluation handled in a creative way, and are pupils supported on occasions of performing before others?
- \* are the other dimensions and experiences in people's lives recognised, credited and engaged in the learning? and is the learning carried outward from the classroom?
- \* does the climate develop a purposeful quality, or does it seem to be 'chopping and changing'? are pupils helped to develop controls from within, in order to achieve in this environment?
- \* does the climate encourage experimentation within its own limits, and strike a balance between predictability and flexibility?

### ***Activity***

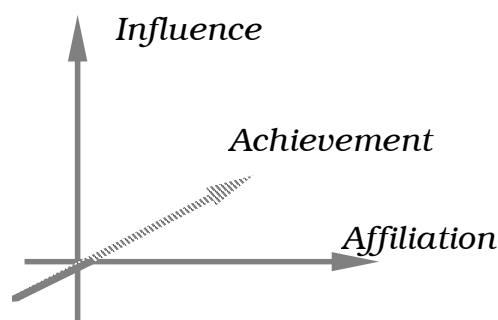
- In pairs, choose one classroom you have been managing recently and review the last half term against each of the above questions.
- Now exchange the issues which have been highlighted, especially those where a positive contribution has been made to pupils' personal-social development.



## Engaging classrooms

The preceding activities have focussed on the aspects of classrooms which you might plan and develop, but they do not cover everything.

We want to maximise the way that our classrooms engage pupils and help to motivate them. Some important aspects of motivation can be examined under the following three dimensions:



Choose one of the classrooms you manage, and review where you would place it on the three dimensions:

### Influence

*Limited*

One person generally exercises power over what others do, without reference to them or to other sources

Pupils feel little ability to influence.

*Shared*

What everyone does is generally discussed openly and decided collaboratively

Pupils feel a meaningful ability to influence.

### Achievement

*High*

Students expect one another to do their best

A wide range of achievements is valued: collaborative achievements are expected

Pupils experience success

*Low*

Individuals expect to underachieve and may even feel pressured toward this

Achievements are only valued on a narrow range and individually assessed

Many pupils experience failure.

### Affiliation

*Low*

People do not expect to give or receive help, or be involved in each other's learning

Pupils find it difficult to affiliate towards the class, the group, the subject, the activity

*High*

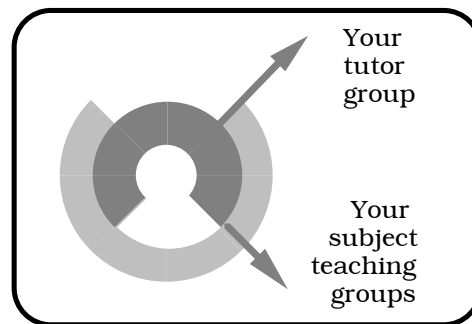
People expect themselves and others to make contributions to the process of their learning

Pupils find it easy to affiliate towards the class, the group, the subject, the activity.

**Exchange**

In pairs, examine the issues you have come up with.

Identify any changes which you would like to see happen.



## Teachers and groupwork

This activity aims:

- to start to examine the rationales which teachers offer for doing groupwork or not. This is continued in the following activity.
- to consider the profile of experience of handling group work on the part of the teachers in your school/in your team. This is important to recognise at the outset, for its strengths and diversity.

In a very illuminating study of the use of groupwork in schools, Helen Cowie and Jean Rudduck<sup>1</sup> identified four sorts of teachers, characterised by their views, practice and experience in the area of groupwork:

- ★ Non-users
- ★ Occasional users
- ★ Divisive users
- ★ Committed users

A selection of quotes from teachers in each of these broad categories is given overleaf, to bring each one alive.

### Activity

- Read through the categories and their quotes.

Discuss them with a colleague, adding other quotes from your experience, in your school, and adding any other categories you might think necessary.

Which quotes do you sympathise with? Which do you disagree with?

- On your own, decide how you would characterise yourself in this typology.

*What is the overall profile of your various teams in terms of the four categories?*

Think about your tutor team and your subject team.

Then find a way of discussing how you have characterised yourselves and how you have thought of characterising each other (Beware of descending into stereotypes, and remember that you probably have little real evidence of each others' classroom practice!)

From this discussion start to identify:

Team members' range of experience in teaching through groupwork.

The experiences which have helped people in this area.

The sorts of rationales they find important.

- **Anticipate how each team will need to work in order to raise the overall profile of experience and work in this area. Make some proposals.**

<sup>1</sup> Cowie H and Rudduck J, 1988, **Cooperative Group Work: an overview**, BP Educational Service, ISBN 0 86165 145 6

## ★ Non-users

- Because of the subject
  - ‘The investigation doesn’t lend itself to groupwork. What we’re trying to achieve at the moment is accumulation of knowledge’
  - ‘In my subject there is little discussion. It tends to be factually based’  
[But for every subject teacher who claimed that his or her subject did not lend itself to group work, there was at least one other that claimed it did]
- Because of a focus on individuals
  - ‘I tend to work very much on the individual. The ideas (are ones which) the child can’t really get from working with somebody else’
  - ‘The series of textbooks we have really lend themselves to individual learning’
  - ‘I think that the piece of work the child has produced is more important than the collective result’
- because of reluctance to make change
  - ‘There’s anxiety when you ask people to use group skills when they know they haven’t got them’
  - ‘To be frank, it’s more work to organise them into groups ... It’s much easier to walk into a class with a lesson plan and teach the class as a whole’
- Because of their ideas about what examiners want
  - ‘There are pressures from exams....I’m not going to get through the syllabus’
  - ‘You can’t have cooperation when you’re doing A-level. Cooperation would be regarded as cheating’
- Because of their ideas about what colleagues think
  - ‘Colleagues think the lesson is out of hand’

## ★ Occasional users

- Because of uncertainty
  - ‘I don’t know quite how to organize teaching through the group. To me the group activity would be an occasional one. I think perhaps they would lose interest if it were too often’
- Because of a narrow view of group work
  - ‘It’s nice for the teacher to change occasionally’
  - ‘I think it’s good because it allows them to relax a little and relate to one another and talk about things’

## ★ Divisive users

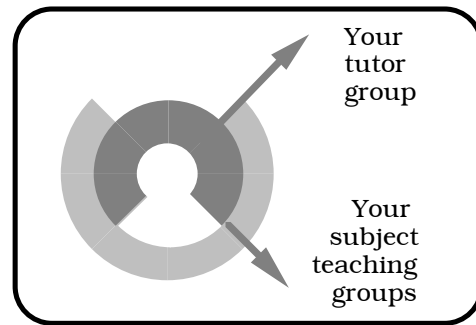
- Because of views about pupil ‘ability’
  - ‘This is the best way to keep them working, because after all low ability children - their concentration is not good’
  - ‘Where the accent is not on exams, it’s easier to get them into groups because they feel there’s nothing to be lost’
- Because of views about different areas of the curriculum:
  - ‘I don’t know whether I would like to try it with my own subject at, if you like, an academic level’
  - ‘(Groupwork) has been very successful (in my vocational course) with that kind of kid, but I’ve been very wary of doing it with the more academic’

## ★ Committed users

- ‘Almost everything is better done through some kind of group work engagement than done through simply giving kids facts, giving them information’
- ‘I try to use group work at every level that I teach. I would like the school as a whole to organize itself around groups away from subject discussions. And I would like to see teachers working in groups too’

Use these categories for the activity described on the preceding page.

## ***Working with pupils in groups***



As a teacher, once you move away from the position of teaching a class full of pupils as a mass of separated individuals, you meet a range of confusions surrounding the notion of groups in the classroom. When you have left behind the idea of disconnected individual pupils it may be possible to identify three differing positions in the use of groups in the classroom

1. *Working in groups*
2. *Working as groups*
3. *Learning about groups.*

**1. Working *in* groups** can refer to a minimal but important version of classroom organisation - the grouping of tables and chairs. At minimum, pupils may find themselves doing individual tasks round a single table. This highlights whether the tasks given to pupils demand any interaction between them. If not, communication (if any) between pupils could be on any theme. Bennett<sup>1</sup> has shown that this can be a common feature of the primary classroom.

**2. Working *as* groups** requires that the task demands of a group of pupils that they contribute to the achievement of some overall objective. This may mean the contribution of differing perspectives, the adoption of particular allocated roles, and so on. This is the hallmark of classroom cooperation, enterprise projects, and so on. Cowie and Rudduck<sup>2</sup> have shown that teachers use such approaches in greater or lesser extents.

**3. Learning about groups** refers to the occasions when working as groups is developed into a learning process about groups themselves. Pupils take time to explicitly address the workings of the group in a structured way, and an increasing self-awareness of group functioning is promoted. Campbell and Ryder<sup>3</sup> have discussed a similar distinction.

Before examining these three different types further, we mention a possible fourth type, which we shall call simply 'group experience'. This is where any notion of a task to be achieved has been abandoned, save for the examination of the group processes themselves. Although this may be used in particular cases with adults, it is mentioned here only to make the list complete - we do not consider it has any place in the classroom context.

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<sup>1</sup>Bennett N (1991) 'Cooperative Learning in Classrooms: Processes and Outcomes', **Journal of Child Psychology and Psychiatry**, **32**:4, 581-594

<sup>2</sup>Cowie H and Rudduck J (1988), **Cooperative Group Work: an overview**, BP Educational Service.

<sup>3</sup>Campbell L and Ryder J (1989) 'Groupsense: when 'work in groups' does not add up to groupwork', **Pastoral Care in Education**, **7**:1, 22- 30.

Activity

- Before you discuss the distinctions offered above, think about your use of groups in classrooms. Think of particular occasions, say in the last term, and complete the following sentences:

*I have arranged pupils to work **in** groups for things like .....*

.....

*when my goals are .....*

.....

*I have arranged pupils to work **as** groups for things like .....*

.....

*when my goals are .....*

.....

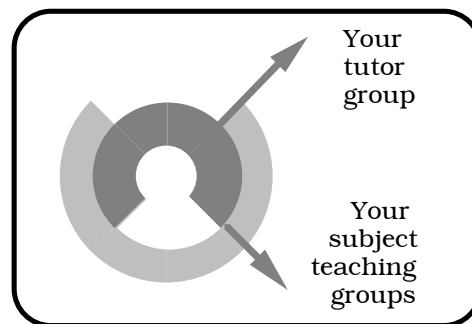
*I have arranged pupils toward learning about groups for themes such as .....*

.....

*when my goals are .....*

.....

- Now discuss these in pairs, and then in small groups, attempting to extract the principles by which you choose each of the approaches to using groups.



## Your experiences of working as groups

As we examine the theme of Tutoring Groups, it's useful to recognise:

- that there's no one way of looking at groups - a range of issues can be important
- that teachers may have a range of experiences of working as groups: some members of your tutor team may have a wide range, some may not.



So it can be profitable to review those experiences and to identify issues. Your experiences can be influential in the theme we're examining.

### Activity

- Think about occasions when you've been involved in working as a group, or in learning about groups (as defined in the previous activity).

These might have been in school, they might have been elsewhere. They're occasions when you've been involved in a group which was deliberately working together for a particular outcome, be it a learning outcome or otherwise. You could think of the various teams that you're in, of INSET occasions, or any other.

- As you cast your mind back over those various occasions, try to select:
  - one experience which was productive, in which the group worked together well for its intended outcome
  - one experience which was not so productive
- For each of these experiences, identify what it was that led to the group working effectively or not. Do this with as much detail as you can. Note the main issues here:

The group worked  because of: 	productively	unproductively
1.		
2.		
3.		

- Collect and discuss the issues you have identified from your experience. Look for similarities and differences in your experiences.

### Reflections:



There are many possible factors which can affect the functioning of a group.

Did you find yourself talking about:

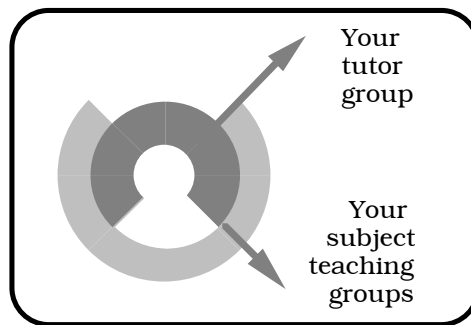
- how the group was composed
- the size of the group
- the clarity of the task
- the conditions under which it met
- the roles which emerged
- the quality of communication which developed
- the degree of reflectiveness in the group
- ...

It is possible to over-simplify this complexity of factors. For example, you can sometimes hear group members wanting to simplify everything onto the behaviour of the formal leader. This does not usually lead to effective development of the group, and (at its worst) is perhaps that age-old group process of scapegoating.

.....

- Finally, from this discussion are there any implications for how your workshop group can work most productively? Do you want to make these explicit, and seek the agreement of the whole group?

## Working with groups - the rationales



### Why work in groups?

#### Why work as groups?

#### Why learn about groups?

There are a number of rationales given for the use of groups in the classroom setting.

Sometimes in school these rationales are not examined in detail. As a result some teachers are treated as simple *enthusiasts* for working in groups: this underestimates the need to examine rationales. Groupwork is not to be seen as something for which a zealous form of commitment is required!

When thinking about groups it is useful to consider:

*What does the experience of a group offer?, and*

*What does the experience of a group demand?*

so that a detailed answer may be given to the question

### **What can you achieve with groups that you can't without?**

In general terms,

Groups offer:

- a **range** of ideas and perspectives
- the possibility of recognising, examining, and generally valuing **similarities and differences** in these ideas and perspectives
- using the range as a **resource** for a group task

These properties occur whatever the theme of the group.

A further offer is:

**the possibility of examining 'live' examples of what happens in groups**

This reminds us that a human group is more than the collection of individuals. In human groups interaction occurs, goals, norms and relationships develop.

The above points provide the basis for many of the rationales for using groups for educational purposes.

Such rationales can be ordered in a way which reflects the different uses of groups, as outlined in sheet **4a** of this section: 'Working with pupils in groups'.

## ***Rationales for working IN groups***

*(i.e. the group as a collection or simple aggregate of individuals)*

### **✧ Groups offer more efficient arrangements for the teacher**

It is interesting to note that this was a rationale offered in the Plowden report:<sup>1</sup>

Sharing out the teachers time is a major problem. Only seven or eight minutes a day would be available for each child if all teaching were individual. Teachers therefore have to economise by teaching together a small group of children at the same stage

It is also worth noting that working IN groups is not promoted by any rationales which mention outcomes for the pupils.

## ***Rationales for working AS groups***

### **✧ Groups offer increased communication and engagement about a learning task.**

### **✧ Groups can recognise and enhance the social processes which support learning**

communicating, accommodating new ideas, explaining, applying ideas, ...

### **✧ Groups offer a range of ideas and perspectives**

and can be used to gather perspectives, examine their differences, ...

### **✧ Groups can become supportive places, including for learning**

looking at study approaches, using each other as resources, ...

### **✧ Groups demand the use of communication skills**

listening, perspective taking, understanding others, communicating points of view, ...

### **✧ Groups demand collaboration on some occasions or some tasks**

### **✧ Groups demand group processes when faced with problems to solve**

### **✧ Groups (especially democratic groups) demand skills of identifying and making decisions**

Such rationales are found in numerous texts. Some argue that the way of working and learning in schools should be a preparation for many other occasions:

Perhaps if one were to identify the one skill most crucial for individuals to develop, for many it would be how to be effective in the groups in which we live, play and work' and 'That skill is likely to be best learned by operating regularly as a member of actual groups, as a part of the educational process'<sup>2</sup>

Others focus on the engagement of group processes to enhance learning in classrooms:

If a teacher can get groups to work together, he effectively increases the intensity of his teaching<sup>3</sup>

N.B. Each of the group processes mentioned in the above rationales necessarily arises when a group addresses a group task.

---

<sup>1</sup> Plowden Report, (1967), **Children and Their Primary Schools**, HMSO. para 754,5.

<sup>2</sup> Hopson B and Scally M, (1981), **Lifeskills Teaching**, McGraw Hill. page 112.

<sup>3</sup> Oeser OA, (1955), 'The Classroom as a social group' in Oeser OA (ed), **Teacher, Pupil, and Task: elements of social psychology applied to education**, Tavistock Publications. page 51.

## ***Rationales for learning about groups***

- ✧ **Groups may be used to simulate social processes which occur elsewhere**
- ✧ **Groups may provide a platform for preparing for other group experiences, outside the group, in the future, ...**
- ✧ **Groups may provide a context for reflecting on our own performance**
- ✧ **Groups may provide opportunities for people to give and receive personal feedback**
- ✧ **Groups may become safe contexts for supporting growth and experiment**

Such rationales usually imply that the group is used in a reflective fashion, and might be similar to the rationales which stress the relationships in groups. For example:

Group work is about helping people ...in their social skills, in their personal resource and in the kind of relationships they establish with other people. Social skills can be learnt only in contact with other people, and it is the purpose of group work to provide the individual with opportunities to relate to others in a supportive atmosphere, to try new approaches and to experiment in new roles<sup>1</sup>

.....

### ***Activity***

- Now you need to process the ideas collected in the above statements of rationales. Before doing so, remember that these are mainly statements of what groups can offer. They could apply to all human groups. They do not yet specify anything about how these offers could be achieved, or whether they are worthwhile achieving. That comes in subsequent activities.
- In pairs, read through the list, discuss what you take each item to mean, and any examples from your experience which support the idea that these items are features of groups.
- Make any modifications to the items presented in this list. Also make any additions and/or deletions which you think necessary.
- Bring these considerations to the whole group, and address the question:  
*What opportunities does the organisation of pupils into small groups generate?*

.....

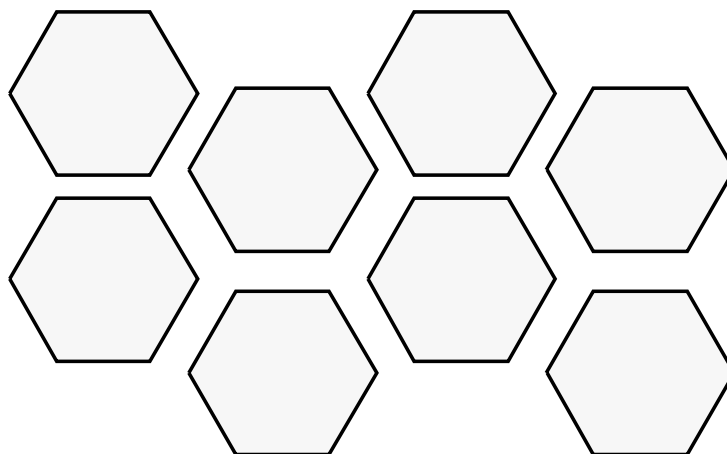
As with most opportunities, priorities soon come into play. The next activity raises issues in your priorities for working with groups.

---

<sup>1</sup> Button L, (1974), **Developmental Group Work with Adolescents**, Hodder and Stoughton. page 1.

### Activity

Various statements have been printed in hexagons on the accompanying sheet.



- Make a copy and cut out the hexagons.

Each is a brief rationale for using groups in classrooms, phrased in terms of the goals which might be achieved through working with groups.

In your workshop groups of four or five, your task is to discuss these statements and come up with an agreed priority for them:

- discuss each one in turn, what you take it to mean, and your various reactions to it
  - add any others you wish for this activity
  - discard any which you think are untenable
- Now arrange the remaining hexagons in some order or layout, to portray the relative priority which your group believes that each of these should be given. Make sure that you have achieved a consensus. Again at this point, you should not give major weight to your views about *how* or *whether* such goals can be achieved: instead, focus on their importance.

### Discuss

After you've done the prioritising, try to decide what were the criteria you found yourself using in your discussion. On what grounds did you give one goal more priority than another?

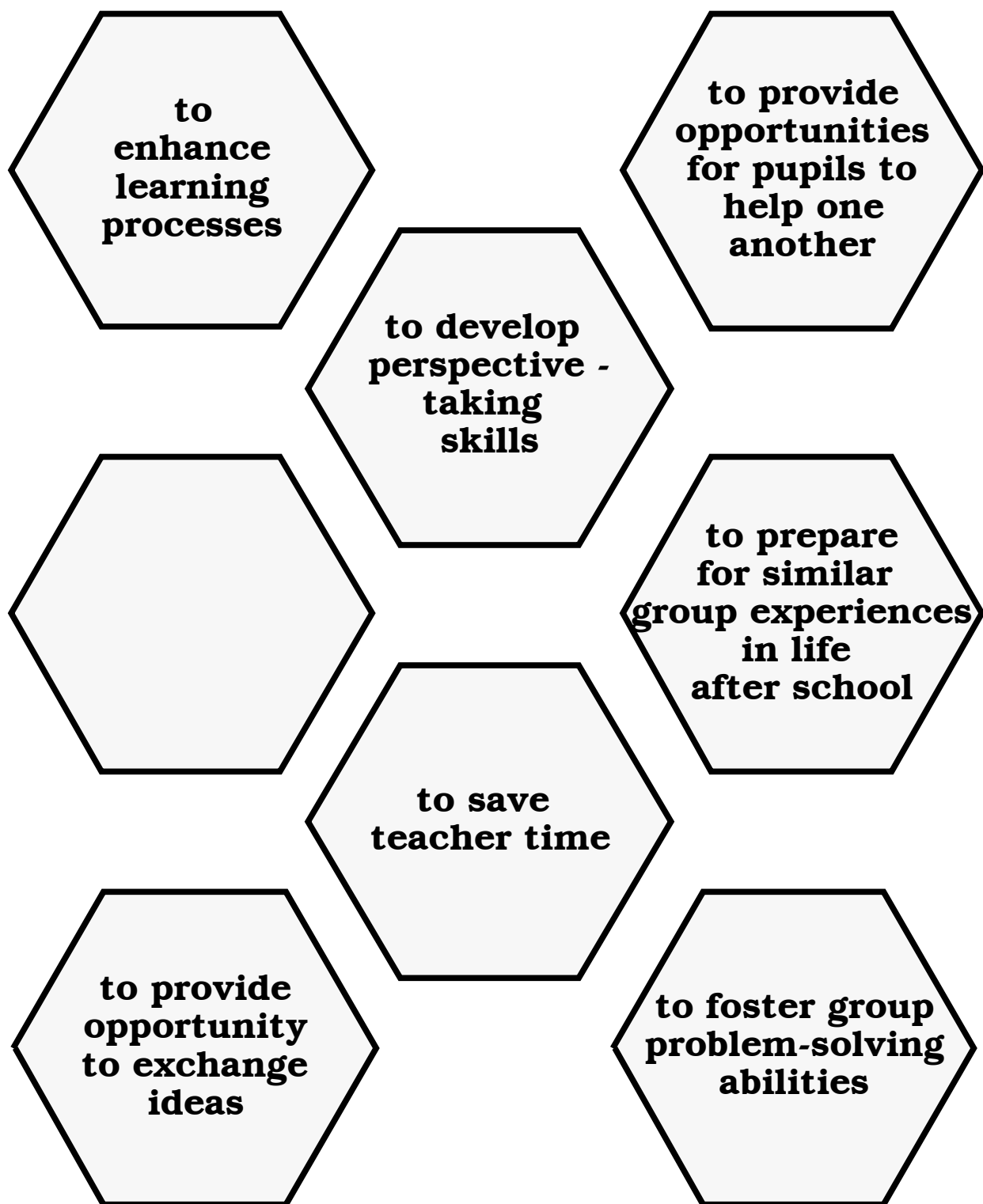
### Exchange

Convey the priorities you decided to the other small groups in your workshop, along with the criteria you were utilising.

### Application

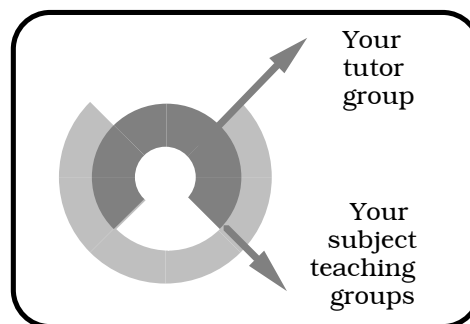
For much of this section the focus will be on what will you need to do in order to achieve these priorities through tutoring groups, both personal-tutor groups and subject groups. Before going on to those themes it is important to examine the approach to learning and then to learning in groups.

## ***Why bother working with groups?***



Cut out the hexagons and use as described in the activity

## Small group, large group



The preceding workshop activities have not yet clarified the issue of the *size* of groups we are thinking about. Much of the writing on groups assumes that when talking about groups we mean a small group with say 6 to 12 members. But in subject classrooms and in tutor groups we are often thinking about the whole class as a group.

Successful practice in tutor groups and in classroom groups utilises both 'small' and 'large' groups. It also uses individual work at key moments.

It is important to review and clarify which we use for what. Only then can we develop an effective sequence which might include individual work, pair-work, small group and large group elements. (This pack tries to encourage such sequences in your workshop group).

### Activity

The three columns below give some starter views on the times in classrooms when we might be using whole class, small group, and individual work.

- Discuss these views in your group; add further examples of your own; make any modifications you wish to the list

#### Whole class

communicating the classroom routines  
conveying the plan for the whole class  
developing the focus of a theme for the whole class  
agreeing goals and methods  
gathering perspectives from the whole class  
exchanging/ sharing accounts of progress  
ending a theme /lesson (i.e. managing a transition)  
whole class review

#### Small group

engaging in group learning tasks  
developing points and perspectives from a task or experience  
gathering a manageable number of perspectives  
preparing a presentation to the whole class  
exchanging plans and strategies  
discussing the performance of the group

#### Individual

recording personal understandings and perspectives  
deciding a personal choice  
planning how to apply some learning to their personal situation

- Having clarified these three elements, we may now discuss their relative balance. Think about a group session you have recently run: how long were each of the above used? Exchange some examples in your workshop group.

- Is there any guideline you have for the relative proportion of these three?

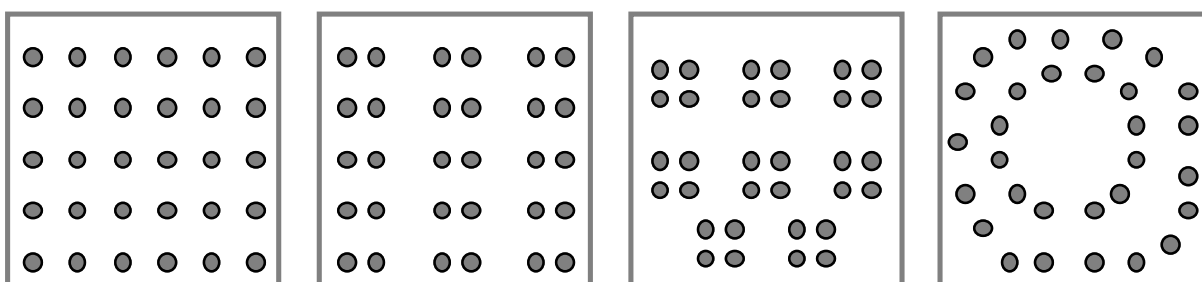
The above considerations help us think about:  
 (b) changing the composition of the groupings  
 (a) changing the size of the groupings

### ***How to change the composition of the small groups***

- Go round the whole group, in whatever small groups they're presently sitting, allocating the letters A, B, C, D to individual pupils (use as many letters as small groups you want to end up with. Ask all the As to form a new small group, the Bs, and so on.
- As the class arrives, use an old pack of playing cards to give a card to each pupil. Then ask the hearts, spades, ... to form new sub groups (if you want four subgroups), or all the aces, twos, threes, ... to form new subgroups (if you want subgroups of four. Remember to select the appropriate total of cards first)
- Ask pupils, in a way which is non-threatening and which explains the purposes, to form new pairs according to:
  - someone who didn't go to the same primary school as you
  - someone who travels to school in a different way
  - someone you haven't worked with much.
  - 
  - 
  -
 (add more)
- Form new subgroups by using a reasonably random variable:
  - whichever day of the month is your birthday
  - the third letter of your first name
  - (N.B. first letter of surname will not work in many communities, and first letter of first name will not work in others)
  - 
  -
 (add others)

### ***How to change the size of groupings***

- 'Snowball' is a structure, in which pupils are given a sequence of tasks  
 individually                      then as pairs                      then as fours

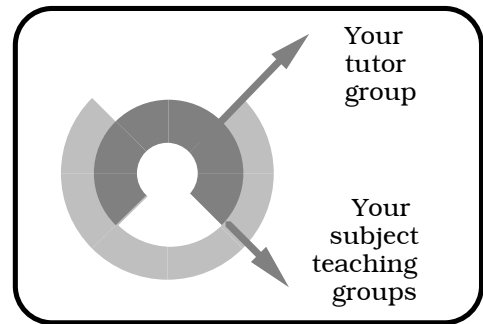


with perhaps some whole group work to culminate

- 'Syndicates' often change from intensive small working groups to larger more discursive groups. For example, eight groups of four who have worked on a task will then form four groups of eight to discuss their findings.



## Effective learning is ...



The way in which we make sense of learning may have a significant effect on how we manage classrooms and the tutoring of groups.

In this section we aim to highlight one dimension of learning which is particularly pertinent to adolescents, schools, and tutoring - the personal-social aspects.

### Activity

Three key characterisations of the personal-social aspects of learning are:

#### **Effective learning is:**

##### **✱ Personal-social in its purposes**

Why else do we choose to learn the things we do, other than where it may lead in terms of personal competence, achievement, social recognition ...

And remember the way that getting down to learning can conflict with some of our other personal-social purposes.

##### **✱ Personal-social in its processes**

Even learning on your own is a personal-social process which involves communicating with ourselves - accommodating to previously held ideas, evaluating new notions, their sources, and their impact. It may set off processes of anxiety, defence etc.

Learning with others is all this and more. It involves interpersonal communication, feelings about oneself and success, reactions to feedback, and so on.

##### **✱ Personal-social in its products**

What is recognized as important learning is a social matter: some things are valued more than other

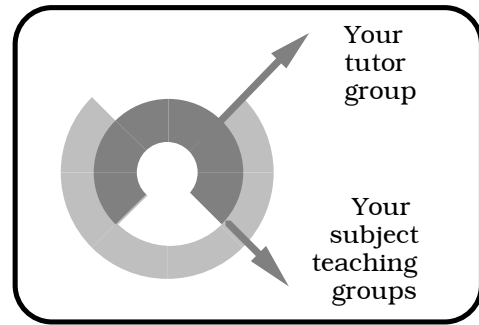
The skills needed to put 'pure' learnings to good effect are personal-social in nature. You probably know of school students with a good range of paper qualifications, but without the social skills to present themselves, or the wish to achieve, or the view of themselves as a worth-while learner and person to make use of such qualifications.

Studies of approaches to learning demonstrate that study skills which focus on surface matters reading, note-taking and time management are largely ineffective, whereas a focus on Purpose, Strategy and Review is more effective. Learners need occasions to reflect on their strategies to learning<sup>1</sup>

<sup>1</sup>Gibbs G (1992), **Improving the Quality of Student Learning**, Bristol, Technical and Educational Services.

Selmes I (1987), **Improving Study Skills**, Hodder & Stoughton.

Ramsden P (Ed.) (1988), **Improving Learning: new perspectives**, Kogan Page.



## ***Effective learners are ...***

Having considered some important issues regarding effective learning (in the preceding activity), it is also important to consider how we characterise effective learners.

### ***Activity***

- Examine the six statements given below.

In broad terms, do you agree or disagree with each?

- Think of pupils you have known well. Did the statements characterise important aspects of their ability to learn in school?

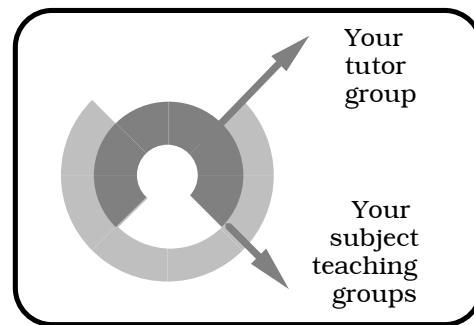
***School pupils who are effective learners can:***

- ✓ ***cope with the personal-social demands of classrooms***
- ✓ ***communicate effectively in order to develop new understandings***
- ✓ ***work with others on joint learning activities***
- ✓ ***organise themselves to study***
- ✓ ***maintain motivation and learn from feedback***
- ✓ ***make decisions about present and future learning priorities.***

If we take each of these seriously, what are the implications for school practice? Make some manageable proposals in response to each one.

- What is the role which tutoring can play in response to each of these statements? (remember to consider both personal tutoring and subject tutoring when you consider this)?

## What sort of learners are we encouraging?

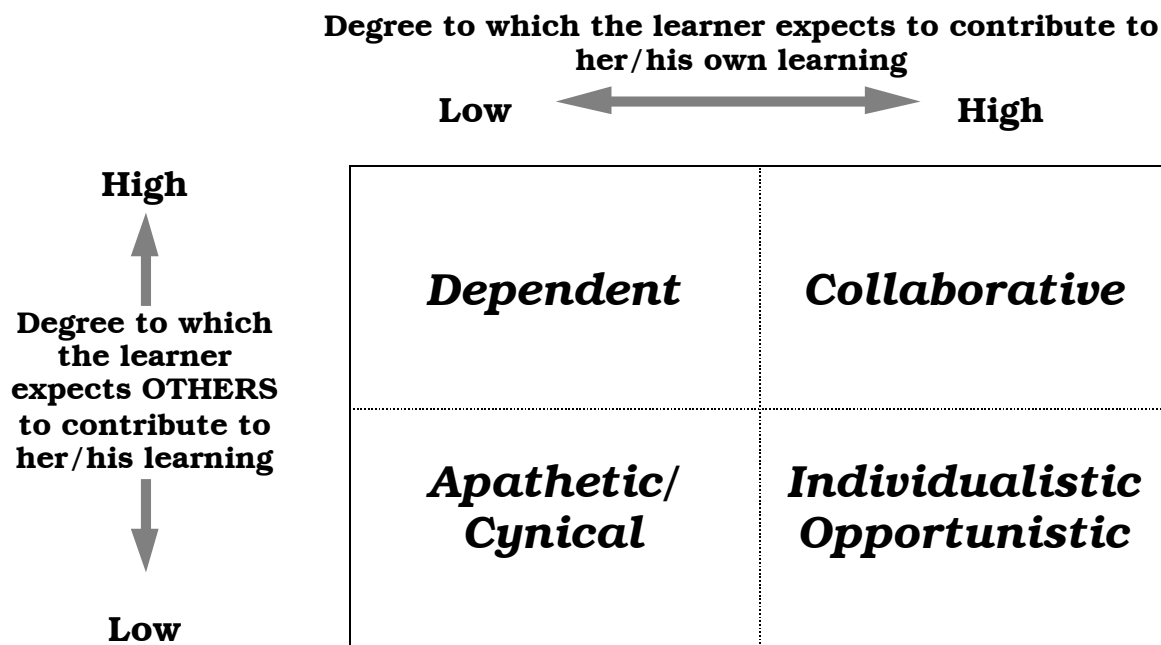


How we handle tutor groups or classroom groups depends on many factors. At minimum it depends on our preferences as teachers. This cannot be sufficient, as it might imply that pupils' educational entitlements were not met. So it's useful to ask questions such as:

*What sort of learners are we encouraging through our handling of tutor groups and other groups?*

*What expectations about learning are we developing in pupils?*

The diagram below offers a characterisation of different learners, based on their expectations about peoples' roles in their learning.



### Activity

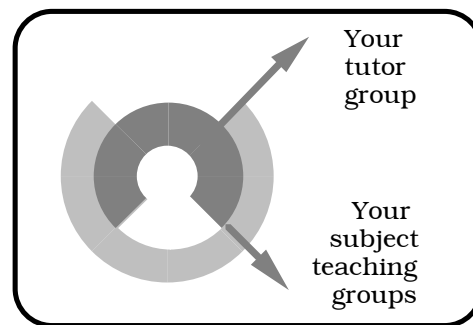
➤ Discuss the four types:

*What sorts of learners are you interested to encourage?*

*What sort of learners will your pupils need to be in their futures?*

*What are the forces on teachers which might lead them to encourage one type over another?*

➤ Bring your views to the workshop group, and exchange examples of the practical strategies you use to encourage the sorts of learners you consider appropriate.



## Types of learning in groups

In much of the writing and talking about groups, two things are confused:  
the reasons for working in groups, and  
the reasons for adopting action learning.

In 'Working with pupils in groups', sheet 4a of this section, we have tried to clarify some important differences in the use of groups in classrooms.

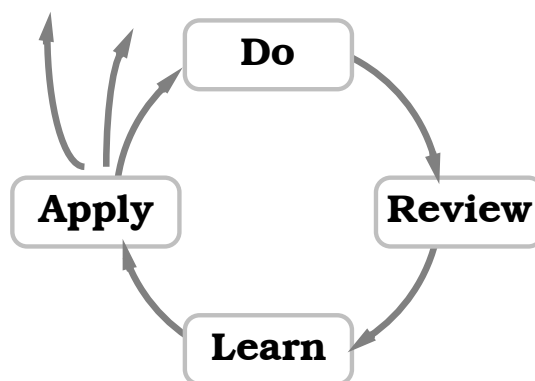
We now also need to be clear that there are different approaches to learning which may be used *in any* of these different social structures.

In distinguishing approaches to learning we identify two broad types:

### A. Action learning

### B. Reception learning

A. Action Learning may be characterised by the diagram<sup>1</sup>:



B. Reception Learning may be characterised by the diagram:



### Activity

- Discuss these two types, and your first reactions to them. Take care not to over-polarise them - there are other approaches which could probably be added. And take care not to characterise effective teaching (or any individual teacher) as only one of these - we will need a range of approaches in our overall repertoire.

See if you can now map out some examples of each of these types of learning, in each of the social structures that were defined in sheet 4a 'Working with pupils in groups'. You might lay them out as follows:

<sup>1</sup> Dennison B and Kirk R (1990), **Do Review Learn Apply: a simple guide to experiential learning**, Blackwell.

	A. Action learning	B. Reception learning
1. Classroom as individuals		
2. Working <b>in</b> groups		
3. Working <b>as</b> groups		
4. Learning about groups.		

### Reflections

It would be all too easy to create over-simple categories here: that would not be helpful. We are trying to find a way of discussing complex issues.

What we have called 'approaches to learning' might be seen as:

- different ways of organising classrooms
- different beliefs on the part of teachers
- different theories of learning

In fact, they're likely to be a combination of all these, a combination which has implications and intentions for pupil behaviour and learning.

But the connections between:

Teachers' beliefs and intentions	Teachers' behaviour	The classroom situation	Pupils' beliefs and intentions	Pupils' behaviour	and	Pupils learning
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is what is at stake here. Such connections are likely to be complex!

The distinction between action learning and reception learning is one which calls up considerations of how active or passive pupils are, and how our intentions might best enhance their learning (developed in sheet [5b](#) ).

Here are some of the examples which come to our mind:

	<b>A: Action learning</b>	<b>B: Reception learning</b>
1. <i>Classroom as individuals</i>	Pupils working, perhaps from individualised work schemes, on investigations and experiments by themselves. e.g. some SMILE maths classrooms, a language lab, some design workshops	Pupils working on exercises, to practice or apply something they've been told about e.g. some SMP or 'traditional' maths classrooms, a workshop with set tasks
2. <i>Working in groups</i>	Pupils working on individual investigations, grouped round tables e.g. other SMILE maths classrooms, some resource-based language classrooms,	Pupils working on practice exercises, grouped round tables e.g. some less traditional-looking maths classrooms,
3. <i>Working as groups</i>	Pupils working on a task or project or activity which demands cooperation and which incorporates review of how the task is progressing, and what learning the investigation has promoted e.g. open-ended group investigations in science, role-play in modern languages, group design and make in design technology, some cooperative games in PSE, discussion groups in humanities	Pupils working on a task or project or activity which demands cooperation but which may be a demonstration or application of something they've been told about e.g. stage-managed 'experiments' in science, a group construction in design technology, set team exercises in physical education
4. <i>Learning about groups.</i>	Pupils working on a task or project or activity which demands cooperation and which incorporates review of how the task is progressing and how the group is working e.g. simulation or group problem-solving activities in PSE, mini-enterprise with debriefing,	Pupils being told some of the notions which have been used to address behaviour in groups, and attempting to apply them to their own groups e.g. some social studies teaching

In this section of this pack, we will be addressing the deliberate and planned use of groups in classroom contexts (tutorial and subject), and will therefore be focusing mainly on types 3A, 3B, 4A, 4B.

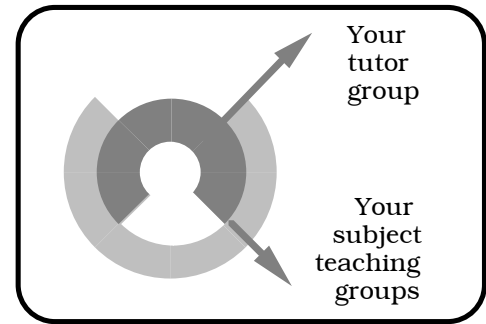
As authors we are aware we have a clear personal interest and investment in 4A. But more important than that is our interest and investment in *clarifying the rationales for groupwork and for action learning*. (as in preceding and subsequent sheets of this section).

Before leaving this theme let us ask 'what is your experience of groups and learning in the classrooms you know?'

#### **Activity** Mapping your experience

- With a neighbour, identify examples of the different use of groups and approaches to learning you have used in your classroom. Draw a table as the one above, and write in each of the cells examples from your own experience.

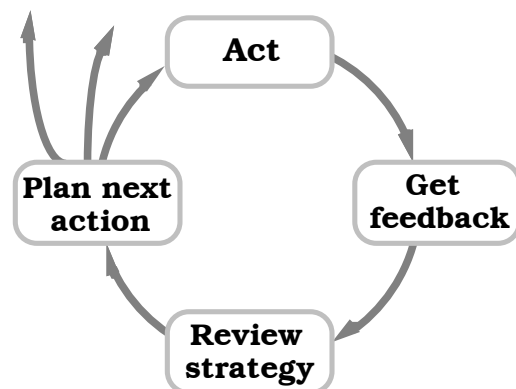
## Why 'action learning'?



In many aspects of tutoring, whether subject tutoring or personal tutoring, it is clear that we do not succeed if we think we have the same answer for all pupils. We are not the arbiters of knowledge with which to equip all young people for their various lives. Rather we need to take an approach which takes seriously the idea of starting with the pupils' existing personal knowledge and developing that in various ways.

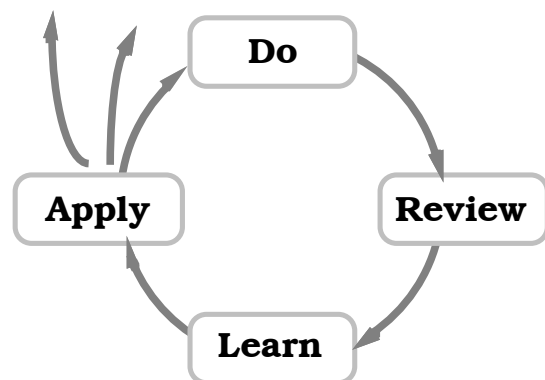
It is also clear that many of the areas we are tutoring about are personal-social in their content - learning, getting on at school, achievement, relationships, social development.

Thus we have to utilise the personal-social learning processes which also characterise healthy adolescence - these are experimental and developmental.



So the *methods* for supporting learning in this area will be based on what we call 'action learning' following Lewin<sup>1</sup> (you can see this is not new).

We characterise action learning in the diagram<sup>2</sup>:



But in the history of tutoring, the reasons for adopting action learning have sometimes not been made clear<sup>3</sup>, in which case staff can polarise into those that are 'for it', and those 'against it'.

<sup>1</sup> Lewin K (1948), **Resolving Social conflicts: selected papers on group dynamics**, New York, Harper & Row.

<sup>2</sup> Dennison B and Kirk R (1990), **Do Review Learn Apply: a simple guide to experiential learning**, Blackwell.

<sup>3</sup> Bolam R and Medlock P (1985), **Active Tutorial Work: training and dissemination - an evaluation**, Oxford, Blackwell.

Here are some major reasons for adopting action learning approaches:

### **General**

- ✧ **if pupils are actively engaged and involved on more than the intellectual dimension of learning, this can enhance their understanding and remembering**
- ✧ **if we and pupils want to develop new strategies and skills, this needs active rehearsal and practice**
- ✧ **if we and pupils want to apply what they learn, they need to have been actively involved from the outset, evaluating applications to their situations which they judge as appropriate**
- ✧ **if we and learners want to achieve a deep understanding rather than a surface response, we need to develop reflection about the process and content of learning**

### **Particular**

- ✧ **if we and pupils want to examine and learn about social processes then it is effective to look at 'live' examples by simulating them, and then reflecting on them. This is more effective than anecdote examples or generalisations**
- ✧ **if we and pupils want to learn about ourselves, our views and our relationships, we need to begin by engaging ourselves actively and continue by findings ways of reflecting and understanding**
- ✧ **if we want to support adolescent development we may need to mirror the process of self development: experimentation, review, evaluation and change**

Note that these rationales for action learning are somewhat distinct from the rationales for working in groups (see sheet [4c](#) ). The distinction between these two was explored in sheet [6](#) , and although we shall often be thinking about action learning in groups, this is not the only possibility.

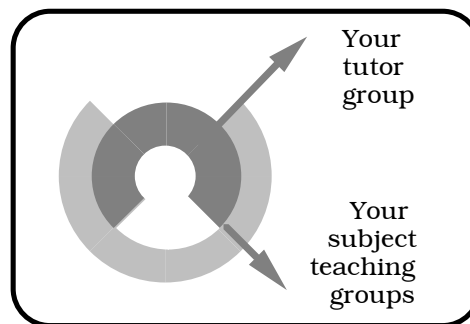
### **Activity**

- In sub-groups of about 3 or 4, discuss the list of six reasons. Take each one in turn, decide what it means for you, exchange examples and counter-examples. Are there any further reasons you would add to this list? Are there any you would remove?
- Think back to any previous occasions when people have been talking about action learning. Were the rationales clear? What effect did this have?
- In the whole group, discuss the reasons, and their particular application to your tutoring work with groups

Our hope is that we can use action learning effectively so that a pupil may go away from a tutorial session thinking 'Hmm, I might be able to try that the next time I'm in the situation'.

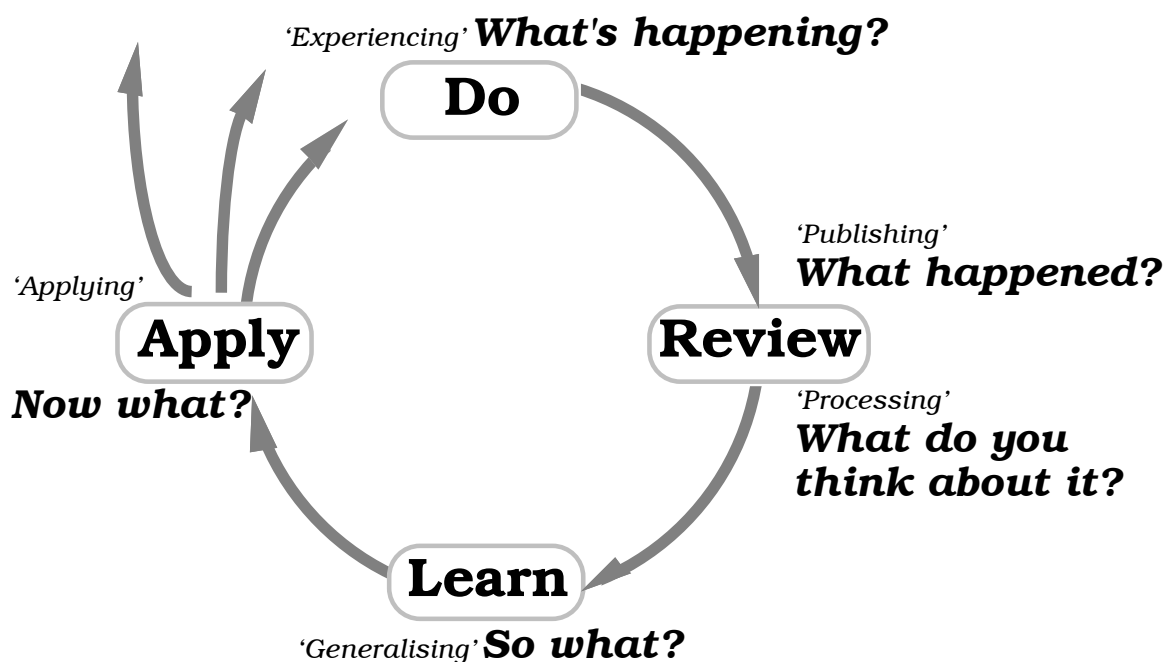


## A model of action learning



A model can only represent a limited number of features. The model below reminds us of some features of action learning, based on the four phases: Do -> Review -> Learn -> Apply<sup>1</sup>.

To this have been added some broad questions which are pertinent at each stage, and some words which summarise the key process at each stage.



The “Do” phase might be an activity in the classroom: a case study, a simulation, a learning activity, or it might be some experience outside the classroom. The “Review” phase is a structured way of looking at the important points. In the “Learn” phase pupils learn from their different approaches and identify what more they wish to learn. The “Apply” phase asks them to transfer their learning to situations they know, to plan some action and to set goals.

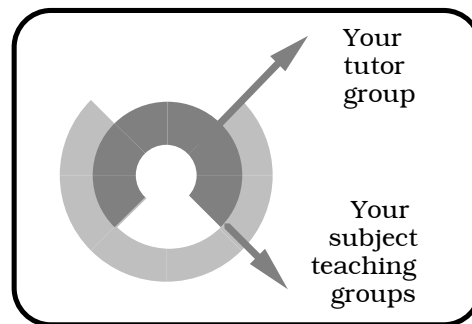
The role of the teacher is to provide the necessary structures for pupils to progress through this process. Action learning at its best is a highly structured (but still open-ended) process, not a sloppy discussion.

All four stages are fundamental: the omission of any will have a distorting effect. For example sessions which start with an activity, review perhaps, but do not extract learning or apply it will be less effective.

The model may be applied to plan an example of action learning - sheet [6f](#) .

The styles of questions which facilitate the cycle are developed in sheet [6e](#) .

<sup>1</sup> Dennison B and Kirk R (1990), **Do Review Learn Apply: a simple guide to experiential learning**, Blackwell.



## ***Your experiences of action learning***

It is likely that in any group of teachers there will be an important range of experiences of action learning.

What can you learn from the experiences in your group?

- On your own, think over the occasions when you as a teacher have been using some action based approach to learning in your classroom. Identify one occasion when it went successfully, and note below what you think were the reasons for the success on that occasion.

Was it the aims? the activity itself? the discussion? the follow-up? ...

Limit yourself to a maximum of three or four aspects:

- Now identify an occasion when action learning went less successfully than you had hoped, and note down what were the reasons on that occasion.

Again limit yourself to a maximum of three or four aspects:

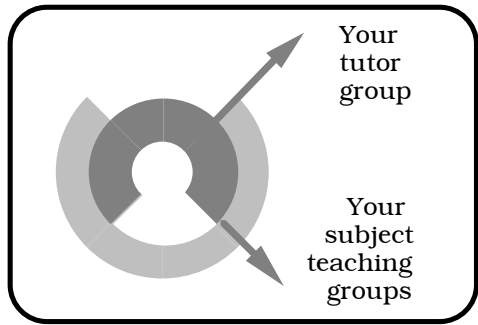
- In pairs of your own choosing, tell each other about each of the occasions you have identified, and then go on to discuss the reasons you gave for the greater and lesser success. Allow yourselves to challenge (suitably gently) each others' explanations, but *try to focus on the design of the activity* (rather than the many other 'explanations' we could try to invoke).

**Extract two or three important points about successful design of action learning which you want to convey to your whole group.**

- In the whole group spend some time discussing the important points which have arisen from this review. Listen to the successful examples in some detail.
- What else do you want to learn about and understand regarding action learning? Write down some of the questions which are (or have been) on your mind. Limit yourself to about three or four.

[Include your experiences of action learning *from the receiving end*, i.e. on occasions such as those when you're involved in INSET!]

## Processes in action learning



An action learning process depends on and develops central skills such as:

<b>Do</b>	planning action taking action
<b>Review</b>	analysing data analysing experiences reflecting on one's own views understanding the views of others
<b>Learn</b>	analysing, theorising making sense of data integrating and synthesising experience
<b>Apply</b>	planning ahead devising experiments goal-setting

### Activity

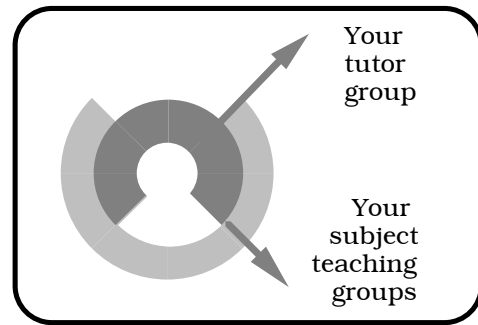
- Review the personal and subject tutoring you have been managing over the last term.  
Give examples of occasions when you were aiming to promote any of the above processes and skills.  
Were you using what is described here as an action learning approach?  
What proved most successful about the approach? What least?
- Discuss your examples with a colleague, and analyse the various causes for success.  
Are there any pointers for greater success you would like to experiment with?

Tutoring often utilises the above processes and skills for learning which relates to groups. This may also require and develop:

- relating to others
- working in groups
- collaborating
- communicating effectively
- handling pressures and conflicts
- asserting oneself
- handling change and transition
- influencing systems

### Activity

- Identify examples of promoting these processes and skills. With a colleague analyse the reasons for your successful examples. As a result of the discussion plan some modifications in your use of action learning.



## Styles of questions in the action cycle

One aspect of action learning is knowing how to keep the cycle of learning going. This comes in part through the styles of questions which might be raised at each stage of the action learning cycle. The examples below are given to illustrate the sorts of prompts which are possible

### Experiencing

*Key Question:*

*'What is happening?'*

- What is going on ?
- How do you feel about that?
- What do you need to know to...?
- Could you be more specific?
- What's the most important thing?
- What would you prefer?
- What is the best/worst that can happen?
- What else?

### Publishing

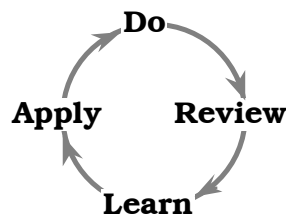
*Key Question: 'What happened?'*

- What went on?
- How did you feel about that ?
- Who else felt like that ?
- Who felt different?
- Where there any surprises / puzzles ?
- How many felt the same ?
- How many felt differently ?
- What did you see?
- What did you think when you saw that ?

### Applying

*Key question: 'Now what'*

- What would you change?
- Do you know other situations like this one?
- What have you learned about those situations?
- Will you do something different next time?
- Have you developed a plan?
- Will you set yourself a goal?
- What things will you add/leave out?
- What were the pluses/ minuses of working this way?



### Processing

*Key Question: 'What do you think?'*

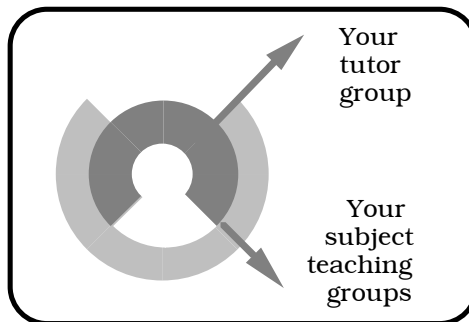
- How did you account for that?
- What does that mean to you?
- How was that significant?
- How was that good/bad?
- What struck you about that?
- How do those fit together?
- How might it have been different?
- Do you see something operating there?
- What does this suggest to you about yourself/ about the group?
- What do you understand better about yourself/ about the group?

### Generalising

*Key Question: 'So what?'*

- What might we draw from that?
- Is that connecting with anything else for you?
- What did you learn?
- What does that suggest to you about .....in general?
- Does that remind you of anything?
- What might help us to explain that?
- What do you associate with that?

## Planning action learning



Assuming you have the resources you'll need, you may anticipate:

### A. *Communicating the goals of the session.*

- i) What real-life problems/situations is this about? [remind pupils of these]
- ii) In what will the pupils be more competent after this session? [tell them]
- iii) What's your answer to 'What's the point of this?' [tell them before they ask!]

### B. *Doing the activity, its structure.*

- i) Do pupils need to work individually at first, to locate and record their own perspective? If so, clarify why. For how long?
- ii) Will you then ask them to work in small groups (e.g. 3s and 4s)? If so, what composition of groups do you want? What instructions will you give the small groups? Will you ask them to adopt roles such as scribe and reporter? How will results be used?

### C. *Reviewing what has happened.*

Here, use open questions to develop discussion of the processes which have been occurring and the various strategies which pupils have been adopting to the issue at hand. The trap is to allow the discussion to fall into a false consensus, with the development of some notion of a 'right answer'.

- i) The style of question you might use could include:
  - What's the most important thing that happened? Why?
  - What difficulties did you encounter? How did you resolve the difficulties?
  - What strategies seemed effective? Why?
  - What else could we have done?
  - What differences between us did we notice? What similarities?
- ii) Will you want pupils to exchange their ideas, e.g. in pairs? If so, what directions will you give them (i.e. what do you want them to focus on?). Do you want them to look for similarities or differences, or both, or something else? How long should this be given, and what will happen to their results?

### D *Learning from the review.*

It's important to note some of the issues which have come up, and what has been learned about handling them.

You might write up three key issues, or collect from pupils the approaches they adopted to the activity. You can structure this part of the session, or (with support and practice) can hand the task over to pupils.

### E *Applying what's been learned.*

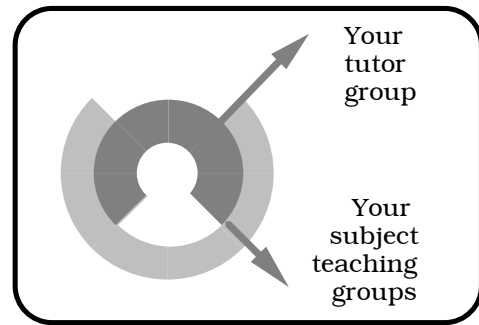
Towards the end of the session, introduce change and experiment, asking:  
Would you do anything differently? (now that you've examined this situation).

Then it's important to apply the learning. This can be achieved by raising:

- What other situations are like this one?
- Is anyone experiencing a situation like this one at the moment?
- What strategies can the group offer?
- Is there an experiment we can try before next time?

Finally *goal setting* may be relevant, asking pupils to say to each other what they aim to do before the next session on issues raised in this one.

## ***Skills in managing action learning***



It is possible to talk about action learning as though it was something mystical and esoteric, which only a very few very special teachers could be involved in. That's a trap.

Instead, it is useful to identify the skills which teachers need to manage this sort of *group-centred, task-centred* learning

- **giving a clear introduction, with the purpose**
- **describing clearly the activity's structure**
- **organising smoothly the group's division into twos, fours**
- **making good use of space and furniture**
- **structuring timing and pacing of each part**
- **managing pupils' contributions to the large group discussion which follow**
- **recording and listing pupil contributions**
- **recognising and indicating similarities and differences in approach**
- **using open questions to extend and develop the discussion**
- **discussing concretely transfer and experiment**

The importance of such a list is not solely to clarify and de-mystify, but also to demonstrate that the skills involved are the skills of the classroom teacher. Perhaps their profile in use is slightly different in person-centred work than in subject-centred work, but the fundamentals show significant overlap. recognising this is important in developing a less 'ghettoised' role for the particularly pastoral classrooms (the personal tutoring with groups), and a realistic role for the pastoral voice on the whole curriculum (subject tutoring with groups).

### **Activity**

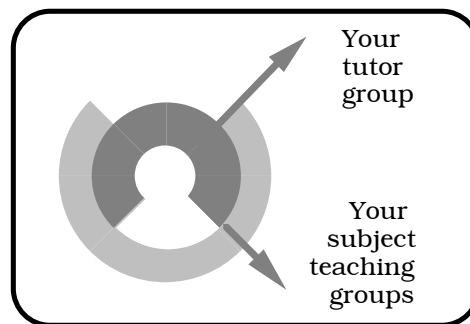
- In pairs, read through the list, briefly discussing each item and what you take it to mean.

Are there any important items missing? Remember that this list is at a fairly detailed level of teachers' skills: it therefore does not cover skills at higher levels - for example integrating the parts, smoothly changing a plan in 'mid flight', and so on.

- How do you respond to the argument that there is significant overlap between this list and the skills of the classroom teacher? What could reduce the overlap and what could increase it?

In your school how is the development of such skills supported, in both personal tutoring and in subject tutoring?

## ***Tutoring and the whole curriculum - some headings***



We have taken a whole curriculum view of tutoring, in order to make the links between personal tutoring and subject tutoring. If both are to be effectively coordinated and planned, communication is needed across all aspects of the whole curriculum. In this section (sheets [8] to [11] ) we offer some activities for talking about aspects of tutoring across the whole curriculum, before moving to focus on the special features of the tutor group.

When it comes to discussing and planning, it's sometimes difficult to know where to start. There's so much:

*what are we aiming at?*

*what themes do we address with our pupils?*

*what's all this about active methods?*

*what skills are we trying to promote?*

*and so on*

Faced with a list of questions of this sort, it's not surprising that sometimes people feel overwhelmed.

At this point it's useful to introduce some simple, overlapping headings, which break things down into manageable chunks. We propose:

**Content**

**Methods**

**Skills**

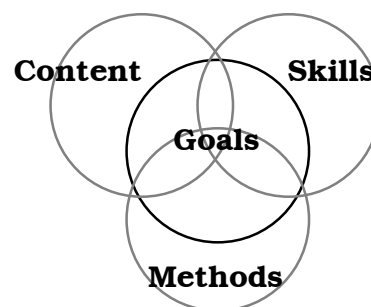
But we cannot satisfactorily examine these, nor the way they inter-relate, until we also address the question:

*What's the point anyway? what are we trying to achieve in tutoring?*

This gives the fourth heading:

**Goals**

These four aspects can be portrayed together:



Each of these aspects might be a focus for development in your school.

But all schools have a history and have undergone some development, so where is your school now on each of these headings?

In some schools some of these aspects have been developed, without commensurate attention being given to the other aspects. So it's important to evaluate your present position under each of these headings.    ..../..

- Individually to begin with, spend a few minutes writing down your response to each of the following enquiries.

	low				high
<b>Goals of tutoring groups</b>					
How clear are they?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Are they agreed and communicated?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>Content of tutoring groups</b>					
How clear is it?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>Skills from tutoring groups</b>					
Are they clarified?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Are they what pupils want?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>Methods in tutoring groups</b>					
Are they clarified?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How well developed?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

- First in pairs, and then in the whole group, exchange the ratings you gave. Look for both similarities and differences, and do not try to develop any false consensus. Your different perspectives are valuable here. In the whole group, identify the issues which this activity raises, and assess whether some of these themes are priorities for the work of your group.

This section of the pack addresses the headings in the above order:

<i>Goals</i>	sheets <input type="checkbox"/> 8	to	<input type="checkbox"/> 8b	for the whole curriculum
	sheets <input type="checkbox"/> 13	and	<input type="checkbox"/> 13a	for personal tutoring
<i>Content</i>	sheets <input type="checkbox"/> 9	and	<input type="checkbox"/> 9b	for the whole curriculum
	sheets <input type="checkbox"/> 14	to	<input type="checkbox"/> 14f	for personal tutoring
<i>Skills</i>	sheets <input type="checkbox"/> 10	to	<input type="checkbox"/> 10b	for whole curriculum
	sheets <input type="checkbox"/> 15	and	<input type="checkbox"/> 15a	for personal tutoring
<i>Methods</i>	sheets <input type="checkbox"/> 11	to	<input type="checkbox"/> 11b	for whole curriculum
	sheets <input type="checkbox"/> 16	to	<input type="checkbox"/> 16c	for personal tutoring

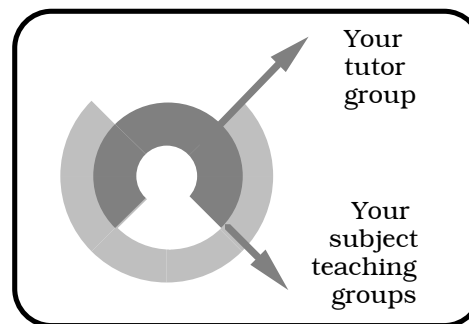
A further heading is not addressed through the activities in this pack, as it does not so clearly reflect skills which can be enhanced through Inset. However it is also important for school-based development:

**Resources in tutoring groups**

Are they available?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Are they funded?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5



## Goals in the whole curriculum



### What's school for in your classroom?

Here is a possible list of the purposes of learning [at school]:

- i) to help pupils develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks, and physical skills
- ii) to help pupils to acquire understanding, knowledge and skills relevant to adult life and employment in a fast-changing world
- iii) to help pupils to use language and number effectively
- iv) to help pupils to develop personal moral values, respect for religious values, and tolerance of other races, religions and ways of life;
- v) to help pupils to understand the world in which they live, and the inter-dependence of individuals, groups and nations;
- vi) to help pupils appreciate human achievements and aspirations<sup>1</sup>

We are not suggesting that your classroom is 100% goal-directed: nevertheless what are your priorities for what you intend to promote in your classroom?

#### Activity

The goals in your classroom.

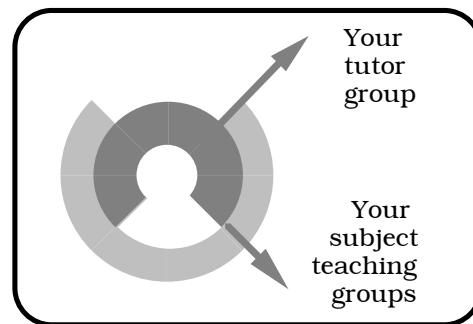
- Now that you've read the list, think about the classes you manage (in general terms). On the scale below rate each of the goals in terms of your ideals for your classrooms, and then in terms of what is actually achieved in practice. Each is expressed in terms of a five-point scale, from low to high.

Goal	Ideal	Actual
i)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
ii)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
iii)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
iv)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
v)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
vi)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

- In your workshop group, discuss the ways in which you *have* managed to achieve some of the goals you hold for your classrooms. Exchange some detail on the ways these goals have been achieved.

What would be needed for the actual to more nearly meet the ideal?

<sup>1</sup> Better Schools, (White Paper) Cmnd 9469, HMSO, 1985, para 44, p. 14 similar to lists in:  
DES, 1981, The School Curriculum, HMSO  
HMI, 1985, The Curriculum from 5 to 16, Curriculum Matters 2, HMSO



## Personal-social goals in the whole curriculum

### Why promote personal-social development in your classroom?

What do you think are the main issues and priorities in taking the personal-social dimension seriously across the whole curriculum?

#### Activity

Your priorities for pupils' personal-social development.

On another sheet you will find 12 statements of possible reasons for promoting personal-social development in schools. Each is written on a small diamond.

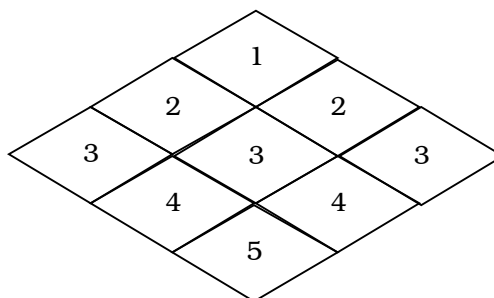
On your own to begin, your task is to use these statements to come up with a statement on the priority you give to them in your classroom.

There's one blank diamond, so that you can add any important statement you feel is left out

Your task is to discard four and decide the relative priority of the remaining nine as follows:

- one top priority
- two second priorities
- three third priorities
- two...

You could lay them out in a 'diamond nine' like this:



After you've done the prioritising, try to extract the criteria you used. Make some notes on *the reasons* for your choice of the top priorities, and the reasons for your choice of bottom priorities.

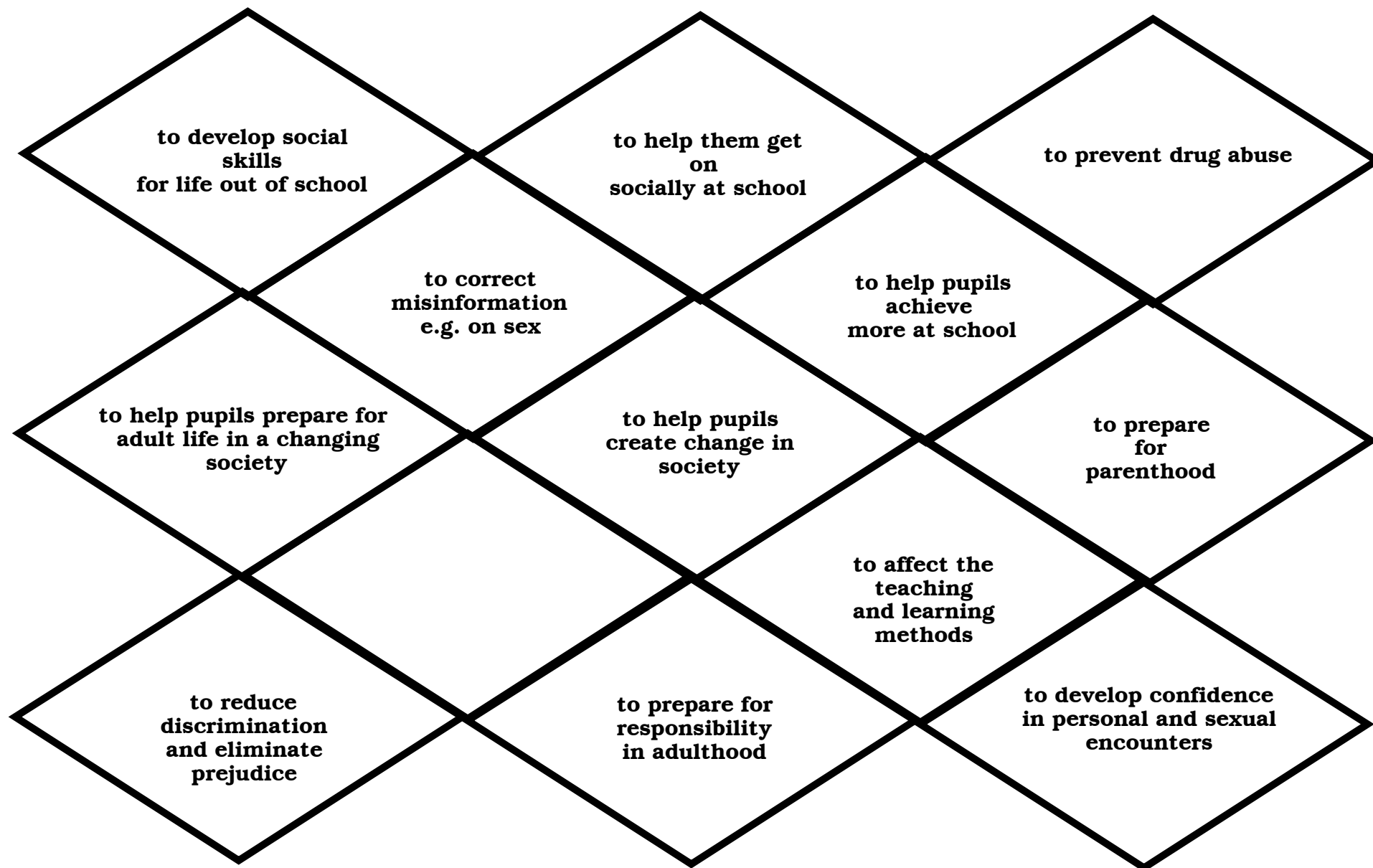
#### Exchange

Convey the priorities you decided *and* the criteria to other colleagues in a small group. Look for similarities and differences in your approaches, and try to discuss what underlies your similarities and differences (do not be satisfied with short-cut answers such as 'It's because of the subject')

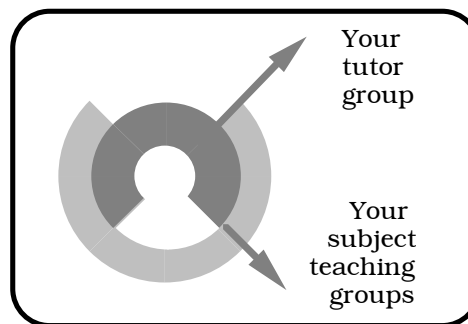
Try to construct an overall picture for a pupil who was in each of your subject lessons. What is the overall profile of priorities given to any of these goals?

Also, exchange any examples of your recent successes in achieving any of these goals in your classroom. Do this in detail, so that your colleagues can get a full picture.

What implications do you see from the picture you have created? What needs to happen for these goals to be reasonably achieved?



*cut out these 13 diamonds (having filled in the blank one) and use them in the activity described*



## Guidance goals in the whole curriculum

Every classroom is potentially an environment for guidance. In every classroom students can be encouraged and empowered to be more effective in certain areas.

For the purposes of this pack we focus on one guidance aspect of all classrooms (and potentially of all situations in school) - that of learning and being an effective learner.

What goals might be appropriate in this area?

What goals are presently achieved through your subject teaching?

**Activity** Here are some possible goal statements.

- Read them and discuss what you take them to mean.
  - (a) **to understand the constraints and opportunities of learning in classroom and school**
  - (b) **to be able to get the most from the opportunities offered by classroom and school**
  - (c) **to be able to be effective learners, both autonomous and collaborative**
  - (d) **to be able to be enquiring learners, through both action and reflection**
  - (e) **to know their own learning preferences and be able to extend their learning repertoire**
  - (f) **to be able to identify and choose future learning opportunities, and to get the most from them**

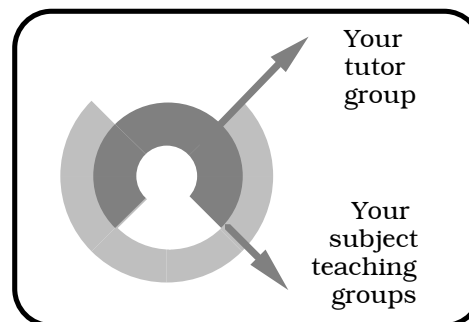
Are these important goals? Would you prioritise some more than others?

- Discuss these two questions in your workshop group for 10 to 15 minutes.

To what extent are these goals achieved through the subject teaching in your classroom?

- On your own, for each of the items, a to f, (plus any others, and with any modifications you choose) note down the activities which have been going on in your subject teaching classrooms for the last term which make a contribution to the achievement of each.
- Then discuss in pairs, exchanging experiences and achievements across different subject lessons.

## Content in the whole curriculum



Ways of expressing the *overall* curriculum which pupils may expect and take up are hard to find. Too often curriculum is described as a list of 'subjects'.

The disadvantages of a subject-based description are clear:

- subjects fragment the curriculum
- the enormous growth of knowledge demands more economical ways of organizing it for the purposes of learning
- the boundaries which are drawn around subjects are arbitrary<sup>1</sup>

One attempt to describe the whole curriculum in non-subject terms was by HMI<sup>2</sup>, in 'areas of experience', continued by Curriculum Council for Wales.

### Activity

Your present profile

Choose one of the years that you teach, and think about the pupils' experience.

Allocate 10 points between the eight areas of experience, to reflect as accurately as possible, the weighting your subject teaching gives to each.

Second, in the next column give an allocation to the colleagues who also teach that subject/year.

Third, choose another colleague who does not teach your subject and allocate the 10 points according to how you think they perceive it.

Area of experience	Rating your own teaching	Rating your colleagues' teaching	Others rating your subject
Expressive and aesthetic			
Linguistic and literary			
Mathematical			
Physical and recreational			
Scientific			
Social and environmental			
Spiritual and moral			
Technological			
	Total = 10	Total = 10	Total = 10

[Descriptions of each area of experience are given on the next page]

### Exchange

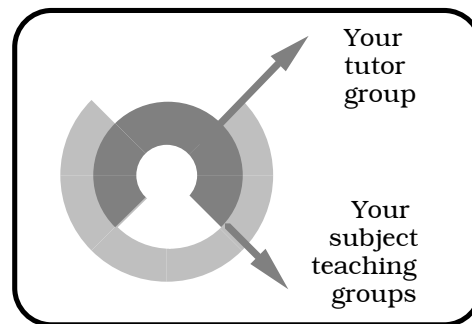
Your allocations, your rating of others' and their view of yours.

- Discuss the overall profile for a pupil in all of their lessons. Is the full picture well balanced? Is it a suitably broad?
- Examine any mis-perceptions of your subject and/or your teaching.

<sup>1</sup> Schools Council, 1975, **The Whole Curriculum 13 - 16**, Working paper 53, Evans/Methuen

<sup>2</sup>HMI, 1985, **Curriculum 5 to 16**, Curriculum Matters 2, and 1977, **Curriculum 11-16**, HMSO  
Curriculum Council for Wales (1991), **The Whole Curriculum 5-16 in Wales**, Cardiff, CCW.

<b>Aspects of learning</b>	<b>Expressive and Aesthetic</b>	<b>Linguistic and Literary</b>	<b>Mathematical</b>	<b>Physical and Recreational</b>	<b>Scientific</b>	<b>Social and Environmental</b>	<b>Spiritual and Moral</b>	<b>Technological</b>
<b>Principal features</b>	<p><i>developing</i></p> <ul style="list-style-type: none"> <li>the expression of ideas, moods, emotions in a variety of media</li> <li>emotional and intellectual response to sensory experience</li> <li>imagination, perception and discrimination</li> <li>physical control of media</li> </ul> <p><i>developing understanding of</i></p> <ul style="list-style-type: none"> <li>the processes of designing, making and composing</li> <li>the characteristics of different media</li> <li>the relationships between arts and society</li> </ul>	<p><i>developing</i></p> <ul style="list-style-type: none"> <li>effective communication in speaking and listening, reading and writing</li> <li>enjoyment and fascination in the use of language</li> <li>knowledge of languages and how they work</li> <li>understanding of and response to literature and the media</li> </ul> <p><i>developing understanding of</i></p> <ul style="list-style-type: none"> <li>the diversity of language</li> <li>the social and cultural contexts of language use</li> <li>the relationships between languages</li> </ul>	<p><i>developing</i></p> <ul style="list-style-type: none"> <li>creativity</li> <li>the ability of think logically and analytically</li> <li>ability to use mathematics to solve problems (theoretical and practical)</li> <li>ability to handle and communicate mathematical ideas and information using the language of mathematics</li> <li>positive personal qualities and attitudes</li> <li>appreciation of the wonder and excitement of mathematics</li> <li>a sense of the power and limitations of mathematics</li> </ul>	<p><i>developing</i></p> <ul style="list-style-type: none"> <li>knowledge and understanding of the principles of health and well-being, and positive attitudes to the development and care of the human body</li> <li>personal qualities related to perseverance and the pursuit of excellence: coping with success and failure and cooperating with others in individual and team activities</li> </ul>	<p><i>developing</i></p> <ul style="list-style-type: none"> <li>creativity</li> <li>ability to use scientific methods of enquiry in an imaginative and disciplined way</li> <li>understanding of physical, biological and social phenomena in terms of scientific concepts and theories</li> <li>critical awareness of the role of science in societies and cultures</li> <li>balanced appreciation of the power and limitations of science as a human activity</li> <li>positive personal attitudes and qualities</li> </ul>	<p><i>developing</i></p> <ul style="list-style-type: none"> <li>a sense of place, space and environment, time and context</li> </ul> <p><i>developing understanding of</i></p> <ul style="list-style-type: none"> <li>the physical environment and human influences on it</li> <li>the past and its influence on the present</li> <li>the human environment and the inter-relatedness of individuals, groups and societies</li> <li>the operation of institutions in society</li> <li>the nature, causes and effects of economic and industrial activity</li> </ul>	<p><i>developing</i></p> <ul style="list-style-type: none"> <li>feelings and convictions about the significance of human life and the world as a whole</li> <li>a sense of fairness and justice</li> <li>as respect for different religious convictions</li> </ul> <p><i>developing understanding of</i></p> <ul style="list-style-type: none"> <li>moral and ethical issues</li> <li>the diversity of religions and relationships between them</li> <li>the use made by religions of symbol, allegory and analogy</li> <li>codes of human behaviour</li> </ul>	<p><i>developing</i></p> <ul style="list-style-type: none"> <li>ability to apply knowledge and skills to practical tasks, operating within a range of constraints</li> <li>ability to think and act imaginatively and creatively</li> <li>ability to use the products of technological activity sensibly and effectively</li> <li>ability to evaluate the purposes, processes and products of technology</li> <li>critical awareness of the role and effects of technology in cultures and societies</li> <li>positive personal qualities and attitudes</li> </ul>



## Personal-social content in the whole curriculum

**What contribution does your subject teaching make to the personal-social dimension of pupils' learning?**

### Activity

Your subject teaching contribution

Choose a particular year and think about how your subject teaching contributes under each of the headings below. Note down one or two examples of the contributions you identify. Also, indicate how important you feel these contributions are in the boxes labelled 1 to 5 [1 is low importance, 5 is high]

- **bodily self:** understanding changes and variety of changes, reflecting on the impact of these, addressing the use and misuse of the body, including through substance abuse

1 2 3 4 5

- **sexual self:** understanding sexual development, the role of sexuality in relationships

1 2 3 4 5

- **social self:** understanding others' perspectives, their role in relationships, making sense of others, their judgements, coping with conflicts, presenting oneself in a range of situations, working with others

1 2 3 4 5

- **vocational self:** not simply 'career choice', but a wider look at what sort of contributing adult to become, and valuing a range of contributions

1 2 3 4 5

- **moral self:** the making of judgements, resolving moral dilemmas, taking action on issues

1 2 3 4 5

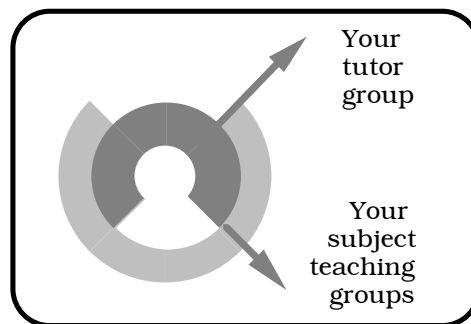
- **self as a learner:** understanding strengths and competences, reflecting on approaches to learning

1 2 3 4 5

- **self in the organisation:** becoming an active member of a school, making sense of the organisation and getting the most from it.

1 2 3 4 5





## Guidance content in the whole curriculum

Each classroom can act as a guidance environment for learners.

It is useful to identify and discuss the possible content of such guidance.

In this section we have deliberately focused on guidance for learning.

Here are some important areas which could be covered in any subject classroom:

- **understanding the demands of life in this classroom**
- **understanding how to get the most from this classroom**
- **learning about learning**
- **using information sources**
- **improving your reading**
- **getting down to writing**
- **ways of constructing an argument**
- **preparing for assessment**
- **planning work schedules**
- **coping with anxiety**
- **working with others**

### Activity

- Are there important aspects which could be addressed in any subject classroom which are omitted from this list? Add other areas which you agree with your colleagues.

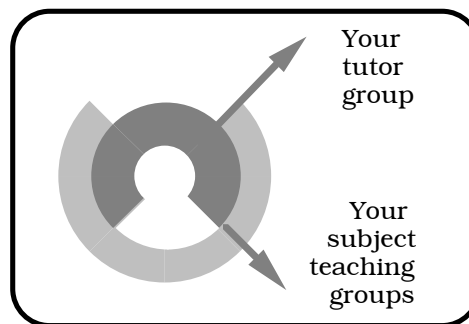
- In your workshop group, identify a group of pupils who you together teach for a significant number of their lessons, either a whole class or an identifiable sub-group.

What is their overall experience of the guidance they receive from you?

For each teacher, identify the main aspects of guidance about learning which are raised in their classroom. Do this in detail, and note down any important points about similarities, differences, and the overall profile.



## ***Skills in the whole curriculum***



It can be useful to think of schools as promoting some core skills on the part of pupils, and of every learning occasion making a potential contribution.

Below is one version of these 'core skills'.<sup>1</sup>

- **Communication.**

- identifying information sources
- receiving information appropriate to a range of resources
- presenting information and using language in a range of forms appropriate to purpose and audience

- **Problem-solving.**

- recognising and defining the nature of a problem
- considering various approaches to tackling the problem and selecting a suitable approach
- planning and carrying out a course of action, being prepared to make modifications where necessary
- evaluating the outcomes and the course of action

- **Personal skills.**

- evaluating one's own performance, reviewing strengths and weaknesses, identifying areas for self development and setting targets
- managing one's own learning, using a variety of study techniques, planning organising and completing tasks and reviewing what has been learned
- working in a team, undertaking a variety of roles and responsibilities, exchanging information, understanding group roles and relationships, recognising and showing sensitivity to the values of others

- **Numeracy.**

- understanding and interpreting numerical data presented in a range of forms
- presenting numerical data in a range of forms appropriate to different purposes and audiences
- selecting and applying numerical methods to problem-solving

- **Information technology.**

- using computers and electronic equipment to process and communicate information
- using computer simulations to develop an understanding of real and theoretical situations

- **Modern language competence.**

- communicating in the following ways through a modern foreign language:
- understanding and responding to spoken and written word, speaking and conveying meaning in writing

---

<sup>1</sup> National Curriculum Council, 1990, **Core Skills 16-19: response to the Secretary of State**, NCC

## Activity

Which of the skills which have been outlined do pupils (in general terms) achieve most in your classroom and subject?

Which of the skills do pupils (in general terms) achieve least in your classroom and subject?

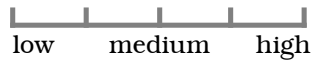
➤ Indicate below, the extent to which these skills are developed, and note down some key examples from your practice.

### • **Communication.**



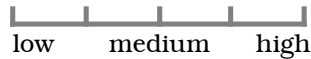
Key examples:

### • **Problem-solving.**



Key examples:

### • **Personal skills.**



Key examples:

### • **Numeracy.**



Key examples:

### • **Information technology.**



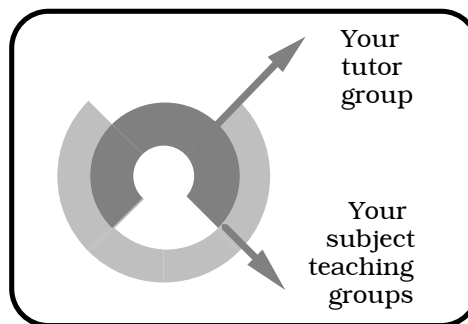
Key examples:

### • **Modern language competence.**



Key examples:

### Personal-social skills in the whole curriculum



Pupils take away from their experience at school a range of personal-social skills. These may be developed throughout all aspects of their school experience.

#### Activity

For each of the thirteen headings below, give an indication of the extent to which these skills form part of the learning in your classroom. The five point scale is meant to indicate low (1) to high (5) use.

#### Skill

- *reflecting on one's own views*
- *understanding the views of others*
- *relating to others*
- *communicating effectively*
- *handling pressures and conflicts*
- *asserting oneself*
- *problem solving*
- *decision making*
- *handling change and transition*
- *working in groups*
- *planning*
- *goal-setting*
- *influencing systems*

#### Rating

① ② ③ ④ ⑤

① ② ③ ④ ⑤

① ② ③ ④ ⑤

① ② ③ ④ ⑤

① ② ③ ④ ⑤

① ② ③ ④ ⑤

① ② ③ ④ ⑤

① ② ③ ④ ⑤

① ② ③ ④ ⑤

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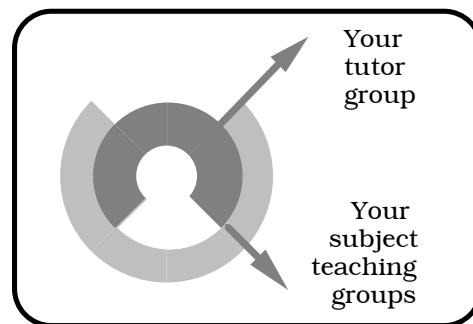
① ② ③ ④ ⑤

#### Exchange

- In pairs, look at the ratings you have given, choose two or three and exchange in detail the activities in your classroom which have led to these ratings being achieved.

#### Discuss

- Are there any ratings which you would wish to have increased?  
What would be necessary for the increase to occur?
- Can you identify activities appropriate to your classroom which may enhance the skills you have been identifying?



## Guidance on learning -skills in the whole curriculum

Earlier in this section (sheet **5a**) we examined some statements about effective learners.

Now we start to examine what can be done to promote effective learners across the whole curriculum.

Studies of approaches to learning demonstrate that study skills which focus on surface matters such as reading, note-taking and time management are largely ineffective, whereas a focus on Purpose, Strategy and Review is more effective. Learners need occasions to reflect on their strategies in learning<sup>1</sup>

### Activity

- Identify some of the methods you have used in your classroom for learners to have occasions to reflect on their purpose and strategy in learning.

- Did any of these occasions ask them to review their strategy in the following areas?
  - coping with the personal-social demands of classrooms
  - communicating effectively in order to develop new understandings
  - working with others on joint learning activities
  - organising themselves to study
  - maintaining motivation and learning from feedback
  - making decisions about present and future learning priorities.

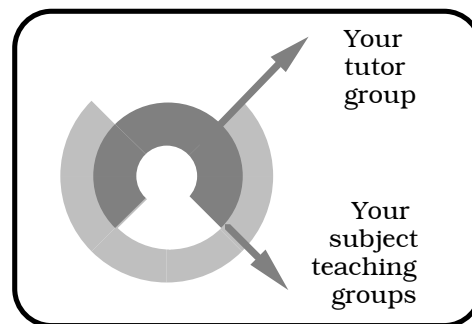
### Exchange

- In pairs at first, tell each other about examples you have identified.
- In a small group, build up further examples in detail.

Try to identify one particular group of learners and exchange your views about their present skills and strategies in some of the areas mentioned above. What approaches are proving successful with these learners? Can others support the use of these strategies in other areas?

<sup>1</sup> Gibbs G (1992), **Improving the Quality of Student Learning**, Technical & Educational Services  
Selmes I (1987), **Improving Study Skills**, Hodder & Stoughton.  
Ramsden P (Ed.) (1988), **Improving Learning: new perspectives**, Kogan Page.

## Methods in the whole curriculum



The planned learning offer (curriculum) which a pupil experiences is much more than 'content'. Learning also derives from the methods employed in the classroom.

Classroom methods are discussed infrequently, partly because there is no agreed language (and partly because teacher 'styles' are talked about in simplistic and polarised terms). The list below does not claim to be comprehensive or to fully solve this problem, but its use may lead to useful discussion.

### Activity

On your own, complete the grid below by indicating, for each teaching method how commonly you employ it with your teaching group(s) in that year.

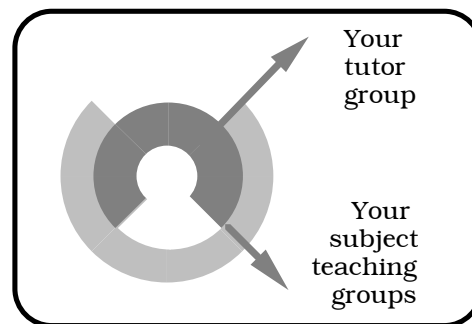
1 = method never used: 2 = rarely: 3 = sometimes: 4 = frequently: 5 = more than any other

Teaching method	Year	7	8	9	10	11
Note-taking						
Research through interviews						
Research through surveys						
Research via library						
Field work						
Practical experiment						
Role play						
Simulation						
Analysing situations						
Personal-social groupwork						
Oral presentations						
Other presentations (inc technology)						
Decision-making / problem-solving						
Work / community / other experience						
Residential experience						
Collaborative activities						
Self-assessment						

➤ Now in pairs, compare your use of methods with a colleague, discussing similarities and differences, and the factors which affect your choice.

Find a way of displaying the overall picture of methods employed by members of your workshop group.

What profile of methods would a pupil experience in their day?



## ***Personal-social methods in the whole curriculum***

Some personal-social skills and understandings are developed through the everyday aspects of classrooms. But you cannot depend on incidental learning, and sometimes you will want to plan for a particular aspect of pupils' entitlement. On such occasions you will want to use the appropriate methods for enhancing personal-social skills and understandings.

A possible list of such methods would include:

- Case studies.
- Self-assessment activities.
- Decision-making exercises.
- Games.
- Role-play.
- Simulation.
- Modelling.

(these are addressed in more detail in sheet **16** 'Types of tutorial groupwork')

*Central to such methods is*

- *that pupils are engaged in some activity with a social goal or process*
- *that the outcomes or the process (or both) are reviewed and discussed*
- *that personal and social implications are addressed.*

(this process of action learning is addressed in more detail in sheets **6** to **6g** )

### ***Activity***

What such methods are in use in your classroom?

- Select one example to describe in detail with someone else in your workshop group.

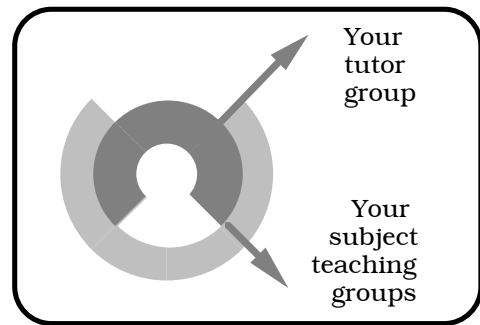
*What results are you presently finding with such methods?*

- Are any members of your workshop group finding successes with such methods which could usefully be relayed to others?
- If one pupil were to be taught in the lessons of all members of your workshop group, what would be that pupil's overall profile of experiencing such methods?

*Is there anything about this profile which you feel needs developing?*

*What would help and what would hinder such development?*

## Methods for guidance in the whole curriculum



An HMI survey<sup>1</sup> identified the following characteristics of good practice in guidance in the context of the curriculum:

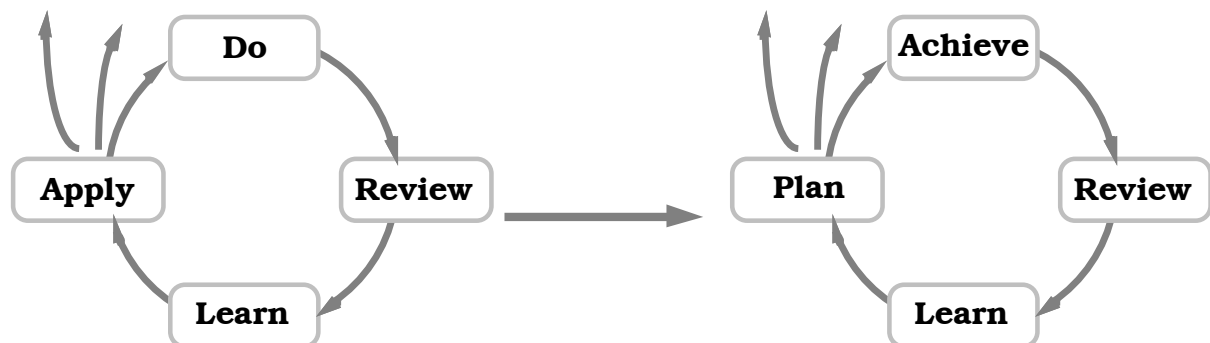
- teachers recognizing that they can have a guidance role
- schemes of work containing references, as appropriate, to guidance
- teachers knowing their students well, and recognizing and acting upon any suitable opportunity to offer guidance to students individually and collectively

Tutoring across the whole curriculum also requires that teachers utilise appropriate methods for guidance.

Reviewing and recording learning and achievement is a key process. We can think of four phases in reviewing:

- remembering from the past
- understanding why things happened the way they did
- making judgements about what has been learned
- fitting learnings into overall context and deciding future objectives

The action learning cycle lends itself well to the process of action planning:

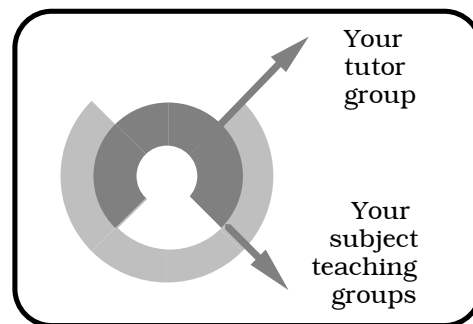


In many aspects of guidance, teachers are not such a credible source of ideas and strategies as are peers. Methods which engage and stimulate peer support and peer tutoring can be very effective.

### Activity

- Review your recent practice with a teaching group you identify. Think about the occasions they have to review their approaches and achievements in learning.  
*Do you utilise approaches as outlined above?*
- Exchange some successful examples in the workshop group.  
*What strategies do you employ to prioritise the time for this in your classroom?*

<sup>1</sup> HMI, 1992, Survey of Guidance 13-19



## Special aspects of tutor group meetings

When considering work with the tutor group, we shall consider a number of aspects which may also apply to subject groups (see sheet [12b](#) this section).

But we may also be considering the unique aspects of tutorial work, which make its contribution to the overall school perspective an important one.

What are these unique aspects? What answer would you give to the key question:  
*What does the tutorial occasion offer?*

### Activity

Below are five major features of the tutorial occasion which make it unique. But they do not always apply to the full extent in a school. In groups, consider each one, and decide whether the present practice in your school supports these to a low, medium or high extent.

#### The tutor's contact is a cumulative one

Tutors progress through the school with their tutor group, building up significant knowledge of each young person

high medium low

The link between tutor and tutor group is regularly changed for the sake of other priorities

#### The tutor has contact with parents and their view of the pupil

Tutors regularly contact parents, have a central role in parents evenings, and know the parents' views about their daughter/son.

high medium low

Other members of staff often contact parents without reference to the tutor, and parents evenings are organised by subjects.

#### The tutor has a cross-subject view of the pupil

Tutors regularly receive progress information on their tutor group, and build up an overall picture of each pupil's performance

high medium low

Tutors rarely receive information on pupils, and have a very partial view of their performance in the various areas of school

#### The tutor group has a 'core' function amongst the various teaching groups

Although pupils may separate into a range of different groups for teaching purposes, the tutor group is treated as a consistent base.

high medium low

Staff and pupils make little reference to the tutor group, and treat it as less important than teaching groups

#### It engages nearly all staff in a non-subject way, freer from syllabus demands

Nearly all staff have an active but flexible engagement in aspects of tutorial work, and derive professional satisfactions from it

high medium low

Many staff have found reasons to have nothing to do with it: those that do feel over-programmed

*What issues has this raised for the improvement of tutoring in your school?*



- Discuss your various perspectives in the workshop group. Look for both similarities and differences in your views.

Does your school need to develop any of its policy and practice to support the effective use of these special aspects of tutor group meetings?

Write down the developments you think of here:

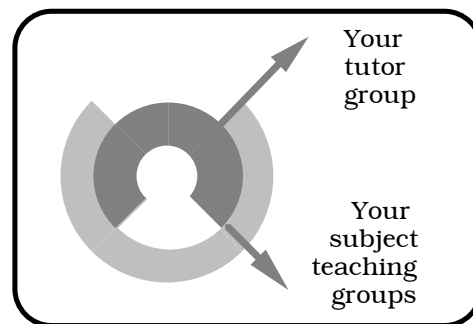
- In your workshop group, discuss the various developments you have identified

Prioritise three or four of the most important area

Make some achievable proposals for the developments you think are needed.

### *Reflection*

As we said in the introductory section of this pack, our aim is to support the development of skills and practice for the tutor, but the overall school and policy context cannot be ignored. You will need to follow that up in whatever way works for your school. It will probably involve work outside your present workshop group. On many occasions we have found that communication is a key element: communication to and from tutors (especially regarding pupil achievement), communication within tutor teams, and communication between the various teams in the school staff.



## ***Your experience of working with personal-tutor groups***

This pack takes seriously the notion of learning from experience and learning through experience. We are not trying to sell you a single recipe for you to adopt. Nor are we assuming you have no previous experience in these areas. So we need to ask *what **is** your experience?*

The ideas you are going to address are not completely new (many of them are not at all new). You might have addressed some of them in developments before. In any workshop group tutors have such experiences to bring, as a resource for the workshop group. They may reflect personal preferences, the schools you've worked in, the amount of time you've had to develop work with tutor groups, etc. *What can we learn from these experiences?*

- Think back over all the occasions when you have worked with a tutor group: try to identify the broad pattern of what you've done with them in your time together.

Now try to think about how your practice with tutor groups has developed:

*What supported you in developing this practice?*

*What hindered you in developing this practice?*

Make some notes of the issues which arise. Do not limit yourself to school aspects: perhaps your practice has developed through non-school aspects.

One of the aspects you might have identified could be your own motivation, and the personal/professional satisfaction you have (or have not) gained from working with a tutor group. Now try to put some of those aspects into words:

*What satisfactions have come from work with tutor groups?*

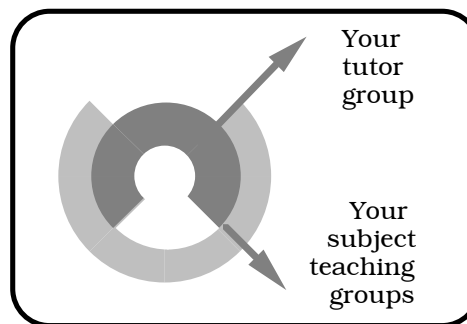
*What frustrations have come from work with tutor groups?*

Again, note down some of the main issues:

- Exchange these reflections in pairs at first, then in the workshop group, making a flipchart record of the points which arise.

The challenge for your workshop group in working through this section of the pack will be how to preserve and learn from those earlier experiences.

## Special aspects of subject group meetings



When considering work with the subject group, we shall consider a number of aspects which may also apply to tutor groups (see sheet 12 of this section).

But we also consider the unique aspects of the subject occasion, which make its contribution to the overall school perspective an important one.

What are these unique aspects? What answer would you give to the key question:  
**What does the subject occasion offer?**

### Activity

Below are some features of the subject teaching occasion which make it unique. But they are not always fully clarified in a school. In groups, consider each one, and decide whether the present practice in your school supports these to a low, medium or high extent.

#### 1. Subjects occasions offer a range of approaches to learning

The particular aspects of learning in each subject are clarified and discussed (within an overall framework)	high   medium   low	The particular aspects of learning in a subject are rarely discussed, and there is no overall picture or framework
--------------------------------------------------------------------------------------------------------------	---------------------	--------------------------------------------------------------------------------------------------------------------

#### 2. Student achievement is viewed in subject terms

Students are mainly seen and rewarded for collecting achievements in particular subjects.	high   medium   low	Students are seen and rewarded for achievements across and beyond subject boundaries.
-------------------------------------------------------------------------------------------	---------------------	---------------------------------------------------------------------------------------

#### 3. Students' are motivated in specific ways through subjects

Subjects are handled in specific ways in order to link in with the full range of adolescent motivation	high   medium   low	Subjects are handled in broadly similar ways and mainly motivate a sub-group of pupils.
--------------------------------------------------------------------------------------------------------	---------------------	-----------------------------------------------------------------------------------------

#### 4.

high   medium   low

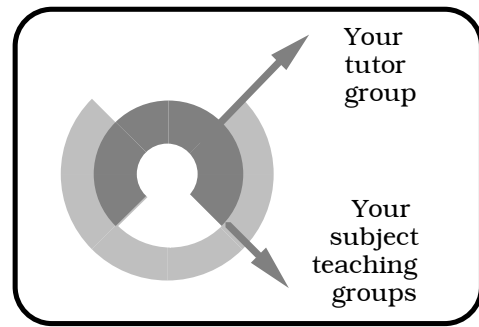
It can prove difficult to specify the unique contribution of the subject occasion. Perhaps this is because we have come to take subjects for granted, and we forget the arbitrary and changing nature of school subjects.

What would you suggest for dimension 4 in the activity above?

Discuss your various perspectives in the workshop group. Look for both similarities and differences in your views.

Does your school need to develop any of its policy and practice to support the effective use of these special aspects of subject occasions?

## ***Working with tutor groups - your vision***



There are three good reasons for addressing this theme:

- In any thinking about development, it's important to clarify and exchange your view of where you'd like to end up - you may not get there otherwise.
- In our professional lives, we usually have a vision that informs our professional action and satisfaction - that's important to recognise and register.
- In the particular area of tutorial groupwork, teachers sometimes haven't clarified or developed their vision and it can remain under-developed.

### ***Activity***

- On your own, spend a couple of minutes imagining yourself and a tutor group (not necessarily one you know), and think about how it might be on the best of all possible occasions. As you imagine your best vision of a tutor group occasion, you might identify things such as:
  - what would kids be learning?
  - how would they be relating to each other?
  - what would your role be?
  - how would the relations between you and them be?
  - how much time would you be thinking of?
  - what space would you be in, and what would it be like?Let your imagination run over the various aspects until you have constructed an image of a really good occasion.
- Now spend a couple of minutes making some notes on the aspects which have come into your picture and have formed this vision. You might choose to express it in other ways, a drawing, ...

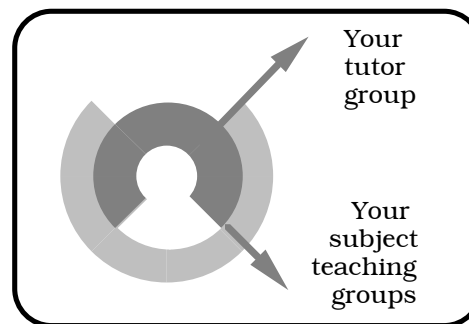
- In pairs at first, start to exchange some of the things you thought about, examining both similarities and differences between you.
- In the workshop group, display as many of the elements in colleagues' visions, using an OHP or flipchart.

What are the main aspects mentioned?

What pattern emerges?

What should tutor group occasions be like in order that members of your group find them significant and satisfying?

## Goals for tutorial groupwork



The goals we adopt for working with the tutor group need to reflect:

- what is happening in other parts of the whole-school curriculum
- the resources which are really allocated to the tutor group

Simply put, tutorial work of 45 minutes-a-week in a context of very little attention to themes elsewhere in the school is a very different picture from a longer contact within a coordinated framework.

Goals for working with the tutor group can also become confused or distorted in a variety of ways<sup>1</sup>. Here are some possible examples:

### ➤ **Conversion goals.**

which suppose that pupils are approaching or understanding some issue in an incorrect way, and that if we can give them some convincing demonstration (of the error of their ways) they will 'see the light' and accordingly adjust their approach. Aims are phrased as 'to show...' or 'to demonstrate...' or 'to get the pupils to see...' something (which the teachers have decided is important). These ideas ignore the fact that pupils' themselves are motivated to grow and to become more competent.

Rather than turn into 'conversion', tutorial work needs to identify areas which pupils wish to extend, and incorporate detailed and practical work through which pupils develop new strategies.

### ➤ **Omnipotent goals.**

which overstate the possible impact. Extreme examples include 'to correct self image'. Other examples are contained in suggestions that this part of the curriculum has some meaningful contribution to 'changing society'. In 45 minutes a week!

Tutorial work is not about imposing views, convincing, cajoling or the like. Teachers are not a significant influence on many of pupils' important decisions, and our aim should not be to become so. Rather we can help pupils identify and assess the influences which are already operating on them.

### ➤ **Romantic goals.**

which over-emphasise the positive, the 'nice' things in life, with the assumption (generally unstated) that a focus of this sort will somehow provide a positive learning experience. Underlying messages which seem to say 'Let's all be friendly and cooperative' 'Let's look at how we get on in families, and how we can all get on better'.

Tutorial work may need to include examination of conflicts, difficulties and negative experiences which occur in pupils' lives, and ways of dealing with these things.

### ➤ **Amorphous goals.**

which are identified by their generality and lack of analysis. For example 'to discuss .....[a particular theme or issue]' may lead to an experience where pupils engage in a generalised conversation, and do not necessarily find the structure to analyse or to apply or to develop new approaches. Pupils end up with a situation which lacks any rigour or depth.

<sup>1</sup> for another discussion of these issues see Watkins C, 1991, 'What can the pastoral aspects of the curriculum contribute?' in McLaughlin C, Lodge C and Watkins C (eds), **Gender and Pastoral Care**, Blackwell

Discussion by itself does not necessarily provide a learning experience: structured discussion, application and transfer of learning is required.

➤ **Insular goals.**

which focus on the individual pupil or the small (tutorial) group to an extreme degree, thereby excluding a proper consideration of influences and processes outside.

Approaches which aim to help adolescents examine aspects of their behaviour but which inadvertently imply that the cause for things lies within the individual pupil. Or overestimating the importance of the tutorial group becoming too introspective on the group, without giving enough consideration to the context: school, family, community and so on.

Rather, investigation of those contexts is necessary, to look for (not assume) any parallels which might be valid. Also, if learning is to transfer: pupils need to focus on the context where the changes are to take place.

➤ **Antidote goals.**

which are set by reference to supposed deficiencies elsewhere - in the pupils' school or other experience. For example, some goals for narrower approaches to 'study skills' are justified on the basis that processes of learning are not examined in the subject lessons. And sometimes a focus on personal-social education is justified in separate timetabled occasions because it is said not to form a part of experience elsewhere on the timetable.

Goals of this sort will lead to an impoverished learning offer. Rather than play a role of 'antidote', tutorial programmes should aim to relate to the processes of learning elsewhere.

**Activity**

- Does this list ring any bells with your experiences? Go through them with a partner, mentioning any examples which relate for you.
- Having identified some of the pitfalls, we may now avoid them. Below is a draft statement about the goals of tutorial groupwork. It is composed of six elements, each of which is a positive goal avoiding the six distortions above.

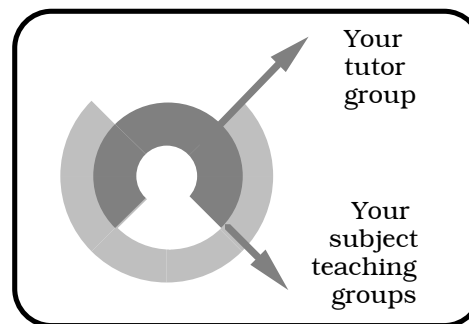
Read it and discuss any strengths and weaknesses you feel it contains. Suggest any improvements for the next draft.

**The goals of the Tutor Period are to provide a context and structure through which pupils can:**

- **have the opportunity to develop and extend on themes they find important, and which influence progress at school**
- **through examining the real influences in their lives**
- **without avoiding the difficult processes and feelings**
- **with a clear focus on action and particular strategies to apply**
- **investigating issues in their contexts - school, home,...**
- **in collaboration with other contexts, using the strengths they contribute**

- Obtain copies of any statement your school has made on the goals of tutorial groupwork, discuss whether they need improvement, and if so what action is needed.
- On what occasions do you get the chance to discuss the goals of tutorial groupwork?
- Have you clarified the goals of tutorial groupwork with the tutor group?

## Content for tutorial groupwork



The tutorial group is but one context for learning. It is best seen in conjunction with all the others, as part of a coherent whole-school picture.

The tutorial group doesn't 'do' all of the personal curriculum, and we should not fall into that trap when planning. The important question is:

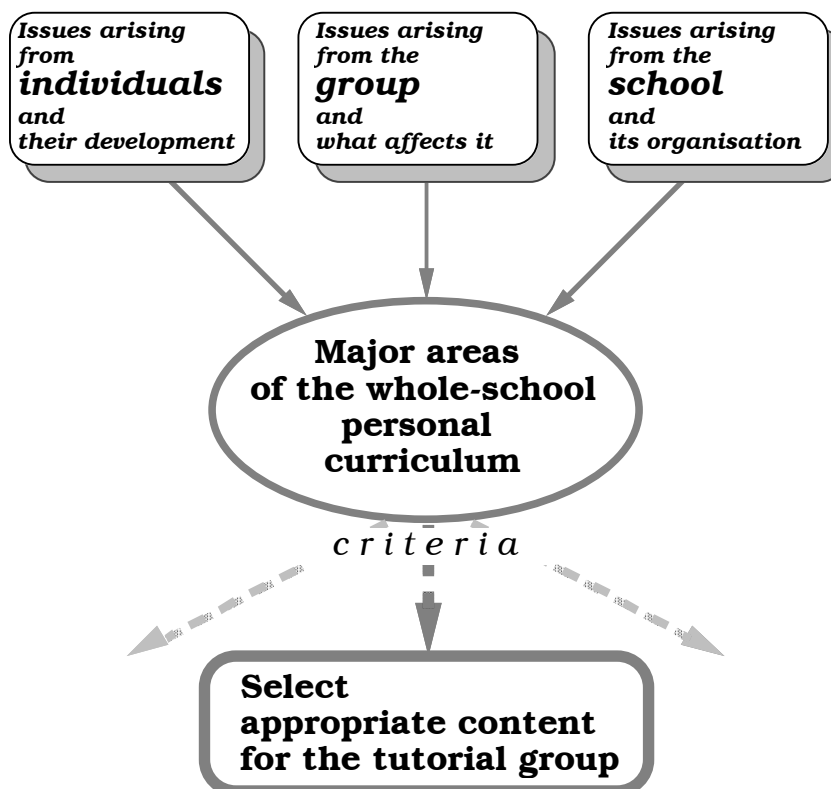
*How can we arrive at appropriate content for tutorial groupwork?*

There are clear examples of this process going wrong. The result can be trivial ('the sex and drugs and litter' approach); it can contain overblown attempts to control aspects of students; it can be partial in coverage, or can be based on adult misconceptions of young people.

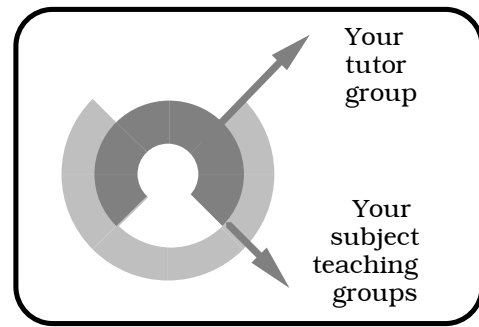
We propose three broad steps:

- 1 clarify the main areas of the personal curriculum, in a whole-school picture, with a coherent model
- 2 remember what's special about the tutor group, and develop some criteria for selection
- 3 select from the whole-school picture according to those criteria

The main elements can be portrayed in the following diagram:



Each of these aspects is addressed in the activities immediately following.



### Content from individual issues - 'selves'

Adolescents in schools are in a rapid period of development. Aspects of this development affect their performance and achievement at school. In particular, healthy adolescence is characterised by heightened awareness of oneself in a range of ways, and by experiments as to what sort of person to become.

Thinking about the issues which affect all individuals can be handled in a coherent way if we focus on those areas where we know students' views of themselves are developing fast. This picks up some time-honoured themes of adolescent development, has implications for student-centred teaching approaches, and can be framed at a sufficiently general level to engage the concerns of the vast majority of teachers. Also it can give a reasonably 'whole-person' result.

A useful list of overlapping areas is:

- ✧ **bodily self:**  
heightened awareness of bodily changes, comparisons, affecting self-image
- ✧ **sexual self:**  
developing sexuality and finding its place in relationships
- ✧ **social self:**  
awareness of communication, self-presentation, understanding others
- ✧ **vocational self:**  
thinking ahead to what sort of contributing adult to be: work, family, non-work
- ✧ **moral/political self:**  
developing ideas about what is right/wrong, and how to take action about it

This is not a new conception; it is developed from Wall (1947)<sup>1</sup>.

The notion of self is used to highlight the person and the social context of their relationships. It is not meant to encourage sloppy or individualistic thinking (such as can be heard 'Oh well, he's got a poor self-image'). Self cannot occur in isolation, therefore examination of the self in action demands examination of the social, cultural and political context. Issues of gender and race are central to the person and cannot be omitted. Self is not given at birth: it is developed by aspects of one's self-presentation being tried out, receiving feedback from significant others, etc.

It is possible to develop many different detailed plans from the above headings. Schools create their own unique approach reflecting their culture and history. Possible areas under each heading follow on the next page.

- In groups of 3 or 4, read through the areas, discussing what each may mean. Think about adolescents you have known, and issues in their development. Are they reasonably described under these headings? Think about yourself when you were an adolescent: are the main issues for you identified here?
- Discuss the general developmental themes of pupils in your tutor group under these headings.



### ✧ **bodily self:**

understanding change, growth and development  
impact and variety of bodily changes  
use of the body  
body maintenance  
eating and eating patterns/ choices  
experimenting with the body, 'abuse'  
links between body and environment  
local resources for health and safety

### ✧ **sexual self:**

awareness of and coping with rapid changes of adolescence  
understanding that a range of sexual lifestyles exist in society  
examining the role of sexuality in relationships (in their various forms including the exploitative)  
attitude to sexual lifestyles, including legal attitudes  
processes in sexual attraction  
processes in sex-role stereotyping and the socialisation of young people  
family processes and sexuality  
sexuality, procreation and choice  
sexuality, STDs and choice

### ✧ **social self:**

communication skills, in family, friends and community  
giving and receiving feedback  
making sense of other people  
stereotypes, prejudice  
understanding others' points of view  
presenting oneself in a range of situations  
social comparisons  
making, keeping and ending relationships  
assertiveness  
handling conflicts, resolving conflicts  
relations with authority  
relations in the family  
relations with others in groups, loyalties in groups  
working in groups and in teams  
cooperation and competition

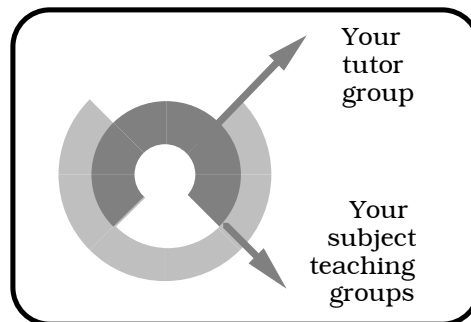
negotiation  
helping others and receiving help  
managing negative emotions  
managing stress  
coping with loss and separation

### ✧ **vocational self:**

understanding influences on vocational decision-making  
examining choice and options  
understanding different lifestyles: paid, unpaid, etc  
adult roles, in the home, the community, and at leisure  
the impact of jobs on lifestyles  
handling transitions to other lifestyles, education, etc.  
stereotyping at home, in education, and in employment  
the changing nature of lifestyles and of job opportunities  
evaluating sources of information on educational vocational and training opportunities  
rights and responsibilities in the world of work

### ✧ **moral/political self:**

assessing the affect our actions have on others  
recognising implications of one's own and others' actions  
understanding another's point of view, and the principles and beliefs which underlie it  
identifying conflicts of principles  
handling dilemmas of action and belief  
understanding the way in which beliefs vary across faiths and cultures  
examining the impact of law on beliefs and behaviours  
examining change at all levels of a democratic society  
exploring responsibility to initiate change and exert influence  
readiness to act on behalf of the legitimate interests of others who cannot effectively act themselves  
understanding how and why codes are developed in given situations



## Content from group issues

Each tutor group develops a life of its own, especially over a number of years with its tutor. This is affected by both external and internal events. Without exaggerating the significance of the tutor group, pupils can learn from what happens to them, and how a range of developmental events are handled.

Some of the events can be predicted and planned for, whereas others might become part of what we term the 'responsive curriculum'.

What marks these aspects out is that they influence the life of the collective, and if the tutor group serves some sort of 'home group' function, then it may be a central vehicle for addressing such themes. The fact that the tutor group stays together over the years of schooling means that an important history of experience is available to its members.

Some illustrative examples of the possible content issues are given below:

	<i>Could be planned</i>	<i>Responsive</i>
<i>Triggered by events outside the group</i>	<p>Beginnings, endings (of years, etc.)</p> <p>Special occasions, celebrations, rituals</p>	<p>Bereavement, loss</p> <p>New members arriving</p> <p>Group members leaving</p> <p>Property</p> <p>Changing friendships</p>
<i>Triggered by events inside the group</i>	<p>Group development</p> <p>Transitions</p> <p>Bullying</p>	<p>Group conflicts</p> <p>Changing group loyalties</p>

### Activity

- In small groups, discuss the illustrative examples given.

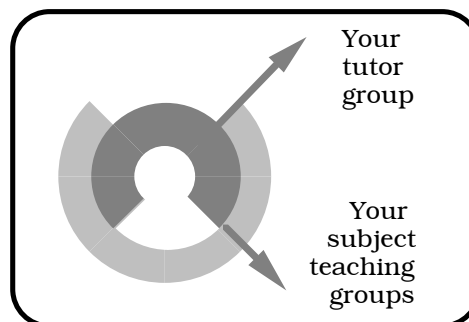
Draw a similar chart to that above.

Enter into it examples of such themes and issues which you think are important for the tutor groups you know and have known.

*What other important issues might a tutor group address?*

- Plan a way of asking pupils about the issues which have arisen from/during their experience of a tutor group.

## Content from school issues



There are an important set of themes which arise from:

*making sense of school*  
*getting the most out of school as an organisation*  
*getting the most out of learning*  
*progressing through school*

Some of these cover elements which secondary schools have addressed through induction courses, through study skills programmes, and through other forms of guidance. They are grouped together here under this heading, because they arise from the way that schools are organised and run (in contrast to the way that individuals and groups develop).

The important point about these themes is that to address them we address personal and social processes. Again there is no simple set of fixed knowledge or strategies which teachers can recommend to different pupils.

### ✧ **self as a learner:**

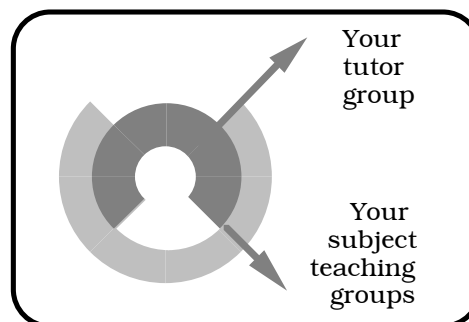
to reflect on present study strategies  
to explore the demands of various learning tasks  
to organise and plan responses to learning tasks  
using others as resources in learning  
developing skills of self-assessment  
understanding and responding to others' feedback/assessment  
to engage in group activities for learning  
coping with anxiety  
managing time  
organising independent work  
to anticipate future roles as a learner  
making choices in education and training  
developing a greater range of learning strategies  
goal-setting in learning

### ✧ **self in the organisation:**

to learn a new organisation (inc. school/college)  
to use organisations in constructive ways  
to be an active participant in organisations  
to access help in an organisation  
to handle transitions between organisations  
to identify opportunities and choices in an organisation  
to make best use of available choices

### Activity

- In small groups, discuss the illustrative examples given.  
Are there further examples you would add?
- Exchange examples you know of where such themes have been effectively addressed through activities for action learning.



## ***Content for the special aspects of tutor groups***

In sheet **12** of this section we identified five aspects of the tutorial occasion which make it unique (and asked you to evaluate how effective your school is in supporting these aspects).

Now we need to remind ourselves of those aspects and from them develop some criteria for selecting the content to be addressed, so that the important aspects of the tutorial are best utilised.

### ***1. The tutor's contact is a cumulative one.***

As a result, the sort of knowledge of each pupil which the tutor builds up is very significant. In particular, this is a knowledge of the pupil as they develop through a complex time of life. Just imagine the tutor who has related to an individual pupil for five years or more of their school career - they have a sense of that pupil's development which few others can have.

Thus, the longer term themes in individuals' development can be more effectively addressed by the tutor than, for example, by a subject teacher.

### ***2. The tutor has contact with parents and their view of the pupil.***

From this contact the tutor can understand the major influences on a pupil's life and on her/his life choices.

Thus a tutor can help pupils consider the influences on their choices, and can do this for areas where parents are a much more potent influence than any teacher (for example, career choice, option choice, ...)

### ***3. The tutor has a cross-subject view of the pupil.***

Thus the tutor can see the profile of the pupil's performance across the range of contexts/lessons which each pupil encounters. The tutor can then talk to pupils about this, about their pattern of achievement, and about how they are to get the most out of school. When this aspect is well resourced with information from the various subjects, it makes the tutor's role a key one in Records of Achievement.

### ***4. The tutor group has a 'core' function amongst the various teaching groups.***

This suggests that the tutor group may be able to serve some function as a 'home base', as a platform to view two important aspects. One is the experiences which group members have in the other groups they go to learn in, how they make sense of the range of experiences, how they can help each other get the most out of them. The second is the experience of being together as a group over an extended period of time, often five years, during which pupils can see the group grow and change, see it cope with a range of events, and so on.

### ***5. It engages nearly all staff in a non-subject way, freer from syllabus demands.***

This important feature of tutorial groups may not directly lead to a criterion for selecting content, since it does not directly implicate pupils. But it does remind us that the tutorial group might allow more flexibility in what it addresses than teachers (and pupils) experience in other elements of their day. This feature can of course bring its own problems (some may abuse the flexibility, and some teachers may be frightened of it), but it is important to remember the room for manoeuvre and responsiveness which is available.

- Discuss these points in pairs. Note down your first thoughts on the sort of content which the tutor group could address, following these points.

## ***Considerations when selecting the personal curriculum for tutorials***

### *(1) Concerning the content*

- is this a theme of adolescent development?
- is this a decision where parents are influential?
- is this a general issue across the whole curriculum, which may not be addressed in the various parts?
- is this a theme of group development, which needs response in an established group?
- is this a general issue emanating from membership of the organisation, not from content of curriculum?

### *(2) Concerning the goals:*

- do the goals require pupil-centred teaching and knowledge?
- do the goals require the teacher to have cross-curricular and/or familial knowledge of the pupil?
- what is the context to which learning is intended to transfer? - is the tutorial sufficiently close to aid transfer?
- are the goals for all pupils?

### *(3) Concerning the tutorial occasion and the tutor team associated:*

- what teaching and learning styles are employed in tutorials?
- what knowledge of the pupils do tutors have?
- are resources (time, materials, support) available?
- how do pupils perceive the credibility of tutorials?
- is there room to change?
- what is the history of this type of work and innovations concerning it?

### **Activity**

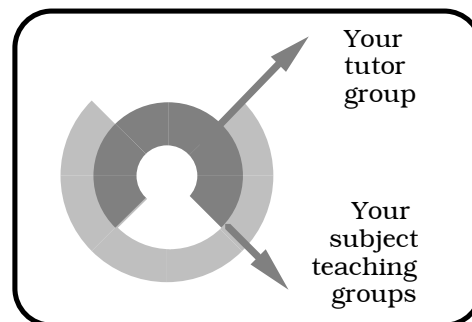
- At this point, look back over the results of your discussions about content (sheets 14a to 14c ), and draft the main themes which you want to see addressed through tutorial groupwork for your tutor group.

Be realistic about the time you have for this work, the other demands on that time, and the need to leave time for responsive work.

It may be useful to identify three or four themes for each term

Note. We, the authors of these resources must refrain from offering you our answer or plan, since the themes you select must reflect the particular features of your school and the particular way that some parts of these themes are addressed elsewhere in your school.

## Content of tutor groupwork - pupils' views



Tutor teams often recognise that it's important to elicit pupils' views on the content of tutorial groupwork, but don't have immediate ideas on how to go about this. At worst they can then degenerate into doubting it's possible ('You couldn't ask *them*').

Methods do not have to be highly complex, although they are likely to need a degree of structure, appropriate to the age and stage of the pupils.

See also another example asking pupils about their skills - sheet [15a](#) .

In order to develop a framework for such an enquiry, we could use the results of research studies with large samples of adolescents. A study by Millar<sup>1</sup> with 378 15/16 year olds, shows that adolescent concerns may be adequately described along the dimensions of:

**Myself:** problems, confidence, decisions

**At Home:** communication with parents/guardians

**Job Finding:** handling interviews

**Assertiveness:** standing up for myself, getting others to listen

**Choosing a Job:** finding my interests, strengths and likes

**Opposite Sex:** being confident, discussing a problem

**Communication:** speaking out in class, answering questions

**School Work:** exams, homework, pressure

**Coping with Change:** moving, leaving friends and family

**Information Seeking:** asking for advice and information about jobs

**Starting Work:** being left to work alone, working with older people

**Money Matters:** never having enough money

**Powerlessness:** others making decisions for me

### Activity

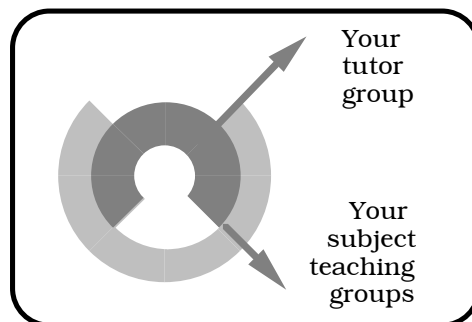
- Use the above headings, selected and modified as you see fit, to draft a structured enquiry with pupils, designed to elicit their views about the content and priority of themes in tutor groupwork.

Remember to provide an appropriate degree of structure for the group you have in mind.

- Plan a trial use of the enquiry with a selected tutor group.

<sup>1</sup> Millar R et al. (1993), 'Surveying adolescent worries: development of the 'Things I Worry About' scale', **Pastoral Care in Education**, 11(1): 43-51.

## Planning tutorial groupwork - a content grid



In planning the content of tutorial groupwork, you might wish to work from a comprehensive framework, to incorporate the views of pupils and teachers, and to check for progression and continuity across the years.

Below is a simple grid which for each year in the school uses the broad headings of tutoring which have been outlined in sheets 14a to 14e .

You can use it to record and review what pupils have said.

You can use it to develop discussions of what the teachers think. What are the first years' needs in social terms? What are the fourth years' needs in study terms? And so on.

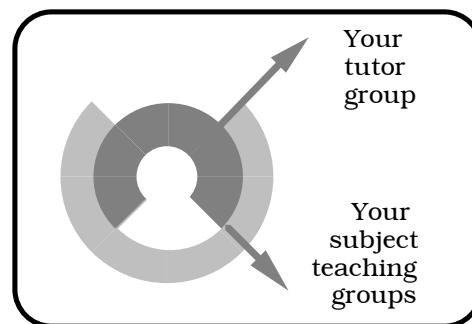
Fill in on the grid any detail you consider appropriate. Try to cover a number of the broad areas.

	Year 7	Year 8	Year 9	Year 10	Year 11
<i>bodily self</i>					
<i>sexual self</i>					
<i>social self</i>					
<i>vocational self</i>					
<i>moral/political self</i>					
<i>self as a learner</i>					
<i>self in the organisation</i>					

### Activity

- In pairs, note down on this grid some of the themes which you think are appropriate to particular years in each broad area.
- Share these ideas in the workshop group

Is the overall result suitably comprehensive, and tuned to pupils' real needs?  
How will the continuity and progression be ensured?

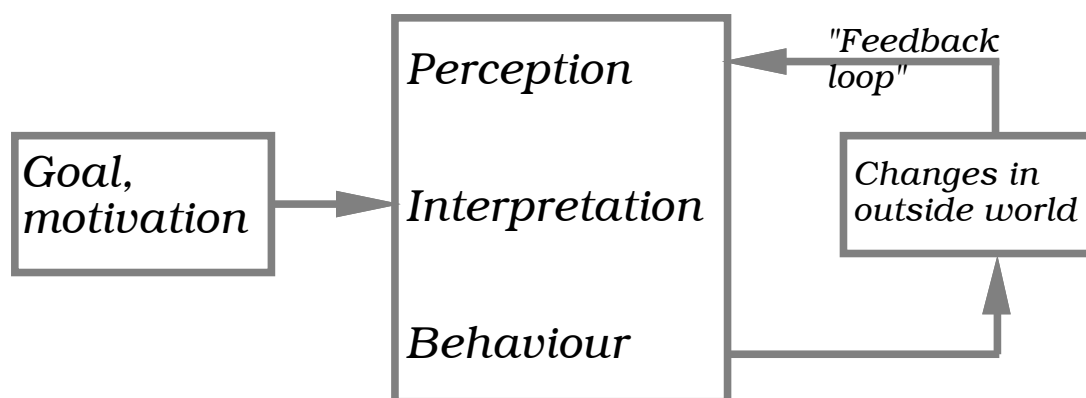


## Skills in tutor groupwork - what are they?

Many discussions of pupils' personal-social development and the programmes to promote it use the term 'social skills'. But often the term is used loosely.

A social skill is not a simple behaviour (such as opening a door). A socially skilled performance depends on the selection of cues in the situation (such as who people are, how they are behaving). And skills are not mechanical distortions of ourselves (the 'skill' of saying 'Sorry' to the person who has just kicked you), they depend on the goals we have in mind. That's why you can not judge another's skills by observation - you can't observe their goals.

The idea of social skills is based on a model including the following elements:



Examples of social skills might include aspects of communication, listening, initiating conversations, making relationships, assertiveness, handling interviews, being rewarding, helping, and so on.

We can develop our social skills by attention to each element in the model:

- clarifying our goals and sorting out goal conflicts
- checking our perceptions, identifying stereotypes
- reviewing our interpretations, considering a range of options
- practicing our verbal, non-verbal behaviour and strategies
- improve our learning from the feedback we receive

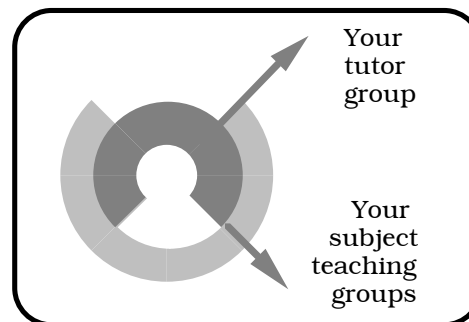
We can help our pupils do the same.

### Activity

- In threes at first, discuss the pupils you know and the social skills they exhibit. What particular strengths do you identify in these young people, and what areas might they wish to develop further? Use the elements in the above model throughout your discussion.
- Identify three experiences of tutorial groupwork in which you would say that pupils' social skills have been enhanced  
What were the key elements in making that work effective?



## Skills in tutor groupwork - pupils' views



Just as it's important to engage pupils' views on the content of tutorial groupwork (sheet 14e ), so it's important to ask pupils about skills they wish to acquire.

Again, methods do not have to be highly complex. They may range from open-ended enquiries to more detailed formats. An example of the latter is given below<sup>1</sup>, in order to illustrate some points which follow.

### A Survey of some of your skills

How good are you at each of the things in this list?

Circle the number on the right that shows how good you think you are at each one.

- 1 means something I am **NEVER** good at  
 2 means something I am **SELDOM** good at  
 3 means something I am **SOMETIMES** good at  
 4 means something I am **USUALLY** good at  
 5 means something I am **ALWAYS** good at

- |                                             |   |   |   |   |   |
|---------------------------------------------|---|---|---|---|---|
| a. Starting a conversation                  | 1 | 2 | 3 | 4 | 5 |
| b. Giving people compliments                | 1 | 2 | 3 | 4 | 5 |
| c. Apologising if I've done something wrong | 1 | 2 | 3 | 4 | 5 |
| d. Showing people I'm annoyed with them     | 1 | 2 | 3 | 4 | 5 |
| e. Handling pressure from others            | 1 | 2 | 3 | 4 | 5 |
| f. Showing people I like them               | 1 | 2 | 3 | 4 | 5 |
| g. Talking to people of the other sex       | 1 | 2 | 3 | 4 | 5 |
| h. Deciding on the job I want               | 1 | 2 | 3 | 4 | 5 |

Now add three items of your own which are important to you, and circle the number that shows how good you think you are at them:

- |    |   |   |   |   |   |
|----|---|---|---|---|---|
| i. | 1 | 2 | 3 | 4 | 5 |
| j. | 1 | 2 | 3 | 4 | 5 |
| k. | 1 | 2 | 3 | 4 | 5 |

Last, write down the letters of the three items that you would most like to be more effective at:

- (1) I would like to be more effective at .....
- (2) .....
- (3) .....

<sup>1</sup> adapted from McGuire J. and Priestley P, 1981, **Life After School: a social skills curriculum**, Pergamon

- What do you see as the strengths and weaknesses of this example?

This example

- aims to ask pupils what they feel competent at
- asks what they would wish to develop
- uses everyday situations which are real for pupils
- aims to use everyday language (with greater or lesser success)

What aspects do you think need improvement? Make some re-drafting suggestions.

- On an adjoining page are some results from the pupils in a first year tutor group of an inner-city comprehensive school. In pairs, examine the data and any reactions you have to it.  
What would be the next step you would take in developing the programme for tutorial groupwork?
- What other approaches to engaging pupils' views might you use. Sketch out an idea in pairs and collect them in the workshop group.
- Make plans to try out some approach to engaging pupils' views on the content of tutorial groupwork, and to report back to the workshop group.

### Reflections

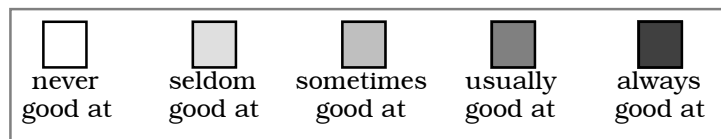
Our experience in using these examples is that tutors (and a few pupils) can be sceptical at the start, but that both tutors and pupils get very involved and want to talk more about the things that are thrown up.

It's probably one of those things in a schools' practice that we remain unaware of until we try it, and then we wonder why we didn't do it before.

We have used for our example here one of the more structured ways of gathering information. We chose this in order to provide a model to anyone who might feel anxious about taking their first step. But we don't think it's the only approach, and are convinced that whatever method you use, the key feature for success is the time you can give to listen to pupils.

## ***Responses from the pupils in a first year tutor group of an inner-city comprehensive school,***

Each 'bar' shows the proportion of the tutor group responding to that item with the following responses:



*Talking to people of the other sex*



*Controlling my temper*



*Handling pressure from others*



*Asking people to return things they've borrowed*



*Showing people I'm annoyed with them*



*Showing people I like them*



*Giving people compliments*



*Apologising if I've done something wrong*

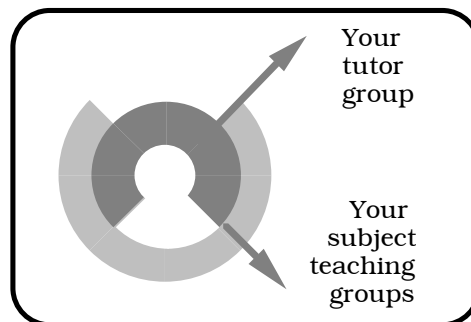


*Using the telephone*



*Starting a conversation*





## Types of tutorial groupwork

There's no single way of handling action learning in tutorial groups.

We need to have a range in our repertoire, and to know which types of groupwork are most appropriate for which goals.

It's not a simple matter to classify types of groupwork or groupwork methods.

On the following pages appear some of the sorts of action learning methods which we may employ in tutorial groupwork<sup>1</sup>. The titles are:

**A. Case Studies** a story or account is given for students to analyse the main ingredients and processes

**B. Self-Assessment Activities** a framework is offered for each student to reflect and learn about themselves on the chosen issue

**C. Decision-Making Exercises** individuals or groups of students are given an exercise in which decisions are required and the elements analysed

**D. Games** students engage in a set of rule-governed interactions in order to review their skills or understandings

**E. Role-Play** each student is given a character or perspective with in the framework of an event or situation

**F. Simulation** Students take on the situation or task of a supposed real life group

**G. Modelling** Students examine an example of someone who demonstrates the skills they wish to develop

For you the first step is a self assessment. For each type of method, indicate the degree to which you use, feel confident with, and want to know more about each one:

	use?	confident with?	want to know more?
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<sup>1</sup> developed from Watkins C, 1984, 'Types of activities in the pastoral curriculum', Paper to NAPCE National Conference

## ***Types of activities in tutorial groupwork***

For each of the seven types of activities, remarks are offered under important headings, important because they are sometimes omitted from our considerations. These are:

*Aim* - the point of this is to help clarify our own thinking of what we can and hope to achieve (and thus the rationale we give), not to commit ourselves to narrow objectives we feel controlled by. This links to:

*The Pupil's question we hope to address* - this is included in order to remind us that the personal-social curriculum will be pupil-centred, and that if we cannot stimulate or connect with pupils' agendas our activities can fall flat.

*Pitfalls in use* - this is not meant to put newcomers off! Rather it aims to identify some relatively minor but important reasons for activities going wrong, when aim and choice were sound.

*Transfer of learning* - this element is crucial for activities not to be mere time-fillers. It generally needs a specific focus of attention with pupils. Here I remark on types, and on what may encourage transfer.

One last point: activities rarely generate lasting and transferable learnings on their own - DISCUSSION OF THE PROCESSES IS VITAL TO ALL ACTIVITY METHODS. (see also Watkins<sup>1</sup>).

### **A. CASE STUDIES**

*Aim*: to initiate consideration of an issue and start raising awareness of aspects, but in a non-threatening way through use of a hypothetical third person.

*Pupil's question*: What's going on in this story?

*Pitfalls*: the case study is written in a way which allows little alternative interpretation; the issue is not one pupils are concerned about

*Transfer*: little is aimed for all this stage, but use of new concepts may transfer especially if survey/investigation tasks are set up.

#### *Example:*

About two months ago Sandra started going to the youth centre near where she lives. She soon joined up with a couple of girls she knew at school, and really began to enjoy some of the activities and spending time talking with people. Sandra's parents didn't like it when she also went to the Friday disco until 11 p.m. After a short while some of the boys a few years older than Sandra started to take an extra interest in her and she felt a bit uncomfortable about this. One month ago one of their friends left the area and the other decided to give youth centre a miss for a while.

That week Sandra didn't go, and the next week some relatives came to visit so her parents asked her to stay in. Now it's got to the point that Sandra feels out of the habit of attending, can't quite make up her mind if she wants to return, and feels fed up about the friends and the older boys.

'Maybe' thinks Sandra 'it's best to stay in - at least I won't get disappointed again'.

What's the most important part of this story?

Who's most responsible for how Sandra feels?

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<sup>1</sup>Watkins C, 1981, 'Adolescents and activities' in Hamblin DH (ed), **Problems and Practice of Pastoral Care**, Blackwell

## **B. SELF-ASSESSMENT ACTIVITIES**

*Aim:* to record, structure and elaborate the pupil's existing self-knowledge, to encourage self-monitoring, and to lead to the possibility of goal-setting rather than self-labelling.

*Pupil's question:* What do I know about myself and ....?

*Pitfalls:* threatening items which lead to defensive responding, loaded items which hide moral judgements and which lead to responses chosen for social desirability, categorising people ('the sort of person who ...'), lack of good introduction including rationale.

*Transfer:* unclear except where new concepts have been learned or where effective goal-setting has been achieved.

*Example:* 'Communicating with others around us'

What's the point of this? - to look at the different things we communicate with different people, and to spot some where we'd like to be a little better.

Write in each of the columns those topics you feel OK about communicating with the people listed, and then the topics you'd like to communicate better with them.

	OK	better
Mum/Dad/adult you live with		
Sisters and brothers		
Friends at school		
Teachers		
Adults in shops		
(add your own)		

Now look back at the things you wanted to improve. Which do you believe will be hardest and which will be easiest?

Write down two of the easiest things you'd like to improve, and something you could try out to make the improvement.

We'll go on to explore this in more detail next time.

## **C. DECISION-MAKING EXERCISES**

*Aim:* to give practice in recognising need for decisions, analysing alternatives, and choosing strategies to try out.

*Pupil's question:* What would I do if ....?

*Pitfalls:* can be over-used, and are sometimes 'loaded' to suggest one method of making decisions or one 'correct' decision: must incorporate situations real to pupils.

*Transfer:* can be quite direct, depending very much on whether pupils are given responsibility to make real decisions elsewhere, and whether the discussion following the exercise has led to effective goal-setting.

*Example:*

You're trying to find a good space to do your homework.

At home there's space in the front room but your Dad will be watching TV. There's space in the living room but your two younger sisters usually play in there.

Your parents tell you to take it upstairs to your bedroom but that's cold and feels lonely. Your teachers tell you to find somewhere warm, quiet, and comfortable, but nowhere seems to be like that.

What will you do? Write three possible decisions here:

Now explain them to your neighbour and compare your strategies.

## **D. GAMES**

*Aim:* to set up a pattern of transactions which will develop identified skills of thinking and behaving, analysed from the needs of a real situation.

*Pupil's question:* Can I 'play at' a new strategy on this issue (in safety)?

*Pitfalls:* forgetting that the most important part is discussion; designing a game where the 'hidden curriculum' undoes the aims (e.g. when progress depends on the throw of a dice, i.e. luck rather than skill); making one person's winning dependent on another's losing.

*Transfer:* short term-transfer is unlikely other than towards the other players; long-term transfer depends on the quality of the discussion.

### *Example:*

(to focus on non-verbal signals, and to act as a 'warm-up' exercise)

Groups of about ten sit in a circle and cards bearing the numbers 1 to 10 are distributed so that only each player knows their number. A volunteer in the centre of the circle chooses and announces two numbers: these players have to make contact with each other non-verbally without letting the centre person know. After a couple of minutes the leader will say 'change', at which point the two have to change seats, but if the person in the centre has identified either of them s/he will try to get to one of the seats first! (With small groups shuffle the numbers after a few rounds)

The group then discusses the issues which have arisen in non-verbal communication - its uses, strengths, weaknesses, etc.

## **E. ROLE-PLAY**

*Aim:* to increase understanding of a critical episode of interaction, especially the various perspectives of different actors (via role-reversal), and to practise a way of handling the interaction.

*Pupils' question:* how shall I think about and behave in this situation?

*Pitfalls:* allowing enactment to go on too long, dry up, degenerate into stereotype: discussion not focusing on processes and ability to see others' perspectives: giving too much/too little information for role-enactment to take off.

*Transfer:* behavioural learnings can transfer, depending on how closely the interaction is replicated next time, and how well practised the new strategy is.

### *Example:*

Person A. You are late to school for the third time this week - you are just finding it difficult to wake and you've slept through the alarms and your family calling you. Your tutor said yesterday that there would be trouble if it happened again. You quite like your tutor, but don't quite know how to approach this situation.

Person B. You are A's tutor and have recently had to issue two warnings for lateness. You can't see there is much reason for the lateness and it is not A's usual behaviour. You quite like A but are starting to feel that you are being taken for a ride, and this could make you feel angry.

Role-play for three minutes

Notice how A and B handle the situation and the point it reaches.

Reverse roles and play the same situation for three minutes.

Look for similarities and differences in what happened.

What would you now do if you were A and if you were B?

## **F. SIMULATION**

*Aim:* to represent a particular new social situation so that the rules of the situation can be learned in a safe way and to practice a way of handling the situation.

*Pupil's question:* how does this situation work (for me)?

*Pitfalls:* choosing a situation which is not important, real, and challenging to pupils; not spending enough time in discussion to extract principles etc.

*Transfer:* behavioural learnings may be reasonably likely to transfer to the real situation, especially if the conceptual learning has been good, and possible variants in the situation have been anticipated.

### *Example:*

In groups of five pupils examine a set of job advertisements which have been collected from the local newspaper. They each then write a letter to the employer of their choice, responding to the advert. Now the five pupils simulate a team at the personnel office of each of the employers to whom letters have been written. On each occasion they share any knowledge they have of the firm and the job and then respond to each of the letters, finally making a group decision whether or not to interview the letter-writer. Pupils try to extract any principles which apply to the judgement of letters and look for similarities and differences across the employers/jobs. They then make any modifications they choose to the letters they have written.

## **G. MODELLING**

*Aim:* to provide a credible and live example of someone coping with a difficult situation, especially when it is necessary to introduce a new strategy to pupils.

*Pupil's question:* can someone like me handle this well?

*Pitfalls:* attempting to create teacher's ideal or exemplary performance rather than something credible to pupils; expecting one model to work for more than a subgroup of pupils.

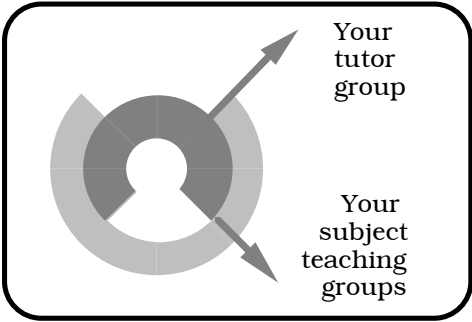
*Transfer:* can be reasonably direct: the most effective models are same age and sex as learner, are seen as similar by learner, are seen to be competent and are rewarded for their competence, and whose performance feels matchable to learners.

### *Example:*

Any situation which has been or can be role-played provides a possible example. The difference is that when using modelling exercises, members of a small group first choose one of their members who they feel will handle the situation well. Following this person's role-play other members of the small group enact the situation adopting any of the model's strategies they feel are effective.



Structures in tutorial groupwork

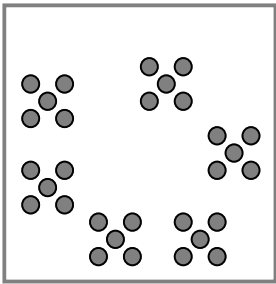


There are four interconnected aspects through which groupwork is structured:

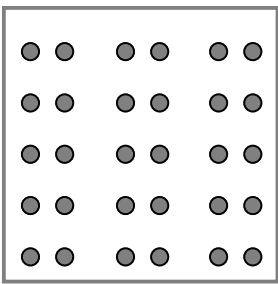
- ★ Task
- ★ Space
- ★ People
- ★ Time

The Task is structured in a variety of ways, to suit the overall aim (this is developed further in the sheet 16 'Types of tutorial groupwork')

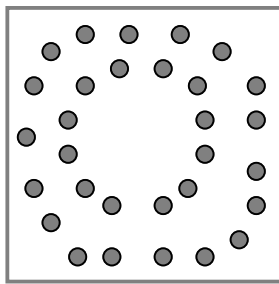
The Space is structured, often within the confines of a classroom of some sort, and within that the People are also structured in small groups:



in pairs:



in the whole group:



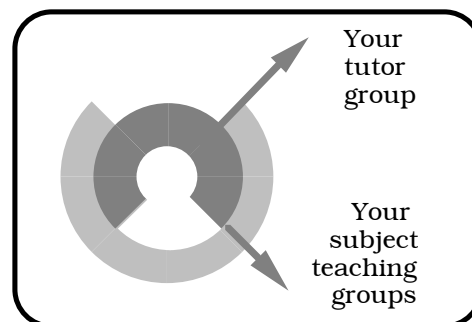
and in combinations of these over time.

The Time is structured to suit the task, the phase of the action learning, and the pupils experience in handling this sort of work (too fast or too slow leads to frustration and disaffiliation).

A simple plan of a 40 minute activity reminds us how interconnected these are, and how tightly structured this sort of groupwork can be:

2 mins	introduction	
5 mins	individually	
	reviewing the week	Brief writing task
8 mins	in pairs	
	comparing views	record similarities and differences
5 mins	small groups of 4 or 6	
	extracting main points	structured task
8 mins	whole group	
	reporting developments	structured task
5 mins	pairs	
	thinking ahead	structured task
5 mins	individually	
2 mins	link to next time	structured task

### Thinking about teaching resources for tutorial work



A range of resources have been developed for use in tutorial and PSE programmes.

Sometimes these are developed by teams in school, sometimes they're commercially produced for the task, sometimes they are adapted from resources designed for associated purposes.

When examining any of such resources with a view to using them with a group that you are familiar with, as part of their tutorial or PSE programme, we can use the questions below (and any others you wish to add) to 'interrogate' the resource, and to discuss with other colleagues.

1. What **assumptions** do you think the resource makes about:
  - (a) your students
    - their knowledge
    - their attitudes and values
    - their social and cultural background
  - (b) you the teacher
2. What do you see as the **aim** of this resource?
 

For example, is it trying to:

  - raise students' awareness?
  - encourage students to make decisions?
  - get students to think about changes in their lifestyle?
  - enable them to be critical?
3. Are there any assumptions about **ways of teaching and learning** built into this resource?
 

Does it suggest, for example:

  - group work?
  - pair work?
  - investigations?
  - role play?
  - taking action? etc.
4. How do **you feel** about this resource and about using it in the classroom?
 

Think about your first response and your response after examining it.

Did you for example feel:

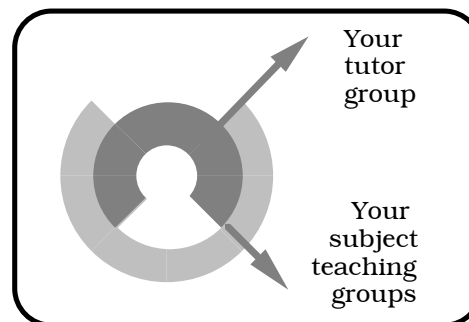
  - comfortable with it?
  - anxious about using it with the group?
  - interested in the issues it raises? and so on.
5. How would you need to **prepare** if you were going to use it?
 

a) yourself b) your students
6. What **style(s)** do you think you would need to adopt to work most profitably in the area opened up by this resource?
7. What opportunities for growth and development do you think this resource offers to students?

#### Activity

- In groups of three, select some of the resources which are available in your school and apply the above questions to three examples.

## Helps and hindrances to tutorial groupwork



There are aspects of any school which will make the practice of tutorial groupwork more or less effective. Some common ones have been listed below.

### Activity

For each of the dimensions:

- > on your own, decide where on the scale you would rate the present practice of the tutor team of which you're a member
- > when you've recorded your own evaluation, discuss your views in the group, looking for both similarities and differences in your perspectives

#### 'Death by photocopier'

Team leader generates 1,000 worksheets, dishes them out to tutors who dish them out to pupils

#### Tutors and 'losing control' fears

Tutors don't really do much groupwork because they're fearful of the methods

#### A 'Sex & Drugs & Litter' approach

The content of tutorial work is a bit of a rag-bag, all sorts of 'topics' thrown in

#### Over-programmed

Every minute of tutorial time is supposed to be filled with pre-planned activities

#### Not coordinated

Little planning takes place with other contexts, years. Pupils say 'We've done this!'

#### Smothered by administritivia

Tutors rarely get round to groupwork, spending most time on registers, notices, diaries, etc

#### Tutors unsupported

Each tutor is left to get on with their group in an isolated way

#### Planning in teams

Team leader and tutors plan activities together, refine and develop them with pupils

#### Developing through experiment

Tutors choose what sort of methods they'd like to try, and develop approaches gradually

#### Thinking about pupils' needs

A coherent idea of pupils' needs is available and pupils' views are elicited

#### Responsive and planned

Flexibility in using planned activities, allows response to other issues which arise

#### Good communication

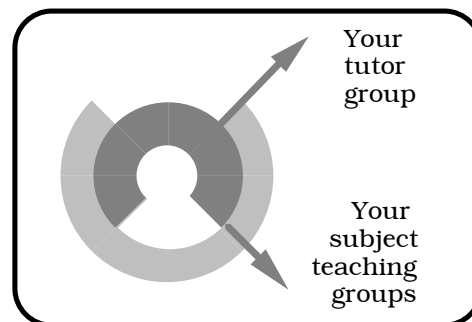
Programmes and plans are discussed across contexts and years, in a whole-school view

#### Clearly prioritised

Tutors make clear time allocation to administration, and handle it actively

#### Team deliver together

Tutors share strengths across groups, are supported by leader



## Trying out activities

When exploring action learning structured workshops which try out the activities are useful. The aim is to identify issues in the handling of activities and in the materials which are being provided for tutors.

One of the most effective ways of addressing these issues is to do it *actively* - i.e. to try something out and then talk about it, rather than spend a lot of time talking about what the experience **might** be like.

The workshop should contain three phases:



- **1 Plan**

Select one of the materials which is being supplied for your team (any one will do). In pairs produce a session plan. Sheet **6f** 'Planning action learning' will prove useful.

Then discuss some of the plans which have been produced. At this stage it is not fruitful to spend time predicting what will happen, and even less fruitful to spend time predicting which is best - there's more than one way to run activities. Rather, spend time exchanging your thoughts on the issues you encountered in planning, and how you resolved them.

- **2 Activity**

Now **choose one plan** for your team to try out. Arrange the room however you think suitable, and run through the session **doing everything you will want the pupils in your group to do**. [As the session progresses you might be able to handle one or two interruptions as comment about what's going on, but keep these to a minimum, saving your points for the discussion later].

- **3 Review**

In order to capture everyone's experience it is best to start off in threes, hearing the perspective of each person, and what they felt about the session. Here sheet **17b** 'Reviewing an activity session' may prove useful.

Then discuss any modifications you've thought of for the plan (and any modifications for the materials that you'll pass on to the writing team).

Finally, list the issues you have resolved in this workshop, for future reference. [Here keep your discussion focused on the session you have run - too general a discussion may divert you from the detailed experience].

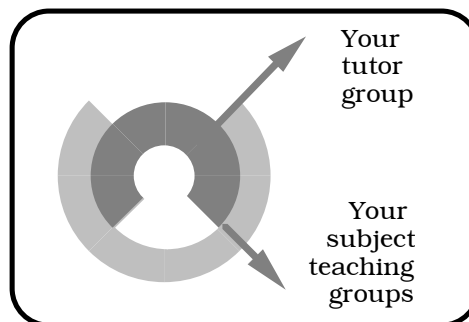
- **4 Goal-Setting**

Think ahead to the way you will run activity-based sessions, and how you will review them. Complete the following sentence:

*'In the next half term I aim to use something of what I've learned in this workshop by .....*

Be specific and realistic. Now share your goal with your neighbour.

## ***Reviewing an activity session***



### ***1. The experience***

How did you feel?

What new (and old) processes did you find yourself engaged in?

Were the activities engaging? If so, how did they achieve this?

Were the activities inhibiting in any way? If so, how?

### ***2. The goals***

Were they clear?

Did you feel (as a pupil) that you would get something useful from this session?

### ***3. Materials***

Were they clear?

Were they well-presented?

Was the language appropriate and the images presented as you would like?

### ***4. Structure***

Did you understand what was asked of you?

Did the timing work as well as it could?

Did the grouping of pupils work?

### ***5. Discussion***

Did new issues get raised and illuminated?

Did a variety of views get heard and accepted?

### ***6. Transfer***

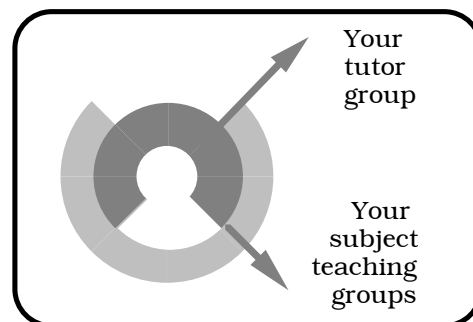
Did any of the learning get applied to another situation?

Did any of the pupils set a goal for the future?

### ***General***

What two improvements would you make to this session?

What other issues arise when you consider using this activity with other groups?





## Forces on the tutor

When approaching a development or change of practice, it's useful to think about what will support the change, and what will work against it. Most situations can be seen as a combination of both. It's useful to think about present practice in these terms, i.e. as a combination of forces, in balance.

As we move to address the theme of tutorial groupwork in this section, it's important to anticipate that there may be other things in the life of a tutor and the life of a school which can support or undermine this aspect.

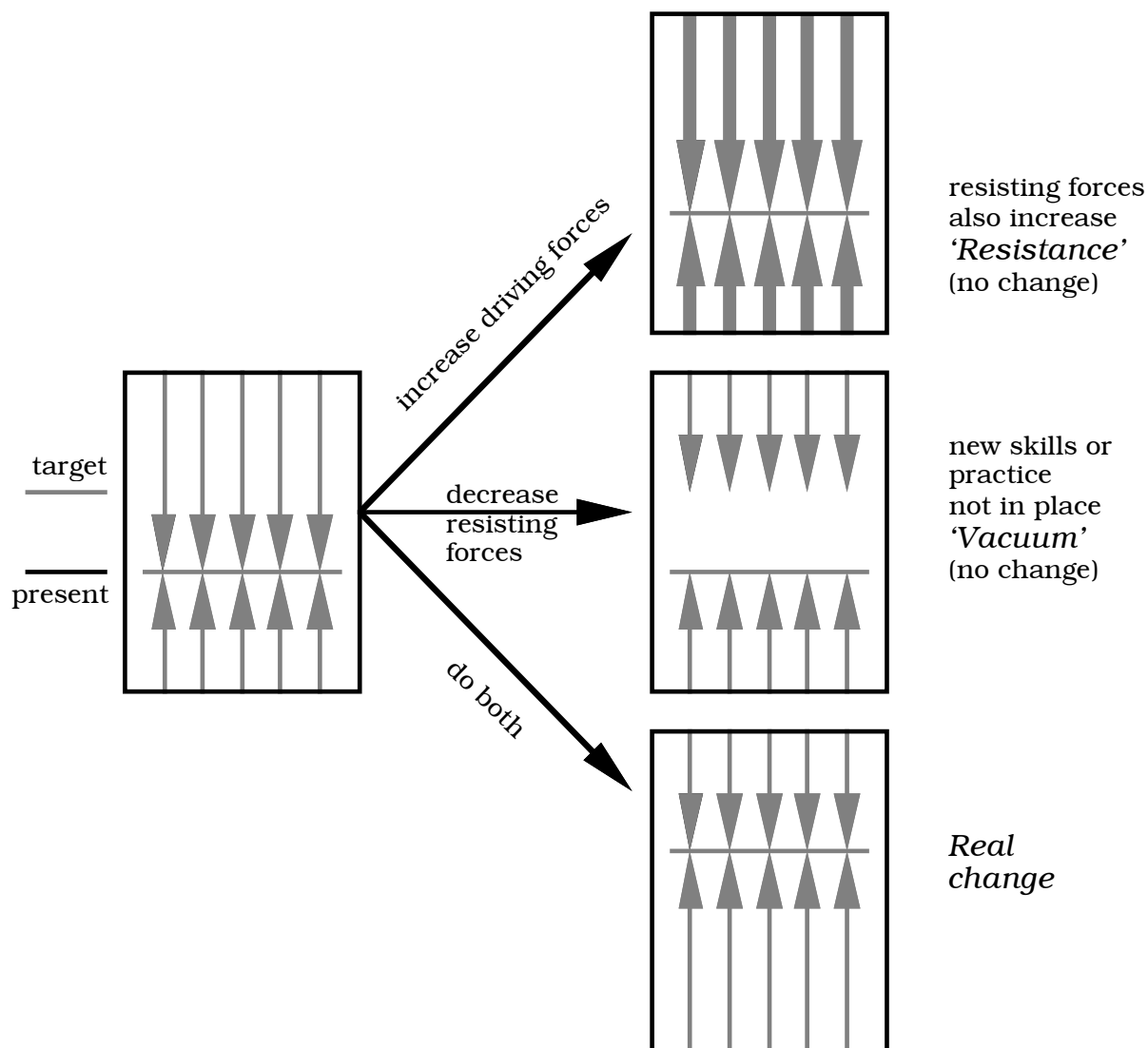
### Activity

- Think about your practice as a tutor, including the aspect of tutorial groupwork. Try to *identify the forces* on you, which explain the overall picture of your present practice: the things you do, the things you don't do.
- Display the ideas in a 'force field analysis' as below. There are likely to be features of the school, of the team, and of you, so lay them out like this:

<b>Forces which support me developing tutorial groupwork</b> 	<b>Forces which impede me developing tutorial groupwork</b> 
<b>Organisational issues:</b> Now we have pastoral planning meetings Subject departments are supportive	Low status of tutor role No budget within the school
<b>Team issues:</b> Team leader is enthusiastic & supportive	No opportunity to work collaboratively
<b>Individual issues:</b> I'm prepared to not feel 'in charge' I can now see what they get from it	I've never had any experience of it I'm anxious that pupils will learn less

- Collect up the various views in your workshop group, and start to analyse what needs to be done for progress to take place.

When you have done this sort of force field analysis, it's important to remember that change comes about by **both** enhancing the forces which support the work, **and** loosening the forces which impede the work (to do only the first of these leads to resistance; to do only the second leads to a vacuum rather than real change) - see the diagram on next page.

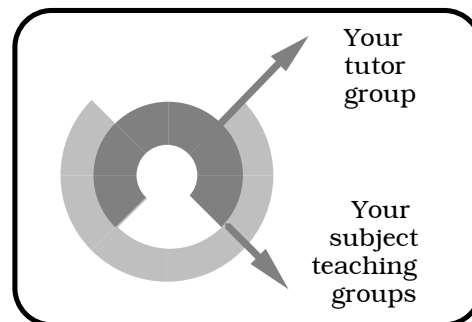


Which aspects of the present forces might be helped by this pack, and which aspects need some other sort of action?

### Reflection

*What stops teachers involving themselves in tutorial groupwork?*

- *Habit* teachers in classrooms can be involved in 1,000 interactions a day. A teacher of average age for the job has possibly had four million goes at their present teaching methods. They won't be changing overnight!
- *Fear* of indiscipline; of losing control or 'authority'; of what colleagues might think or say. But it's not the fear that stops them - it's allowing themselves to *act* on the basis of that fear.
- *Archetypes of teaching* at the back of many peoples' heads is the notion that a teacher is the forceful controlling fount of knowledge.
- *Peer pressure* in underachieving schools there can be pressures on staff not to be enthusiastic or to put energy into new developments.
- *'I'm not trained in it'* heard when teachers are feeling anxious that groupwork will demand a complex range of new skills of them, and is often triggered when the methods are not clearly explained.



## Handling the forces on the tutor

### Day-to-day scenarios

Many tutors complain that they can't do the job they want to do, and they don't achieve the satisfactions they wish, because everyone else turns their role into something trivial.

*This raises the issue of how to keep the role productive.*

In part we can influence this ourselves, by not accepting the trivial view of the role which others might send our way.

*'Is so-and-so in your group?'*

*'Could you just collect these forms?'*

*'Have all the parents of your group sent back the slips for my outing?'*

Just because someone attempts this process called 'role-sending', it does not mean that they are going to succeed! The other side of the coin is that you have the chance of combatting the role they're attempting to send you.

### Activity

- In threes, think of occasions when someone has been implying a very narrow view of your tutor role, in the way they talk about it or ask you to do something.

Jot down here the things which they said or did:

- Now take one example from each person and discuss what response you could have made which would have communicated that you do not accept their view and that you have a more extended view of the tutoring role.

Have fun practising some of your more outlandish ideas, before coming down to the realistic and professional ones which call on the everyday skills of assertiveness.

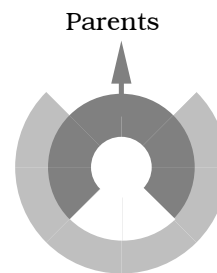
- Make a note here of the useful 'scripts' which you have generated through this activity:



## Section C: **Linking with Parents**

**1**

***What will I find in this section?***



- 2 Why bother with parents?
- 3 Purposes of links with parents
- 4 Opportunities for making links
- 5 Ways of making links

- 6 Using the tutor groups to make links

- 7 Mapping the communication contacts

### **Written communication**

- 8 Written communication
- 9 Check-list for written materials

### **Face-to-face communication**

- 10 Range of face to face contacts

- 11 Regular events to discuss progress
- 12 Fears and misunderstandings
- 13 Not a cosy relationship
- 14 Teachers' and parents' different perspectives
- 15 Meetings - varied purposes of parents and teachers

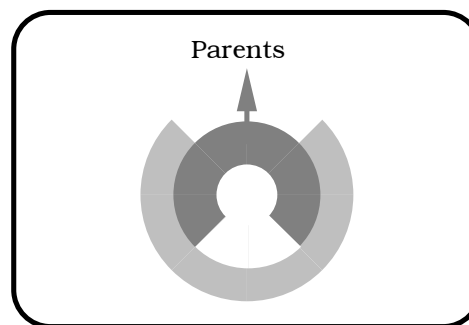
- 16 Tutor-group parents' meetings
- 17 Building better contacts through the tutor group
- 18 Moving to tutor-group parents' meetings
- 19 Planning for tutor-group parents' meetings
- 20 Tutor-parent meeting - focus to report progress

- 21 Contacts with individual parents as need arises

- 21a Personal letters to parents

- 22 Focused meetings - the context
- 23 Focused meetings - a three step model
- 24 Focused meetings - resolving conflicts

- 25 Dilemmas in teacher-parent meetings



## ***Why bother with parents?***

The positive reasons for 'bothering' with parents are reflected in a wealth of research evidence showing that family-based learning influences the effectiveness of school on a child. To work in partnership with parents makes good educational sense.

Parents are here to stay, at the centre of the stage thanks to their efforts and those of governments. Parents are responsible in law for their child's education, and in that sense may be regarded as the school's legal clients.

For all these reasons there is now a general, if sometimes reluctant, acceptance that they have a big contribution to make. This includes rights to consultation as well as being a valuable resource.

## ***An ascendent view of the tutor's role towards parents***

If most of a child's education happens outside school, especially in the home, and if parents are co-educators of the child with teachers, then it seems logical to make the two elements of school-learning and home-learning compatible, and for teachers to use that home-learning as a resource. In the primary phase many parents have day to day contacts as they deliver and collect their children. This allows cooperation to be built in a number of ways.

This is not the case at secondary school where the students make their way independently and, in addition, often prize 'their' school and wish to keep their parents at a little distance.

We suggest that these different reasons indicate that a conscious effort is needed to build a partnership with parents which is combined with a sensitivity to the growing needs for independence of the students.

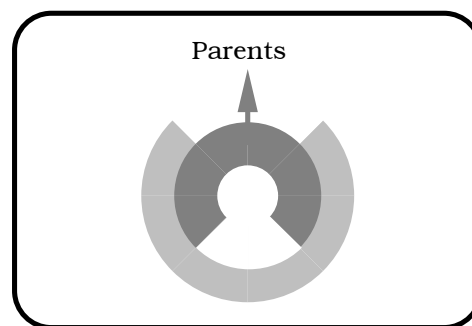
With our tutor ascendent model where better to forge such links than at the level of the tutor group? The implications are for a strong partnership between tutor and parents of the children in the tutor group.

This will not be the only route since these different reasons for partnership with parents require different sorts of responses at different levels of the system.

### ***Activity***

- Think about the school and its present links with parents. What would be the present answer to the question 'Why bother with such links?'
- Discuss your views with someone else in the school.

## ***Purposes of links with parents***



This exercise aims to get you thinking about a range of possible purposes a school has for developing links with parents before we focus in on the tutor group.

Here is a list which was generated at a European Seminar<sup>1</sup>

- 1. To sensitize parents to their rights, duties and educational importance.**
- 2. To inform parents about the curriculum (and teaching methods).**
- 3. To encourage parents to support the curriculum by providing appropriate in-home education and interest.**
- 4. To train parents in the best in-home educational methods.**
- 5. To involve parents in discussions and joint activities between home and school.**
- 6. To inform teachers about parents views on schooling and education for that class.**
- 7. To influence decisions for that class.**
- 8. To elect parental delegates to (a) assist on the coordination of parental partnership between parents and the teachers of that class and (b) to represent the parents of that class at school and class councils.**
- 9. To negotiate so that the wishes of both teachers and parents can influence the nature of the educational activities.**

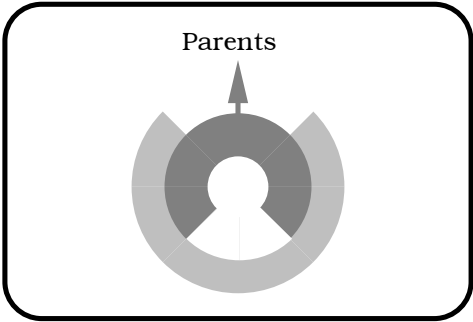
### ***Activity***

- On your own look through the list.  
Are there any missing which you would like to add?  
Are there any there which you would like to delete?
- In small groups, discuss the relative importance you would give to these nine purposes.
- Evaluate your school's present position in relation to these purposes, by giving a score from 1 to 5 for each item (1 represents low achievement of the goal, 5 represents high achievement).  
Discuss your ratings in a small group, looking at the reasons for your ratings, and at similarities and differences between you.

---

<sup>1</sup> Macbeth A (1989), **Involving Parents**, London, Heinemann Educational.

Opportunities for making links



Key moments

In sheet 3 we looked at some important purposes for links with parents. An important question here is how to make a significant contribution to achieving these purposes without wasting precious staff time and energy. There are some times in the school career of a student or in the life of a school which seem to be key moments for contact.

Here is a list of key moments:

Either in the student’s educational life when parents are likely to most appreciate contact with the school, for example:

- 1. transition from primary school
- 2. option choices
- 3. puzzling behaviour/unhappiness of the student
- 4. reporting on progress

or when school would appreciate the contact, for example:

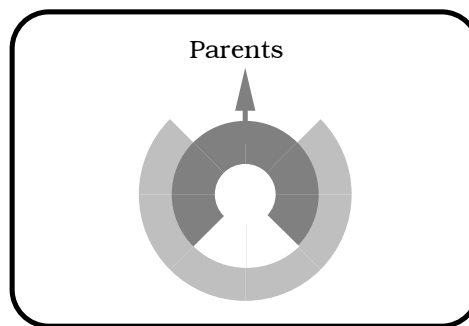
- 5. curriculum/organisational change
- 6. staffing changes
- 7. ways of dealing with learning/behaviour difficulties

Activity

- Make a note of any items you want to add.
- Choose one of these moments and list the three most important purposes (from sheet 3 ) which could be accomplished at this ‘moment’.

The ‘moment’ is:	The purposes are: 1. .... ..... ..... 2. .... ..... ..... 3. .... ..... .....
------------------	----------------------------------------------------------------------------------------------------------

## Ways of making links



### Activity

### **“Vehicles”**

Take the moment with its priority purposes which you produced in sheet **4** .

Below are a list of ways by which schools achieve their purposes, which we are calling ‘vehicles’ in this activity.

- List the vehicles, maximum three, which you think would be appropriate to achieve those purposes at that moment.

### **Some possible vehicles**

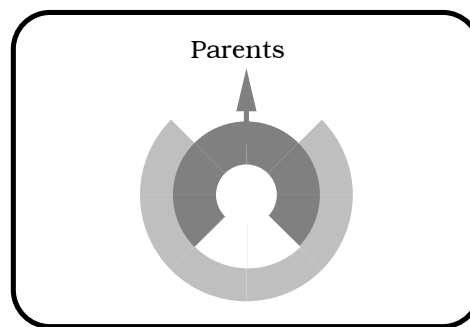
- **Induction programmes.**
- **Written information from school to home to all parents.**
- **Written information from school to home to some parents.**
- **Open days.**
- **Tutor-group evenings.**
- **Progress review meetings for individual students.**
- **Home visits: on a routine basis.**
- **Parents helping in the school.**
- **Curriculum evenings.**
- **Schemes for practical support for school programmes at home.**
- **Parent/teacher social and recreational events.**
- **Opportunities to join shared day-time classes.**
- **Parent classes or groups to meet expressed needs e.g. in coping with adolescent behaviour.**
- **Formal representation and involvement in the management of the school.**

Add others

### Reflection

- Get into groups of three.  
See which vehicles you have used most/ least?
- Did you fall into these common traps?
  - too much written information?
  - under-use of tutor groups?
  - ignoring home visits?
  - not having any classes which are shareable with adults?

### Using the tutor group to make links



The tutor group was one of the vehicles we saw in sheet [5] for making links with parents.

#### Activity

- On your own look at the purposes for which you selected the tutor group as a possible vehicle?

Is this a coherent picture?

Does it relate to the special aspects of the tutor group viz.

1. **The tutor's contact is a cumulative one.**
2. **The tutor has contact with parents and their view of the pupil.**
3. **The tutor has a cross-subject view of the pupil.**
4. **The tutor group has a 'core' function amongst the various teaching groups.**
5. **It engages nearly all staff in a non-subject way, freer from syllabus demands.**

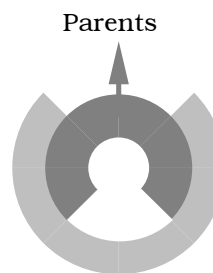
- Look back at the list of purposes in sheet [3] .

Are there any other purposes toward which you would see the tutor group making a contribution?

- In small groups agree three key purposes. Look at how well these purposes you've selected for the tutor group presently achieved in your school?

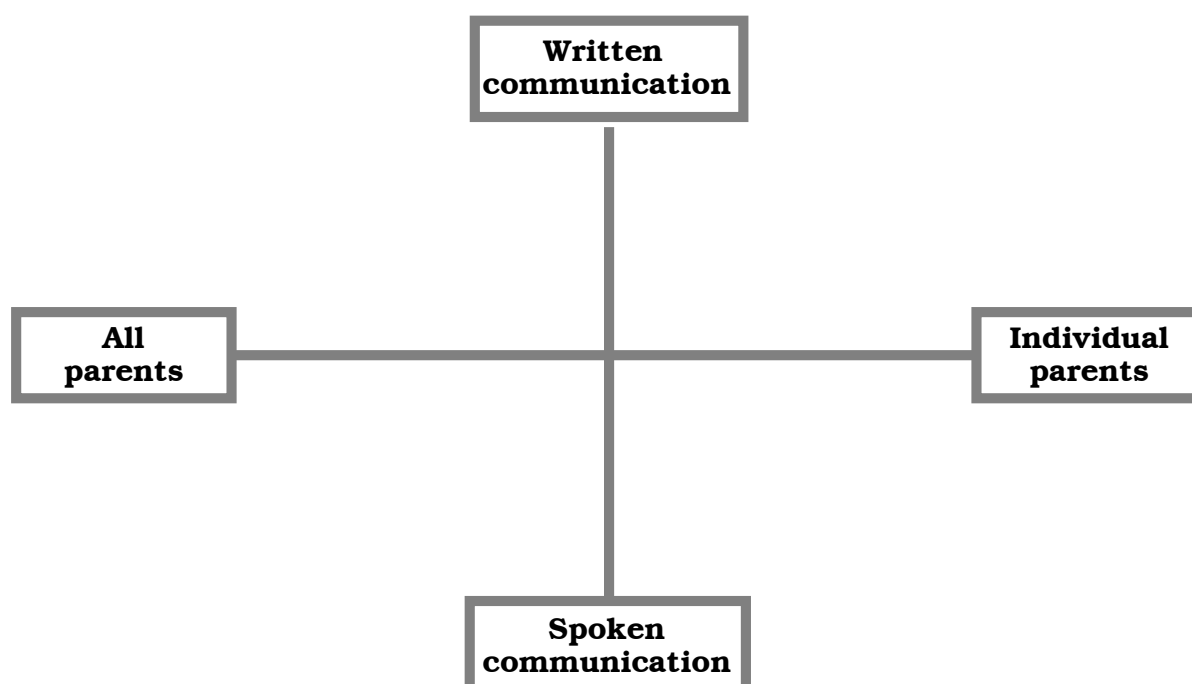
The lists you have generated in this activity would form a useful pool of ideas on ways in which the tutor group might be used as part of an overall school policy on parental links. We will look at how the tutor group might be used to improve contacts with parents in more detail in later sections of this section.

## Mapping the communication contacts



### Activity

- In small groups put a cross in the centre of a large sheet of paper as in the diagram below. On these two dimensions, map the present contacts **from** your school **to** parents.



- List all the forms of contact using these dimensions.

Repeat the analysis with contacts **from** home **to** school.

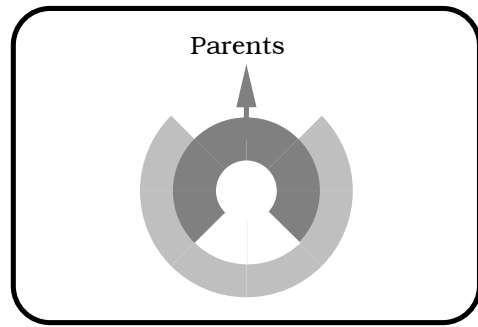
What are the differences and what are the overlaps between the two maps? Exchange the 'maps' you have created with a partner and examine and discuss any differences.

Circle the ones which are presently handled through the vehicle of the tutor group. Are there any which you think *should* be handled through the tutor group?

Have you got more written forms of communication being handled through the tutor group or more spoken forms or is it about the same? Does this feel the right balance?

In the next sections we will draw upon these maps, firstly to look at the written contacts and then the spoken ones.

You might like to transfer the entries from the large sheet onto your own diagram on this page, using different colours for 'from home to school' to 'from school to home', and refer to it later on.



## Written communication

Look back at the 'written' pole on the mapping the contacts sheet completed in Sheet [7] to give an overview of written contacts at your school.

These will probably include regular communications about a range of matters:

- **meetings and events**
- **day to day organisation**
- **about aspects of the curriculum**
- **the progress of individual pupils and any difficulties they may be experiencing**

The forms of written material are probably equally varied:

- **'standard' letters**
- **bulletins and news letters**
- **tutors may send personal letters home**

### Activity

- Collect together a sample of current written information including brochures and all the standard letters which are sent out to parents, as well as recent examples of those sent out about particular issues. These should include letters in connection with a concern about a student and a request for the parent to come into school to discuss this.

Break up into two's and three's with a sample of this written material.

Try to put yourself into the shoes of a parent receiving this information.

- Identify two strong points and two points that suggest a need for modification in each piece of written communication.

It may be helpful to use the 'Check-list for written material' on sheet [9] .

- Who coordinates all the written communication sent to a family so that they do not receive conflicting messages?

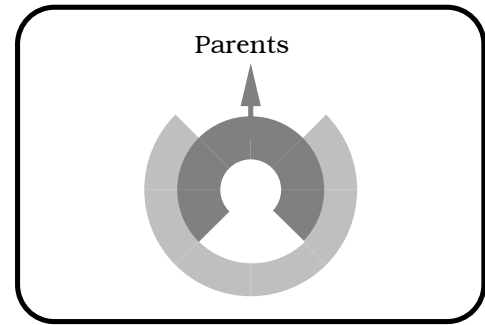
Is it the tutor? If yes, do they get support?

- How is this support expressed—time allowed, guidelines about the form of written materials, a forum for consultation about letters from other people such as the Head?

- As a tutor, what improvements would you like to see in the system of support for written communication?



## ***Check-list for written materials***



### ***Purposes***

- is your purpose clear?
- is it best achieved by writing?
- are you trying to say too many things?

### ***Form***

- what does the material look like?
  - is it easy to read?
  - is it legible?
  - is it attractively laid out?
- should it be typed or handwritten?
- are just words the best way of communicating or would cartoons or illustrations liven it up and carry the message you wish?
- has your multi-lingual audience been taken into account?

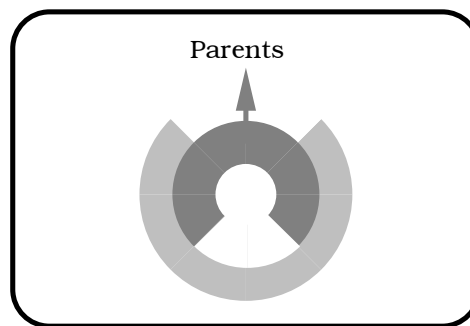
### ***Content***

- does it take into account the parent's perspective?
- does it respond to their anxieties and concerns?
- does it tell them what they need to know or only what the school thinks they need to know?
- is it appropriate for a parent who doesn't read fluently?
- how do you want the parents to respond?
  - Do they need to fill in a reply slip?
- are there any hidden messages in the content?
- is the content in any way inaccurate or misleading?

### ***Style***

- are the materials written in a clear and direct way?
- does the language patronise parents or wag a disapproving finger?
- is the tone negative?
- does the overall message convey support and recognition of parents interests and rights?
- are the parents addressed in a personal, culturally appropriate way or are they sent to a nameless audience called 'Dear Parents'?

## Range of face-to-face contacts



Individually, look back at the map of contacts you made earlier and look at the range of face-to-face, spoken forms of communication employed in your school.

### Activity

- On the next sheet there are a number of common forms of contact which might match the ones in your list. Cut them out along the dotted lines to use in this activity. There are a number of blanks for you to record any form of contact you have with parents in your school not included on this sheet.
- Draw two axes at right angles on a sheet of A2 flipchart paper. Label one end 'difficult' and the other 'not difficult'. On the other axis label one end 'frequent' and the other 'seldom'

**difficult**

**not difficult**

**frequent**

**seldom**

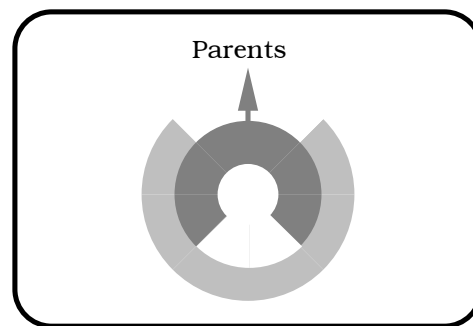
- Post the cut up cards listing each activity on this A2 sheet in an appropriate space relative to these axes. (Use something like Blu-tack® to help them stick)
- Note three which are of the highest priority for you.
- Compare and discuss with colleagues, similarities and differences of priorities and build up a group consensus for further work.

### Hints

- When doing this, don't give too much priority to what rarely happens.
- Don't spend too much of your precious time on what you don't find difficult.

<i>Assemblies</i>	<i>Concerts, plays</i>	<i>Parents on trips</i>
<i>PTA events</i>	<i>Sports day</i>	<i>Parents in class</i>
<i>Tutor-group meetings</i>	<i>Discussion groups</i>	<i>Curriculum events</i>
<i>Clubs</i>	<i>Parents helping in school</i>	<i>Home visits</i>
<i>Interview you've asked for</i>	<i>Telephone talk</i>	<i>Case conferences</i>
<i>Interview parents has asked or</i>	<i>Unplanned - bumping into parent in street</i>	<i>Consultation evening</i>
<i>Report evenings</i>	<i>School fair</i>	

## Regular events to discuss progress



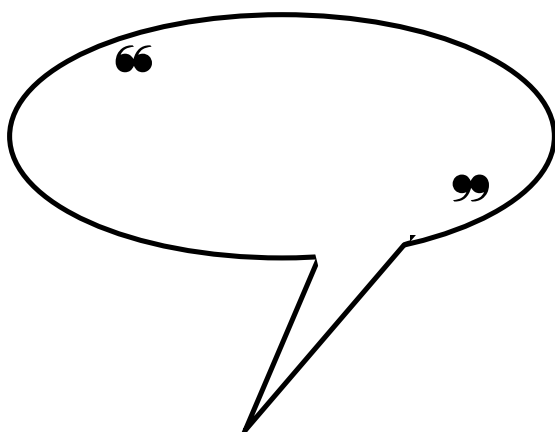
*There was a maximum of five minutes, with half a dozen people breathing down your neck while you were talking*

*There's an enormous hall - you feel you're under pressure to beat people to the most popular teachers - or else you'd be there all night*

*They've got twenty or thirty teachers at that school - we had a list - but you could guarantee the one we wanted to see had about ten waiting*

Do any of these seem familiar comments about your school's regular events?

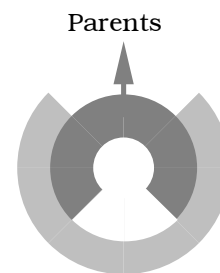
If not, here is an opportunity to add your own. Also, add any from your experience of being a parent going to children's school events.



What does this tell you about what needs changing?

Try to pin-point the aspects which need improvement.

## Fears and misunderstandings



In the last section we looked at the regular events to discuss progress through the eyes of parents. In this activity we look at ourselves and our colleagues. Have you ever overheard something like this:

*'the ones you want never come'*

*'he's just like his brother was'*

*'if I lived in that house I'd be like that'*

*'more of the articulate middle class lot'*

Add your own.

When are you most likely to hear them?

What are they showing us about fears and misunderstandings in parent-teacher relationships?

Read through the following sections which contain some common fears and misunderstandings.

### Some misunderstandings

One factor which has confused this issue is the belief among some teachers that because certain parents (often working class) do not attend school functions as avidly as others, they are apathetic.

However it is often practical difficulties, deference to teachers, cynicism and alienation from the school coupled with some hesitancy and unsureness when confronted with the systems of schooling. The vast majority of parents are very concerned, not apathetic.

### Some fears

Some fears derive from one of the traditional features of school which involve parent relations characterised by:

**infrequent meetings—short, pressured and between strangers.**

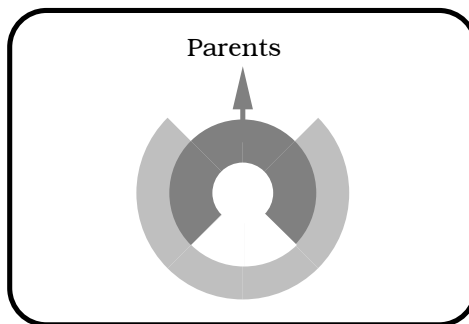
The resultant feeling for teachers involved is one of being put on the spot and being on the sharp end of school.

This raises defensiveness, a problem with how to portray the school and its murky bits, feelings of blame and don't shoot the messenger. The consequent temptation is to shift the blame onto the child who is weaker, and not there.

➤ Do any of the above ring a bell for you?

Identify further examples of fears and misunderstanding which may arise in teacher-parent relations.

Discuss them in your workshop group and identify how their occurrence and impact may be minimised.



## Not a cosy relationship

### Introduction

Sometimes parent-teacher relations are discussed in an idealised fashion, and the view seems to be that everything would be all right if teachers were to develop friendly relations.

But in face-to-face meetings between parents and teachers there are difficulties for both parties, and there is an important job to be done which may not always be cosy.

**For many parents** it is easier to not liaise with schools than to liaise - time, expense, dealing with younger siblings, working hours. Distressing memories of school days perhaps need breaking down.

**For teachers** it is tempting to just get on with the job in the classroom and not have to 'bother about' making links.

We have seen on sheet [12](#) how some of the traditional features of individual parent-teacher meetings -

***infrequent, short, pressured and between strangers***

may breed fears and misunderstandings which may exaggerate these tendencies.

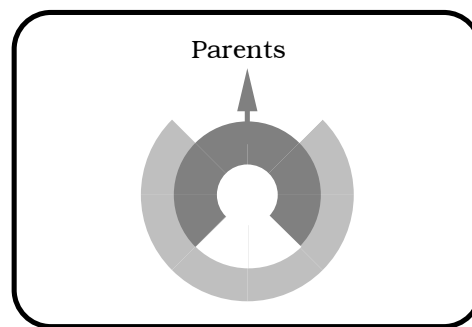
Over all this is the feeling in the traditional pattern that the parents should leave it to the professionals.

For the sake of both teachers and parents it is important to look at ways of changing what sometimes seems to be a battleground into a focal point.

However, we need to recognise that, even if the more irrational fears and misunderstandings are cleared away, there are real differences between the position of teachers and parents.

On the following sheets some of these differences are explored.

## Teachers' and parents' different perspectives



We argued in the last sheet that there are real differences between parents and teachers. One example would be the crowded nature of classroom life with 30 or so children sharing the attention of one teacher.

### Activity 1

- Generate other differences between school and family life which strike you as important.

### Activity 2

- There are also differences in perspective between parents and teachers. Note down some of the main differences which occur to you between your perspective and those of the parents of the children in your tutor group. (If you are a parent as well you might like to look at your own experience)

What are the differences between parents?.

- Now compare your notes with a colleague.

What are the similarities/differences between your own perspectives?

### Activity 3

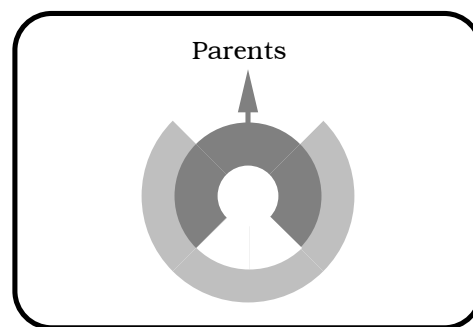
- Using the differences of perspective you have generated in activities 1 and 2 above, record your thoughts in the table below.

*Which of these differences might lead to tension between you and parents?*

*Which differences do not usually lead to tension between you and parents?*

Our perspective is that you move from the battleground by being clear about differences and recognising them openly.

To continue this process, the next exercise invites you to extend this consideration of different perspectives to include the different purposes which might exist between parents and teachers when they come to a meeting.



## Meetings - varied purposes of parents and teachers

An important part of differences of perspective are the different purposes which teachers and parents might bring to a meeting. In this section we will look more closely at these differences.

- Think of two meetings with parents in which you were recently involved. One should involve the parents of an individual student and one a group of parents.

With these in mind look through the different purposes in the list below and tick which were present in the two meetings you have chosen: with a colleague.

<b>Some parental purposes</b>	indivl. meeting	group meeting	<b>some school purposes</b>	indivl. meeting	group meeting
To get a report on the child's progress To identify any problem To confirm existing judgements To find out ways of helping the child To see the child's work and possibly compare it with that of other children To meet the people who teach the child To bring up problems identified at home To learn more about the school and the teaching To inform the teacher about a particular matter To question the teacher about issues of concern To let the school know the parent is interested in the child's education To let the child know the parent is interested			To inform parents of the child's progress To meet demands for accountability To establish and maintain good relationships with parents To share with the parent the problems and difficulties the child has in school To explain and justify the school's policies and decisions as they affect individual pupils To review critically with the parent the child's experience of schooling To learn more about the child from the parents' perspective To learn more about parental opinions on what the school is doing To identify areas of tension and disagreement To identify ways in which parents can help their children To negotiate jointly decisions about the child's education		

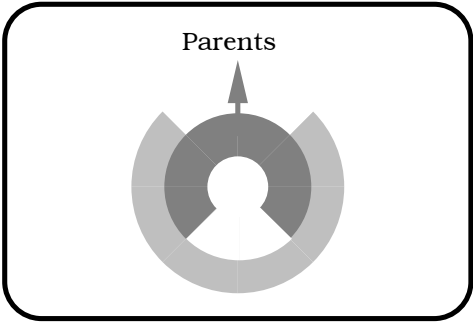
- Was there anything missing from the list?

What sort of match was there between school and parent purposes?

Did you have any surprises doing this activity?

Did any unacknowledged problems cause difficulty?





**Tutor-group parents’ meetings**

We have looked at the regular events to discuss progress which your school organises for parents.

Were these Year or whole-school parents meetings or were they based around the tutor groups?

In this activity you may like to explore the benefits and drawbacks of the different sorts of meetings.

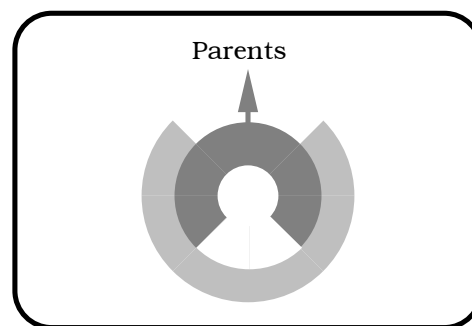
- In groups of three list the advantages and disadvantages *for parents* of the two forms of meeting.

Then add to your list those which you consider to apply for teachers.

Tutor-group parents meetings		Year parents meetings	
Advantages	Disadvantages	Advantages	Disadvantages
(i) for parents		(i) for parents	
(ii) for teachers		(ii) for teachers	

On the next sheet we will look at how the tutor group can be developed as a focus for school-parent contact of various sorts, including meetings to discuss progress.

## ***Building better contacts though the tutor group***



Fears and misunderstandings coupled with difficult arrangements for face-to-face meetings can result in situations where both parents and teachers are uncomfortable.

We have summarised the problem as being about:

**infrequent meetings - short, pressured and between strangers.**

Action to improve parent-teacher relations extends across the whole range of activities of a school and across all staff including the headteacher and senior management team. For this a whole-school policy is required.

In these resources we concentrate on the particular and substantial contribution which can be made through the medium of the tutor and the tutor group.

Many schools are adopting this form of organisation for reasons such as:

- They are small in size and can be quite informal yet still allow everyone a degree of support/anonymity
- The issues chosen can be of direct concern to the people attending
- They give contact with the person with the best knowledge of the student

These are the reasons why we recommend them as the preferred forum for holding your regular meetings to discuss students' progress. Our vision is that the tutor group should be developed as a key focus for all sorts of contacts with parents.

In using the tutor group as a fundamental vehicle for the school's contact with parents, there are advantages in starting as early as possible in a pupil's secondary school career. For example:

- holding meetings of new parents in tutor-group combinations for briefing about the school. This also provides an opportunity for people getting to know each other and seeing the tutor group as a natural unit of communication. The introduction might include parents of children in the year above to talk about the advantages they have found for the system

Where this is done it would also then seem natural for the regular reviews of progress to be carried out in the context of the tutor group.

Such regular reviews could also be helped by linking them to other functions such as:

- using the tutor-group parent meeting to cover general issues such as social relations, bullying, discipline, and homework policy. This allows the information to be drawn upon when there are meetings with parents about individual students, either in the regular reviews of progress or when teachers or parents have a particular issue they need to discuss

There are further gains in using tutor group for a variety of purposes.

A number of regular events could be linked to the tutor-group parents meeting format.

Here are some examples from various schools you might like to consider:

- preparing materials with the present first year tutor groups aimed at informing the upcoming intake about life in the school
- holding an evening, designed by students, to show their parents some of the personal and social programme of their tutor group  
on occasion, as an extension of this idea, tutors use this sort of opportunity to carry out action research by students with parents. This includes sampling opinions, recollections. The data is very live to both parties.
- using the tutor group as the basis for parents on a home-school council. This is composed of representatives from all the tutor-group meetings and develops links with those parent governors who are legally elected to the official school governing body
- arranging an evening for the parents to talk with colleagues from subject specialisms about their goals, methods and the contribution which parents can make

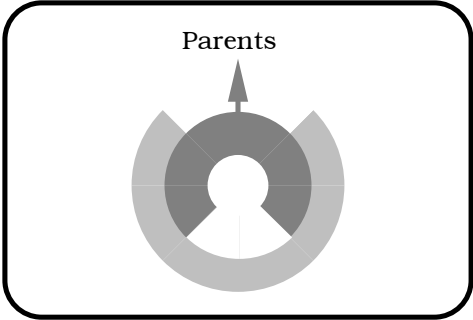
#### Activity

Note your reactions to the various suggestions that the tutor group could be used as the building block for effective relations with parents.

Sometimes teachers react to these suggestions by arguing (wrongly) that the logistics won't work, or by rejecting them without real consideration.

Instead of this, develop further your vision of what the vehicle of tutor-group parents' meetings *could* be valuable for. Do not focus on the forces opposing - that's the next activity.

List the possible uses and functions on a large chart with your colleagues in the workshop group.



Moving to tutor-group  
parents meetings

One of the steps in making any change is to analyse the forces which keep the present situation in place, and then to analyse how each of the forces can be tackled in order to create the change.

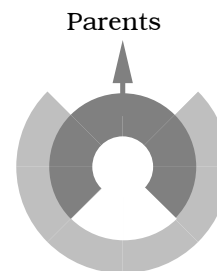
Activity

- Think about your school's practice in teacher-parent meetings, in particular its beliefs and present practice regarding tutor-group parent meetings. *Identify the forces* which would encourage or impede their use.
- Display the ideas in a 'force field analysis' as below. There are likely to be features of the school, of the tutor team, of people's perceptions, etc. so lay them out like this:

Forces which encourage tutor-group meetings in our school	Forces which impede tutor-group meetings in our school
organisational	
team	
individual	

- Collect up the various views in your workshop group, and start to analyse what needs to be done for progress to take place.
- When you have done this sort of force field analysis, it's important to remember that change comes about by **both** enhancing the forces which support the work, **and** loosening the forces which impede the work (to do only the first of these leads to resistance).

## Planning for tutor-group parents meetings



Some points which you might wish to take into consideration in setting up a tutor-group parents meeting.

### Preparation

#### Purposes

Think through just what you hope will be achieved from both the parents' and schools' perspective.

Is the aim realistic in relation to the kind, length or number of meetings planned?

Having meetings regularly would mean that the group is active and in touch.

Take account of, or try to gather evidence about, the areas where parents are already interested or concerned.

#### Participants

How might pupils play a part?

Are they going to help prepare the event?

Will it contain live work with the parents based on class work or will it be videotaped sessions of the student's work?

What about recruiting at least one other member of staff to look at parental responses and be prepared to step in and help with explaining points to individuals.

Where a multilingual audience is present, such a role is particularly important, although an interpreter may also be necessary.

#### Planning

It would be very useful to be able to include some parents in planning from the word go.

This might allow the principle to become quickly established that parents can play an active role and be encouraged to act as chair, if appropriate, at some of the meetings.

It would also help to create a relaxed atmosphere quickly with a number of adults involved as well as the students.

It would also help to create a relaxed atmosphere quickly with a number of adults involved as well as the students.

Practical details need to be arranged such as

- the date and time
- the venue
- the role of the form tutor
- the role of the parents on the planning team
- the role of the year tutor
- the format of the meeting
- how people will be welcomed and details of refreshments and facilities including a creche.

#### The invitation

Is this to be written or by word of mouth or both?

A lively, clear and attractive letter, backed up by posters and personal invitations, may still not attract all the intended audience but it will still be sending a message to all about the school's efforts.

Will there be telephone calls to individual parents? Once the meetings are established there might be a network of parents who telephone each other with the messages. In this way the form tutor just has to ring four or five people who in their turn ring another one or two people.

Will you encourage students to bring their parents to the meetings?

Will you encourage individual parents to bring a friend along?

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## ***The Meeting***

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### ***Welcome***

The start to the event will set the tone for the rest of the session.

How are the parents greeted on arrival and what do they do while waiting for the programme to begin?

### ***Setting***

A circular arrangement of chairs will often signal clearly whether there is to be discussion and sharing not only between staff and parents and between parents themselves.

Another pattern might be a series of small groups in a horseshoe pattern so that parents can talk in the small groups but also look towards a central spot where the tutor might speak from or show something on an OHP. This is also known as a 'cabaret' arrangement.

### ***Process***

At first there is likely to be some nervousness amongst all participants.

How will this be recognised and dealt with? Perhaps by starting with personal introductions so that everyone feels known as a person?

How will you deal with the diffidence of people to speak out in the group? Perhaps by getting them to talk first to their neighbour or in threes or fours?

Where workshop activities are involved there may be unease at appearing foolish or unable to do the particular tasks.

How will you overcome this? Perhaps by building up to the more demanding exercises with more ordinary topics?

Sometimes a particular individual may dominate the discussion in a way that hinders the process.

How will you deal with the over-talkative?

How can you distinguish this from persistent questioning because your answers are evasive?

Perhaps you will need to call on your observer/colleague?

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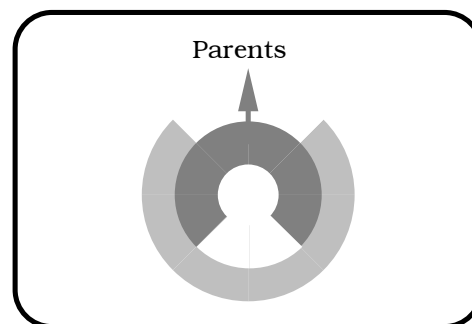
## ***Follow Up***

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Do you need any additional material to take away for reference or extension?

Do you need a follow up meeting of staff to evaluate the experience and gather any impressions around

## ***Tutor / parent meetings - focus to report progress***



Schools may be able to do better than the all too familiar 'cattle market' version of the meetings held by subject teachers to report progress to parents. Tutor-group parent meetings might be given a more important role in a number of different ways.

The following thoughts may help you to think through the steps involved involved in designing a meeting to discuss the particular progress of each student in your tutor group.

### ***Preparation***

#### ***Reports***

What information should be included?

Should the reports go out before the meeting to allow parents time to read and gather their thoughts?

#### ***Invitation***

Should this be written and/or a phone call to make personal contact?

How is the purpose of the meeting to be explained?

Should this invitation letter go out with the written report?

How are the appointments to be made - by letter or how?

What sort of spacing of time - every 15 minutes or longer or shorter?

Will they all be held on the same night?

Will you give people a choice of times?

How will you get this information back and sort out appointments?

#### ***Setting***

Will someone be there to greet parents and show them where to go?

What roles do you want other people to play- Heads of Year?

pupils?

Is there somewhere comfortable to wait before the appointment?

Should there be any displays of work to look at?

### ***The meeting***

How will you run over the plan for the meeting?

How will you get together the agenda - will it contain things the parents want to talk about as well as things you want to discuss?

How will you manage the time so that you and the parents feel you have covered everything?

How will you record items for follow up discussions with subject colleagues - perhaps a pad with space for name of child,

name of subject teacher and issue for discussion on each sheet?

How will you round off the meeting so the parents feel they have had their concerns addressed yet you have kept to the allotted time for the sake of the other parents? Would a summary of the main points help?

How will you agree action to be taken after the meeting?

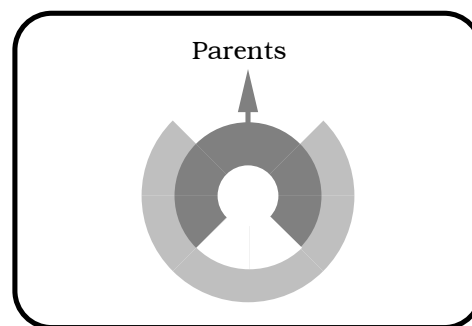
Do you have a mechanism for reporting back to parents after you have spoken to subject colleagues?

### ***Follow-up***

How will you find time/opportunity to speak to subject colleagues about issues you promised to follow up?

How will you ensure that you contact those parents you agreed to meet after this follow up with subject colleagues

## **Contacts with individual parents as need arises**



This exercise is designed to help you examine your individual contacts with parents in those situations where either party needs to contact the other about a particular issue.

➤ On your own, make a list of your individual meetings with parents of this type over the past few months.

- How many were at your invitation?
- How many at the request of parents?
- Are these are all the meetings of this sort in that time between parents of pupils in your tutor group and members of your school staff?  
If not: What was your involvement? Did you get to know the outcome?
- Which were related to relatively routine matters e.g. to explain an absence or lateness.
- Were any more complex e.g. to explain about a homework or behaviour policy.
- Which were the most difficult to deal with?  
Was this because they concerned definite problems or a degree of complaint? for example  
a student coping badly with work or social relationships or  
a teacher having difficulties with a particular student.  
a parent with little previous contact with school or with their own difficult memories of school  
a parent who saw the case of their child being 'in trouble' as being very threatening and where they felt prejudged and misunderstood.
- Were there other factors which made them difficult? for example  
a parent who was critical of school policy or  
a parent who was complaining about the behaviour or practice of a colleague.

➤ Chose one example of a meeting you requested with a parent which you would like a chance to think through again. You might like to use the information in the next five sheets to help you in this task.

First, how did you make contact? By phone, personal contact, by letter or some other way?

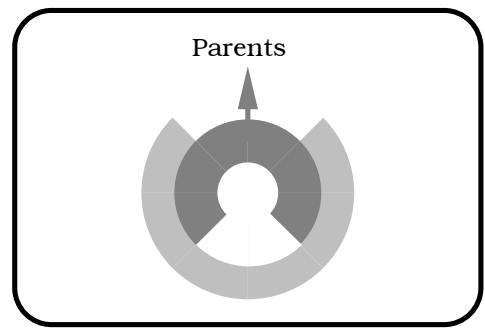
Sheet **21a** gives an example of a letter with written comments in the margin to show what might be thought of as positive points. This might provide an a comparison with your own letter.

Sheets **22** to **24** which look at different aspects of a focused meeting to discuss a particular issue. Again these can be useful for comparing with the meeting you are thinking about.



## ***Linking with Parents*** **21a**

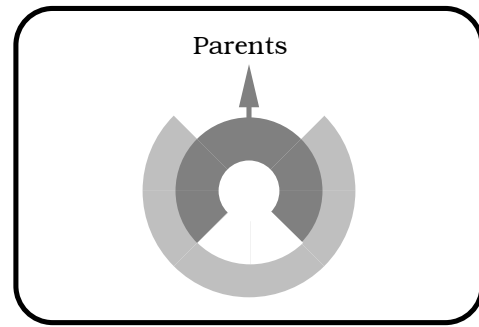
### ***Personal letters to parents***



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<sup>1</sup> from Harding J and Pike G (1988), **Parental Involvement in Secondary Schools: a guide to reviewing practice and developing policy**, ILEA Learning Resources Branch /Harcourt Brace Jovanovich.

## ***Focused meetings - the context***



### ***Issuing the invitation***

We have already discussed a written invitation to parents to discuss a matter of individual concern. We have seen how the form and phrasing both contribute to a constructive message of invitation even where the issue to be discussed is about a concern.

### ***Conditions***

As we approach the meeting it is worth considering the conditions surrounding the meeting.

As with any meetings with parents we need to give thought to how will they be received at school.

### ***Points for consideration***

*Is there a welcoming reception area with facilities for waiting if you or they are delayed for a moment?*

*How will the message of their arrival get through to you?*

*Are you able to go and collect them or do you need to delegate this to a friendly person?*

*Have you got somewhere to meet which is private?*

*What about the layout of the room?*

*How will you avoid sitting behind a desk to talk to parents? (Sitting behind a desk looks defensive and needing to maintain authority.)*

*Do you have comfortable chairs of equal height arranged so that you can look at each other but also look away from time to time? It is usually less threatening if the chairs are at an angle rather than face to face.*

*What's on the notice-board behind you - nothing about another child!*

*What time have you scheduled?*

There is never enough time so it is advisable to be clear about what time you have so that you look, with the parent, at the best use of the available time in the introduction to the meeting rather than have to 'choke off' parents when your available time runs out. This is best done when you are reviewing the agenda with the parents. At this time it seems natural to roughly allocate time to make sure that the main points of both you and the parents are both covered.

*How are you going to regulate the time available?*

Taking stock of where you are in this agenda at regular intervals by summarising the points made so far is a good way of making sure that you stick to the task. This also allows you to look ahead to the items which remain and allot time to them. This increases the sense of purpose to the meeting and shows respect for both points of view by allotting time fairly. It may be that there does not prove to be enough time even with careful management. If this is going to be the case, this procedure allows another appointment or some further action to be agreed before the meeting ends. Again, this is more better than having to dash out of the room when time runs out.

*What if we need more time?*

In interviews where there are tricky emotional issues to discuss, don't be surprised, no matter how hard you try to structure time, at vital comments emerging just before you are about to end. This may also happen right at the beginning of the meeting before you have time to establish the structure - people may be 'bursting' to say something. In both cases listen carefully to what is being said. It is probably important but don't let it stop you keeping an inner sense of what are the realistic possibilities for dealing with this issue in the time available and trying to be clear about these and negotiate how this should be used with the other person.

*Activity*

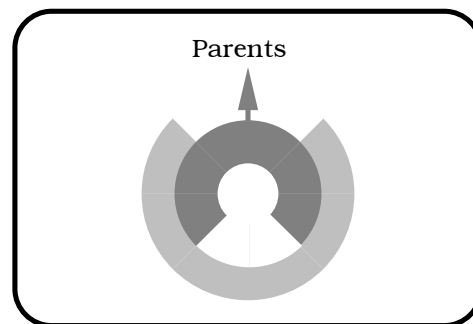
The above points for consideration will doubtless raise many issues regarding your beliefs and practice as a tutor, and your school beliefs, practice and organisational support to you.

- Note down the issues which have arisen as you have read the points. A framework such as the following may help:

<i>Practices which are already used</i>	<i>Practices which may need development</i>
Individual	
Team	
School	

- Exchange your review with a colleague in the workshop group and develop some proposals.

## ***Focused meetings - a three step model***



We suggest that you consider a three step model for these meetings.  
Here it is in summary.

### ***Exploration phase***

- recognise and share perspectives. This involves an honest expression of views and careful listening to the other point of view in turns
- create a climate of shared concerns and goals
- manage time fairly

### ***Developing new understandings phase***

- work on perspectives with the aim of getting a more productive way of seeing the problem. This should lead to a new goal which incorporates the needs of all the parties
- make a commitment to work for a win/win solution if conflict arises.
- use your joint imaginations to get lots of ideas about how this goal can be reached
- decide on which of these new options you want to chose jointly

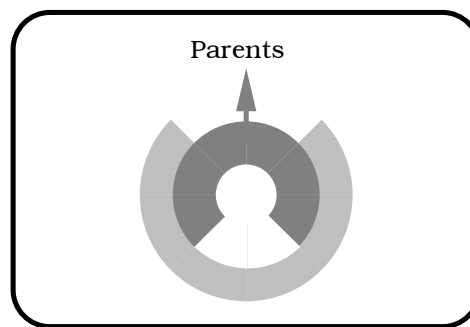
### ***Action phase***

- make a plan
- decide on who'll do what
- decide on how you will recognise whether this has been done.
- agree when and how it will be checked. This may include agreeing to meet again

### ***Activity***

- On your own, think of meetings you have held with parents, both those which you regard as satisfactory and those which you consider needed improvement.  
Does your experience concur with the steps in the above model?  
What further elements would you add?
- Exchange with a colleague the points you have identified. Prepare to raise some points in the workshop group.

## ***Focused meetings - resolving conflict***



### ***What should I do if a degree of conflict is involved?***

This will need to be addressed rather than denied or swept under the carpet.

Useful steps in outline are

- 1. deal with the feelings first. Parents may be very stirred up and it is helpful to give them room to speak**
- 2. use the skills of active listening reflect back what you hear to signal to the parents that you are trying to understand their viewpoint**
- 3. then briefly state your own point of view remembering to separate the person from the issue and not making general judgemental statements but rather describing in as accurate and factual way as possible, what concerns you and the effects on yourself and/or other people**
- 4. try and arrive at statement of the problem which incorporates both points of view. This then can become a joint problem which you can unite in trying to solve instead of remaining two separate viewpoints with which to cudgel each other**

This is not easy to do, especially when feelings are high. However, if a sense of trust has been built up between parents and the school in calmer moments and the ethos of the school is one of partnership with parents, it should be possible.

Above all, if you can both signal and recognise that you have the best interests of the student at heart, then these principles should allow you to come to a common formulation of the problem.

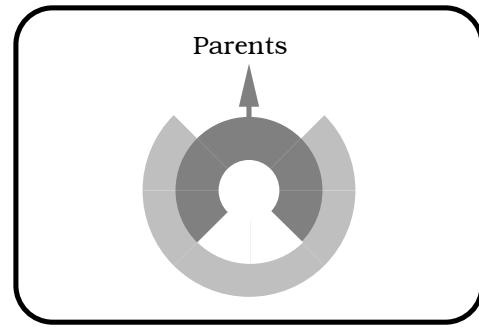
It may help to remember that contrasts of viewpoint can be helpful to creativity and that resolving conflicts is tough work.

*A point to remember.*

Make sure that the conflicts are substantive ones and not just a product of having to wait in a queue in a draughty corridor and only have a few minutes to speak. However, if you have done the preparation stage well this should not be the case.

Finally

*This conflict resolution approach can bring issues out into the open and formulate them as a joint problem where you are both aiming for a win-win solution. This shared problem can now be tackled in the three-step model outlined in sheet [\[23\]](#) .*



## Dilemmas in teacher/parent meetings

### Activity

- Consider the following scenario:

*It is parents evening for the fourth year. You are meeting Mr Jones, the father of Catherine in your tutor group, with his partner Ms Welsh. Within about two minutes of starting to discuss the detail of Catherine's report, Mr Jones says 'The problem with humanities is that the bloody teacher's useless'*

- Note down three possible responses and discuss them with a neighbour.

You might find it helpful to look back at the three-part model in sheet [23](#) .

- Choose one of your responses and put it on a flipchart along with responses from other pairs and discuss.

Here are some more scenarios you might like to examine in a similar way.

*Mrs Aston has asked to see you about her son Martin's progress. When you meet at the end of a long and rather stressful day, she tells you that she has come to talk about the Personal and Social Education programme and says 'Why don't you just concentrate on the exams...'*

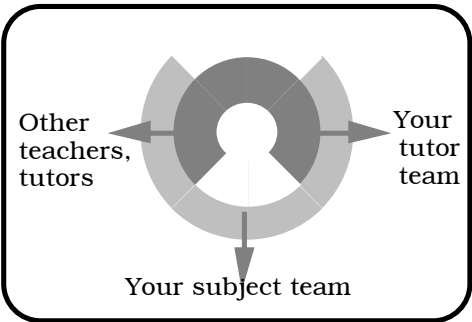
*You have invited Mr and Mrs McGregor in to talk about their son Matthew who has seemed withdrawn recently and his work has dropped off. Mr McGregor makes it quite clear that this is your business and suggests 'If he doesn't do his work, wallop him....'*

*You are speaking to the mother of Linda whom you have just met in the street and she tells you that Linda will be away from school for several weeks because they are going to a horse fair in Yorkshire. This is a traveller family and Linda has already missed a considerable amount of work this term.*

**Section D:**  
**Linking with Colleagues**

**1**

***What will I find in this section?***



1 Who are your contacts?

2 These are our contacts

3 Profitable contacts or points of friction

4 Analysing friction

5 What is said versus what is done

6 Improving the contacts

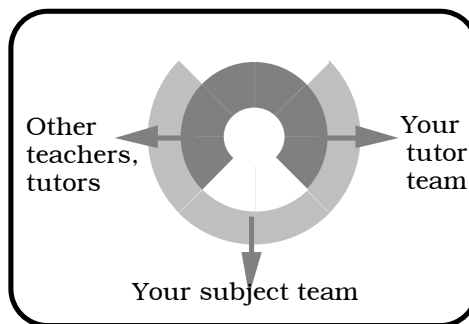
7 You as personal tutor -  
scenarios with colleagues

8 You as subject tutor -  
scenarios with colleagues

9 Organisational support

## Linking with Colleagues 2

### ***Who are your contacts?***



In this section we examine the contacts which you have with colleagues and which are important to consider in your work in pastoral care.

We hope you will not find it a surprise to be asked to view these contacts both from the perspective of you as personal tutor and also in your role as subject tutor. As indicated in the introduction to this pack we see these two roles as facets of your total role of teacher in the secondary school.

In the activities which follow in this module we will ask you to swap between these hats - your personal-tutor hat and your subject-tutor hat - on a number of occasions.

Let us make a start by asking you to make a list of professional contacts with colleagues, firstly under your personal-tutor hat.

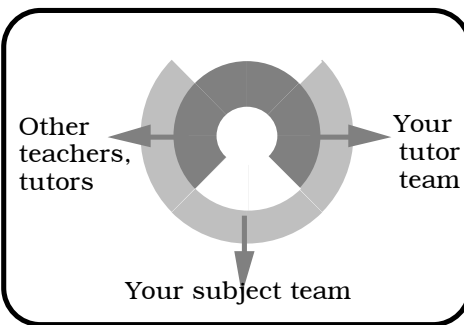
Repeat this exercise but now from the perspective of your subject-tutor hat.

You may like to use the categories below to enter your responses. When you have finished we invite you to check whether your own contacts are similar to the list we provide on the next sheet.

<i>Contacts</i>	<i>You as personal tutor</i>	<i>You as subject tutor</i>
<ul style="list-style-type: none"><li>• with your personal-tutor team</li></ul>		
<ul style="list-style-type: none"><li>• with your subject-tutor team</li></ul>		
<ul style="list-style-type: none"><li>• with all other subject tutors</li></ul>		
<ul style="list-style-type: none"><li>• with other personal tutors not in your team</li></ul>		



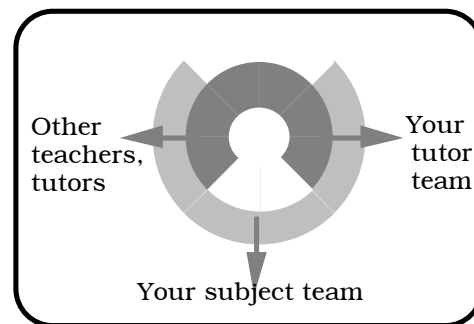
## These are our contacts



<i>Contacts</i>	<i>You as personal tutor</i>	<i>You as subject tutor</i>
<ul style="list-style-type: none"> <li>• with your personal-tutor team</li> </ul>	<ul style="list-style-type: none"> <li>• general tutoring issues</li> <li>• the tutorial programme</li> <li>• team meetings</li> <li>• talking about pupils' views of personal tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• representing your subject/department in a multi-subject group i.e. your personal-tutor team</li> <li>• contributing your subject expertise to issues in personal tutoring</li> <li>• conveying your subject departments view to a year team e.g. on the role of the tutorial, the location of study skills support</li> </ul>
<ul style="list-style-type: none"> <li>• with your subject team</li> </ul>	<ul style="list-style-type: none"> <li>• subject team meetings where your personal-tutor group/individuals in it come up</li> <li>• using knowledge of your personal-tutor group in subject teaching</li> <li>• using tutorial content/methodology in subject teaching</li> </ul>	<ul style="list-style-type: none"> <li>• talking about the contribution of the subject to the personal-social education of the pupil</li> <li>• talking about how the pastoral system relates to the subject department</li> </ul>
<ul style="list-style-type: none"> <li>• with other subject tutors</li> </ul>	<ul style="list-style-type: none"> <li>• getting information about a pupil in your personal-tutor group</li> <li>• talking about the contribution of tutorial work</li> <li>• speaking to a subject colleague about a parent's view of them</li> <li>• speaking to a subject colleague about a pupil's view of them</li> <li>• hearing a subject tutor's views of pupils in your personal-tutor group</li> </ul>	<ul style="list-style-type: none"> <li>• talking about cross-curricular dimensions and cross-subject issues</li> </ul>
<ul style="list-style-type: none"> <li>• with other personal tutors (not in your year team)</li> </ul>	<ul style="list-style-type: none"> <li>• their experience of personal tutoring year groups which you haven't</li> <li>• general issues about the school's pastoral system</li> </ul>	<ul style="list-style-type: none"> <li>• passing your perspective on pupils/ groups you teach to their personal tutors</li> <li>• receiving their perspective</li> </ul>

## Linking with Colleagues 4

### ***Profitable contacts or points of friction***



Look back at the list you made in the first activity 'Who are your contacts?'.

Chose one or two contacts in each category which you see as profitable contacts and one or two in each category which you see as points of conflict, actual or potential. Enter them in the table provided below.

<i>Contacts</i>	<i>You as personal tutor</i>	<i>You as subject tutor</i>
• <i>with your personal-tutor team</i>		
profitable contacts		
points of conflict		
• <i>with your subject-tutor team</i>		
profitable contacts		
points of conflict		
• <i>with all other subject tutors</i>		
profitable contacts		
points of conflict		
• <i>with other personal tutors not in your team</i>		
profitable contacts		
points of conflict		

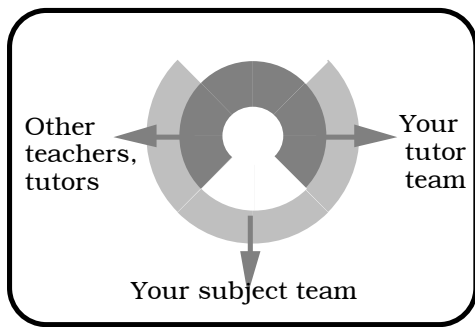
### **Reflection**

Did you find your most profitable contacts falling into one or two categories?

Were these mostly ones with your personal-tutor hat or subject-tutor hat?

What about your points of conflict - where were they? Under personal-tutor or subject-tutor hat? In one or two categories or spread across the list?

## Analysing friction



In the last exercise you began to analyse points of friction in your contacts with colleagues. You examined whether more occurred under your personal-tutor hat or under your subject-tutor hat or whether they were about equal. Think about the pattern.

*Is it saying something about the clarity of the role of either personal tutor or subject tutor in your school?*

- Make a note of any ideas or hunches you get at this stage.

The behaviour of *individuals* is influenced by the way that *groups* conduct themselves and by the way that the *school* as whole is run. These different levels interconnect and influence each other.

Wise analysis and action will always involve an eye on the individual, group and school levels. For any point of friction we would suggest that any analysis embraces these three levels.

For example.

Following a consultation evening a parent of a student in your personal-tutor group complains about the teaching methods in chemistry.

- *What action do you think appropriate?*

**At an individual level:** an individual conversation with the chemistry teacher?

**At a group level:** year team feed back all parents' comments to all departments (including science)?

**At a school level:** review the way the school learns from what personal tutors discover at consultation evenings? Review school support on teaching methods?

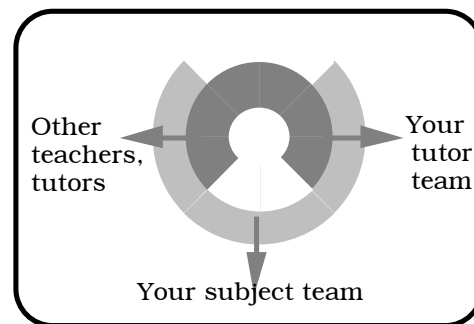
- Now choose one of your own points of friction and write down the action you think appropriate in the following table.

	Action which might be taken
<i>Individual</i>	
<i>Group</i>	
<i>School</i>	

- Exchange your example and your analysis with a colleague in the workshop group.

## Linking with Colleagues 6

### What is said versus what is done



At this point we add another dimension to analyse contacts *viz.* the difference between what is said and what is done. We are all familiar with this distinction in many human activities but here we will use it focus on two particular issues:

1. Where there is a difference between what is said and done in terms, for example, of useful policies not being put into operation
2. Where there are things being done which you would judge unhelpful but there is nothing said (for example in a written school policy) to point to one set of actions rather than another

#### Activity

Below you will find a table to help you analyse your points of conflict. We would suggest that you chose your top three from the table in sheet 4 .

For each point of conflict identify and enter in the table any key aspects of what is done and said for which you think action is needed and appropriate.

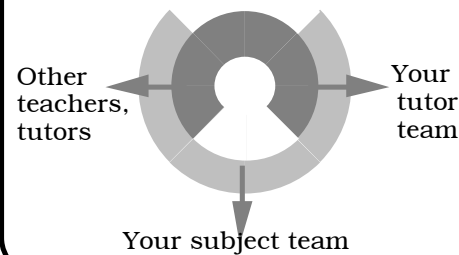
	What is done	What is said
• <i>with your personal-tutor team</i>		
• <i>with your subject-tutor team</i>		
• <i>with all other subject tutors</i>		
• <i>with other personal tutors not in your team</i>		

#### Reflection

Examine the overall pattern. Does it suggest that the friction arises from people not doing what is said, or from no-one saying what should be done (i.e. lack of agreed practice)?

What proposals would you make for action to reduce frictions between colleagues?

### Improving the contacts



We now consider some 'point of friction' scenarios with colleagues from the individual level.

➤ Consider the following situations:

1. from the point of view of what is said in your school (policy)
2. for what *you* would do

A. As a personal tutor you have to complete the reports on the students in your class prior to a parents evening. A teacher of french has not got the reports to you by the agreed deadline.

*Whose responsibility is it to take action?*

*What action would you take?*

In our view it is the responsibility of the head of department to ensure that subject tutors complete work records and get them to the personal tutors.

*Could this become the practice in your school?*

*What steps would be needed?*

B. A colleague who teaches history to members of your personal-tutor group says that one of the group members has not got her homework in on time and asks you to give her detention.

*Should you agree to the request?*

In our view this is a matter which clearly belongs to the role of a subject teacher

*Could this become the practice in your school?*

*What steps would be needed?*

In sheet [6] we looked at situations from the point of view of action on policy and practice. In this section we will focus on what to do when you are satisfied that some of the action can be seen as an individual matter

***When you feel stuck you approach the other person and follow these steps:***

- **pose the problem: hear the other side**
- **agree to work for a win/win solution**
- **analyse the needs/goals of both parties**
- **define the conflict as 'our problem' to be solved jointly**
- **invent a number of solutions using creative thinking**
- **choose a mutually acceptable solution**
- **make a plan containing the criteria for success and an agreement to meet**
- **both put the plan into action**
- **at the agreed time, review the outcome and see if the success criteria have been met**
- **learn from this experience and let it guide future actions**

When considering relations with colleagues it can often be the case that they want you to take a particular action. It may be that you do not see the solution in the same way as they do. In this case you might suggest a process of investigation to reveal the needs of the situation and the perspectives of the other people concerned before an agreed solution can be formulated.

#### **Activity**

For example, a colleague who teaches your personal-tutor group complains to you about the behaviour of a particular boy, says that all departmental strategies have failed and that now it is time for a year-level detention. You are inclined to investigate the behaviour and who has been involved.

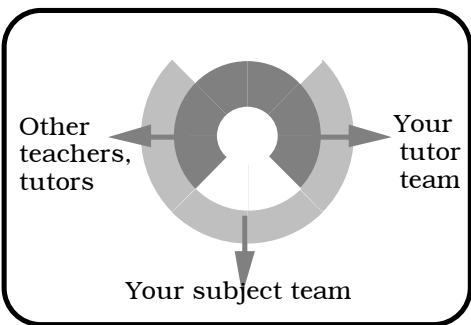
*What will you say to this colleague?*

*How will you explain this line of action?*

- Exchange your responses in pairs and the whole group. List the issues it raises at individual, group and school levels.
- For the individual level, you might role play this scenario in pairs. Use the role play format outlined in Sheet [Sc1] of Section A, 'Tutoring Individuals'.

Further scenarios are provided in the next two sheets, first from the point of view of you as personal tutor: second as subject tutor.

### ***You as personal tutor scenarios***



#### ***You as a personal tutor - with your personal-tutor team***

Senior Management have put forward an item on school uniform for your personal-tutor team agenda. Your team leader deals with it first and it looks like going on and on. You have an item later in the agenda to review part of the tutorial programme which you have just completed some work on.

*What would you do?*

#### ***You as a personal tutor - with your subject-tutor team***

At a departmental meeting there is a discussion of the upcoming consultation evening for parents in Year 10. You are a personal tutor for a Year 10 group. A number of subject-tutor colleagues are arguing against this meeting being run by the Year 10 personal tutors. They want it to be subject based.

*What would you say?*

#### ***You as a personal tutor - with other subject tutors***

You have just held the a consultation evening for the parents of pupils in your personal-tutor group. One of the parents was very critical about the teaching methods of your colleague who teaches chemistry. The parent says 'She (the chemistry teacher) just writes notes on the board and the children have to copy it down. I'm not happy with that'.

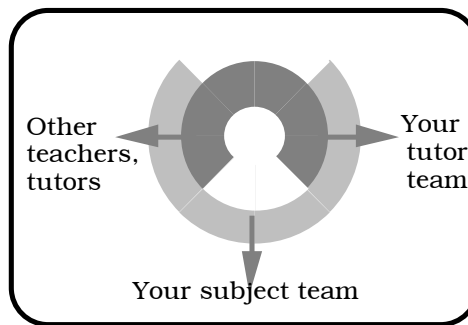
*What do you say to the chemistry teacher?*

#### ***You as a personal tutor - with other personal tutors (not in your team)***

You are a personal tutor in Year 9 and are about to do some work on Records of Achievement with your group. You happen to be talking to a colleague who is a personal tutor in Year 10 who says that some of this work went well last year but the children were critical of some other aspects.

*Who will you talk to next and what will you say?*

### **You as subject tutor scenarios**



#### **You as a subject tutor - with your subject team**

In your tutorial work you have successfully used activity based methods to explore a topic. You see a parallel with a similar topic which a colleague is discussing in your faculty meeting and mention the fact. The colleague replies that activity based methods are not suitable for this topic.

*How do you reply?*

#### **You as a subject tutor - with your personal-tutor team**

You teach in a well organised department with clear ideas about how to help pupils access information. You are sitting in a meeting of your personal-tutor team discussing study skills in what you consider to be a soggy and naïve fashion.

*What do you say? What might you do next?*

#### **You as a subject tutor - with other subject tutors**

You are a physics teacher covering a colleagues maths lesson. The pupils are working on gradients. A number of pupils find this difficult until you point out that they have done similar with you in physics only there you called it 'slope'. The regular teacher returns and you think you should mention this.

*What do you say and where do you take it next?*

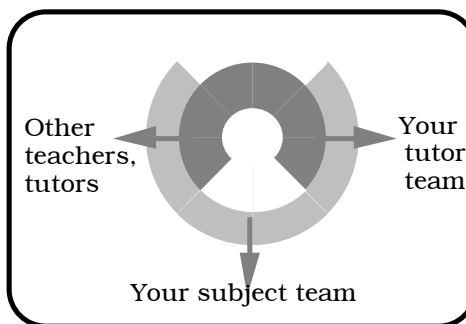
#### **You as a subject tutor - with other personal tutors**

You object to the layout of the form which the Year 10 personal-tutor team have designed to collect information in your subject. It doesn't give space or opportunity to record what you want to say.

*Who do you go to and what do you say?*



## Organisational support



### How does your organisation support you?

In this section we have largely concentrated on ways of analysing and taking appropriate action when you perceive friction between you and colleagues.

In this final section we draw your attention to ways in which your school does (or does not) provide opportunities for you to coordinate your own efforts with those of your colleagues.

### Activity

- Think of situations/meetings/working parties etc. where you have opportunities for contact/support under the headings in the following table.

<i>Opportunities for contact/support</i>	<i>You as personal tutor</i>	<i>You as subject tutor</i>
• <i>with your personal-tutor team</i>		
• <i>with your subject team</i>		
• <i>with all other subject tutors</i>		
• <i>with other personal tutors not in your team</i>		

### Reflection

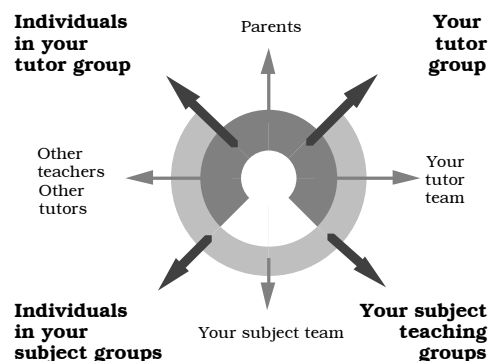
- Look through your entries in the table with the following questions in mind.  
*How regular? How effective? How could these opportunities for contact and support be improved?*
- *Does the structure of your school support some of these opportunities more than others? Would a review of the structure be welcome?*<sup>1</sup>

<sup>1</sup> NAPCE (1992), **From Head of Year to Year Curriculum Coordinator? a collection of resources for INSET**, National Association for Pastoral Care in Education



# Tutoring

## ***Keeping the cycle going***



When you have used some of the materials in the main sections of this pack in a planned way, the following final thoughts are intended to help the process continue in a properly developmental fashion.

### ***Step 1. Review where you've got to***

- look back to where you started, x weeks ago
  - how do you now feel about the issues you identified then?
  - what have you achieved?
  - what have you not achieved that you could have?

### ***Step 2. Record what you've achieved***

This is very important:

- in order to exchange and disseminate it
- in order to register and value it

You could achieve this through:

- sharing something with school colleagues who had not been involved in the workshops
- composing a brief report, for example to governors
- writing an article for the NAPCE journal

### ***Step 3. Analyse anything which impeded your learning***

Members of the workshop group could be invited to do this first as an individual as a personal review, and then altogether as a group, using which ever aspects of their personal review they chose.

Areas to be addressed could include

- aspects of individuals
- aspects of the group
- aspects of the organisation

It would be useful to address what could be done about these next time.

### ***Step 3. Analyse anything which impeded the application***

Here you might crystallise some new understandings of your school context, in particular how change occurs, and how it doesn't.

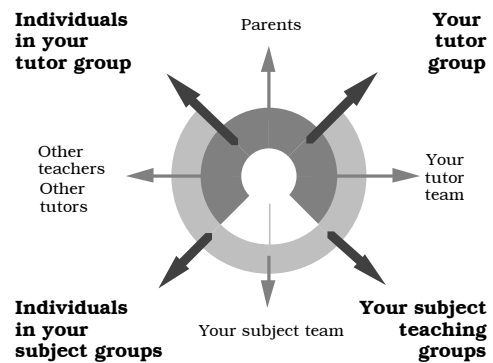
### ***Step 4. Identify what the needs are now***

Here you may find it useful to use a similar approach to that which was suggested at the start of this pack, pages viii to xi.

If you kept a record of the previous analysis, some useful comparisons could be made, indicating the developments you have achieved.

# Tutoring

## Further reading



### 1. On Tutoring

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- Dolezal A (1991), **Making Choices: Tutorial Resources for Year Three**, Longman.
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### 2. On Peer Tutoring

- Allen V (Ed.) (1976), **Children as Teachers: Theory and Research on Tutoring**, Academic Press.
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### **3. On Pastoral Care**

Best R et al. (Ed.) (1994), **Pastoral Care and PSE: Entitlement and Provision**, Cassell.  
Bulman L and Jenkins D (1989), **The Pastoral Curriculum**, Blackwell.  
Galloway D (1983), 'Disruptive pupils and effective pastoral care', **School Organisation**, 3: 245-54  
Hamblin DH (1984), **Pastoral Care - a training manual**, Blackwell.  
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McGuinness J (1989), **A Whole School Approach to Pastoral Care**, Kogan Page.  
McLaughlin C, Lodge C and Watkins C (Eds.) (1991), **Gender and Pastoral Care: the Personal-social Aspects of the Whole School**, Basil Blackwell.  
Open University EP228 Course Team (1988), **Frameworks for Teaching: Block S Working in Schools: Unit S4 Pastoral Care**, Open University.  
Titchmarsh M (1993), **Preparing Your Pastoral Team for Inspection: a practical handbook for teachers**, Hertfordshire Education Services.  
Watkins C (1993), **What's the Value of Pastoral Care and PSE?**, National Association for Pastoral Care in Education  
Watkins C (1994), 'Personal-Social Education and Pastoral Care' in Lewis I and Watkins C (Ed.), **School Organisation and Ethos including PSE**, HMSO: Distance Education for Teaching.

### **4. On personal and social education**

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Galloway D (1989), **Pupil Welfare and Counselling: an Approach to Personal and Social Education Across the Curriculum**, Longman.  
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## ***The National Association for Pastoral Care in Education***

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NAPCE was founded in 1982 and is an established and thriving professional association.

As an educational charity the Association represents over 2000 members drawn mainly from secondary schools, but including primary special and further education, advisers, inspectors, lecturers, consultants, students, etc. NAPCE has thirteen regions, and a national base with paid staff: it is run through a National Executive Committee with elected officers and an Annual General Meeting.

NAPCE publishes the journal "Pastoral Care in Education", staff development resource packs, broadsheets and response documents on a range of national issues. It also sponsors key books.

Activities include conferences, workshops and training at national, regional and local level. Active links with other complementary associations are maintained.

### ***For further details about NAPCE, its other publications and activities, contact:***

NAPCE, PO Box 6005, Nuneaton, Warwickshire **CV11 9GY**

***[www.napce.org.uk](http://www.napce.org.uk)***

### ***Recent publications include:***

The journal **Pastoral Care in Education**, published quarterly.

**What's the Value of Pastoral Care and PSE?**, 1993

**Essential Classroom Management Skills**, 1993

**Children and Bereavement, Death and Loss: what can the school do?**, 1993

**Whole School Personal-Social Education: policy and practice**, 1992

**Developing Effective Links with Parents**, 1992

**From Head of Year to Year Curriculum Coordinator? a collection of resources for INSET**, 1992

**A Guide to Organising Pastoral INSET**, 1992

**Tutor Review**, 1991

**Personal-Social Education and the Whole Curriculum**,  
NAPCE/NACGT/AICE/NSCOPSE, 1990