

	<p>PARADE COLLEGE</p>
<p>PASTORAL CARE POLICY NO 5 OF 7:</p>	<p><b>TUTOR PRACTICE</b></p>

## **PREAMBLE**

Tutor Teachers play an extremely important role in ensuring that students settle into life at the College well and in making sure that the boys feel connected throughout their time at Parade. In developing this professional relationship of care for each student in their Tutor Group, he/she plays a significant role in protecting the safety of the young people in their care.

The Tutor Teacher, by building a strong connection with each student, will become the first point of contact for that student, their parents/family caregivers, subject teachers and staff.

## **PRINCIPLES**

### **The Tutor Teacher**

- Is the key and primary contact person for students in the Tutor Group and their parents/family caregivers;
- Treats information about students with due confidentiality and respect for privacy;
- treats concerns raised by students with respect and responds appropriately and efficiently to address such concerns in collaboration with the appropriate staff member;
- Is expected to know and understand the students in the group thoroughly;
- Monitors all aspects of each student's growth, education and progress;
- Is responsible for the academic, physical and emotional well-being and safety of each student in the Tutor Group;
- Is a role model in matters such as punctuality, attendance, respect for self and others, and respect and pride in the College;
- Models supportive, collaborative team work by assisting the House Leader/Campus Co-Ordinator/Director of Pathways in managing and leading the House.

### **The Tutor Teacher system**

relies on accurate and respectful communication between parents, students and staff.

### **Tutor Group time each morning**

- Is a means of building connectedness and relationships amongst members of the Tutor Group;
- provides an opportunity for the Group to pray together;
- acknowledges each member of the Tutor Group as individuals with their own specific social/emotional and learning needs;
- should encourage student leadership Tutor Group, House and College activities.

### **Tutor Period time each Friday**

- is an opportunity to encourage student leadership of activities, which are structured and planned for;
- should engage the students in appropriate pastoral care and House activities.

## **GUIDELINES**

### **ROLE OF THE TUTOR TEACHER IN TUTOR GROUP**

Tutor Group is a 10 minute meeting time scheduled each morning, each day of the week. During this time, the Tutor Teacher:-

- welcomes new students into the Tutor Group and celebrates significant events within the Tutor Group, House and College Community;
- promotes respectful relationships between all members of the Tutor Group, modelling the philosophy and principles of Restorative Practices and fostering a positive group dynamic;
- develops a sense of a supportive community within and amongst members of the Tutor Group;
- maintains a safe and attractive learning environment in the Tutor Room;
- facilitates daily morning Tutor Group to pray together as a group, to record attendance and to ensure messages in the Daily Bulletin are communicated to the Tutor Group;
- promotes College charities and fund-raising within the Tutor Group, supporting College activities in this regard, encouraging students in the Tutor Group to engage in and initiate activities to support causes.

### **ROLE OF THE TUTOR TEACHER IN TUTOR PERIOD**

Tutor Period is a single period timetabled once each week. During this time, the Tutor Teacher:-

- delivers the Pastoral Care Program, having assisted in the preparation of engaging and appropriate activities to cover the topics presented in the Program;
- looks for opportunities in the delivery of the Pastoral Care Program to involve students in the development and presentation of the material;
- prepares engaging and appropriate activities for Tutor Choice Tutor Periods within the Pastoral Care Program in consultation with students, which builds

rapport, support and respectful relationships amongst Tutor Group members, looking for opportunities within such activities for students to lead.

## **ROLE OF THE TUTOR TEACHER WITH STUDENTS**

The Tutor Teacher:-

- receives and communicates information from subject teachers about the students' progress and acts upon the information, appropriately affirming good efforts;
- liaises with the House Leader/Campus Co-Ordinator/Director of Pathways in negotiating the appropriate course of action to care for the students in their Tutor Group;
- listens to and quickly acts on any concerns raised by a student in their care, in collaboration and consultation with the House Leader/Campus Co-Ordinator/Director of Pathways, parents/family caregivers and other College staff as appropriate, given the concern raised by the student;
- is aware of and promote students' involvement in all school activities;
- welcomes and meets the parents at the Parent-Tutor-Student Evening in February each year;
- passes on any relevant information regarding students to colleagues, at the same time, respecting the privacy and confidentiality of certain information about students and families;
- ensures that all relevant information eg: parent/caregiver notes, letters, medical certificates etc are updated on the student portal and are filed in the Student Records folder. This folder is passed on to Student Services at the end of each term for filing in student records;
- responds urgently and decisively in any case of suspected bullying or harassment, consulting with the House Leader/Campus Co-Ordinator/Director of Pathways immediately and throughout;
- monitors as appropriate the students' access of Student Support Services and Counselling and Well-Being Team services;
- monitors attendance of Tutor Group students, resolving unexplained absences within 24 hours and advises House Leader/Campus Co-Ordinator/Director of Pathways as necessary;
- promotes use of the Student Planner with students to ensure that:-
  - homework has been written in;
  - it is free of graffiti;
  - loose sheets are dealt with appropriately;
  - the Planner is free of stickers;
  - the Planner is in good order and is intact;
  - each student has a Planner.
- escorts and actively supervises Tutor Group at College/House Assemblies, and in and near locker bays in House corridor areas;
- insists on proper wearing of College uniform, seeking reasons why a student is incorrectly attired and issues a Tutor Uniform Pass or Tutor Uniform Detention Card where applicable.

- consults with the House Leader/Campus Co-Ordinator/Director of Pathways in order to issue a Uniform Pass where applicable.

### **OTHER DUTIES ASSOCIATED WITH THE ROLE**

As appropriate, the Tutor Teacher:-

- attends Orientation Evenings, Information Evenings, Valete/Graduation and other activities associated with the Tutor Group and House;
- signs off on subject selection forms to ensure that they are filled in correctly and the student has sought appropriate advice;
- monitors the use of the Tutor Room to ensure that the room is maintained in a fit condition for teaching and learning, and follows up and reports items needing repair;
- attends House activities such as assemblies, House and inter-House activities, House briefings and Meetings, and meetings of Tutor Teachers with the House Leader/ Campus Co-Ordinator;
- recommends a student for the House Committee and promotes House Committee activity and leadership
- attends one pastoral activity involving an overnight stay e.g. camp, retreat;
- ensures the passing on or receiving and checking of transition information between Years 6 and 7 and between Years 9 and 10, and where appropriate between campuses.

Approved by the College Board December 2003

Revised September 2005, November 2008, November 2009, July 2015, **June 2018**

<b>Appendix A</b>	<b>Protocol for Tutor Teachers</b>
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The Tutor Teacher is the person who undertakes primary responsibility for the pastoral care of the students in the Tutor Group, and leading role in protecting the safety and well-being of the young people in his/her care.

### **PROTOCOL FOR TUTORS**

**In the leadership and management of a Tutor Group, a Tutor Teacher is required to:**

1. ensure that every young person in the group is **known** by name, and enjoys an adult/young person relationship with the Tutor Teacher which is characterized by qualities of respect, interest, professionalism and **dignity**.
2. know the family, academic status and principal interests of each young person in the group. A Tutor Teacher should have a professional and respectful mutual relationship with the principal family caregiver(s) of each young person.
3. endeavour to ensure that each young person is achieving **“resilience”**, that inner quality which enables a person to rise above life’s set-backs, however traumatic. A resilient young person will exhibit social competencies, problem-solving skills, personal autonomy and a sense of purpose and future.
4. use Tutor Period to develop and nurture these life skills, but “resilience” is achieved principally through a professional relationship with at least one significant adult. It may be necessary and appropriate for a Tutor Teacher to talk about this with the principal family caregiver(s) of a young person.
5. endeavour to ensure that when a young person does not have a **significant adult** in his life, the Tutor Teacher strives to achieve this professional relationship with him, always avoiding inappropriate intrusiveness and dependencies.
6. endeavour to ensure that the **mood and morale** of the Tutor Teacher, and consequently of the Group, is always optimistic, positive and buoyant. The personal approach and mood of the Tutor Teacher are decisive in the achievement of the desired outcomes of the Tutor Group.
7. endeavour to ensure that all necessary and appropriate steps are taken to achieve the situation where every young person in the tutor group:
  - feels **known personally**
  - feels personally **“safe”** in the college environment
  - feels authentically **affirmed** in relation to personal gifts, endeavours and achievements.
8. endeavour to ensure that best student welfare practice is sought through the development of **“social competencies”**, and therefore that appropriate social

and behavioural qualities characterize the relationships within the Tutor Group and activities of the group. There must be a constant endeavour and **education** to develop a situation where:

- all encounters are characterized by mutual respect
- behaviours are:-
- never dysfunctionally aggressive
- never dysfunctionally passive
- always appropriately assertive
- all attempts at communication are accompanied by attentive listening
- confronting and challenging statements are always expressed as "I" messages, never "You" messages, and the goal is always a "win/win" outcome
- relational engagements are accompanied by appropriate eye contact engagement, not eye contact avoidance
- difficulties faced or raised in the tutor group are used to develop problem-solving skills in each young person
- where difficulties arise, that Restorative Practices approaches are implemented to address the issues, assess appropriate consequences and to restore relationships.

9. endeavour to ensure that the personal and social benefits of **team activities** are nurtured through appropriate group activities.
10. ensure that hostility, resistance, **non-cooperation** and passivity by any young person in the Tutor Group is addressed through an appropriate **conversation** with the person. This conversation should be in line with the philosophy of Restorative Practices:
  - at a mutually agreed time
  - in a non-interruptible space
  - characterized by mutuality
  - Adopt the Restorative Questions:-
    - ✓ What happened ?
    - ✓ What were you thinking at the time ?
    - ✓ What have you thought about since ?
    - ✓ Who has been affected by what you have done ? In what ways ?
    - ✓ What do you think you need to do to make things right ?
12. ensure that planned activities around the Pastoral Care Program have a structure. This means that:-
  - the activity is planned with a clear intention to allow mixing of the age levels to occur positively.
  - good boys' education techniques of *externalizing, working alongside...* happen in the activity.
  - events planned for outside be organized and have a distinct purpose of team-building eg: a scavenger hunt with teams of students from each year level.

13. Support other Tutor Teachers by planning activities and sharing examples of best practice in both Tutor Group and Tutor Period. A whole-House and whole-College approach enables the boys' perception of Tutor Period and its purposes, are much clearer. A collegial effort on the part of all Tutor Teachers to make the planned activities educational, meaningful and imaginative will strengthen the understanding amongst the students that this time is allocated for the building up of good communication and good relationships in the Parade College community. Such a collective effort enables an ideal opportunity to deliver aspects of the Physical, Personal and Social Learning strand of the VELS/AusVELs in best practice fashion.
14. ensure that students' concerns are listened to and respected and that appropriate action is taken in liaison with the House Leader/Campus Co-Ordinator/Director of Pathways and parents/family caregivers to address those concerns in a timely manner and in accordance with other College Policies.
15. uphold the Child Safe Standards of the Victorian Government and the codes of conduct of the VRQA and Edmund Rice Education Australia in all their dealings with students in their care.

**Some possible resources:**

Internet –

- [www.parade.vic.edu.au/Counsellors](http://www.parade.vic.edu.au/Counsellors) - resources for students and parents; appointments can be booked to see a counsellor through this website.
- [www.sofweb.vic.edu.au/welfare/welfare](http://www.sofweb.vic.edu.au/welfare/welfare)
- [www.sofweb.vic.edu.au/bullying](http://www.sofweb.vic.edu.au/bullying)
- <http://www.eduweb.vic.gov.au/bullying/stuzone/rules.htm>
- <http://www.edu.web.vic.gob.au.bullying.stuzone/rules1.htm>
- <http://www.eduweb.vic.gov.au.bullying/bestprac/concode.htm>

ACER Press –

- From Surviving to Thriving – Promoting Mental Health in Young People (Andrew Fuller... A644BK)
- Stop the Bullying – A handbook for Schools (Ken Rigby...A873BK)
- Educating for Resources – Prevention and intervention strategies for young people at Risk (Graeme Withers and Jean Russell ...A846BK)
- Emotional Healing and Self-Esteem – Inner-life skills of relaxation, visualisation and meditation for children and adolescents (Mark Pearson and Patricia Nolan...A366BK)