

TAFE ACCREDITED PEER TUTOR TRAINING PROGRAM

Issue 1, 2005

Roles and responsibilities

The TAFE institute coordinator:

- provides all contact details to the Literacy Linkages Support Officer
- forwards invoices promptly to the Literacy Linkages Support Officer for payment each semester
- maintains and monitors the quality of program delivery
- supports TAFE Literacy teachers with any issues in conjunction with school
- monitors the delivery of support to schools
- contacts the Literacy Linkages Support Officer if unable to supply teachers
- (in rural regions only) monitors travel records and collate details to forward payment request at the end of each semester
- liaises annually with the Literacy Linkages Support Officer by evaluating the program in terms of any issues and its success
- liaises with the appropriate personnel to resolve any issues if the need arises.



Literacy means being empowered for lifelong



The regional literacy contact:

- forwards the required paperwork promptly to the Literacy Linkages Support Officer
- checks that the Preparation Plan, Final Plan, Implementation Agreement and Evaluation have all been forwarded on time to the Literacy Linkages Support Officer
- identifies continuing schools
- advises schools and TAFE coordinators of contact details and role
- arranges training and ongoing support for new coordinators as appropriate for the region
- liaises with the Literacy Linkages Support Officer regarding the program in their schools, including providing contributions to newsletters for schools, TAFE Literacy teachers and other regional contacts
- liaises with TAFE coordinators to ensure successful operation of the Peer Tutoring program in the schools
- assists schools and TAFE to resolve problems as they arise in conjunction with the Literacy Linkages Support Officer.



The Literacy Linkages Support Officer:



- manages the Peer Tutoring budget
- monitors and approve requests for funding
- distributes funds to TAFE institutes biannually
- distributes information to TAFE and regional contacts
- responds to any inquiries
- provides advice and support for regional contacts
- distributes, collects and collates Preparatory Action Plans, Implementation Agreements and Final Action Plans
- distributes, collects and collates evaluations and, in turn, prepares and publishes the results
- mediates any issues between schools and TAFE after consultation at local level
- coordinates newsletter distribution to contacts
- maintains contact, e.g. teleconference
- identifies issues from evaluations and program operations
- identifies future directions
- develops action plans to respond to future directions in consultation with the relevant people.

Frequently asked questions

What is an “authentic text”?

An authentic text is one which is being used in the classroom by the various KLAs. If students are reading current classroom material, they are often more motivated as they can clearly see the relevance of the need to read carefully and with full comprehension. Remember that it is important that all KLAs are supported by taking authentic texts from each. The Head Teachers should be a good source of information.

I have trouble acquiring authentic texts from the various faculties. Any ideas?



You could ask the Head Teachers (or Year Advisers) for a yearly overview (term by term) of the topics and texts to be studied in each faculty for the various years involved. If you have Years 7 or 8, this should be fairly easy to obtain. From the overview, you could select the appropriate sections from the texts to form the basis of their reading.

If there is an assignment on the topics, these texts can be supplemented by research materials from the library.

It is important to liaise with the various classroom teachers by developing a communication link of some kind. Sometimes teachers run ahead of or vary the allocated timeslots and it's good to know where they are up to. (Perhaps they could email or drop a note in your pigeonhole each fortnight where they're up to. You could use the simple pro forma below and put it in their pigeonhole.)

Peer Tutor Training

Dear Colleague

Date:

As you know Peer Tutor Training is being conducted in our school to support those students in Years 7 and 8 whose reading development has been disadvantaged. It's important that the students use authentic texts from the classroom so that they perceive the materials in the tutorials as purposeful and relevant to their learning.

I am keen to work with the materials that you are incorporating into your lessons. Would you please let me know which materials you have recently completed and provide me with a copy or details of those which you intend to use in coming days.

Recently completed materials:

Materials to be treated in lessons in the near future:

If you have any suggestions about our students' reading/comprehension needs, I would be happy to consider them.

Many thanks

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You could also try to raise the awareness of the staff to the benefits of the program so that they are committed to communicating with you.

The ELLA test materials are also beneficial because students will have a range of texts across the curriculum. Also a support text, "Follow-up to ELLA", will be sent to the school's STLA and the library in Term 2. This text has guided reading and comprehension materials. Your school would have copies from previous years as well.

[My sincere thanks to Elayne Mackenzie for her guidance and creativity in assisting me with this question. – Ed.]



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What is LVTS?

Literacy Volunteer Tutoring Schools (LVTS) is the TAFE accredited course that high school students enrol in when participating in the Peer Tutor Training Program. To receive their qualification in this course, students need to complete the compulsory Theory module 9833A and the Fieldwork module 6915B. Another three optional fieldwork modules are available for qualified tutors. The TAFE qualification 'A Course in Literacy Volunteer Tutoring (Schools)' can give students credit points and/or priority entry into selected University and TAFE education and child studies courses.

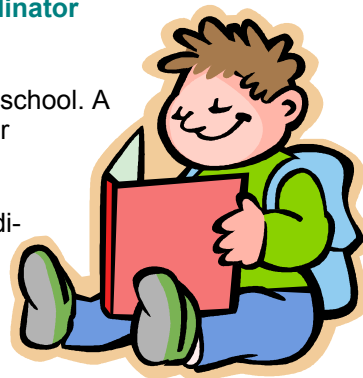
My school is thinking about stopping the DEAR program and this will block the Peer Tutor Training Program. What can I do?

Try to encourage your Head Teacher to think of ideas to keep DEAR working. Can it be attached to roll call? It is a requirement of the program at present that a specific, regular time is set aside. Some schools have trialled asking Years 7 and 8 students to come before school but with little sustained success.

What happens to the program when a school coordinator leaves the school?

This can be difficult because a lot of history leaves the school. A suggestion is to ask your regional literacy consultant for support.

It may be possible to pair up with an experienced coordinator in a nearby school. For schools distant from one another, you could create an email chat time on a certain afternoon for a few weeks. Once a term network meetings would be valuable, especially if TAFE Literacy teachers are invited as well.



Contact the TAFE Literacy teacher who has been delivering the program to your school. While it is not the TAFE Literacy teacher's responsibility to train new staff, the teachers are usually very willing to share their expertise and experiences to maintain the continuity of the program at the schools where they are delivering the course. In some cases the TAFE Literacy teacher may have been a school coordinator in the past, or might be delivering to several schools in the area, so they often have a wealth of practical ideas to ensure smooth running of the course.

What happens at the end of the year when we are doing our planning and we do not have any notification about funding?

The Literacy Linkages Support Officer will keep you informed as soon as information is available.

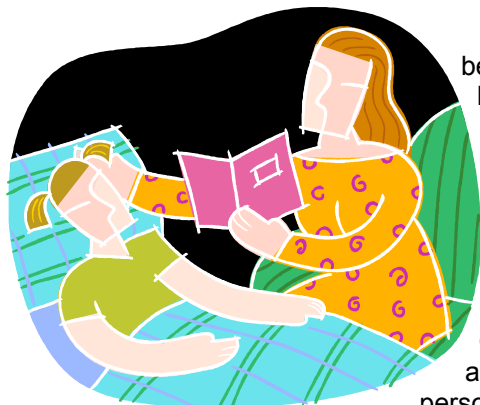
I have a problem. Who can I talk to about it?

If the problem relates to the tutors, or the course itself, you should firstly contact the TAFE Literacy teacher for assistance. One of the most common reasons that problems become serious is the lack of communication between school coordinators and TAFE Literacy teachers. Ensure you arrange a suitable time at the start of the year to contact each other, preferably by telephone, at least once a fortnight (if your TAFE teacher is not visiting the school fortnightly). It is usually easier for the School Coordinator to contact the TAFE teacher, or for the TAFE



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teacher to have a set time to ring the School Coordinator, as it is easy to miss one another by phone. If for some reason you miss this time, contact the TAFE teacher to arrange another more suitable time. Email is often used regularly by TAFE teachers, so this can be a suitable alternative when telephone contact is proving difficult.

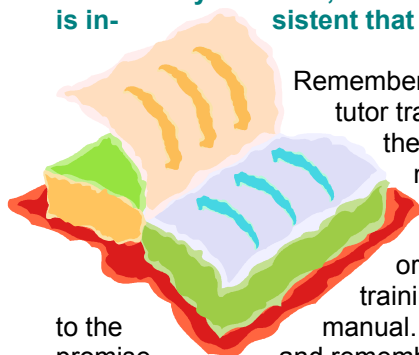


If it is a specific school issue then begin with your Head Teacher, then the Deputy Principal. Also remember that the Regional Contact person is there to support you as well.

We have a problem with our TAFE teacher (or with our school coordinator). What can we do?

Contact the appropriate Head Teacher and your perhaps Regional Contact person. If that fails, then you can contact the Literacy Linkages Support Officer for advice (phone 9886 7619).

There is a problem with 'ownership' of the course. As it involves my students, I want things done my way, but the TAFE teacher is insistent that things are done another way.



Remember that the course is the TAFE accredited Peer tutor training program. Therefore

the TAFE teacher must have a clear involvement and organise the training according

to the promise and remember that the TAFE literacy teacher has just the same sorts of pressures as a school teacher with timetables, assessments, lessons, programs and deadlines. Therefore the TAFE teacher must have a clear involvement and organise the training according to *the TAFE curriculum* and the manual.



I am having difficulty in getting the Action Plan and other documents signed. What can I do?

Contact the TAFE Literacy teacher and negotiate a suitable time for an Implementation meeting at the school. The TAFE Literacy teacher will also be keen to have the meeting to make arrangements for the successful delivery of this course. The implementation meeting should also involve the school Principal and TAFE Head teacher. If face-to-face meetings are a problem, which it sometimes can be in rural/remote areas, the meeting can be conducted by teleconference and the original document faxed between the TAFE and schools for signatures, before it is faxed/sent to the Regional Contact person. If there are difficulties setting up the Implementation meeting, contact the Regional Contact/TAFE Institute Coordinator. The program will not run successfully if school/TAFE roles and responsibilities are not outlined in this initial meeting.

Can the Peer Tutoring program accreditation be credentialled on students' School Certificates?

John Wheelahan from the Office of the Board of Studies states that it cannot.

Suggestions for conflict resolution

At times, conflict may arise between a school coordinator/assistant and a TAFE Literacy teacher. If this occurs, the following suggestions may assist:

- Review the Implementation Agreement (the school coordinator and TAFE Literacy teacher should keep a copy of the signed agreement). Remember all parties who signed this document have agreed to the roles/responsibilities contained within it.
- Please ask the teachers to refer to the *Peer tutor training and program manual* for all requirements. Funding for schools and TAFE is based on the anticipation that all involved staff will comply with them
- Discuss the matter with each person endeavouring to determine the real crux of the matter
- Compromise is a strong form of resolution, but at times one person may need to have their attention drawn to specific details in the *Peer tutor training and program manual* with which all parties will comply
- It may be necessary to confer with the Literacy Linkages Support Officer for suggestions or advice.



Examples of scenarios for your reference:

Scenario 1:

A school coordinator insists that his or her students do not attend the TAFE as it is seen as disruptive to the timetable and wastes too much for students travelling. He or she insists that the TAFE Literacy teacher attend the school instead and deliver the course there.



A possible resolution is that the school coordinator realise how valuable in terms of responsibility, trust and socialisation that journeying to the TAFE can be for students. TAFE can provide an adult learning environment that is very stimulating and motivational for students. The school coordinator needs to understand that all of the resources are located at the TAFE for ready student and teacher access. Also the school coordinator needs to understand that the TAFE Literacy teacher may have students from another school or course immediately before or after that school and the TAFE Literacy teacher may be locked into a timetable.

However, the TAFE teacher is usually flexible about delivery arrangements. While it is usually most suitable for students to attend TAFE for the

Mandatory Initial Training Session, so students can be enrolled and receive their student cards. Often the TAFE Literacy teacher will be willing to conduct follow-up training sessions at the school provided there are suitable facilities available. The delivery arrangements can be negotiated in the implementation meeting.

Scenario 2:

A school coordinator insists that his or her tutors do not need to attend the TAFE as they were trained in the previous year and had attained their TAFE qualifications.



While it is not compulsory, continuing tutors do not have to attend another Mandatory Initial Training Session. Many tutors like to revisit the theory training they received in their first year if given the opportunity. Within the optional Fieldwork modules 6915BB, BC and BD, there are requirements for tutors to attend follow-up training sessions as designated by the TAFE Literacy teacher to fulfil module requirements. Often the TAFE Literacy teacher will organise shorter training sessions for continuing tutors that focus on revising and refining the qualified tutors skills, or they may require continuing tutors to attend only some of the training sessions that the new tutors are involved in.

The program for the training and assessment of the continuing tutors should be discussed in the Implementation meeting so that everyone is aware of the requirements for continuing tutors to pass additional fieldwork modules.

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