

1:1 Tuition – Behaviour:-

Above all - Demonstrate clearly that you care about the student's progress and have high expectations:-

- Spend some time getting to know about them/friends/family
- Find out about some of the previous barriers to progress – liaison with key school staff
- Find out about the student's aspirations and attitudes(access PASS data?)
- Prior liaison with eg Tutor/HoY - identify successful strategies , preferred learning styles, copies of specific plans eg IBP, PSP, CAF Action Plan, IEP
- Find out about their self esteem – what they think they can achieve-find ways to encourage, motivate and make them believe they can make progress
- Encourage self evaluation, be explicit re. progress being made

Basics

- Establish ground rules for the sessions – agree these with the student and record them, have them printed(laminated?) and keep visible at all times.....be prepared to use them as a reminder – this can be done without 'verbals' eg point to a rule that is relevant.....might add 'Remember what we agreed?'
- Consider 'building in' SEAL skills and identifying progress in these areas
- Set targets /expectations – eg use a 'line' to illustrate how far the student has' travelled'.
- Find out from the school how you 'fit' with their behaviour policy/systems- adhere as far as possible to the overall expectations of the school – causes inconsistency/confusion if your 'system' significantly differs from the schools.

Language:-

Use 'Language of choice'

Pre – emptive 'thanks' – “ I need you to.....thanks”

Conditionals (eg for avoidance situations) – **'When** you've done**then** you can.....'

'I need you to

Rewards/Sanctions

- Familiarise yourself with the school system for Rewards/Sanctions so that there is consistency of approach
- Make very clear with the student how rewards and sanctions will work in the 1:1 situation

Feedback

Establish how you can feedback re. progress and positives to school staff/parents/carers – make a point of pro actively feeding back and let the student know (shows you care) – build in time to do this.

Care and well being

Providing 1:1 puts you in a very different position from other staff – some of your students may want to 'off load ' to you, talk about personal stuff, whats happening in their lives – be prepared to listen(shows you care) but limit and be in control of the time –the relationship is important but some students may use this as a 'work avoidance' strategy. if necessary structure – First 3 mins to talk, then on task, if tasks completed and learning good eg a few mins at the end?