

7. The tutoring role

7.1 Reasons for tutoring

(15 minutes)

Activity 7.1

Ask the participants to reflect on their reasons for tutoring students from refugee backgrounds.

Distribute strips of paper for the participants to list and prioritise their reasons.

Responses may include:

- Helping others
- Work experience
- Utilising skills
- Learning new skills
- Contributing to society
- Meeting new people
- Being needed
- Testing a new career
- Making professional contacts
- Building self-confidence
- Doing something worthwhile
- Learning responsibility
- Using skills and talents
- Gaining recognition from others
- Empowering others
- Meeting others with similar values
- Being a role model
- Having fun
- Giving back what you've got
- Showing that you care
- Experiencing different lifestyles
- Mutual obligation²⁴

Ask the participants to share their most important reasons with the group.

Ask other group members whether they feel this way and/or to comment on any of the motivations that have been shared.

If any of the above points are not raised, ask whether anyone has considered these motivations.

²⁴ Adapted from: Ardoch Youth Foundation (2006), *Session 1 Handbook, Ardoch Youth Foundation Volunteer Training*, AYF, Melbourne, p. 10.

7.2 The rights and responsibilities of tutors (25 minutes)

Activity 7.2

Decide which of the two activities you would like the group to do.

Activity A

Divide the group into two.

- Ask the first group to reflect on and list their responsibilities as tutors of students from refugee backgrounds.
- Ask the second group to reflect on and list their rights as tutors of students from refugee backgrounds.
- List participants' responses on a whiteboard and/or distribute the following handout (7.1) to the group by way of summary. Emphasise why each one is important and how it could be achieved.

Activity B

Photocopy handout 7.1. Cut the rights and responsibilities into individual strips and put them into envelopes. Each group of 4–6 people will need one set.

Ask the group to decide whether each strip is a 'right' or a 'responsibility'. Once they have decided, the group puts the strip of paper into one of two envelopes: one labelled RIGHTS, the other labelled RESPONSIBILITIES.

This activity generates a lot of discussion and helps participants to see the organisation's responsibilities as well as their own and how they fit together.

The rights and responsibilities of tutors²⁵

Tutor responsibilities	Tutor rights
<ul style="list-style-type: none"> • To support the student’s learning, wellbeing and participation in accordance with the aims/goals identified by the student and/or coordinator • To promote and encourage learner independence • To develop a positive relationship with the students and to provide a role model for them • To provide feedback and voice any issues or concerns with the coordinator • To seek guidance and be receptive to the coordinator’s support • To be reliable, open and friendly • To attend consistently, as negotiated, and to notify the coordinator if you are unable to attend • To work cooperatively as a team member • To respect confidentiality, unless there are concerns regarding a student’s wellbeing • To work in a supervised or public area and to notify the coordinator if there is a need to leave the area unattended • To participate in ongoing training and volunteer support meetings • To be familiar with the OSHLSP’s rules and policies and to work in accordance with its regulations, policies, legislation and administrative requirements • To establish healthy boundaries^{26, 27} • To respect the values, beliefs and culture of the students • To recognise that refugee background students have strengths as well as vulnerabilities • To only promise what you can realistically deliver 	<ul style="list-style-type: none"> • To a fair and transparent selection process • To a position description for role clarity and agreed working hours • To an induction or orientation to the role of the tutor • To be adequately covered by insurance • To work in a role which suits your interests, skills and experience • To supervision, training and support, including support for dealing with difficult or distressing situations • To a healthy and safe working environment • To be advised of policies and practices relating to the role, including guidelines and boundaries • To have complaints dealt with in a constructive way • To receive respect and recognition for one’s contribution • To say no if you feel that you are being coerced and if you do not feel comfortable • To be kept informed of relevant issues • To have access to conflict resolution procedures

²⁵ Adapted from: Ardoch Youth Foundation (2006), *Session 1 Handbook, Ardoch Youth Foundation Volunteer Training*, AYF, Melbourne, p. 12; AMES (2006), *Volunteer Policy, Practices and Procedures*, AMES, p. 8; and the Red Cross Framework for Volunteering as presented at a training day at Foundation House on 19 May 2006.

²⁶ Not to give personal advice, especially on matters of health, finance, relationships or legal situations.

²⁷ The website <http://home.vicnet.net.au/~sail/tutor.htm> contains an example of advice regarding tutor/student contact outside the program.

7.3 Tutor hints

(30 minutes)

Activity 7.3

Allocate a number – 1, 2 or 3 – to each participant. Use these to form groups of three.

Each member of the group reads through one of these sections:

- useful content;
- productive learning activities; or
- effective support.

Each participant then reports back to their group and the group uses these suggestions to create a list of DOs and DON'Ts for tutoring refugee background students.

- Invite each group to share their top three DOs and DON'Ts with the whole group.
- List participants' responses on a whiteboard and emphasise the key suggestions.

7.4 Balancing individual and group needs

Lead a discussion about balancing individual and group needs. Allow the participants to discuss any issues or concerns they have and highlight the importance of discussing these with their coordinator.