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**Tutoring Tips**

Encouraging your student to contribute

When teaching in a one-on-one environment, it is essential to be patient with your student, and build their confidence through encouragement and praise. Your ultimate goal is to help the student become comfortable and confident in the subject.

Encouraging your student to contribute

Your student is more likely to engage when:

* You show them respect and support, especially when they make mistakes
* Learning is seen as a co-operative exercise, not a confrontational one
* You both agree upon realistic and achievable tasks
* They are encouraged to contribute, not just to be lectured to
* Feedback is frequent so communication breakdowns do not occur
* They are presented with open-ended questions that are not too 'leading'

Directing discussions

Think about:

* Regularly giving supportive, constructive feedback even if it means via text. Students enjoy social media. Enjoy with them ☺!
* Encouraging broader or deeper focus
* Correcting misunderstanding in a non-confrontational way

Feedback on your student’s skills/abilities

* Link feedback to specific positives/mistakes
* Comment on use of particular skills
* Be encouraging and friendly!

Balancing tutor/student contributions

* Review how often you intervene
* Balance feedback with space
* Encourage quiet students, but don't overpower them

Not contributing

* Avoid spelling out the answer to an unresponsive student. Instead, try framing the question in a different way. Give some encouragement: students can become disheartened and cease trying if they think their efforts are futile. Re-evaluate the task you are setting them and make sure it's manageable.

Closing lessons

To determine how your student feels the lessons are progressing, ask questions such as these:

* *What has been the most significant thing you've learned today?*
* *Do you have any questions after today's lesson?*

Homework for your student must ultimately be decided on their terms. Encourage but do not demand homework, especially at VCE level as students often have enough homework assigned by their teachers at school.

Potential student anxieties

* Your student may struggle to express exactly what they are looking to gain from lessons, so help them feel confident about their ability to achieve their goals. It is essential to agree on realistic targets based on what they are ultimately hoping to achieve. If a student finds it difficult to articulate what they are aiming towards, avoid the kind of 'why' questions that can make someone feel on the spot.
* Your student may feel obliged to defer to you. Your student may be a little intimidated: you should try to encourage them to express their opinions to build confidence, but don’t be overbearing. If they don’t have an answer to a question for instance, ask it in a different way or ask a different question. One-to-one sessions, whilst very useful because of their intensity may also be a little overwhelming to someone who is not used to being in the spotlight.
* At times your student may see you as an assessor. If you're coaching your student towards an exam, the key here is to be open, friendly, to encourage the student's confidence and to make your style of teaching non-confrontational. Take care so that a student feels readily able to express any lack of confidence without feeling at all threatened. Always aim to identify what they’re good at; encouraging the knowledge and understanding they have, will help overcome their feelings of doubt in other areas.
* Your student may be confused as to how to work together with a tutor in a lesson, having never had a one-to-one tutoring session before. Whilst some people may quickly take the lead and specify what they want from lessons, others will be unsure and will look to you to establish a power dynamic. Here, informal feedback is essential so you are aware if the student feels they are not getting what they need.



