

# THE TUTORS' ASSOCIATION

## TUTORS' CONFERENCE MAGAZINE

The Future of Tutoring: Evolution or Revolution?



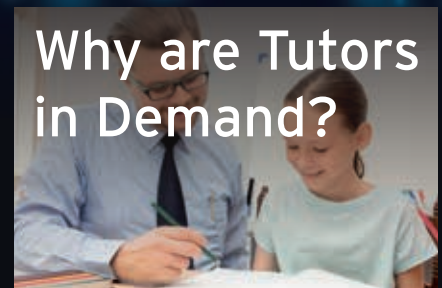
### IN THIS ISSUE



**Evolution in Education**



**Mentoring and Tutoring**



**Why are Tutors in Demand?**

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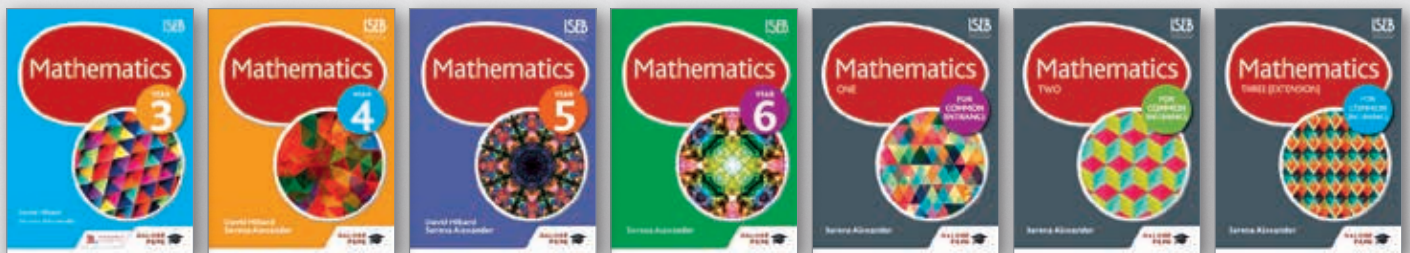
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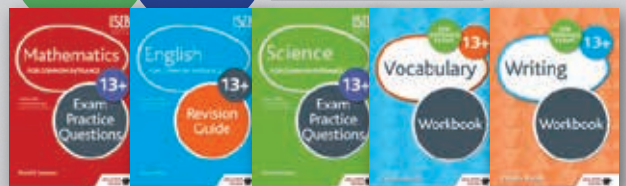
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# PRESIDENT'S MESSAGE



## CONTENTS

|  |    |
|--|----|
| PRESIDENT'S MESSAGE                        | 01 |
| EVOLUTION IN EDUCATION                     | 02 |
| MENTORING AND ITS PLACE IN PRIVATE TUITION | 04 |
| PERSONALITY MATTERS?                       | 06 |
| TUTORTECH                                  | 10 |
| CONFERENCE SPECIAL                         | 12 |
| SPONSORS AND EXPERTS                       | 14 |
| KEYNOTE SPEECHES                           | 18 |
| WORKSHOPS, PRESENTATIONS AND SPEAKERS      | 19 |
| CAN YOU DEVELOP SPATIAL REASONING?         | 22 |
| FIVE WAYS TO WELLBEING                     | 24 |
| WHY ARE TUTORS SO MUCH IN DEMAND?          | 26 |
| DEALING WITH ACADEMIC CHALLENGES           | 28 |

## So here we are again! Welcome to the second issue of our Conference magazine.

This year's Conference is the fourth that we have run, and it is now an important 'calendar event' for many members of our profession.

And it is worth reminding ourselves of just what a diverse profession tutoring is. Whilst the focus tends to fall on academic tuition up to and through University, almost half the tuition in the UK is undertaken with adults, and embraces not just academic subjects but music, languages, drama, IT and a whole range of vocational subjects as well.

One of the most welcome changes over the past four years is the way in which tutoring is - gradually but noticeably - being seen as less in competition with mainstream education than as a valuable complement to it. The emphasis that tutors can put on developing underlying learning skills and not just the acquisition of knowledge enhances rather than substitutes for classroom learning. And this is satisfying for tutor and pupil alike. No wonder so many teachers are also part-time tutors. A key indicator, if it were needed, that we are all on the same side.

Two of the key reasons that the Tutors' Association was created were to provide a forum for the exchange of ideas, and to provide mutual support between members of what can be quite a lonely profession. Our Annual Conference represents a unique coming together of these two aims, and I have no doubt that the content of this year's conference will inspire discussion; provide learning, and give more opportunities for networking than ever before.

This magazine reflects both the diversity of our sector and some of the most interesting current thinking taking place in it. I hope you find both it and the conference stimulating - and if the content of either provoke you to respond, then we'd love to hear and share your thoughts.

**Tim Morris MTA**  
*President*  
*September 2019*

# EVOLUTION IN EDUCATION: A RENEWED FOCUS ON KNOWLEDGE, COGNITIVE SCIENCE AND THE CURRICULUM

By John Nichols

**Education around the world is undergoing a fundamental shift. There is a renewed focus on the importance of a knowledge-rich curriculum and an awareness of the principles of cognitive science. Pioneering educators have started to achieve fantastic results and all tutors should be aware of this shifting paradigm.**

Education is currently in the midst of changes that appear to be a regression to more traditional ideas. In reality, the new educational paradigm, with its focus on the importance of knowledge, discipline and curriculum, is not a simple return to some former state but a true evolution of educational thought, guided by the insights from cognitive science. To truly understand the nature of the changes in education at present, we need to understand a little about the history of educational convention.

In the 19th Century, the concept of universal education first became a reality in the modern world with the teaching reading, writing and arithmetic. As a general rule, education was didactic and regimented, with teachers dictating notes to be copied and an expectation that students would simply learn what they had been told. The wealthy could benefit from a more sophisticated education of course, at elite fee-paying schools, where expectations were a great deal higher and students should expect to master a range of academic subjects before proceeding to university.

Of course, such a system has obvious flaws. The core education model was hardly inspiring and by the latter half of the 20th Century the mood was ripe for reform. The teaching methods were



Photo by Belinda Fewings on Unsplash

obviously lacklustre and inefficient in many cases. A new progressive movement began, spearheaded by thinkers such as Benjamin Bloom in the 1950s, whose famous taxonomy is still often cited.

With the progressive movement, 'Constructivism' was very much in fashion; the idea that the best way to teach was through experience. Through the 1960s to the 2000s, the focus was increasingly on teaching transferable, higher-order thinking skills, catering for pupils' multiple intelligences or learning styles and trying to engage students and make the learning directly relevant to them. Initial teacher training emphasised the importance of facilitating learning; limiting 'teacher talk', and teaching by a complete sequence of activities which would keep students actively involved, often in groups.

The success (or lack) of the whole progressive education agenda is now the topic of intense debate in public education. It cannot be avoided; at least some aspects of the progressive education agenda, no matter how well-meant they were, are complete rubbish. Learning styles ('visual, auditory and kinaesthetic') and the oft-quoted figures in Dale's Cone of Experience, (e.g. remembering 10% of what you read and 90% of what you do), have been exposed as an utter sham; implausible myths with little more basis in fact than believing in the existence of the tooth fairy. Other ideas, such as Bloom's Taxonomy and Vygotsky's ZPD, are on the right lines and can be helpful, especially if they are interpreted in conjunction with more recent research and insights into how learning works.

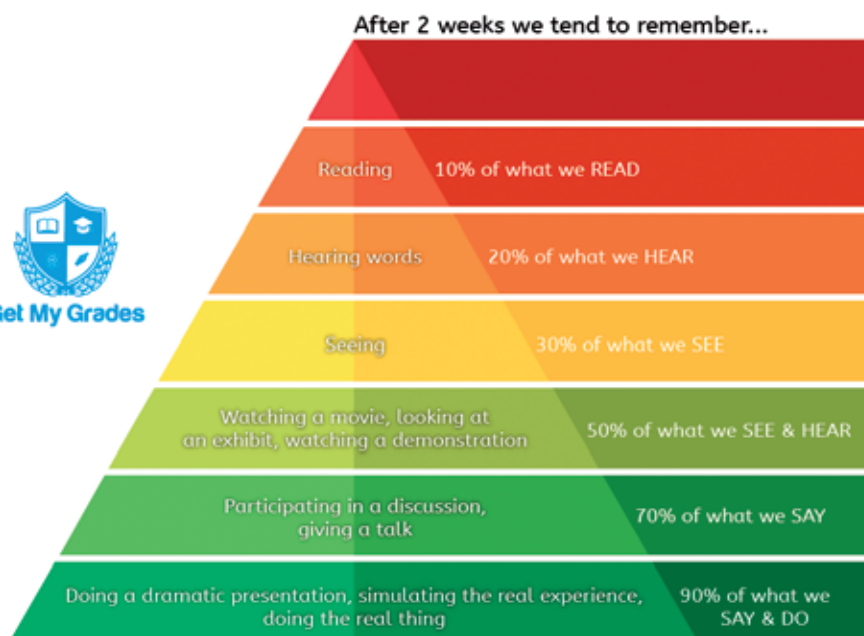
Many sections of the private education system - independent schools and tutors - never fully bought into some of the most extreme nonsense. Broadly speaking, they remained on the tried and tested path of having high expectations that students would learn content in an orderly fashion, using traditional textbooks and plenty of practice questions. This is by no means to say that the private sector lacked innovation - far from it. However, generally speaking they



## AUTHOR'S BIO

John Nichols is a former Teach First teacher, a private tutor and a co-founder of the EdTech Company, 'Get My Grades'. John has a particular interest in educational theory, neurobiology and EdTech.

## The Myth of Dale's Cone of Experience



The cone of experience is a myth based on numbers made up in the 1940s, taken out of context and widely repeated.

stuck to a slightly more traditional line and rightly avoided allowing it to become too didactic or dull.

The paradigm has now most definitely changed. Figures such as Rosenshine, Dylan William, Daniel Willingham, Doug Lemov, Daisy Christodoulou and E.D. Hirsch along with a small army of others have increasingly suggested

that the latest research in cognitive science tells us that factual knowledge is crucial, expert guidance is efficient and curriculum breadth and depth is more impactful than simply creating memorable experiences. The new Ofsted framework has a sharp focus on curriculum, rather than individual lessons, and the knowledge-rich approach

being suggested by cognitive science is supported by the government.

Michaela Community School, led by the controversial and forthright Katherine Birbalsingh, is an insightful case study of the knowledge revolution. It is a genuinely comprehensive school with a diverse ethnic and socio-economic intake which has achieved astounding results with its first GCSE cohort, with over 54% of exam entries graded a 7 or above and 18% at grade 9 - four times the national average. Other schools are following suit with the same cocktail of relentlessly high expectations, zero-tolerance approach to discipline and a razor focus on building a broad body of knowledge amongst their students.

Tutors should be aware that the changes in education are no simple return to the 1950s. We are seeing a momentous shift in educational practice, the likes of which has not been seen for decades. It will be for tutors to ensure that they are ahead of the curve and continue to lead at the cutting-edge of educational practice. There is much work to be done indeed.

# MENTORING AND ITS PLACE IN PRIVATE TUITION

By Jemma Zoe Smith

**At The Education Hotel, we have found that mentoring can help students gain confidence, improve grades and become independent. Below, Jemma shares her experiences of how combining mentoring with traditional teaching can transform students' performance.**

I have seen the value of mentoring on many of my students, with one recent example being my student R. A former year 10 student, she had left school following a term of difficulties: bullying led her to skip classes, and when she did attend, she was given no support beyond worksheets in catching up with her classmates. After dropping out of school R reached the conclusion that her educational difficulties were the result of her own stupidity, and that she stood no chance of passing her GCSEs.

R proved to be anything but stupid. Yet after her experiences at school, she lacked confidence and self-belief. Simply tutoring her in the subjects in which she'd fallen behind would not have addressed these feelings and would have been an uphill struggle against her lack of faith in herself.

Instead, knowing that she enjoyed baking, we started working together by looking at a recipe for three people, and worked to scale it up to four. That was when I brought up the fact that that she had just used a core skill in maths. Using that motivation, we worked on three more ratio questions, before finishing up with a Foundation GCSE Mathematics question - and only after she had completed the questions did I reveal where they had come from. By working through an enjoyable activity, and redirecting the focus

away from the pressure of exams, I was able to build her confidence in her own abilities.



When I tutor students like R, especially those struggling in school, it often becomes clear that it is their mindset, not their ability, that is holding them back. I am a great believer in the value of Professor Carol Dweck's work on the difference between a 'growth' mindset and a 'fixed' mindset.

Students with a fixed mindset believe their qualities are unchanging; that they are either smart or stupid, and that their efforts can make no difference to this. They tend to give up easily, and respond poorly to constructive feedback. Students with a growth mindset, by contrast, believe that hard work can make a difference to how much they achieve, and welcome feedback as an opportunity to improve. They welcome challenges as an opportunity to learn. Students'

backgrounds, or their schools, can end up pushing them into a fixed mindset, because they haven't had the encouragement they need to believe that their hard work can pay off.

The impact of a different mindset can be seen in students' grades, even to the extent of overcoming significant disadvantage. Research by Claro, Paunesku and Dweck in 2016 showed that among a cohort of 10th graders in Chile (approximately 160,000 students), students with a growth mindset in the lowest decile of family income performed comparably to students with a fixed mindset from the 80th income percentile.

My role as a mentor is, therefore, to challenge the attitudes underlying a fixed mindset, and encourage my students to adopt a growth mindset. This can be through giving praise in the right way - praising action, rather than talent - and finding ways to work with them where they can see the impact of hard work for themselves.



## AUTHOR'S BIO

Jemma Zoe Smith is director of bespoke tuition agency The Education Hotel. She graduated from the University of Oxford in Biochemistry in 2014 before returning to complete a PGCE in secondary education. She has previously managed a residential tuition centre based in the UK and tutored families in Dubai, San Francisco, Turkey, Czech Republic, Hawaii and Kenya.



It is not solely struggling students who may need to be persuaded of the value of hard work. My work with The Education Hotel has taken me across the world to work with the children of high net worth (HNW) individuals. One such student is J, who comes from a HNW family which has a thriving family business, and owns houses all over the world. He has a role model in his older brother, who failed all his exams, but nonetheless went on to work for the family business, in which he has been doing very well.

The lesson J took from this was unfortunate, but understandable: for someone of his background, working hard in school was optional and he could always fall back on his family wealth. Yet it is attitudes such as these that contribute to the well-known statistic that 70% of all transfers of family wealth from one generation to the next are squandered. I needed to counteract J's mindset, so I spent time

with him exploring the reasons why his role models were successful. I introduced him to entrepreneurs that I knew, all of whom had become successful because of their drive. We mapped out what success meant to J and set personal goals. Mentoring has helped him to see that education doesn't just have extrinsic value in enabling financial success, but intrinsic value; that learning can be its own reward.

With students from HNW families, who may grow up surrounded by drivers, chefs, housekeepers, sports coaches and indeed tutors, it's a challenge to ensure that they gain life lessons, learn to appreciate the value of money, and internalise the idea that other people's time is important.



A third student for whom mentoring has been highly effective is L. He's a child actor, whose schedule often takes him away from school. My role as a mentor hasn't just been to cover the lessons that he's missed, but also to help him develop strategies that work for him in organising his time, bridging between his school and his life on set, and working to ensure that his education has continuity.

This means that even if he doesn't always have a tutor to help him catch up on what he's missed, he will have a toolkit of study skills to pursue his academic work independently, and the mindset to thrive even with a disrupted education. In circumstances such as these, my role as a mentor can be to work with the whole family, including giving parents the tools they need to support their children.



Whatever the roadblocks to a student's academic progress, at The Education Hotel we've seen how mentoring can help to treat the cause, as well as the consequence. Combined with standard tuition, it's a powerful approach to help students succeed, and - perhaps more importantly - to see the value of striving for academic success.

# PERSONALITY MATTERS?

By Dr Christine Butenuth

**An understanding of personality types can support tutors in knowing themselves and their tutees in a way that strengthens the tutor/tutee relationship and facilitates the transmission of knowledge. It also gives an improved understanding of each other from the outset, and can help avoid trigger points of conflict.**

Do you have "personality"? Yes, you do.  
Does your tutee have personality?  
Definitely.

BUT

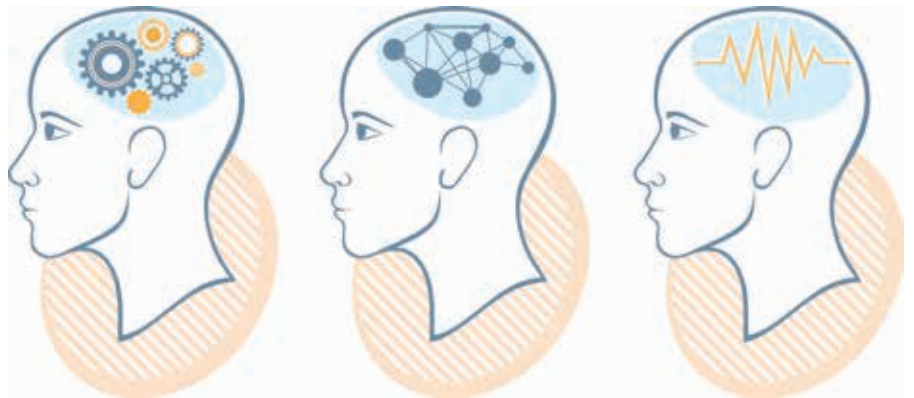
Do you and your tutee have the same  
Personality Type?!

If the answer to that is "Yes" then the chances are that you will understand each other in virtually every respect without any difficulties.

But if the answer to that is "No", i.e. you do not have the same Personality Type as your tutee, then the chances are that you may misunderstand each other, perhaps get frustrated with each other and even become concerned by the lack of progress.

As a tutor you might wonder how you can get "through" to your charge.

It was Carl Jung, the Swiss psychologist, who developed the concept of Personality Types which constituted the basis of the Myers-Briggs Type Indicator (MBTI). His ideas were taken up by a mother-daughter team, Myers and Briggs, who much expanded them. They worked out four preference pairs and from these pairings sixteen Personality Types



were established. Each personality type is characterised by a four-letter combination. Each of the four letters describes a personal preference from each of the four preference pairs, e.g. ISTJ (Introversion Sensing Thinking Judging) and ultimately leads to the Best Fit Type.

A person's Type is revealed by themselves in a structured conversation with a coach during which a series of questions is answered. Much statistical work was conducted over a twenty-year period into getting the questions used in the official MBTI questionnaires refined so that they were best able to find out the preference of a respondent. Thus, the conversation and questionnaires complement each other.

A personal preference within a preference pair, e.g. introversion/extraversion, does not suggest that that an individual is not able to use the other preference as well; this is where the conversation with a coach is important. A personal preference just means that an individual prefers to use one preference over the other because it feels more "natural" for them. Based on data which has been collected world-wide it was established that the same sixteen personality types exist irrespective of cultural background, the only difference being that they might be expressed differently. It has also been suggested that statistically some personality types are more frequent than others, but this does not imply that any type is more "important" than



## AUTHOR'S BIO

Dr Butenuth organised courses for 14-year olds at Imperial College, London, to help them decide on their A-levels, an initiative that was financed by the Engineering and Physical Sciences Council (EPSRC). Christine is a chartered geologist, holds a degree in mathematics and statistics and was involved with the (then) Teacher Training Agency. She is a qualified MBTI practitioner.



another. The same data also shows that the frequency of types is different between the genders.

Our Best Fit Type develops through our childhood and is fully formed by about the time we reach sixteen. Until then we subconsciously try each of the preferences to find out which of these feels most natural to us.

Our Personality Type influences many facets of our being, e.g. whether we are attracted to detail, whether we are a natural communicator, whether we tend to think outside the box. These facets of life and of living determine what sort of things trigger conflict within us and between us and others.

So, knowing our Personality Type "colours" everything, including how a Tutor teaches a subject and their relationship with their tutees.

An awareness of MBTI helps a tutor identify other Types and thus how best to work with them as the tutor begins to work through "the eyes" of their tutee; this invariably enhances the personal relationship and trust between tutor and tutee, and with it the speed and depth of what can be taught.

The MBTI is used around the world and widely applied to support individuals and organisations, e.g. NHS, Armed Forces, Business, to find solutions to challenges such as:

- improving communication (including teaching/mentoring)
- handling stress
- resolving conflict
- coping with different learning styles

Once an individual has established their Personality Type, they can go on to establish their strengths consciously, and develop those personality aspects of their Type that provide areas for growth and personal development. An individual might welcome the knowledge that they are part of a group and not alone in the way they think and feel.

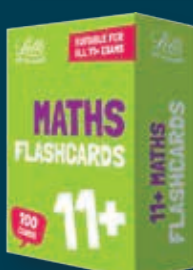
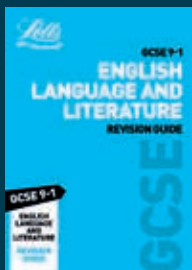
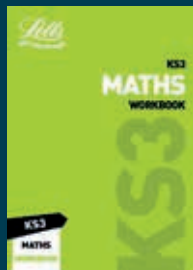
Organisations have found there are advantages in having individuals of different Personality Types involved in decision making. The decision-making process may take longer but everyone will feel more engaged in the process, and there is a greatly improved chance of everyone buying-in to it.

### WARNING

There are websites offering a free service for determining your MBTI through automated processes as a cheap and quick alternative to having your MBTI determined without incurring the cost of a practitioner who has been trained and qualified in this task. The results of such questionnaires should, however, be treated with great care, because no questionnaire replaces a face-to-face session; no questionnaire can be asked questions, no questionnaire is interactive and no questionnaire can be proactive. A trained professional will explain the concept behind preferences and help you avoid misunderstandings.

This is important because the strength of each preference within a type will vary within its given parameters, and this is what a trained practitioner will explore and explain. Furthermore a professional will be able to go through the preference pairs with you and put them into a bigger context, including the meaning of the words, which in the MBTI context will be interpreted differently from our daily usage of life, especially with youngsters. A properly structured session with a qualified coach will allow a person to discover their own unique profile within their Best Fit Type and to ultimately "own" it, i.e. agree that this particular profile reflects "them"; from then on it can be a great help in many different situations.

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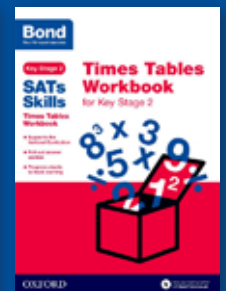
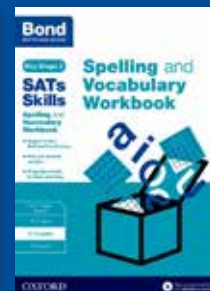
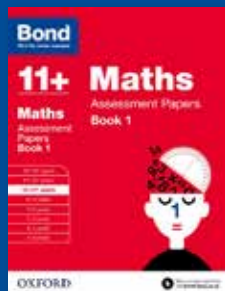
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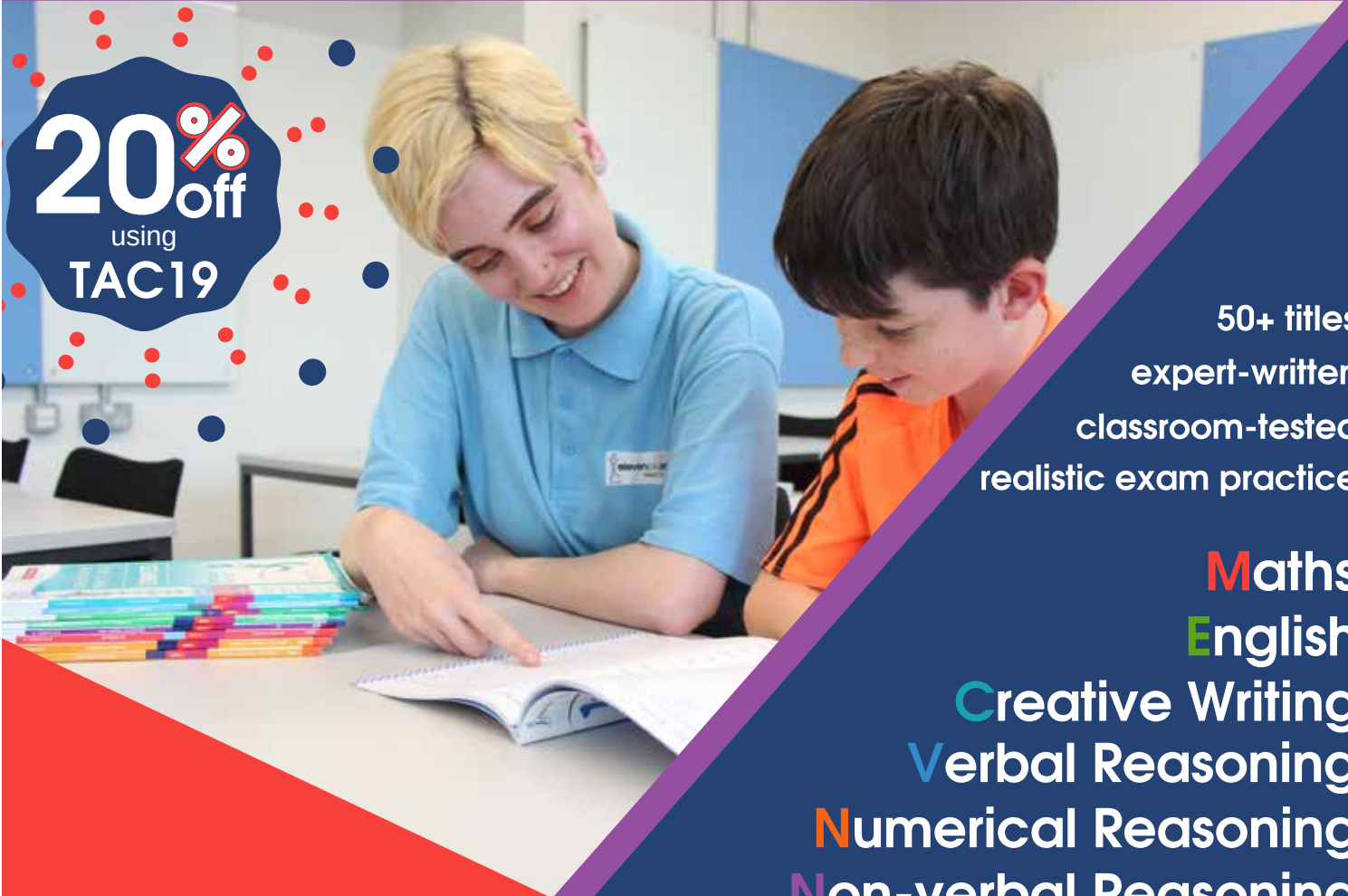


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# TUTORTECH

By Ilesh Kotecha

**In 1965, the co-founder of Intel, Gordon Moore, posited that the speed of computing processes was set to double every eighteen months. Since then, more than fifty years on, this observation has held true. Technology has quickly become inextricable from our everyday lives. Education is no exception to this - but why have tutors been slow to take advantage of it?**

## THE ERA OF TECHNOLOGY

Most tutors would contend that they have already embraced the world of technology, or else claim that it is not relevant to them. As technology that is specific to teaching continues to develop, it begs the question: how can it fit into the wider realm of education, outside of academic institutions? By the very nature of technology - accessible anytime, anywhere - surely it is directly applicable to tutoring and can be, moreover, a distinguishing asset to the tutor community?

We live in an age defined by its use of technology. Smartphones, smart devices, tablets and computers play a key role in almost every aspect of our lives. The more that tech continues to evolve, working to suit our ever-growing needs, the more it continues to be adopted in all sectors of business.

For tutors who claim to have already embraced technology, there are obvious applications. Most tutors require websites to manage their bookings, and use social media (Twitter, Facebook, Instagram) as a means of advertisement. Less common uses of technology may include online video hosting platforms, such as YouTube, in which educational videos and lessons can be shared or streamed to remote locations. This type of

technology has become ubiquitous in business, but the world of Education Technology (EdTech) may still seem a little abstruse and out of reach. After all, for tutors who primarily teach on a one-to-one basis, what value are the applications of technology designed with larger institutions in mind?

## WHAT IS EDTECH?

EdTech has been defined as “the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources” (The Association for Educational Communications and Technology). There are several established benefits to the application of technology in schools. According to the 2017 EdTech Survey, 96% of teachers said that technology had a positive, enriching impact in the classroom, for both their students and themselves. 75% of teachers claim to use technology daily with their students, and 80% of teachers believe access to technology is central to putting a child on a successful future trajectory.

EdTech, centrally, provides new methods of learning and performance tracking. The most notable example of this would be the rising popularity of VLEs, or Virtual Learning Environments. These online websites and platforms

usually host an array of multimedia learning - quizzes, videos, online links, PDFs and presentations - accessible directly from a student's own computer or smart device. They serve to centralise information and to make it readily available to students, as well as reporting and interacting with teaching staff. Overall control is given to the educator, who can maintain and share content to all of their students, or a select number, digitally. This system facilitates individual learning and, consequently, encourages it. The marking of homework becomes digitised, saving time for teachers and reducing the pressure of administration as well as the cost of producing physical resources.

## EDTECH FOR TUTORS

In what ways can we apply the concepts of EdTech to tutoring? And, crucially, are they worth it?

Active Voting Systems (AVS) have begun to appear in classrooms and are one example of tech that is directly applicable to tutoring. These systems usually involve remote pads in which students can input their answers to test questions. These systems, like online homework submission, dispense with the need for hand-marking individual tests, and have the added benefit of recording individual response speed



## AUTHOR'S BIO

Ilesh Lee Kotecha BSc(Hons), PGDE(Cantab), Dip(CISI), MA(City), MSc(WBS), MSc(Oxon), MTA, MBCS, CQF, Chartered WM, Chartered FCSI, Fellow of the Royal Statistical Society, FRSA, is the creator and founder of the “TutorTech” focused company, Eleven Plus Exams, the UK's largest provider of 11+ news and resources and a publisher of over 60 titles for 11+ preparation. He has completed degrees in a plethora of disciplines including mathematics, computer science, finance, engineering, quantitative finance and business and is an ambassador for Cambridge University's Judge Business School.

instantaneously. It becomes clearer which students understand topics entirely, and, conversely, which students are guessing. Tutoring can instantly become more tailored and can target specific areas of weakness, without any time being wasted on the marking and recording of data manually. Data recording and the analysis thereof is, thus, at the core of improving the performance of tutees, and EdTech paves the way for this.

#### **'TUTORTECH' IN PRACTICE**

ElevenPlusExams Tuition Limited has relied on this tech since its inception.

The AVS is in place here. Data is collected during the lesson and the performance of each student in each test is analysed against their cohort, as well as against the performances of past students. Revision can, therefore, be tailored; which students struggled with particular tests, and is this abnormal? Did other students find the topic difficult? Should the topic be revisited? With performance information instantly available, there is less time wasted on marking and drawing up charts, and more effort and time put into the quality of each lesson, which ensures that every student performs to the best of their ability.

It has also established its own VLE, exclusive to the students it tutors. This is a database of over 60,000 proprietary questions, including a video library of over 700 videos, across the five main subjects of testing



in the 11 plus exams; Maths, English, Verbal Reasoning, Non-Verbal Reasoning and Creative Writing. The platform, like the voting pads, keeps a record of students' performances across the subjects, including response times. Analysis of homework is again in-depth and automated - work effort can be assessed: whether students attempt tests multiple times, whether they have watched explanatory videos, whether this has improved their performances, etc. A 3D view is provided of each student with this technology; the individual strengths and weaknesses, on a topic, sub-topic or technique basis, the student's speed and accuracy, as well as their relative performance.

Overall, it seems the benefits of EdTech for tutors is palpable. However, it is not completely transferable from classroom to tuition centre - or office, or kitchen table. Each student has different needs, and the size of the group taught will need to be managed in different ways. As EdTech develops, there is a divergent path that may begin to grow in the consciousness of the tutoring community: 'TutorTech'. Perhaps this term can provide tutors with the impetus to respond more effectively to Moore's Law, which has been proven true for decades, with their own specific needs in mind. Innovation in tech shows no signs of abating - it is time for tutors to harness it.

# NATIONAL TUTORS' CONFERENCE

THE FUTURE OF TUTORING: EVOLUTION OR REVOLUTION?

25TH OCTOBER | THE ROYAL SOCIETY, LONDON

The annual conference has become a centrepiece of the Association's ambitious programme. Each year it has striven to bring together the diverse strands of our membership, to champion tutoring, change the conversation and to foster common understanding.



Delegates come together to discuss important topics within tutoring, to understand the vocabulary of the sector, and to become more aware of how we present ourselves in our role as tutors - to clients, students and those in the wider education landscape alike.

The Tutors' Surgery is a new addition to the programme: A panel of experts who will address questions from the delegates that relate specifically to the panellists' areas of expertise.

## What past delegates said:

*"Thank you so much for hosting such a wonderful event on Tuesday. We found it incredibly positive - and myself, on a personal level, both from a business point of view, but also for my own tutoring. The fellow delegates and the one talk I managed to get to, were incredibly inspiring and I can't wait to tutor tomorrow evening!"*

*"The speakers I listened to were interesting and engaging and presented information that made me consider vital topics that might not necessarily be on my daily radar. It was also great to catch up with people I hadn't seen for a while."*

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# DAY PROGRAMME

|             |   |
|-------------|---|
| 9.00-9.30   | <b>REGISTRATION</b>   |
| 9.30-9.45   | <b>Welcome and President's Address</b><br><i>Tim Morris</i>   |
| 9.45-10.15  | <b>The Sutton Trust</b><br><i>James Turner</i>  |
| 10.15-10.45 | <b>Nurturing Students' Mental Health and Resilience: the case for building parental capacity</b><br><i>Dr Kathy Weston</i>  |
| 10.45-11.15 | <b>NETWORKING AND REFRESHMENTS</b>  |
| 11.20-12.00 | <b>Break out Session 1 (choose from one of the options below)</b><br><i>Option A: The Missing Ingredient for Exam Success</i><br><i>Dan Licence</i><br><i>Option B: Social Mobility is a Political Message not an Educational Mission</i><br><i>Joe Nutt</i><br><i>Option C: Tutors' Surgery - Drop in</i><br><i>Option D: Networking - Drop in</i>   |
| 12.05-12.45 | <b>Break out Session 2 (choose from one of the options below)</b><br><i>Option A: The Missing Ingredient for Exam Success</i><br><i>Dan Licence (REPEAT)</i><br><i>Option B: Social Mobility is a Political Message not an Educational Mission</i><br><i>Joe Nutt (REPEAT)</i><br><i>Option C: Tutors' Surgery - Drop in</i><br><i>Option D: Networking - Drop in</i>   |
| 12.45-13.45 | <b>LUNCH</b>  |
| 13.50-14.30 | <b>Break out Session 3 (choose from one of the options below)</b><br><i>Option A: To Boldly Go. Self-Awareness</i><br><i>Nicky Horn and Claire Bennett</i><br><i>Option B: How to become an even better tutor</i><br><i>Presentation by Dr Christine Butenuth, Emma Ford, Linda Butler and Suzanne Reece</i><br><i>Option C: Tutors' Surgery - Drop in</i><br><i>Option D: Networking - Drop in</i>                   |
| 14.35-15.05 | <b>Break out Session 4 (choose from one of the options below)</b><br><i>Option A: To Boldly Go. Self-Awareness</i><br><i>Nicky Horn and Claire Bennett (REPEAT)</i><br><i>Option B: How to become an even better tutor</i><br><i>Presentation by Dr Christine Butenuth, Emma Ford, Linda Butler and Suzanne Reece (REPEAT)</i><br><i>Option C: Tutors' Surgery - Drop in</i><br><i>Option D: Networking - Drop in</i> |
| 15.05-15.35 | <b>NETWORKING AND REFRESHMENTS</b>  |
| 15.40-16.10 | <b>Artificial intelligence and its increasing impact on tutoring in the UK</b><br><i>Alex Asher</i>   |
| 16.10-16.20 | <b>Close</b><br><i>President, Tim Morris</i>  |

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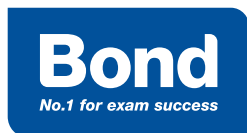
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# TUTORS' SURGERY

**The 'Tutors' Surgery' is a panel of experts who will be addressing questions related to their specific area or expertise from the delegates. The Tutors' Surgery will take place during the break out sessions throughout the day. After the Q & As, delegates will have the opportunity to interact on a 1-to-1 basis with the experts at their dedicated exhibitor space. Confirmed in the line-up are:**



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## KEYNOTE SPEECHES



JAMES TURNER

### KEYNOTE SPEECH: 'THE SUTTON TRUST'

James will talk about the work of the Trust and the role that tutors potentially have to play in contributing to greater social mobility. During his time at the Education Endowment Foundation, James was actively involved in research into topics including 'Closing the Attainment gap' and 'Working with parents to support child learning' - topics of significant relevance to tutoring.

**James Turner** is the Chief Executive of the Sutton Trust, the UK's leading foundation for

social mobility, and has been in post since February 2019. Prior to that, James was Deputy CEO of the Trust's sister charity, the Education Endowment Foundation. He led the Trust's £135m bid to set up the EEF in 2011, was its interim CEO, and served as a founding Trustee.

James is also a trustee of The Brilliant Club, the Centre for Homelessness Impact, and a governor of a comprehensive school in the East Midlands, where he lives with his family.



DR KATHY WESTON

### KEYNOTE SPEECH: 'NURTURING STUDENTS' MENTAL HEALTH AND RESILIENCE: THE CASE FOR BUILDING PARENTAL CAPACITY'

Dr Weston will talk about the latest statistics relating to children and young people's mental health; how parents and family life impact on students' mental health and resilience, and how tutors can communicate and work with parents more effectively. She will discuss the best available evidence-based resources available to tutors, students and their families.

**Dr Kathy Weston** is one of the country's most sought after speakers in the area of parenting, education and family life. She trained as a criminologist at the Institute of Criminology at the University of Cambridge and worked in policy

research for several years, before moving into the area of research within Higher Education. She has since become one of the country's leading experts in parental engagement and children's lives and learning. In 2018, she co-authored *Engaging Parents* with Bloomsbury Press, and is a regular keynote speaker at conferences all over the UK and Europe. She advises schools on all aspects of working effectively with parents. For the last ten years, she has co-produced 'The Parents' Show' on Radio Verulam 92.6FM and produces the podcast series, 'Get a Grip'. She is a regular contributor on BBC Radio. To learn more about her work go to: [www.drkathyweston.com](http://www.drkathyweston.com)



ALEX ASHER

### CLOSING SPEECH: 'ARTIFICIAL INTELLIGENCE & ITS INCREASING IMPACT ON TUTORING IN THE UK'

Artificial intelligence and machine learning are technologies that have major implications for the UK tutoring sector. Some tutors are confused by these developments and worry that the technology will steal their jobs, while others are excited by its promise of personalising education. This talk will explain the AI buzz; bust common myths; identify the risks and opportunities, and provide practical tips for both tutors and business owners on how to ride the wave of AI innovation.

**Alex Asher** has a passion for business, online education and adventure. His work has involved conducting more than 100 interviews with edtech

entrepreneurs and experts in the application of technologies including AI and machine learning.

Together with ex-Harvard education entrepreneur, Brian Kannt, he has co-authored a book on the future of online language education.

When he is not writing he leads LearnCube, a UK-based virtual classroom software company, giving him an in-depth understanding of the intersection between business, education and technology. His goal is to share insights, examples and practical advice with a focus on the future of tutoring.

# WORKSHOPS AND PRESENTATIONS



DAN LICENCE

## WORKSHOP A: 'THE MISSING INGREDIENT FOR EXAM SUCCESS'

Poor mental health is one of the most commonly overlooked reasons for young people not performing to the best of their ability. Whether that be missed lessons through bouts of depression - creating gaps in knowledge - or poor performance in exams due to anxiety.

Too often, young people don't know how to communicate that they're struggling, so they're dismissed as being "lazy", or "acting up". But when does "acting up" become a cry for help? Behind these potential warning signs could be a more serious issue developing, which if left untreated can lead to self-harm and in the worst cases, attempts at suicide.

In this session we'll discuss:

- Some of the most common mental health problems young people experience today
- How to recognise the signs and symptoms
- How to prevent them from turning into something more serious
- What to do and where to go if you suspect your young person is struggling
- How to help manage these problems through incorporating Mindfulness and Positive Psychology techniques into your teaching/parenting
- How to encourage resilience and independent thinking

**Dan Licence** is a Mental Health and Wellbeing Coach at Osborne Cawkwell, a tuition agency based in London. He has worked for a number of years with parents, tutors and teachers to help recognise the symptoms of a range of mental health problems, and how to apply Mental Health First Aid techniques in order to prevent them from developing into more serious issues.

His particular areas of interest are Mindfulness and Positive Psychology, and how we can incorporate these into our lives in order to promote not just the absence of poor mental health, but also positive mental well-being. A lot of the work he does with tutors and teachers in particular, is training them to incorporate techniques from these disciplines into their lessons, in order for students to perform better academically.

As well as being a Mental Health First Aid Instructor for Mental Health First Aid England, and a trained Mindfulness Teacher through the Mindfulness in Schools Projects, he has also worked in face to face suicide prevention, and most recently, he was the lead facilitator at Ruby Wax's Frazzled Cafe in East London, which he ran for over 2 years.

# WORKSHOPS AND PRESENTATIONS



JOE NUTT

## WORKSHOP B: 'SOCIAL MOBILITY IS A POLITICAL MESSAGE NOT AN EDUCATIONAL MISSION'

The session will look at the social mobility research landscape, identify and discuss the contributions of some of the most influential participants in it, and highlight the lack of evidence that education is a driver of social mobility. It will share the variety of measures that have been used to carry out this kind of research, and reference the findings and recommendations of some of the most recent research reports in the field, that stress the crucial role geography and place play in "educational disadvantage."

It will argue that the best available, longitudinal, studies suggest that schools do not impact on social mobility and that social mobility is in effect an entirely political message. It will argue that ideas about cultural capital and social disadvantage are of equally little help to schools and teachers, and suggest that it would be far more valuable for teachers if researchers started to explore the precise nature of "educational disadvantage" in a way that allocates responsibilities more realistically and helpfully for the children concerned.

**Joe Nutt** is an international educational consultant, author and columnist for TES. After almost 20

years teaching English in schools ranging from the highly selective, private sector to challenging, inner city state schools, he was seconded to the UK's Department of Education from his teaching post at the City of London School.

The second half of his career has been in business and he has held senior roles at Digitalbrain, RM and EDT, as well as being a tutor for Teach First. He led a team of six implementing the national intranet for Scotland, 'Glow', which won a Global Learning Impact Award in 2009. Subsequently he has worked as an Associate for Deloitte, Civica, Mouchel, Renaissance, RTI, EdComs and NFER.

In 2019 he carried out a landscape review of social mobility research for a leading independent educational research organisation, providing advice and guidance to their internal social mobility research team.

His books include John Donne: The Poems; An Introduction to Shakespeare's Late Plays, and A Guidebook to Paradise Lost, all published by Macmillan. He has published educational research internationally and his new book, The Point of Poetry, was published by Unbound in March 2019.



NICKY HORN

## WORKSHOP C: 'TO BOLDLY GO. SELF-AWARENESS'

This interactive workshop will ask questions and challenge tutors to reflect on their behaviours. Questions will include:

- What are your strengths?
- How are you different to other tutors?
- How can you tell?
- How does this affect how you tutor your students?

This workshop will show tutors the importance of self-awareness for their own progression as well as that of their students. It will look at how to fast track relationships with a student using 'Sport and Beyond' to help the tutor gain immediate and objective insight into how best to work with, and motivate, individual pupils.

Tutors will hear Claire's fencing story and see how it translates into a high performing mindset for students.

Understanding how your students are best motivated and identifying their preferred behaviours not only makes tutoring easier, but offers more to the student than just passing an exam. Students of the future need skills that

go beyond exams and a knowledge base. The workshop will help tutors understand and balance these wider needs and so meet the concerns of parents and students alike.

**Nicky Horn** taught in the boarding schools for 20 years. Her role started as a Games teacher with non-team students and ended as Assistant House Mistress and Head of Middle School in charge of 300 students. She began to realise that students struggled to articulate their strengths - which affected how they worked and how they saw their future.

**Claire Bennett** was a member of the GB Women's Foil Fencing Team and part of the World Class Performance Programme. She represented GB in the European and World Championships from the age of 14. She won medals in the 2010 Commonwealth Fencing Games. Up until the age of 18 her schooling was enhanced by tutoring.

They now work together to deliver lessons on mindset and attitude from elite sports people to help young people identify their strengths. This leads to greater self-awareness and confidence.



CLAIRE BENNETT



DR CHRISTINE BUTENUTH



LINDA BUTLER



EMMA FORD



SUZANNE REECE

**PRESENTATION D: 'HOW TO BECOME AN EVEN BETTER TUTOR'**

We are all great specialists in our own subjects, but whether you teach children or adults you can learn to be even better. We will consider in an inter-active workshop:

- Student expectations and
- Non-academic needs to further student learning

**Dr Christine Butenuth** organised courses for 14-year olds at Imperial College, London, to help them decide their A-levels. An initiative that was financed by the Engineering and Physical Sciences Council (EPSRC). Christine is a chartered geologist, holds a degree in mathematics and statistics and was involved with the then Teacher Training Agency. She is a qualified MBTI practitioner.

**Linda Butler** and **Emma Ford** are co-Directors of C4C Ltd, they work in an area that excites them: people, their potential and their futures. They are personal and career development specialists, supporting teachers, schools, organisations & individuals using one to one coaching, workshops, webinars and our resources. Linda has a public sector and Business School background and Emma a Corporate and graduate recruitment background, both are qualified coaches and now work in education whether it be schools, universities or business schools. They especially want to support people to have more constructive, productive and better conversations and relationships.

**Suzanne Reece** is an education coach, solicitor (non-practising) and author.

She provides opinion writing, LLM coaching, drafting and advocacy training for law students as well as coaching and mentoring for new professionals. She is the author of several books aimed at making it easier for students to understand the complexities of writing essays, legal opinions and LLM dissertations.

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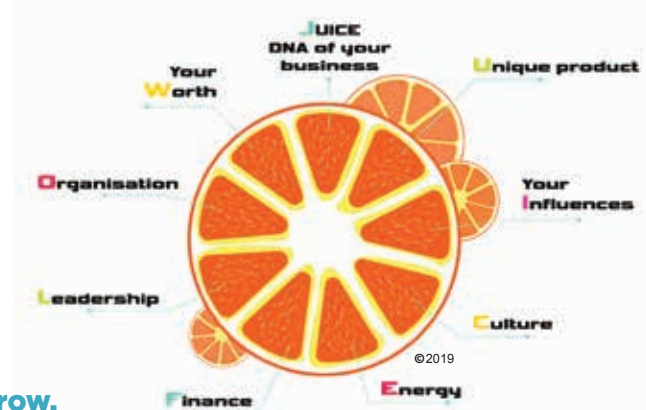
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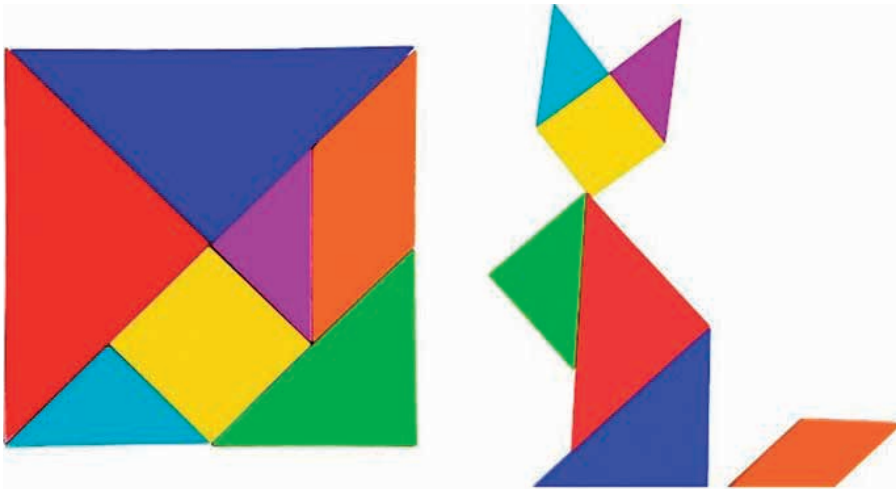


“Ana is an excellent mentor who has helped me grow my tutoring business to far beyond what I could have imagined. In a very short amount of time, she has helped me get more clients, create an online course and build a web presence. I would recommend Ana without reservation to anyone who wants to grow their tutoring business.” - **Stuart Lloyd (Thrive Education)**

# CAN YOU DEVELOP SPATIAL REASONING?

By Chris Pearse

**Chris Pearse, author of several Galore Park Verbal Reasoning 11+ revision books, discusses the increasing use of spatial reasoning questions in 11+ exams and what activities children can do to build this skill.**

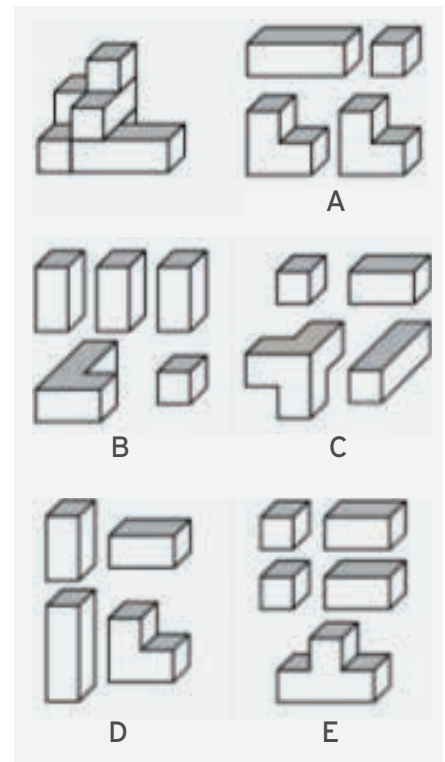


Perhaps before we attempt to answer the title of this article, it might be useful to understand firstly what spatial reasoning is and secondly how spatial reasoning can relate to our everyday lives.

Spatial reasoning is defined as the skills needed to see objects in three dimensions. It is being able to visualise spatial images in our minds and mentally manipulating them, often based on the partial clues given. Someone with good spatial abilities might also be good at thinking about how objects will look when rotated. Have you ever considered what everyday tasks you carry out that require good spatial reasoning skills?

- Parking your car in a parking lot
- Using a map to navigate a location
- Sports require you to think spatially, for example, if trying to predict where a ball is going to land or how it will spin/change direction
- Going shopping will involve figuring out how to pack your shopping in a bag or box, so everything fits.

So, spatial reasoning can occupy many daily tasks. Throughout our childhood we were often exposed to puzzles and games that would have developed our spatial reasoning. Using building blocks to form a simple structure involves rotation and considering how items fit together. Completing jigsaw puzzles and tangrams help children improve their spatial skills.



The very popular video game of 'Tetris' is another medium that helps pupils rotate shapes and see how they fit together. Modern games like 'Minecraft' can develop problem solving and geometry skills. In this game pupils quickly learn what is possible with six faces of a cube and how to stack blocks. There is no doubt that there is a strong association between puzzle solving and spatial intelligence.



## AUTHOR'S BIO

Chris Pearse is the owner of successful tuition company Teachitright. They've supported thousands of students for the 11+/Common entrance/Pre-test examinations and have worked alongside Galore park for a number of years. Their passion lies in giving pupils the best familiarity with different question types and providing efficient strategies and techniques.





Interestingly, developing spatial reasoning can often revolve around the associated terminology. Pupils need the language to describe how shapes, objects and people relate to each other in our daily spaces. A student needs to explain how shapes rotate or how a shape folds and the right vocabulary is required in order to develop this understanding. Simple words like: diagonal, across, opposite, underneath, on top of, the bottom of, outside or rotated, need to be embedded into the pupil's language in order to enable the development of good spatial skills.

Specific approaches have been shown to help pupils visually with certain 11+ spatial questions. These include making cubes from paper to help with

cubes and nets questions. Drawing the images on the cube and folding it up can help a student see how the faces relate to each other. When answering 3D rotation or 3D composite questions it can be useful to use blocks to construct the items and see them in different planes (views).

In conclusion, we realise spatial reasoning starts to be tested at an early age through playing games like Lego, completing jigsaw puzzles and using building blocks. These activities will develop our spatial skills. Using the correctly modelled language in parallel will support their reasoning. Furthermore, practical activities to support completing 11+ questions also help pupils visualise how a shape is

formed or rotated, and these should be encouraged. Our students will have a variety of careers later in life and many will involve good spatial awareness. To name just a few: Landscape Architects, Graphic designers, Photographers, Physicists or Air traffic controllers. The debate about whether spatial reasoning can be taught or if it's an innate ability will continue; what is certain is that spatial reasoning is becoming more important in the 11+ environment.

In the 11+ tests there could be question types that test your 3D and spatial awareness. Using authentic practice exam papers will help your child to develop their non-verbal reasoning and spatial reasoning skills.

If you found this article useful, then you may be interested in looking at Galore Park's 11+ revision range here: [www.galorepark.co.uk/11-plus](http://www.galorepark.co.uk/11-plus).

# FIVE WAYS TO WELLBEING

By Dan Licence

**If your student is mentally in a good place - happy, relaxed, confident - and looking after themselves physically, they are in the best state possible to learn.**

Based on research carried out in the field of Positive Psychology, a relatively new branch of psychology that focuses on the scientific study of happiness, we've come up with the following "Five Ways to Wellbeing":

## 1. GROWTH MINDSET

Young people often fall into the habit of thinking that their basic qualities, like intelligence or talent, are fixed traits: "I'm not a maths person", "I'm bad at sports". This is what's known as a "fixed mindset". What we want to encourage is a "Growth Mindset" - a term coined by Carol Dweck, professor of Psychology at Stanford University. Teach students that their current ability does not reflect their future ability and that, through hard work and perseverance, their basic qualities can be improved.

**Action:** Give examples of people who have suffered from some form of adversity and still become successful (e.g. Richard Branson having dyslexia, Albert Einstein not speaking until he was four years old etc.). Try thinking of examples specific to people they admire.

## 2. SOCIAL SUPPORT

Studies show that people who have one or more close friendships are happier. Feeling connected to and valued by others is a fundamental human need. Encouraging students to limit their use of social media and connect with friends in the real world can promote positive mental health.

**Action:** Text a friend and suggest meeting up for a coffee. Join a club.



## 3. BEING PRESENT

Mindfulness Meditation has been shown to affect not only how the brain works but also its structure. People undertaking mindfulness training have shown increased activity in the prefrontal cortex (the area of the brain associated with positive emotion) which is generally less active in people who are depressed. Getting a young person to pay attention to what's happening around them can also be a great way of interrupting the cycle of rumination by focusing the mind on the present. Some great apps you can download include: Headspace and Calm.

**Action:** Encourage students to do 5 minutes of "box breathing" (inhale through the nose for 4 seconds, hold

for 4 seconds, exhale through the mouth for 4 seconds and then hold for another 4 seconds) before each lesson.

## 4. PRACTISING GRATITUDE

"Do not spoil what you have by desiring what you have not; remember that what you now have was once among the things you only hoped for." - Epicurus.

When someone is feeling down, it can be easy for them to focus on what they don't have. By training their brain to consciously focus on what they do have, we can reduce negative thought patterns, such as envy, frustration and regret.

**Action:** Get them to keep a 'gratitude diary' where they write down 5 things they are grateful for every day.



## AUTHOR'S BIO

Dan Licence is a Mental Health and Wellbeing Coach at Osborne Cawkwell, a tuition agency based in London. He has worked for a number of years with parents, tutors and teachers to help recognise the symptoms of a range of mental health problems, and how to apply Mental Health First Aid techniques in order to prevent them from developing into more serious issues.

## 5. DIET/EXERCISE

These are the foundations for optimal mental health, so changing our relationship to these can have a great impact on our overall wellbeing.

**Diet:** Nutritional deficiencies can sometimes be the underlying cause of mental health problems. There's a lot of contradictory information about diets, but what generally seems to work is reducing the amount of processed foods we consume and

replacing them with healthy, whole foods such as green, leafy vegetables, lean meats and whole grains.

**Action:** Check out Rachel Kelly's book "The Happy Kitchen" where she talks about how we can harness the power of food for optimal mental health.

**Exercise:** Exercise has been shown to be as effective as antidepressants in treating mild to moderate depression. It doesn't even have to be intense

exercise. Walking fast over a period of time can have the same positive effect on mental well-being as going for a jog.

**Action:** Go for a walk in the park for 5 to 10 minutes, then slowly build up to a light jog. The key is to start small, then build it up slowly over time.

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# WHY ARE TUTORS SO MUCH IN DEMAND?

By Dr Stephen Curran

**At the heart of this issue is the fact that there is a perception among some parents that schools are not offering the very best education to their children. Why do parents feel this way? Is this what leads them to seek out tutors? According to Dr Stephen Curran from AE Publications, there are a number of factors that may be contributing to this; factors that he explores in this article.**

Since the introduction of the national curriculum in the 1980s, there are increased levels of scrutiny in schools. National tests and measurements of educational attainment have made parents more aware of possible deficiencies in their child's educational progress. National league tables published by the press have also increased parents' awareness of performance in their own local school compared with others across the country. The creation of Ofsted, a more invasive and probing inspection process than the original HMI regime, has also highlighted and reinforced perceptions of failure in certain schools. This has been replicated at an international level through PISA ratings where the overall performance of countries is compared in key subject areas. Higher levels of inspection and comparison are bound to fuel the view that the schools are underperforming.

There is an increased level of expectation encouraged by politicians. Tony Blair's promise that his government would deliver an improved educational system in his 'Education, education, education' speech was one of many pledges made by politicians. However, if you promise something and don't deliver it, people are left disappointed. Blair wanted 50% of young people to

go to university, and this signalled a huge shake up in the shape of the educational system, in particular a demand for academic attainment. In many ways, this concentration on academic achievement has skewed the system even further, as only around 20-25% of students are academically gifted. The current government is only just beginning to realise that this approach was unbalanced, and that more vocational and technical training should have been emphasised. Many more young people should take this route. Measuring everybody on academic attainment alone is bound to create more disenchantment, particularly when many young people's strengths lie in other areas.

Increased awareness of educational opportunities in grammar schools and scholarships in the independent sector have intensified competition. This has largely occurred since the growth of the internet and social media. Many more parents have been made aware of the possibilities and prospects afforded in different areas of the country, and are prepared to seek tuition for their children to secure these opportunities. After all, why should their child have less opportunity than any other in the country?

Many educational businesses have entered the tutoring market offering expert tuition at reasonable prices. They have found ways to deliver tuition through classes, online tutoring and specialist help delivered by trained employees at prices parents can afford. This has supplemented the traditional one-to-one tuition market that has always been there for those that can pay for it. The level of many households' disposable income has increased, but not to the extent that they can afford private schooling. However, it is sufficient for many parents to be able to afford tutoring. Many parents will want a tutor simply because they know other children have them. The concept of 'keeping up with the Joneses' has transferred itself into the tuition market. Many parents are very competitive and are determined to help their child get ahead of others in their class.

Parents do not seem to be happy with the lurch towards progressivism in the educational system that began in the late 1960s, but is still prevalent today. Whilst progressive ideas and innovative teaching methods are welcomed, critics have pointed out that it has often led to a lack of thoroughness in the teaching of basic skills. Some of these concerns have been addressed in the revised



## AUTHOR'S BIO

Dr Stephen C Curran PhD, MA, BA (Hons), B (Mus), PGCE, Dip.RSA, MCoIT, has many years of teaching experience in both the secondary and primary sectors. In addition to writing, Stephen runs courses in English, Mathematics, Verbal Reasoning and Non-verbal Reasoning.

national curriculum, but there is still a long way to go. It is important for children to learn grammar, punctuation, syntax and good spelling while they develop their writing skills. It is also crucial for children to learn their times tables, be proficient in the four rules of number, decimals and fractions, and be able to calculate percentages and ratios. Much of the delivery of these subject areas can still be too unstructured and lacking in technical rigour. For the teaching of key skills, parents seem to prefer a more traditional approach although they do not object to a more progressive, exploratory approaches later on in their child's educational career.

Many parents also seem to feel that the educational system is not ambitious enough. On the one hand, children that are very gifted are not stretched, and on the other, those that have special educational needs are not helped enough. Classroom teaching that tends to centre on 'teaching to the middle' leaves many unhappy. It should no doubt be the duty of every school to develop their students' talents to the utmost and not settle for second



best. It is certainly not good enough to accept that, 'as long as we're all equally bad, it's okay'. This may be a caricature of the real situation, but any lack of ambition in schools is not good enough, particularly when parents' expectations are so high.

There appears to be little indication that these fundamental parental

concerns will be addressed in the short term. Given the lack of real progress over the last 20 or so years, it is unlikely there will be any substantial improvements in the educational system in the medium to long term. This means the tutoring industry is likely to continue to grow and develop for the foreseeable future.

# DEALING WITH ACADEMIC CHALLENGES

By Dr Alan Beggs

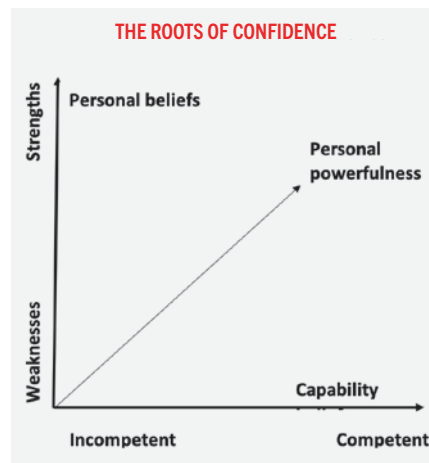
**Life is full of challenges - cognitive challenges, emotional challenges, social challenges and physical challenges. The good news is that it seems we humans are very cleverly designed to deal with them effectively. Here's how it works.**

Faced with any kind of challenge, somewhere in your head an important calculation is going on. By assessing both the challenge and yourself, you can work out whether you likely to be successful or not, and thus whether to keep going - or panic and give up.

Obviously, you need to check out if you believe you have the skills and abilities needed. If the answer is yes, you begin to feel confident. But that's not all that's going on. You are more than just your skills and abilities. You are a human being, with your very own strengths and weaknesses, those personal beliefs about yourself which you have built up over your lifetime. And rather unsurprisingly, when assessing whether you are likely to be successful when you face a particular challenge, you take a long hard look at these, too.

Your personal strengths may include beliefs that you are clever, creative, determined, motivated, tough-minded, focused, resilient - or not. You may actually believe that you are not very smart, easily stressed-out and prone to giving up when the going gets too tough. These negative beliefs about yourself are your weaknesses.

When you put together a positive sense of your capabilities with your strengths, you develop a real sense of personal powerfulness. And it is people with this sense of powerfulness who excel at life, dealing very successfully with whatever is thrown at them.



Dealing with challenges

People's beliefs about their strengths and weaknesses are developed in their early years. Some of the children you work with will have developed a clear view of their strengths - but many will not. The current epidemic of anxiety and stress around the demands of

examinations is almost certainly linked to this. The good news is that strengths can be deliberately acquired. That's what sport psychologists help with; skills and abilities are the concern of coaches - and tutors.

My interactive workbook 'How to be a Front Runner' for 11 Plus pupils is based on Sport Psychology techniques and is designed to build their strengths. Together with the academic tuition you focus on, it is a way to help children of that age build the sense of powerfulness they need to tackle the first big academic challenge of their young lives.

I believe there is a real need for a similar approach to be available for older children facing later academic challenges. And surprise, surprise - I am currently testing out a book aimed at them. Watch this space!



## AUTHOR'S BIO

Alan was a pioneering Olympic Sport Psychologist from 1985 to 2000. He quickly learned how to help performers to deal with the mental issues they faced when competing. He had a small but significant part to play in 25% of the medals which the GB team brought back from the Sydney Olympics.

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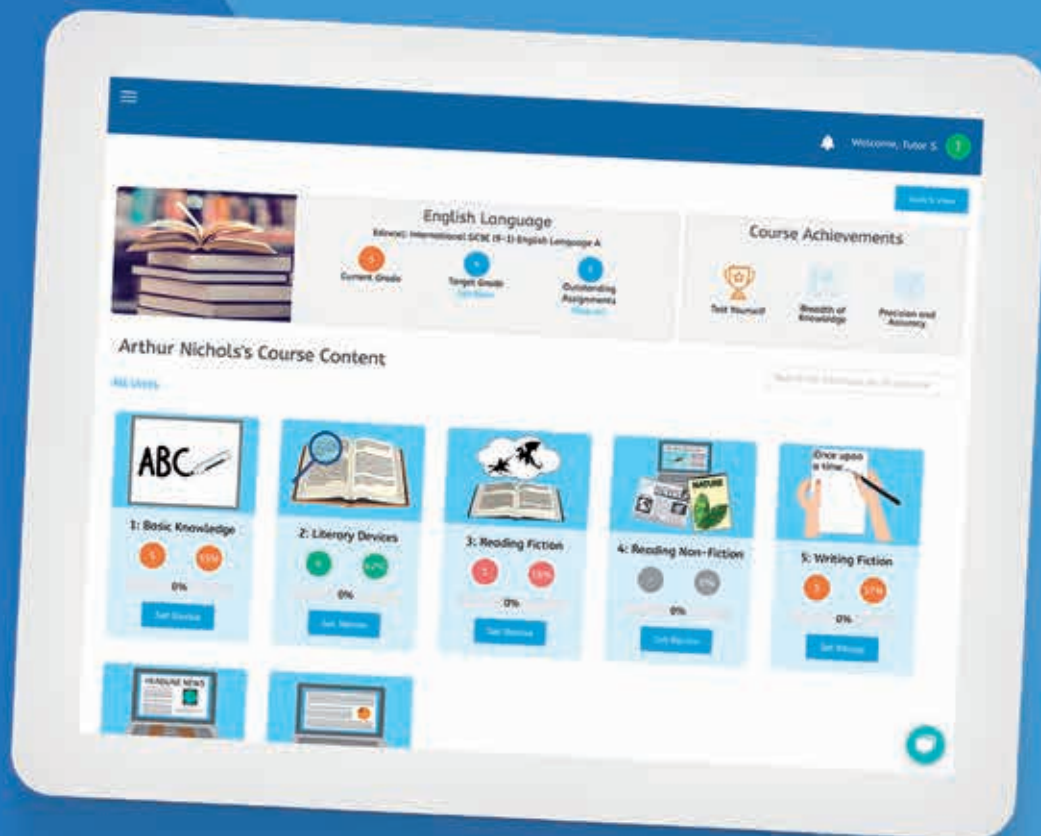
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