**HWB Sessional Tutor Interview Questions**

Interviewers: Janice Etheridge; Panchali Kar

Interviewee: Bryony Littlefair

**Intro:** Interview for termly hours contract as ACL tutor, in community settings in Camden

Explore any gaps in employment history. Any concerns? **N**

RTW docs? Yes emailed

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| **Question** | **1** *(inadequate)* | **2** *(meets requirement)* | **3** *(exceeds requirement)* | **Comments** | **Total score**  **19.5** |
| 1. What attracts you to teaching in adult community learning? PK |  |  | 3 | Adult learning is a large part of her work.  Has run the WHWC group since 2019 on special funding they got.  Works for Abbey too – briefly managed activities there. Now works 16 hrs / week doing publicity, fundraising and running 2 courses - Writing Club for 5 years and Book Club – on Zoom during the pandemic.  Worked on Create’s ‘Nurturing Talent’ programme in 20-21 – dual learning and well-being fostered.  Has managed other community projects and works freelance now.  Writing is her passion – and getting others involved. |  |
| 2. What particular skills and experience do you have to offer Camden ACL? JE |  |  | 3 | Has specific experience of working in community in Camden.  Interested to hear more about how we recruit and whether our outcomes are about learning or wellbeing?  Has a wide range of experience she’d like to build on. Outcomes of her classes have varied according to project funding – social, wellbeing, reducing isolation, learning based outcomes with session planning.  Trained facilitator for ‘Shared Reading’ (The Reader organisation) - shared reading groups who read literature together and talk about it. Creates a safe welcoming space. The texts help people to discuss things which otherwise they may not have discussed - practise active listening, encourage contributions, balance needs of group so that all come away feeling good about themselves. Has learnt a lot through work. |  |
| 3. What are the challenges of working in adult community learning?  Can you tell us about an occasion in your teaching career when you have used your skills effectively to deal with a challenging situation? PK  (What might be the challenges in communicating with the central management/admin team and how would you deal with them? –*Ask this subsidiary question if not given in answer to initial question.)*  *(for e.g. mental health, mobility problems, language barriers – for interviewer’s note only, not to be asked as a question)* |  | 2.5  (Did not include comm with manager) |  | Let me have a think – long pause (not uncomfortable) …  Challenge of balancing different needs within group. Wonderful that anyone can join but it means group may be very disparate. Sometimes someone shows up to the group and it can be quite hard to manage their needs e.g. if they want to talk a lot whilst others are quieter. Need to figure out needs of big talker – they may be socially isolated. Be clear about boundaries and move discussion on but don’t be frightened to explore if students want to contribute.  E.g. Abbey group - 1 man who talks a lot (maybe he’s neurodivergent) – others may feel exasperated. She moves this on – “thank you so much, I think others in the group have experienced that / done that?” and lets others join in. Otherwise she just says, “thanks very much, we need to move on to the next exercise” and looks at clock.  Wants all to feel welcome but needs to keep session on track in a way that meets all outcomes. Need to be flexible about planning and adapt sometimes though.  Communication with central team?  Tutor needs to know what the centre expects, what facilities there are in the room. Turn up in plenty of time to set up and welcome people. Be aware that centres are very busy and it may be best to call if needed rather than too much back and forth of emails. |  |
| 4. What do you think are the most important things to consider when planning an ACL session? JE  (How does your planning differ for an online session?  What RaRPA system suits your sessions? – *Ask these subsidiary questions if not given in answer to initial question.)* |  | 2 |  | Familiarise with what ACL outcomes are and adapting to meet these. Take advantage of feedback.  Planning – look at time available, allocate time for a break. Look at work ongoing from previous sessions, number of Ls, any particular needs. Prepare resources.  RaRPA – doesn’t currently keep records of progress but could do so. Gives verbal feedback. Gathers feedback – inc use of surveys (as required by funders). Celebrates successes such as getting work published. |  |
| 5. When you’re working out in the community as a sessional tutor, it can be quite difficult to keep up to date with associated tasks such as processing enrolment forms, keeping your registers up to date, doing assessments, keeping records up-to-date.  Tell us about your personal organisation skills and what strategies you will use to make sure that you are always up-to-  date with the above? PK |  |  | 3 | Has experience of managing community projects so good admin experience. Has had to ensure e.g. that registration forms collected etc.  Manages volunteers.  Need to dedicate time for record keeping, before session. Checking and liaising with people accordingly, in time. Have them in one confidential physical or online place.  WHWC – Marion manages admin.  Abbey – she is first point of contact – manages admin as well as running group. Arranges time with members 5-10 minute before the session to fill in forms and passes on to the reception to add to data base. |  |
| 6. Please talk us through an example of a session plan you have used in a community setting. JE  Please comment on the rationale behind the session, i.e. the context of the activity, the learning aims and expected outcomes, and how you would assess learning. |  |  | 3 | Emailed plan and shared on Teams.  Theme – Houses and belongings (v. relevant in lockdown)  Welcome  Intro exercise – extracts to read, then choose object in own home and write a ‘self-portrait’  Look at Nye poem (share on screen and give out printed copies) – talk about form, use of this / these. Anyone want to read the poem to group? If not, she will read. Give all a chance to contribute to discussion if they want to.  Look at prompts, do a bit of writing.  Everyone invited to share a bit of writing done in session, but don’t have to. Gives a bit of verbal feedback – meaningful but not really critical in front of group e.g. what made you think of this?  Break  Look at Simic poem. Again discuss, read, use prompts, writing  Allow time for all to share something they’ve written in session.  Give opportunity for Ls to encourage each other.  Thank everyone for contributions and ask for ideas for future themes.  Finish on time. |  |
| 7. What Safeguarding and H and S measures are taken, both in online and face to face classes? *(If not covered in previous answers)* PK |  |  | 3 | Online:   * Confidentiality – sends out invites in advance, bcc email addresses * Advises Ls not to put personal info in chat e.g. addresses * Facilitates data sharing in a safe way * Sharing images / work of groups on social media – ask permission and block out names using digital paints * Zoom sessions – some people join by phone so she blanks out numbers and changes to their names so that they are not sharing their numbers without consent * Safeguarding – any disclosures that hint of danger to themselves or others – always report to make sure they get support / follow up * Keep a boundary as a tutor – don’t meet people outside the venue or share personal information |  |
| 8. Would you like to add anything else that hasn’t been covered in the questions?  Close: Any questions?  What is your availability? JE |  |  |  | Would love to carry on with the WHWC group but also looking for other opportunities to run classes.  Works at Abbey P/T (16 hrs per week) usually Wed – Fri, but flexible. Can condense that into 2 days or change days. Can work evenings.  Currently working on arts Council project 2 days a week but only till end Sep. |  |