**HWB Sessional Tutor Interview Questions**

Interviewers: Janice Etheridge; Panchali Kar

Interviewee: Briony Lyttlefair

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

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

RTW docs?

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| **Question** | **1** *(inadequate)* | **2** *(meets requirement)* | **3** *(exceeds requirement)* | **Comments** | **Total score** |
| 1. What attracts you to teaching in adult community learning? PK |  |  |  | Large part of her work. Runs the West Hampstead women’s group, teaching the group since 2019. Works for Abbey too – publicity, fundraising and running 2 courses. Writing club – 5 years. Book club – during the pandemic. Works 16 hours a week for Abbey.Managed other community project around literature + other projects. Registered free lance now. Recently did nurturing talent scheme – dual benefit of learning and wellbeing at the same timeWriting is her passion – get others involved. Create deeper social bond with each other.  |  |
| 2. What particular skills and experience do you have to offer Camden ACL? JE |  |  |  | Interested to hear more about how we recruit and structure our adult learning in terms of learning and wellbeing. Briony’s outcomes – social, wellbeing, reducing isolation, learning based outcomes – with session planning. Has experience with both relaxed community-based classes + sticking to outcome-based lesson plansTrained facilitator with regards to the outcomes mentioned above. Reader – shared reading groups who read literature and discuss them together. The texts help people to have a better social bond + discuss things which otherwise they may not have discussed under normal circumstances. Practice – to create a safe welcoming space – encourage active listening, encouraging contribution in a non-forceful way, creating an interesting discussion that everyone can participate in and come away from feeling good about oneself. Has learnt a lot on the job as well. |  |
| 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)* |  |  |  | Challenge of balancing different needs in the groups. Anyone can join, take part and contribute. People could be from any background and walks of life. Sometimes people show up to the group that can be quite hard to manage, perhaps they sometimes want to talk a lot etc which might dominate others in the group. Identify needs of both these types of learners and meet that with open mindedness whilst also being clear of the boundaries of the group and not be frightened to explore if students want to contribute. For e.g – an Abbey learner – he has some sort of neuro diversity. Wanting a discussion, when he’s reading out his work, he can talk for a long time that might disturb others in the class, especially if it goes on for a long time. Challenge – you want all to feel comfortable but at the same time ensure that there is a balance + there is proper time management – to allow all students to contribute equally and fairly. Being the tutor, you know what the centre procedures are and what the protocols are. Establish that before the sessions. Turning up 10-15 minutes early + liaising with relevant people + learners in time. Call people up rather than too many 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.)* |  |  |  | Familiarising with what ACL outcomes are and adapting to it. Take advantage of feedback given to tutors. Allocating time for a break and exercises if needed. Look into how many people are in the group. How can the session be inclusive. Getting awareness from ACL re all the community venues. Prepare resources in advance.RaRPA – not maintaining currently. Does verbal feedback + surveys (based on funding requirements). Hasn’t kept a log of learning-based achievement but is not averse to do so.  |  |
| 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 |  |  |  | Managing the administrative side of community projects helps that. Managed volunteers and needed registration forms from groups – dedicating time to do the record keeping. Checking and liaising with people accordingly in time and on time. Have them in one physical or online space. Abbey – has to do that in terms of enrolment form etc. arranges time with students 5-10 minute before the session to fill in enrolment forms for new learners and passes that on to the reception (data base)  |  |
| 6. Please talk us through an example of a session plan you have used in a community setting. JEPlease 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. |  |  |  | 1. 5-10 minutes time buffer, a bit of flexibility as people settle in and arrive
2. Warm up to not feel intimidated
3. Metaphors – here – on poetry
4. People choose for items at their homes. Write characteristics re them
5. Talk about the forms and words in the poem – 10 minutes or so
6. Group members might also read the poem. Share the poem on the screen.
7. Have a discussion – give all a chance to contribute if they want to
8. Look a the prompt exercises at the bottom – to give ideas if someone is stuck
9. Gives space – if people are inspired by something else, they can write about that as well
10. Break for about 10 minutes
11. Read another piece of writing and do the similar exercise
12. Discuss, reading, prompts, writing
13. Everyone sharing a piece of work that one has written during the session
14. Allocate enough time for all to read out a piece
15. Give meaningful feedback. No blanket praise but constructive feedback, allowing learners to think and improve. Make suggestions as a tutor if required
16. Give students a chance to encourage each other
17. Finish lesson on time
18. Thank you to all students + ask students to contribute ideas for future themes
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| 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 |  |  |  | Online:* Confidentiality – especially bcc-ing email addresses, be aware of data sharing etc
* No posting addresses in the chat – mention to learner
* Facilitating data sharing in a safe way
* Sharing images from social media – block out names using digital paints
* Work from groups in the social media – ask for permission from students
* In the Zoom – some people join via phones and their phone number comes out. Ensure that the number is changed to their names so that they are not sharing their numbers without consent
* If anyone discloses anything around domestic settings or mental health issues – support given in liaison with the community partner, for support and follow up
* Keeping a boundary as a tutor. Not meeting people outside the venue or sharing personal information
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| 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 West H W group. However, looking for other availabilities. Abbey – Wed – Friday, however, flexible. Can condense that into 2 days or change days. Can work evenings.  |  |