GETTING READY IN NUMERACY (GRIN)

SUGGESTED SELECTION CRITERIA FOR TUTORS

A range of factors within each school will contribute to the relative success of the GRIN program in improving outcomes for those students selected for inclusion. These factors include:

- the degree of support and importance attributed to the program by the principal
- the quality and timeliness of the communications between the tutor and the classroom teachers
- most importantly, the ability of the tutor to handle the organisational and delivery elements of the program.

The tutors and teachers will participate in professional learning sessions as part of the program to assist them to fulfil their respective roles; however, it may also be beneficial for schools to consider the following skills set when selecting a teacher to undertake the position of GRIN tutor.

SPECIAL CONSIDERATIONS IF USING NON-TEACHING STAFF AS TUTORS

The GRIN tutor needs to be sufficiently confident with the mathematical concepts being handled by the classroom teacher. Confidence with the concept will enable a tutor to expose and clarify any misconceptions that the student might have about the concept and to offer a range of worthwhile models to support student understanding.

When selecting non-teaching staff as GRIN tutors, it is important to ensure that the tutors receive adequate information from the teacher regarding the key concepts of the classroom lesson. It is likely that non-teaching staff selected as tutors may need additional time and support from the classroom teacher in order to gain familiarity and confidence with some of the mathematical content.

RECOMMENDED SKILLSET OF A GRIN TUTOR

Highly organised: Able to coordinate classroom/withdrawal timetables for multiple students across multiple classroom settings. Able to keep records and analyse data.

Focused: Able to maximise learning opportunities in the 15-20 minute GRIN session.

Direct: Able to identify and hone in on a specific outcome for each GRIN session.

Good questioning and listening skills: Able to probe student knowledge and understandings and analyse student explanations. Able to use ‘wait time’ effectively to encourage student comments.

Respected by classroom teachers: Able to talk with and make suggestions to classroom teachers based on information obtained from GRIN sessions.

Flexible: Able to deal with changes to timetables, student absenteeism, etc.

Clear diction and well-formed handwriting: Able to be clearly understood - in writing and verbally - given the emphasis on mathematics language immersion that underpins the program.

Maths content knowledge: Fully cognizant of the mathematics concepts being covered and able to extract the associated key vocabulary.

Friendly: Able to quickly develop a relationship with GRIN students that will enable two-way communication and maximum outcomes for each session.

Classroom management skills: Able to control students’ behaviour to enable maximum outcomes for each session.

Enthusiastic: Able to promote confidence in students and enhance their willingness to actively participate in the classroom lessons.

Persistent: Able to address potential barriers to the program’s success and to maintain commitment to its successful implementation.