

HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

TUTOR HANDBOOK

SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS
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Kei ngā kaiwhakaako o Te Kura Aro
Whakamuri, Rapunga Whakaaro, Matai
Tōrangapū me te Ao, tēnā koutou
katoa.

Tēnā tātou e whai whakaaro ana ki
ngā whakaako ki ngā tauira me te
mātauranga matua.

Tēnā koutou, tēnā koutou, tēnā tātou
katoa.

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Nau mai, haere mai, welcome to tutoring in the School of History, Philosophy, Political Science and International Relations! Tutorials are an essential part of the teaching in our programme, and students regularly report that tutorials are a formative aspect of their university experience. Our goal for tutoring in HPPI is to encourage critical thinking and mutual learning in our students, as well as making them passionate about our disciplines!

Tutorials in HPPI provide a space where students can explore course concepts and ideas, ask questions, benefit from more diverse teaching methods than the traditional lecture format, and hopefully make connections with their peers and you. Tutorials in HPPI are meant to supplement lectures and be discussion-based; therefore, you are not expected to lecture students or give them new content. Tutorials are also a space where we can teach students what is expected of them in university and how they can succeed. You will find that your tutorials in any given term (particularly if you are teaching first year courses) are a balance between development of academic skills and grappling with course content.

VUW TUTORING VALUES

Rangatiratanga	leadership, self-determination
Kaitiakitanga	guardianship; cultivating safe learning
Manaakitanga	reciprocating kindness and generosity; fostering of knowledge
Whaimātauranga	pursuit of knowledge and intellectual curiosity
Akoranga	reciprocal learning and teaching; to learn and to teach
Whanaungatanga	collaboration

► THE IMPORTANCE OF TUTORIALS IN HPPI

Tutors and tutorials are critical to the experience students at university because:



Class sizes are significantly smaller in tutorials, allowing for more student discussion and interaction



Tutors are often seen as more approachable than course coordinators and lecturers, and tutorials allow students to ask questions they might not ask in a lecture or by email



Tutorials are places where students acquire and develop skills to succeed in university



Tutorials provide opportunities for innovative teaching:

- We can accommodate different learning styles and use diverse pedagogical techniques.
- Students can guide the direction of lessons, and lessons can be tailored to their interests and learning needs.
- We can make classes and learning fun!



► YOUR RESPONSIBILITIES

● Preparing for Tutorials

Before tutorials start, you will meet your course coordinator(s) and the other tutors for your course. The course coordinator will outline their expectations of you during the course, and your responsibilities throughout the term.

Throughout the trimester, review any lesson plans sent out for the week by your head tutor or the course coordinator. Think about how to tailor them to your specific groups in preparation for your tutorials that week. If you are making your own lesson plans, look at the expected learning outcomes for the previous week and think about how to engage the students with that content.

Ensure you have completed the tutorial readings, and marked any weekly tutorial assignments from the previous week so they can be returned in class (a one week turn around for smaller, weekly pieces of assessment is standard in the School, unless you are instructed otherwise).

● Running Tutorials

- Have a plan for each tutorial, along with a backup plan for if there is low attendance, the students haven't completed the necessary preparation for the lesson, you run out of time, etc.
- If your course coordinator gives you something to do – i.e. a specific lesson plan or completion of assessment – prioritize getting those tasks done first, before doing your own activities
- Always leave time for students' questions, and encourage questions/check-ins throughout class time.

● Preparing for Tutorials

As there is a limited amount of teaching time per trimester, we try to not cancel tutorials unless absolutely necessary. If you sign up to tutor knowing that you will not be available to work a particular date, talk to the course coordinator or head tutor as soon as possible so that cover can be arranged. In most instances, another tutor from your course will be able to cover for you while you are away. They may ask you to cover some of their tutorials at another point in the term in exchange, however this is not required. The decision about compensation/reallocation of work or lack thereof is between you and the tutor who is covering for you.

If you are feeling ill the day before/of your tutorial and are not sure if you can tutor, contact your head tutor (if applicable) or course coordinator as soon as possible.

Lecture Attendance

Attending lectures consistently helps to ensure you are on the same page as the lecturers and other tutors and are teaching content that the students have already covered in a way that is familiar to them. You are required to attend all the course lectures as part of your contract, and are paid to do so.

Tutor meetings

Course meetings, either just between tutors or with the course coordinator, regular or ad hoc, are an essential part of your job. Make sure you attend whenever there is a meeting, and if for some reason you cannot, let the course coordinator and head tutor know beforehand, and arrange a time to catch up on what you missed.

Readings

You are expected to complete all the required readings assigned to students in the course(s) you are teaching. All readings will be on Blackboard and/or in the textbook or course reader. You should be provided with access to the course readings at the start of term. Make sure to return any materials to your course coordinator or the main HPPI office at the end of the trimester.

Marking

Tutors are allocated a set number of hours for marking course assessment. You are not required to mark all the pieces of assessment in a course, as the course coordinator is responsible for marking some of the assessment. The course coordinator(s) will let you know at the beginning of term which assessment you are responsible for marking.

Tutors in HPPI usually grade the course essays/main assignment and any weekly tutorial tasks or smaller pieces of assessment the students complete throughout the course. Exams and tests are usually graded by the lecturers, unless they tell you otherwise. Course coordinators will let you know if you are grading your own students' work or if there is another arrangement, as well as the deadlines for completing your grading.

Marking assignments and essays can take a lot of time. Many tutors find keeping up with the workload challenging, especially at first, so be sure to find ways to balance your own study with tutoring and marking work. Ask others what marking strategies they find most effective, or try a few different methods to see what works best for you.

Moderation

Consistency across markers in a course is important. Your course coordinator or head tutor should organise moderation meetings, with the course coordinator and all tutors present, to ensure consistency when marking assignments. Make sure to attend with all assessment you were asked to mark, ready to discuss the rationale for your grades.



TIPS FOR MARKING

- ✓ refer directly to, and use the language on, the marking rubric if your course has one
 - ✓ explain clearly what a student could do to improve their analysis in their next assignment
 - ✓ use the 'sandwich method' in your comments: start with a positive comment about the work, then give some constructive feedback, and end with some more encouragement
 - ✓ don't spend too much time on comments – invite students to speak with you in person if they have questions about their assignment or mark
-

● Office Hours

As per your contract, you are required to set aside at least one hour per week for office hours. When and where you hold office hours is your choice, however here are some things to keep in mind:



Location:

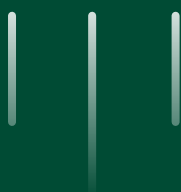
if you have a permanent office you are welcome to use it. Alternately, many tutors choose to hold their office hours in the Hub/VicBooks as it is more accessible and welcoming for students. You can also make use of the tutors' room of your respective program. Some conversations require privacy, so you should give students the option of meetings by appointment in a private setting (e.g. tutors' room). See your head tutor or the school administrators for information on accessing these spaces and booking time for your office hours.



Day and Time:

the time you hold your office hours will help determine how many students attend: on lecture days, before or after tutorials, and in the middle of the day are all good options. Choose times that best work with your schedule, when you are already on campus to teach or attend lecture, so you can avoid breaking up a day dedicated to your own work.

● Student Emails



You are responsible for answering student emails. If you do not want to use your personal email for communicating with students, you have access to your staff email account after your contract is processed.

- ✓ Make your email policy clear in the first tutorial, as well as the expected time it will take you to respond
- ✓ You do not need to be available 24/7, and should be clear with students that last minute requests may be missed or difficult to fulfil
- ✓ If a student asks a question you do not know the answer to, ask your head tutor or course coordinator or forward the email to them.

● First Point of Contact for Students

University can be seen as an impersonal place and students (especially first years) often feel anonymous in the university system. Tutors are usually the teaching staff that students get to know the most and feel the most comfortable with. As such, the relationships that students form with their tutors has a significant impact on their learning experience, and their wellbeing in the courses you are teaching, and at university overall.

● Teaching Skills and Content

Teaching students, especially first years, how to be university students can be as critical as teaching them course content.

Research shows that 84% of first year students at VUW expect the academic workload and getting good grades to be “not at all” or “not very” challenging. This research also indicates that the reality of workloads and expectations hits students around six weeks into the trimester (before, during or just after the mid-trimester break). This realisation often coincides with the return of their first major piece of assessment.

This dramatic gap between expectation and reality comes in part from critical differences between university and NCEA assessment (the secondary school system in NZ – see the chart on page 8). To help students navigate this gap, it is important to consistently remind students of what is expected of them in terms of assessment, give them time in each tutorial to ask questions about the course, and to provide quick and constructive feedback on their written work. Having a clear and reinforced policy of “there are no stupid questions” enables students to ask questions that may seem obvious to you, but might not be clear for many of your students.

WAYS YOU AS A TUTOR CAN HELP:

- ✓ Ask students what they expect of us/you
 - ✓ Be clear about your expectations of them
 - ✓ Encourage them to read the course outline
 - ✓ Clearly explain assessment policies, mandatory course requirements, and weighted grading
 - ✓ Give time for questions in every tutorial
-

● Administrative Responsibilities:



Timesheets

You will need to fill out timesheets for tutoring. When you sign your contract, the HPPI administrators will explain how to fill out and submit your timesheet, and answer any questions you might have. If you have any questions or concerns about your pay, see any of the school administrators for help.



Record-Keeping & Attendance

Your head tutor or course coordinator may set up a method of record keeping and taking attendance for your course. If this is not done in your course, it is a good idea to keep a record of attendance for your own tutorials. Make sure to record if a student from another tutorial attends your tutorial and let their tutor know.

It is important to keep track of attendance so that you can follow up with students who are frequently absent. There may be a mandatory course requirement for the course you're tutoring, but even when there is not, research shows that students who do not attend tutorials tend to perform more poorly than those who do. To prevent attrition and support students we aim to email students on our class lists who have not turned up to a tutorial and/or handed in any assessment by the end of Week 3 of the trimester. This email should be supportive and enthusiastic, aimed at encouraging them to attend tutorial rather than criticizing them or making them feel ashamed for not coming. Explain the benefits of tutorials and the ways in which they help their learning, and that they are also fun!



Blackboard

You will be asked to provide your Blackboard username to your course coordinator, who will then add you as a teaching assistant. From there you will be able to access everything the students have access to, as well as the administrative parts of the platform.

Your course coordinator will explain your role on Blackboard. For example, in some courses, tutors are expected to upload their grades directly, in others the head tutor or course coordinator does so.

You can access the students' "myvuw" email addresses through Blackboard by selecting the course you are tutoring, and then scrolling down and clicking "User and Groups" on the left-hand side bar, and then selecting "Users". This should produce a list of everyone registered in the class, and from there you can locate your students.

TEACHING FIRST YEARS

First year students face many challenges in the transition to university, whether social, emotional, dealing with relatively large workloads, or grasping the differences between the NCEA system (the New Zealand secondary school system) and the expectations of university (see chart on page 8 for more info). As a tutor, you are in a good position to make this transition easier. The following charts are drawn from a survey of VUW first year students, and reflect the biggest challenges they feel they face in their first trimester at university.

FIRST TRIMESTER REFLECTIONS

I have difficulty coping with the mathematical skills required for my university work

I have difficulty coping with the reading and/or writing required for my university work

My time management skills need improvement

I have a hard time making new friends and feeling like I belong

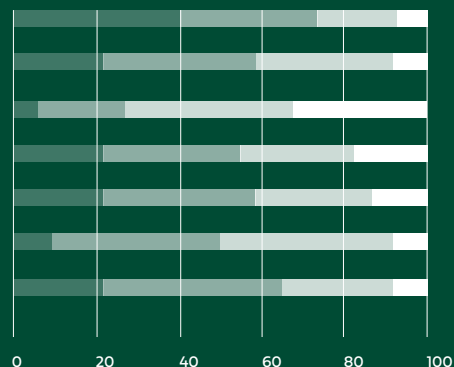
It seems like everyone else has university figured out but me

I struggle to keep up with the amount of work my courses requirements

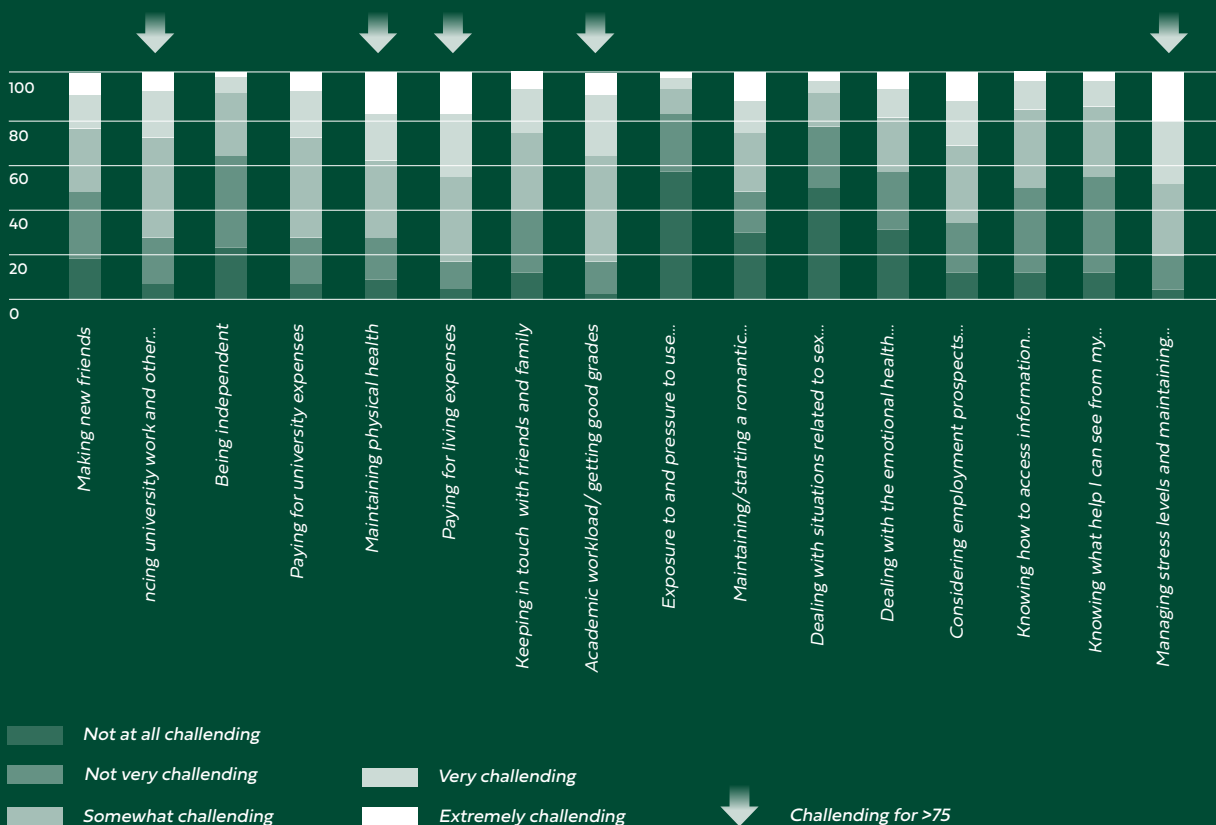
I often prioritise my friends and social life over my university work

Strongly disagree Somewhat agree

Disagree Strongly agree



CHALLENGES, TRIMESTER 1



²Charts from Anita Brady and Sue Cherrington, 2019-2021, 'First Year Experience Survey', Victoria University of Wellington: Faculty of Humanities and Social Sciences/Faculty of Education.

► FIRST TUTORIAL

NCEA	UNIVERSITY
Students chased up by teachers for missed assignments (deadlines were not necessarily final, nor enforced)	No second chances, deadlines are final, late penalties are applied to work submitted after the deadline
Greater diversity across and between schools re: the style and method of teaching, as well as expectations of students	Teaching styles are standard/similar across university
Most/all assignments are worth about the same; not all assignments are mandatory (students can choose which pieces of assessment they complete)	Assessment is worth different amounts and grades are weighted (if you miss a piece of assessment, you can't make up those points elsewhere)
Do not use percentage grading; instead there is one fail grade (Not Achieved) and three passing grades (Excellent, Achieved, and Merit)	Percentage-based, weighted grading system. Grades allocated based on a letter grade scale from A+ to E
A lot of help to prevent failing (i. e. smaller class sizes, more hand-holding from teachers, chances to resubmit work, make up classes in summer) --- government incentivizes people to get credentials	Much more independent learning, and a general stigma around seeking help (seen as remedial)
Many writing styles allowed; formal English and proper grammar are not needed to do well/pass. Emphasis on descriptive, impersonal writing	Formal academic writing required; critical writing and formulation of arguments expected in the social sciences
Most assignments done in-class	Work done autonomously (out of class, independent of teachers)
Flexible marking	Marking rigid & inflexible re: core requirements (use of marking rubrics = harder to understand)
Reading is limited, not necessary; readings are gone over in class	Reading score to university study and make up a significant component of course content (vs. simply being supplementary/optional)
Assessment takes place all year and constantly	Shorter timeframes with trimesters (12 taught weeks)
Word limits not strictly used/enforced	Being concise emphasized, word limits enforced
Choice of which parts of exams/assignments you do (students can just skip parts they don't understand/don't want to do)	Will lose marks if you don't complete all pieces of assessment, while some assessments are MCRs



THINGS TUTORS CAN DO TO HELP EASE TRANSITION

- 01 Ask students what they expect from you as their tutor, and what they think you expect from them – having this discussion gets everyone on the same page
- 02 Send a welcoming introductory email to students, which initiates communication with them and ensures they have your email address
- 03 Hold office hours in the Hub (which students report is less intimidating than going to a staff member's office)
- 04 Clearly explain learning goals of exercises and assignments – this also helps to achieve the goal of creating a collaborative learning environment
- 05 Normalize asking for help in university – help is not remedial or punitive, but is what successful students seek out
- 06 Have periodic class exercises that explicitly recognise issues around transition to university (especially for first trimester, first year students)
- 07 Attend lectures so that you understand what students have been told by the lecturer
- 08 Ensure time for questions in each tutorial. Encourage students to email you if they prefer and, if possible, make yourself available to talk to students for five to ten minutes after class
- 09 Learn your students' names

Make tutorials fun!

► SUGGESTED LESSON PLAN FOR FIRST TUTORIAL

Introduce yourself. Introduce yourself and give students an opportunity to introduce themselves to the people around them. Break down the teacher-student wall by giving them some information about yourself (e.g. where you're from, what you are studying, how you came to be at VUW, etc.) so they feel comfortable asking questions. Make sure to give them your email and your office hours and location.

Icebreakers. To engage in discussion, you all need to know each other's names and have some sense of each other as human beings. You can use whichever icebreaker you like best or think is most effective, but make sure to do something where the students can start to get to know each other.

Tutorial Expectations. Each course/tutor will have a different approach to tutorials, so give them an indication of what to expect in a tutorial with you. This might include:

- letting them know that tutorials are intended to supplement lecture content;
- that tutorials will be much more worthwhile if they attend lectures;
- that tutorials are a space where they can ask questions about the course assessment;
- tutorials are where they can learn from each other;
- frame the tutorial space and guidelines for behaviour (however you wish to conduct your tutorial);
- assessment that will be submitted or completed in tutorials (if applicable)
- that tutorials are an opportunity for students to ask questions about the lecture material in a more interactive, inquisitive way than lectures often allow.

Course Outline & Assessment:

- Explain the course outline and any mandatory course requirements. Giving them a 'guided tour' of Blackboard can be really helpful alongside this.
- Explain all the pieces of assessment in the course and how they are weighted, as well as explaining weighted grading (this is a new concept for most students coming from NCEA), as well as the due dates of assignments
- A good activity is to have students (either in the first or second tutorial) take 5 minutes to put the assessment deadlines for all their courses into their calendars
- Explain the course extension policy and how late penalties are applied
- Check students have access to Blackboard and can view all their readings on that platform
- Show students where they can find their grades, and where to find feedback on assignments (it might be worth revisiting this later in the trimester as well)

Questions – make sure to leave time for questions at the end, as well as encouraging them to ask any questions that come up throughout the tutorial.

► TUTORING THROUGHOUT THE TRIMESTER: GENERAL TIPS

Diversify your teaching strategies. This keeps students engaged and motivated throughout the term – you can use games, simulations, digital media, case studies, debates, small group discussion, news, quizzes (such as Kahoot and GoSoapBox).

Micro-geographies. The layout of your classroom will have an impact on your students' learning – move the tables and chairs around to accommodate the activities you are doing (e.g. put the tables in pods of 3-4 desks for small group discussion, or make a circle of chairs for plenary chats)

Gender and calling on non-male identifying students. Research shows that making an effort to call on women and gender non-confirming students first and early in the term and tutorials goes a long way to help your classes to not be dominated by male students.

Encouraging quiet students. Speaking and asking questions in front of a full room of people can be intimidating, especially for students learning in a different cultural context. Pressuring students to speak can be counter-productive as it can make students uncomfortable. Provide activities that allow for discussion in pairs or small groups, and use learning strategies that don't require public speaking (e.g. short written responses to questions that the tutor can read out, or anonymous contributions to online forums like GoSoapBox).

Small group work. Ideally every tutorial will have time for small group work, which means less attention on 'tutor as expert' and more interaction with peers, which helps develop critical thinking, independent learning, and increases comfort with the material.

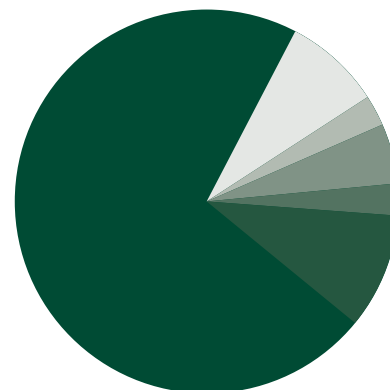
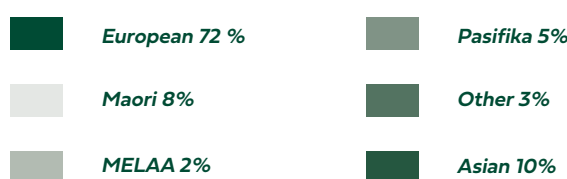
Get to know your students. Chat with your students before tutorial starts. Ask them about how they are getting on and what they want to get out of their learning in your tutorials together.

Making learning accessible. Academic language can be difficult to understand, so explain complex concepts clearly and slowly and be sure to repeat and revisit these throughout your tutorials. Invite students to explain concepts in their own words. Challenging scholarly ideas can be difficult for students who are not used to questioning sources of authority. Even addressing a lecturer with their first name can prove difficult for some students.

► DEMOGRAPHICS & DIVERSITY

Te Herenga Waka Victoria University of Wellington has more than 22,000 students, including almost 4,000 international students from over 110 countries. The student population comprises people from various ethnic, cultural and socioeconomic backgrounds. The following two pages outline the diversity in our student body, while the following two pages (12–13) offer tips for teaching diverse classrooms.

2019 ETHNIC DISTRIBUTION IN HPPI STUDENT POPULATION



Māori Students

Māori students from across Aotearoa New Zealand attend Te Herenga Waka—Victoria University of Wellington. Every student will have different aspirations for their studies relevant to themselves, their whānau, hapū and iwi. Māori culture, values and practices remain severely limited and underrepresented in mainstream education, so make an effort to practice a variety of teaching methods that reflect some of our tutoring values like whanaungatanga (relationship-building), manaakitanga (enhancing the mana of others, even when we critique), and rangatiratanga (enabling self-determination). Some of the small things we can do that can make a big difference for some students include:

- ✓ pronouncing Māori names and words properly (and modelling trying to improve, even when our pronunciation is not perfect);
- ✓ sharing something of yourself in your introduction – your family, your history, pictures of home; be sure to use macrons where they occur in Māori words; and
- ✓ avoid putting Māori students on the spot to explain Māori themes/concepts for the rest of the class, while giving opportunities for discussion of how course materials relate to the Māori context in which we are learning at Te Herenga Waka.

Pasifika Students

Pasifika students come from a range of different communities and cultural origins. These students also see little of their culture represented in mainstream learning environments and often appreciate you making an effort to learn a bit about where they come from. Many members of the Pasifika community have a variety of family and community commitments and obligations outside of university, so try to be understanding and supportive. Sometimes students will miss tutorials, so each week think about providing a five-minute recap of the previous week's tutorial.

International Students

Students come from all around the world to attend our university. Like all students, international students are dealing with a lot – balancing workloads, finance, and living away from home. However, international students have a unique experience of university life. They may come from a very different learning environment and as such may need extra guidance. Although international students may not want to be treated differently, recognize that they may have unique needs.

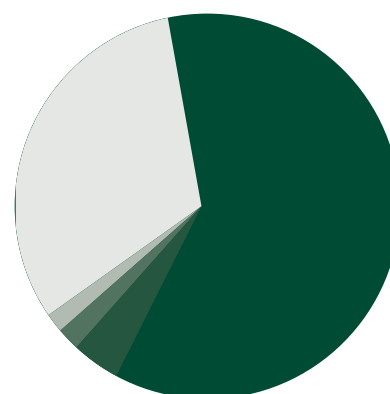
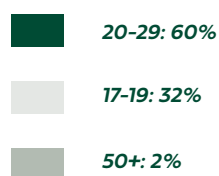
Rainbow Students and Gender diversity

LGBTQIA+ students have diverse and often intersectional identities. Some students may identify under the acronym MVPFAFF (mahu, vakasalewalewa, palopa, fa’afafine, akava’ine, fakaleiti or leiti, and fakafifi), which encourages awareness of Pasifika gender diversity. Takatāpui is a Māori term for those with diverse gender or sexual identities and is fundamentally connected to cultural identity.

Mature Students

Mature students (30+ years old) often have different motivations for being at university compared with school leavers. Many mature students have work or family-related demands and stresses that differ to those of younger students. Although the wealth of life experiences the mature student may bring can be beneficial, sometimes they can feel disconnected from their younger student peers. Often it is difficult to address older and younger students on the same level. Mature students tend to contribute regularly in tutorials, which can deter other students from participating. Some mature students might have difficulty with being corrected, especially if their tutor is considerably younger than them. When discussion is being dominated, you can encourage those students to bring their questions and ideas to office hours. It might also be helpful to have a private conversation in which you express appreciation for their contributions to tutorial but also let them know that tutorials are a place for everyone to participate. You can talk with the course coordinator or head tutor if these strategies are unsuccessful and you need additional support.

2019 HPPI STUDENT AGE DISTRIBUTION



Students with disabilities

Disabilities and impairments affect almost a quarter of the population, but only around 4% are engaged with disabilities services on campus. Tutors should be aware that disabilities are wide ranging and affect individuals in different ways, depending on how their environments support or inhibit their learning. As such, students experience fluctuations in their impairments, depending on their environments. Many disabilities and impairments are unseen, such as dyslexia, dyspraxia, anxiety and autism.

► DIVERSITY IN THE CLASSROOM

As a tutor, it is your responsibility to create an adaptable and inclusive learning environment, adopting strategies and approaches that foreground the student population's diversity. It is important to consider how some students might feel marginalized from the mainstream student body.

Cultural competency is an important part of what you do to support students from various cultural backgrounds. It involves a constant process of learning about other people's perspectives and reflecting on your own positionality in the world, and any biases, privileges or limitations you may bring into the classroom. Developing your knowledge about the students' various cultures helps to ensure you can meet all students' learning needs.

For some students, university will be the first time they have classes taught completely in English. Learning in the university environment where many classes are not taught in the languages some students use at home or at high school can be quite a big adjustment to make. As a tutor, some basic knowledge of Te Reo Māori or Pasifika languages, even some understanding of pronunciation, can go a long way. If you find it difficult pronouncing someone's name, ask them and take note for next time you speak to them and make an effort to pronounce their name the way they have pronounced it to you.

Encourage culturally appropriate behaviour in your tutorials, such as reminding students not to sit on tables. Open up the space to students' suggestions too. Ensure that you are respectful. Take care not to call on some students more than others to speak about Indigenous histories, perspectives and politics. Doing this can impose a burden on students who may feel they are being asked to represent the entire perspective of their culture, when in fact there are many. Try to avoid making assumptions about your students. All students are unique, and it takes time to get to know them. Remember to be mindful not only of different cultures, but also of the diversity present within those cultures.

Many students face challenges in the mainstream classroom environment, some of whom may be represented in the following groups. Some students may identify with multiple groups. Consider these as initial steps to making your learning spaces and teaching practices inclusive for all your students, no matter who is in your classroom.



Māori Students

- Try to use te reo Māori when greeting students
- Consider tutorials as opportunities to wānanga – discuss, reason, and draw arguments from course content
- Write a mihi or a pepeha to introduce yourself in the first tutorial, sharing features about your background and where you come from that help people to connect with you. If you don't feel comfortable doing so in te reo, think about what else you can share in your own language to help others connect with you
- Make sure students are aware of supports and networks available on campus, including Āwhina and Te Herenga Waka Marae

MIHI

- Tēnā koutou / kia ora koutou
- Nō (place name – where you are from) ahau
- Ko (family name/ surname) te whānau
- Ko (your name) ahau
- Ka nui te mihi ki a koutou
- Tēnā koutou, tēnā koutou, tēnā tatou katoa

PEPEHA

- Kia tātou
- Ko (name of mountain significant to you) te Maunga
- Ko (name of river/lake/ocean significant to you) te awa/roto/moana
- Nō (place where you are from) ahau
- Ko (family name) tōku whānau
- Ko (first name) tōku ingoa

Pasifika Students

The Pasifika concept of “va”, meaning “relational space between people”, can be understood as cultivating a positive and comfortable learning environment. Understanding this concept is a first step in engaging with Pasifika communities and philosophies, showing students your willingness to understand their cultural perspectives

Let students know about helpful study and collaborative spaces, including Pasifika Haos

International Students

- Not all international students are familiar with the tutorial format, where classes may differ significantly at their home universities. Clearly communicate the structure and nature of the tutorial, establishing it as a relaxed learning space where students can ask questions, share knowledge and collaborate with their peers
- Course requirements and academic integrity are important considerations when you have international students in your class. Some students come from contexts where plagiarism is more common. Regularly remind all students of supports available to them on campus, including Wellington University International (WUI) and Student Learning
- Make sure the students have access to resources where they can revisit information, such as lecture slide and recordings. Encourage students to write notes on what they have learnt in tutorials. Distributing minutes from your tutorial each week via email, or briefly covering the previous week's content at the start of a tutorial, can be a huge help

Students with disabilities

Course coordinators are usually contacted by Disability Services when students are using their services. Course coordinators will provide relevant information about the student and ideas for support, when necessary

Do not make assumptions about students' disabilities and remember that it is a student's choice to disclose any they may experience

The extent of someone's disability depends on its severity relative to environmental and situational factors

If you are unsure of how to support a student who has disclosed their disability, remember that they are the experts. Ask them how you can best support them in the classroom. You can also visit or contact the university's Disability Services for more information

General reminders

It might be a good idea to pass a copy of the Student Support Services pamphlet around the room so students can see and access the services that they will find most helpful, or give them a guided tour of the relevant website pages

In addition to the prescribed tutorial readings, provide video clips, images and other relevant resources that offer a variety of perspectives and worldviews

Try to engage with students through finding something you might have in common



► PEOPLE YOU WILL BE WORKING WITH

TALK TO YOUR FELLOW TUTORS ABOUT:

Ideas for lesson plans;
marking questions;
general moral support;
covering your tutorials if needed.

TALK TO YOUR COURSE COORDINATOR ABOUT:

The expectations for tutors in the course and your role as a tutor; questions about which assessment you are marking and which students you'll be expected to mark; clarification of prescribed learning outcomes; if you need any assistance/are having problems with a student or students.

TALK TO YOUR HEAD TUTOR ABOUT:

Not all courses have a head tutor, but larger courses generally do. You can talk to your head tutor about marking/admin, spreadsheet management, general course questions, issues with students, lesson plan ideas. First point of contact for any problems you may be having; they will refer you to course coordinator if needed. In some courses they are responsible for approving student extensions and Blackboard management.

TALK TO YOUR HEAD OF PROGRAMME:

They are in charge of all teaching in your programme so the course coordinator might bring them in to help with any issues in the course. You can also go see them with urgent issues if you can't get in touch with your course coordinator/you have questions about programme and school-wide procedures/regulations/rules, etc.

TALK TO THE SCHOOL MANAGER ABOUT:

Any issues with contracts or questions about payments, HR systems, or general tutor roles.

STUDENT FEEDBACK

Tutor Evaluations

Getting feedback from your students is a great way to improve your teaching, and see what worked and didn't. It is also useful to have student feedback on your teaching for future job and scholarship applications. The university has formal, anonymous tutor evaluations that can be set up for each of your courses; course coordinators are responsible for setting up the tutor evaluations through the Centre for Academic Development. If you would like feedback to be set up for your tutorials, let your course coordinator know in the second half of the trimester.

Students will be sent an email asking them to complete the tutor feedback forms; make sure to remind them in tutorial to complete them! The course coordinators will be sent a pdf collation of your feedback after the final grades have been entered (after the end of the exam period), which they will forward on to you.

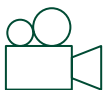
It is also a great idea to get feedback consistently from students throughout the term, and try to implement changes to your teaching accordingly. One way to do this is get students to write anonymous feedback on paper, which you collect at the end of the tutorial. Whichever method you decide to use, make sure you are consulting the students on the state of their learning in tutorial, and what you can improve on.

You might want to get a teaching letter of recommendation for a job or postgraduate application. It can be useful to invite the course coordinator or lecturer to the class to watch your tutorial so that they are able to speak to your ability to present, relate to others, or to a particular area of expertise





► ONLINE TEACHING



Setting Up Zoom

We recommend you use separate Zoom links for each tutorial group and your office hours to avoid student confusion, and people disrupting your class. Additionally, we recommend setting up the Zoom link on Blackboard as a hyperlink rather than a text URL (i.e. the students click on a button in Blackboard to take them to their tutorial, versus copying a link) to reduce confusion if you have to change a Zoom link mid-trimester for any reason.

Some useful Zoom settings:

- You can require a password to enter the Zoom room if you want to ensure that only students are attending, but keep in mind that Zoom automatically embeds the password in the URL unless you unselect that option
- Set the chat transcript to download at the end of each tutorial, and tell the students you are doing this to a) keep them on task, and b) to help students feel safe in the online space
- Control who can talk to whom on the chat function: for example, if you are having group discussion, you can set it so students can only message the host (you) in order to manage distractions
- You can restrict the students from changing their names, meaning you can more easily take attendance, they can refer to each other and learn the names of their peers, and you know who everyone is and that they are supposed to be there
- You can mute students on entry to prevent background noise, but it might be nice for them to chat to you or each other before class starts
- Set the Zoom room so that only you can share your screen, unless you are doing an activity whereby you want students to share with each other
- Setting up a waiting room is a good tool for office hours, ensuring you can have private conversations with students without someone jumping in unexpectedly



Teaching Strategies for Online Learning:

Modify your lesson plans for your particular tutorial group, your personality and teaching style, and the content you are trying to teach. Even more than in-person tutorials, try to make sure everyone is on the same page – if possible, avoid designing a lesson plan on the assumption everyone has “attended” lecture or done the readings. Try to resist simply lecturing the students – it might take a bit more thought and work to get students participating online compared to the in-person space, but don’t get discouraged!

Diversify your lessons as much as possible to keep students engaged and looking forward to tutorial. In every tutorial, try to give students a task to complete to help them maintain focus, and facilitate them being creative and collaborating with one another as much as possible. Allow students to direct the discussion to what interests/confuses them.

Keeping Students Engaged and Attending Online Tutorials:

- Opportunities for low-stakes engagement are key
- You might not get through as much content as you would in-person – that’s okay!
- Encourage them to turn on their cameras. Offer tips for assuring privacy (e.g. artificial or blurred backgrounds)
- Give them lecture-watching and studying skills and tools to help facilitate their learning
- Use digital learning platforms such as: KAHOOT; GoSoapBox; videos, alongside games, competitions and quizzes
- Give them something to research and then present to the class/debate
- Use and manage silence to your advantage/as best as possible

► THINGS WE WISH WE KNEW

Organize tutorials/plan your lessons on the assumption the students haven't done the readings

You don't need to know everything – learn with your students! It is useful to think of the tutor as someone whose job is to help students learn, not to know everything that the student is supposed to learn.

In the vast majority of our courses, the tutorials follow a week behind (we cover the content from the previous week). For example, your first tutorial in Week 2 will cover the content from Week 1.

Try to balance (a) keeping the engaged students absorbed whilst (b) not losing those who may be more confused/haven't done the readings.

One of the best skills you can learn is to distill down and clarify concepts and ideas from lectures and readings – that being said, your job is not to summarize the readings for students

Don't let the students trick you into becoming their dictionary, or giving them a lecture – become comfortable with uncomfortable silence!

Address controversial issues in tutorial – don't be afraid to do so, but make sure you establish early in the term how you expect students to engage with each other. It can be helpful to make a 'class contract' on the first day of class, asking students to identify how they will show respect for each other during discussion; how they can show each other that they are making the conversations safe for controversial topics; and for gathering all perspectives on a topic.

Try not to take it personally if some of your students don't do well – students need to meet you halfway.

Consistency across tutors within a course is key, especially on things like extension policies and deadlines. Regular meetings between tutors is important to maintain this.

Learn from what works, and what doesn't!

Get the students to write down their preferred email address the first tutorial, and then create an email list for yourself to make contacting students straightforward throughout the term (many students don't check their allocated "myvuw" email).

Students all have different reasons for coming to class and to university. Not all students want to be in tutorials, and not all students are aiming for the highest marks in the class,

You get a VUW staff account when you sign your contract for tutoring. For tutors who are neither MAs nor PhDs (who automatically have staff status) you can use this account to access your staff email and get printing privileges. See the school administrators to get your log in information.

Make sure you check both your student email, as well as your staff email (if applicable). Some students will use the one in the student database, and you may not realise unless you check both.

Many of our students come from single sex schools and your tutorial may be one of the first times they have engaged in co-ed classrooms. Many students may also have never had the chance to voice or articulate their opinions in a class setting, and need encouragement to do so.

Dress for the job - it can make you feel less anxious and more on top of things if you dress a bit more professionally when you tutor. We also find this is a good way for female tutors to establish authority in their tutoring role, as students tend to challenge female tutors to a greater extent than their male colleagues.

Make sure you are taking care of yourself and not overdoing it – it's easy to dedicate far more time than you are paid to tutoring, and while it's worthwhile in many ways, your own mental and physical health is just as important!

► MENTAL HEALTH & WELLBEING

Tutorials help connect students with you and each other, contributing to their time at university as a positive learning and social experience. However, student life can be stressful for many reasons; occasionally, students will bring to your attention problems they are experiencing, or you might observe that some students appear to be struggling.

Tutors are not expected to provide mental health and wellbeing support to students, however you can encourage students to seek help through the university's support services (see list below), as well as people who care for them. If you have any serious concerns about a student, inform your course coordinator.

The most important thing for you to do is to point out the university's support services available to students and staff. It is a good idea to highlight these to your students, as not everyone who is struggling will show it, or come to you for help. It is important to do this in the first tutorial, but also before/after the first assessment or during the mid-trimester break.

If you are feeling stressed or under pressure, talk with your course coordinator and your fellow tutors about your experiences, and seek help when needed.

**Visit Student Support online
for more services <https://www.victoria.ac.nz/students/support>**

► SERVICES TO SUPPORT STUDENTS (AND YOU!)

<p>Awhina (Āwhina) – Māori Student Support 46 Kelburn Parade, Kelburn campus awhina@vuw.ac.nz; Ph: +64-4-463 5987</p>	<p>Learning support—Student Learning—Te Taiako Hunter Courtyard, Level 0, Kirk Building, Hunter Courtyard, Kelburn campus student-learning@vuw.ac.nz; Ph: +64-4-463 5999</p>
<p>The Bubble A space dedicated for downtime, friends, and seeking advice; Level 2, Student Union Building, Kelburn Campus; Ph: +64-4-463 6832</p>	<p>Marae—Te Herenga Waka Mara 46 Kelburn Parade, Kelburn campus marae.bookings@vuw.ac.nz Ph: +64-4-463 7423</p>
<p>Chaplaincies 4 and 8 Kelburn Parade, Kelburn campus anglican@vuw.ac.nz Ph: +64-4-463 5499</p>	<p>Muslim Prayer Rooms Student Islamic Centre, 86 Fairlie Terrace, Kelburn campus; Counselling@vuw.ac.nz; Ph: 0800 04 04 04</p>
<p>Counselling Mauri Ora, Level 1, Student Union Building, Kelburn campus; counselling-service@vuw.ac.nz; Ph: +64-4-463 5310</p>	<p>Pasifika support - Pasifika Haos and Pasifika Students' Council 15 Mount Street, Kelburn campus pasifikavuw@outlook.com; Ph: +64-4-463 6242</p>
<p>Disability Services Level 1, Robert Stout Building, Kelburn campus disability@vuw.ac.nz; Ph: +64-4-463 6070</p>	<p>Rainbow Student Support Room 213, Student Union, Kelburn Campus rainbow@vuw.ac.nz; Ph: 04 4636712</p>
<p>Financial Support and Advice Level 2, VUWSA Building, Kelburn campus student-hardship@vuw.ac.nz Ph: 0800 04 04 04</p>	<p>UniQ—Queer support Email: univictoria@gmail.com; Ph: 0800 04 04 04</p>
<p>Health and Wellbeing—Student Health Mauri Ora, Level 1, Student Union Building, Kelburn campus; student-health@vuw.ac.nz; Ph: +64-4-463 5308</p>	<p>Recreation Centre Waiteata Road, Kelburn campus recreation-centre@vuw.ac.nz; Ph: +64-4-463 6614</p>
<p>International Student Support—Victoria International Level 2, Easterfield Building Kelburn Parade, Gate 4 vi-support@vuw.ac.nz; Ph: +64-4-463 5350</p>	<p>Refugee Background Students' Drop-in Centre Room 1010, Level 10, Murphy Building, Kelburn campus Ph: +64-4-463 6194</p>

QUESTIONS TO ASK YOURSELF

- What is my positionality in relation to the course content and how do I communicate this with the students?
- Have you considered what strengths and perspectives your students bring to the classroom? How might you go about understanding and supporting these?
- Am I trying to remember student names and their correct pronunciation?
- Am I making myself available to students? How can I do so to a greater extent without compromising my own time to work?
- How am I fostering a safe and collaborative environment in my classrooms?
- Did I have a tutorial dedicated to essay writing/have I explained to students what academic essay writing looks like?
- How am I taking into account cultural differences in my accommodation and understanding of students (i.e. the amount of time needed to be away from classes for funerals/bereavement, recognition of religious and/or cultural holidays, etc.)?
- Am I getting paid for the task that I am doing?
- Has there been anything from lecture that the students would benefit from recapping in tutorials before we start discussion?
- Have I been letting the course coordinator/lecturers know when the students are confused by certain content?
- Are the students asking questions? Of not, how can I encourage this more?
- Am I sufficiently protecting my time? What can I do to ensure I am only working the hours I am paid for?
- Have I explained the basics of university learning (i.e. percentage grading, weighted grading, the purpose of readings, etc.) to my students? What else do they seem to be confused about and how can I help them with this?
- What am I doing in the classroom to meet the Treaty of Waitangi/Tiriti o Waitangi's commitments to tangata whenua?

TE HERENGA WAKA - VICTORIA UNIVERSITY GRADE SCALE

GRADE	RANGE	MIDPOINT	CHARACTERISATION
A+	90-100	95	Outstanding performance
A	85-89	87	Excellent performance
A-	80-84	82	Excellent performance in most respects
B+	75-79	77	Very good performance
B	70-74	72	Good performance
B-	65-69	67	Good performance overall, but some weaknesses
C+	60-64	62	Satisfactory to good performance
C	55-59	57	Satisfactory performance
C-	50-54	52	Adequate evidence of learning
D	40-49	45	Poor performance overall, some evidence of learning. Fail
E	0-39	20	Well below the required standard. Fail

COMPARISON WITH THE NCEA GRADING SCALE:

GRADE	EXPLANATION	RESULT
E	Excellence	Pass
M	Merit	Pass
A	Achieved	Pass
NA	Not Achieved	Fail

FURTHER RESOURCES FOR TUTORS

- Adds, Peter and Meegan Hall. 2016. Treaty of Waitangi at Victoria. Wellington: Victoria University of Wellington. <https://www.wgtn.ac.nz/documents/publications/treaty-of-waitangi-at-victoria-university-of-wellington.pdf>
- Hall, Meegan, and Rawinia Higgins. 2018. Te Reo at Victoria. Wellington: Victoria University of Wellington. <https://www.wgtn.ac.nz/documents/publications/te-reo-maori-at-victoria.pdf>
- Hipkins, Rosemary, Michael Johnston, and Mark Sheehan. 2016. NCEA in Context. Wellington, New Zealand: NZCER Press.
- Inside Out – More Than Four: <https://insideout.org.nz/more-than-four/>
- Rauemi ā-Ipurangi – Te Wiki o te Reo Māori 2019 Print and Digital Resources: <https://www.tewikiotereomaori.co.nz/2019-resources/>
- Victoria Inclusive Strategies for Teaching and Learning: <https://www.wgtn.ac.nz/disability/for-staff/inclusive-strategies>
- Victoria Te reo Māori Pronunciation Guide - <https://www.victoria.ac.nz/maori-at-victoria/ako/te-reo-at-victoria/te-reo-pronunciation-guide>