

## Literacy Connections

### Plan for Understanding and Responding to Behaviour

The aims of all our dealings with children are:

- To accentuate the positive aspects of learner behaviour in many ways
- To be culturally responsive in our interactions with our learners
- To be consistent and understanding
- To encourage our learners to communicate and to help them stay within their zone of regulation and to develop responsible attitudes
- To offer the opportunity for children to enhance their self-regulation and trust in co-regulation
- To include parents at appropriate times and seek their support in understanding and resolving a student's communication through dysregulated behaviour

#### **Behavioural Expectations:**

**Responsive Feedback:** Tutors will use language that promotes intrinsic motivation, and positive reinforcement techniques where needed to motivate and encourage students when they demonstrate regulated behaviour, effort, and progress.

**Response to Dysregulation:** In the event of any dysregulation or conflicts during a session, tutors will support them calmly and professionally. If necessary, parents or guardians will be informed, and a plan for resolution will be developed collaboratively.

**Outcomes:** If a student's dysregulation is consistently disruptive or challenging for the tutor, the tutor reserves the right to discontinue tutoring services. However, this will be considered a last resort after all other strategies have been exhausted.

#### **Tutors are alert to signs of student distress, including:**

- \* disengaging from the learning or interactions
  - \* making noises, speaking quickly, or repeating other people's words
  - \* agitated physical actions (e.g. rocking, pacing, clenching fists)
- (refer to the 'Respond' section of Understanding and Reducing Student Distress Policy if you are seeing these behaviours).

## **Behaviours that enhance learning:**

**Active Participation:** Engaging in the learning process by asking questions, seeking clarification, and actively working on assigned tasks.

**Respect:** Showing respect for the tutor's expertise, time, and the learning materials provided.

**Listening:** Paying attention to the tutor and following their instructions carefully.

**Effort:** Putting in effort to complete their work to the best of their ability.

**Curiosity:** Demonstrating curiosity and a willingness to learn new concepts and skills.

**Organisation:** Bringing any materials to the session that is agreed.

**Punctuality:** Arriving on time for scheduled sessions to make the most of the tutoring time.

**Communication:** Communicating any challenges or difficulties they are facing in their learning process so the tutor can provide appropriate assistance.

**Respecting the Tutor's Space:** If the tutoring session is held in the tutor's home, respecting their property and any rules or guidelines established for the session.

**Positive Attitude:** Trying hard to have a positive attitude towards learning.

## **Behaviours that are not conducive to learning:**

**Disrespect:** Displaying disrespectful behaviour towards the tutor, including rude comments or gestures, an unkind tone.

**Disruption:** Engaging in disruptive behaviour, such as talking excessively off-topic, making loud noises, or distracting the tutor.

**Lack of Engagement:** Showing disinterest in the session, such as being consistently disengaged, bored, or uncooperative.

**Refusing to Participate:** Refusing to engage with the learning materials or actively participate in the session.

**Inattentiveness:** Being constantly distracted, not paying attention to the tutor's instructions or explanations, or using electronic devices for non-educational purposes during the session.



**Noncompliance:** Not following the tutor's directions or completing assigned tasks without a valid reason.

**Defiance:** Openly defying the tutor's authority or instructions.

**Aggressive Behaviour:** Any form of physical or verbal aggression towards the tutor or their property.

**Consistent Lack of Effort:** Demonstrating a lack of effort to learn or complete assignments over an extended period.

It is important to work together on agreed communication styles and mutual expectations at the beginning of the tutoring relationship and to address any behaviours that are communicating unmet needs in an understanding, constructive and respectful manner. Remember that the goal is to create a positive and productive learning environment that benefits the student's academic progress.