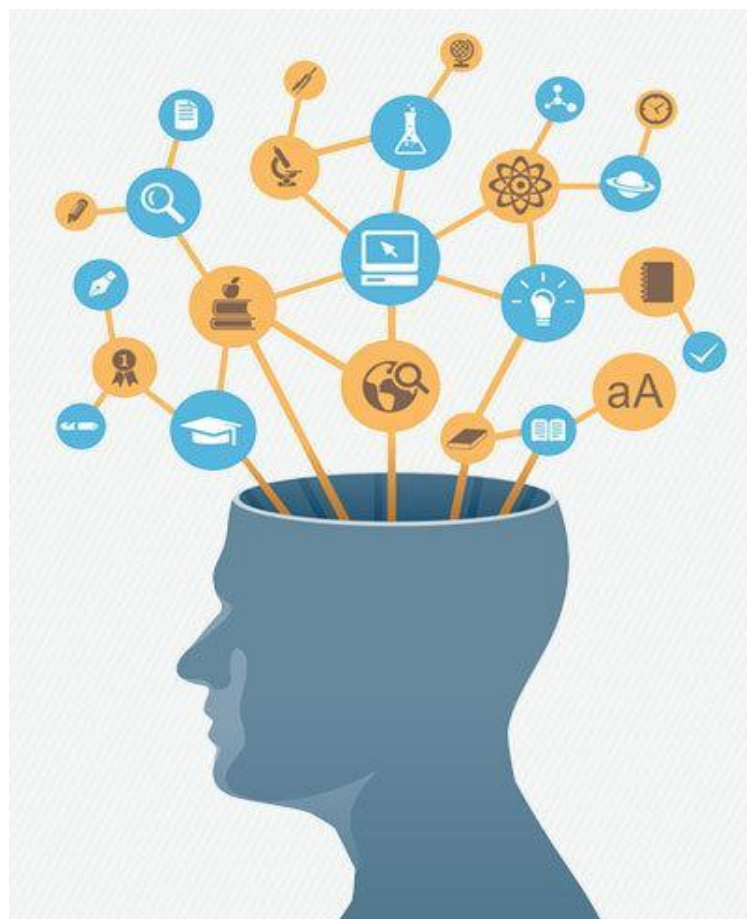# TUTORS' HANDBOOK 2021

Table of Contents

History and philosophy of the University of the 3rd Age (U3A)

The U3A Melbourne City was the very first U3A in Australia.

The idea sprang to life in 1984 in a coffee shop when four people involved in education for older people talked about a model of education that was very successful under the auspices of Cambridge University in the UK.

This model emphasised the great reservoirs of knowledge and skill that older people had, and at the same time, the drive for many to learn things that in their earlier lives they had not had the time to pursue. Why not establish an organisation that promoted the free exchange of these skills and knowledge?

The first public meeting in Melbourne was held in July 1984 at the Council of Adult Education (CAE) and the CAE undertook to provide accommodation and support for the new organisation.   The first classes were held in March 1985.

 The basic principles, formulated in 1984, still underpin the U3A today.

- All work is voluntary, both administrative and tutorial.

- Fees should be kept low, so anyone can join.

- Auspice of another educational body should be sought to provide accommodation and other resources.

- The target membership is people in retirement and semi-retirement, in recognition that we do not stop living and learning when we stop earning.

- No formal qualifications are required and no certificates are awarded.

 U3A Melbourne City is an incorporated association. Its membership is in excess of 1000.   The Annual General Meeting is held in November and is open to all financial members.

The U3A Network is an incorporated body that acts as an umbrella and liaison organisation for U3As in Victoria (of which there are over 100). It assists new U3As to get established, runs training courses and negotiates with the State Government on funding.

U3A Melbourne City

U3A Melbourne City is a self-help, not-for-profit organisation, operating through its body of tutors and Let's Do convenors, its administrative and office staff, course and volunteer coordinators, and a management committee (CoM) which meets monthly to discuss policy and financial issues, and review operations. Everyone involved is a volunteer.

It is funded through member subscriptions, a small grant from the State government, and member support through donations and the Patrons' Program. Melbourne City U3A also receives support from the City of Melbourne.

Tutors

Without tutors there would be no U3A. U3A tutors in general have a passion for their subject and in the process of sharing their knowledge build lasting friendships. There are usually around 120 active tutors and new tutors join throughout the year. Some tutors run year-long or semester courses; others prefer a short course format running from 2 weeks to 10 weeks, or sometimes one-off presentations and workshops.

There is a process for tutor application and selection which enables prospective tutors to become better informed about the role, and course content and delivery modes to be evaluated.

Qualities of an effective Tutor:

- Reliable, accountable and committed
- Confidential, responsible and ethical
- Knowledgeable and passionate
- Perceptive and inclusive communications
- Well organised and proactive

Tutor membership of U3A

For insurance purposes, all tutors are required to be current members of U3A Melbourne City and should renew their membership annually either through our online Membership and Enrolment system, MyU3A; or the office. Tutors, as well as other volunteers, are financial members of the organisation and often attend classes given by another tutor and participate in other activities on offer.

In exceptional circumstances, if a tutor does not wish to be a financial member, they may apply to the Committee of Management for special

consideration. Any non-fee-paying member is not entitled to attend courses or other member-specific events. Non-fee-paying membership must be renewed on an annual basis.

Course coordination

The U3A Melbourne City Course Coordinator:

- Communicates with prospective tutors about all aspects of tutoring:

- approves and assists tutors to develop course proposals:

- schedules semester/yearlong & Term 1 classes - for the start of each year

- schedules short courses offered in subsequent terms; books and confirms venues for scheduled classes:

- develops and presents tutor meetings and workshops:

- collaborates in implementing the Strategic Plan regarding courses and tutors

- obtains student feedback on courses:

- reports to the CoM on a monthly basis.

Course planning and promotion

Confirmed tutors are asked to complete an online Course Planning Form outlining the content and delivery mode of the course ,preferred dates and times chosen from those available, and indications (if needed) of the level of previous knowledge required, as well as other administrative information which informs timetabling, equipment and room bookings. Online submissions are processed through SurveyMonkey which can be accessed at home or by using one of the spare computers in the Members' Centre.

A link for the current Course Planning Form will be provided in August of the previous year. Please only use the current Course Planning Form.

Short courses can also be lodged via an Online Course Planning Form using the above link throughout the year starting in terms 2, 3 or 4. Please note the deadlines on the Planning Calendar on the back page of this Handbook. The Course Coordinator will contact tutors to discuss proposals.

Promoting your course

EBulletins and the My U3A website are the principal ways in which courses

are promoted to members. The eBulletins advertise new courses and course vacancies and have articles of general interest to members. The MyU3A website provides information about each course, but it does not accommodate active hyperlinks to other material for downloading (e.g. reading lists) at this stage. Such material can, however, be added to your tutor profile page. The tutor profile and course videos give members an insight into your background and passion for the topic to help in their course selection.

Currently, classes start in early to mid-February and end in late November. The year-long and semester course guide comes out in November, and short courses starting in February and March are advertised in January.

Course delivery

Tutors have the freedom to develop the content and format of courses in accordance with the approved course proposal. It is expected that classes will be conducted in accordance with adult learning principles, enabling respectful participation by all students and accommodating a variety of learning styles.

Please see *Appendix 2 Some Principles of Adult Education.*

In keeping with our basic philosophy and Code of Conduct, tutors are asked to refrain from any comments or actions that could be seen as promoting a personal business, ideology, or placing members in a vulnerable situation, e.g. financial, physical, and psychological. Please also refer to the Harassment Policy which is available in the Document Library of our website.

Student Privacy

It is the tutor's responsibility to ensure the privacy and confidentiality of student information. This applies to both personal information shared within the class and contact information provided by the office. Please use BCC when emailing all class members.

In some classes students want to share their phone contact details with other students. Tutors, with the agreement of the class, may share contact information or students can share personal information with other students on an individual basis.

Office volunteers have been instructed not to give out personal details but instead will pass messages on to tutors.

Back-up Tutors/Leaders

In some instances, such as holidays or illness tutors may need to be absent from class for an extended period. Please discuss with the Course

Coordinator and students the option of the course continuing with a back-up tutor/leader. Once approval is given, ensure that the office has all relevant contact details for the replacement and that they sign the Volunteer Agreement.

Tutor resources and mentoring

Equipment

Most of the venues that we use have in-house audio-visual equipment which is booked at the same time as the room, and which usually incurs additional costs.   Tutors should familiarise themselves with their system and its compatibility with their own equipment/resources well in advance of the course commencing. Most equipment has an operating manual and, in some circumstances, a one-on-one familiarisation session can be organised.

The office has a limited store of audio-visual equipment which tutors may borrow for use in the Greek Centre. It includes laptops, data projectors, and CD players. There is a full list of equipment in the office. Tutors must complete the equipment borrowing sheet before removing equipment from the office.

Tutors' meetings

Tutors' meetings are held from time-to-time and give everyone – admin staff, office staff, course coordinators, the CoM and tutors themselves an opportunity to share information about our U3A and talk over issues that may need resolving or improving. A report from these meetings is sent to all tutors and to the CoM.

Tutors' workshops

From time to time tutors' workshops are organised to provide tutors with the opportunity to discuss their teaching approaches and to learn from each other, as well as skill development such as use of equipment and IT. The content of the workshops is based on tutors' suggestions and is run collaboratively.

Student Feedback Policy

The student feedback policy aims to provide students with a voice in shaping the course program and provides tutors with valuable information for reviewing and planning their courses. It also aims to enhance course coordination and promotion of our program.

The student feedback survey has previously been implemented at the end of each new short course and cyclically for yearlong, semester and

repeated short courses with the aim provide information to tutors.

MyU3A Online Membership and Enrolment System

MyU3A is a cloud-based system which was introduced in 2015 and replaced all previous manual and stand-alone database procedures and processes.   People can join, pay subscriptions, amend personal details and volunteer on line. They can also enrol in any bookable event (courses, lectures, social events, forums, etc.), amend enrolments, and record apologies for non-attendance at classes.

The system also includes other broader management functions.

Room bookings

When you complete the Course Planning Form you will let us know how many students you would like in the class, and what equipment you need. This information is used by the Room Booking Coordinator in booking an appropriate room. Note that rooms are NOT booked for breaks specified on the Course Planning Form. During the scheduling phase, if plans change or rooms are not required for a session, e.g. for a lunch or excursion, notify the Room Bookings Coordinator on roombookings@u3amelbcity.orgau. Once the course is underway tutor absences need to be notified to the Office Admin by email on citymelb@u3a.org.au   Please do NOT negotiate changes with the venue directly. Office Admin will notify the venue and all the students of the changes.

Please be considerate and finish teaching five minutes before the end of the class time to enable packing up and a smooth transition for the next class/meeting.

Room Problems

Any complaints about rooms need to be communicated with the office in the first instance and will either be dealt with or passed on to the Room Booking or Course Coordinator.

Class cancellations

U3A is charged by the hour for room hire at all of our venues, and billed monthly, so it is important that tutors immediately inform the office of the need to cancel a class, giving as much notice as possible. This will enable cancellation of the room, so we are not billed. Also, be sure that all students on the roll are informed of the cancellation. Office staff will ring or email class members on the tutor's behalf if requested.

Classes are not held on public and school holidays.

Student Enrolment

All information is entered directly onto the MyU3A system in the office so that system holds the most accurate and up-to-date records for courses. Members, either online or with office assistance, can enrol, withdraw and record apologies for non-attendance at a particular class or classes.

Marking the Roll - Online

Rolls must be marked each time a class is held. Marking the roll for each class is important:

a) because students who are absent without apology for three consecutive weeks are deemed to have forfeited their place. The place is then offered to the next person on the waiting list or advertised as a vacancy in the next newsletter. This gives new members who join throughout the year an opportunity to get into their preferred class; and

b) for emergency situations.

Hard copies of rolls, need to clearly distinguish between attendance (√)

apologies (A) and failure to attend (X)

The aim is to have all rolls marked online, either by the tutor or by a class assistant (see p. 12). The roll can be marked online, in class, using any internet-enabled device or printed at home and taken to class, and then entered on the MyU3A system later in the day.

To recruit a Class Assistant, ask for a volunteer at the first class or the office can send an email to all class members prior to the commencement of classes asking for a volunteer; instructions and/or training will be provided. All Class Assistants must sign a Volunteer Agreement.

Admitting new students

Most students enrol in year-long and semester course/s at the end of the previous year. Inevitably, some will drop out. Enrolments will continue in courses either directly by members online, or through the office until the course is full, and then maintained at full capacity from any waiting list, unless tutors have indicated an enrolment cut-off date. The office will provide tutors with the name and contact details of any new student so tutors can contact the student prior to the class if necessary (sometimes important in language and other progressive classes).

Trial Attendance at Classes

If there are vacancies, prospective students may attend one class session

on a trial basis before joining (provided there is not a waitlist), but this arrangement must be made through the office and with the tutor's agreement.

Attendance by Non-Enrolled Students

If someone attends a class who is not on the roll, and no advice has been received about them from the office, they should be asked to refer to the office immediately to clarify their status online through MyU3A. There are often waiting lists, and students cannot just turn up to classes without following the proper procedures which are there to ensure fairness and equity.

Class Assistant

Tutors may appoint a class assistant to help them with any of the following tasks: marking the roll online via MyU3A; collecting from and returning hard-copy rolls and equipment to the office; setting up the classroom; maintaining the roll (e.g. taking apologies, advising the office to fill vacancies); photocopying; collecting photocopying money, etc. Tutors who appoint a class assistant should advise them to complete a Volunteering Form and the Volunteer Agreement which must also be signed by the Tutor. This will ensure that their name is placed on the volunteer register, they are covered by our insurance policy and that they are recorded on MyU3A as your class assistant.

Photocopying

Tutors must organise their own photocopying and seek reimbursement of their costs from class participants. The cheapest rates can usually be found at Office Works.

To reduce photocopying, tutors may wish to email materials to class members or, via the office, have their material placed on their course page and/or tutor profile of the website for downloading by class members.

Copyright

The Australian Copyright Act governs the making of photocopies or other reproductions of copyrighted material. The Act states that copied materials are to be used for research or study and for no other purpose and that the amount copied is in accordance with the copying limits laid down in the Act. These fair use limits are:

- A "reasonable portion" - 10% or one chapter of a published literary or dramatic work,

- One article from an issue of a periodical,

- More than one article from the same issue of a periodical provided they are not for different research or study.

A copy of the U3A Network-Victoria copyright agreement is available in the U3A office and applies to all U3A members.

Wellbeing and safety issues

Member Identification

Members are provided with Member ID cards, plastic pockets and lanyards and are required to wear these whilst attending classes and other U3A events. We request tutors' support in implementing this policy which has been introduced both for health and safety reasons, and to assist in member identification. Please set the right example by wearing your own ID card and discussing the importance of this procedure with classes.

Grievance and dispute procedures

Tutors are encouraged to resolve issues informally but to contact the Course Coordinator in strict confidence, if necessary. For administrative matters contact a member of the administrative team via the office to discuss the matter in confidence. There is always support available.

If the issue is not resolved, tutors can then write to the Secretary, c/o the office, marked Personal & Confidential or at Secretary@u3amelbcity.onmicrosoft.com . The Secretary will manage the situation as per the complaints and grievances procedure. In the final instance, more formal mediation procedures may be instigated. Details of this can be found in the [Code of Conduct](#).

Insurance

U3A cover includes volunteers' personal accident insurance. However, this only applies to volunteers while performing voluntary work for the organisation. Tutors are covered whilst teaching, and travelling to and from U3A but not when attending a class or event as an ordinary member.

Incident Report

An Incident Report Form must be completed whenever there is a problem such as loss, theft, damage, an accident occurring in class, or travelling to or from the class. The tutor is responsible for this. Copies are available in the office and completed incident reports must be signed by the parties involved and sent to the Secretary, via the U3A office as soon as possible.

Medical emergency

If a situation occurs that seems serious, e.g. loss of consciousness, unstoppable bleeding or severe pain, call 000 for an ambulance, then call the U3A office on 9639 5209.   In a venue other than the Greek Centre, make sure the Venue Reception is informed. The venue's protocol for dealing with a medical emergency should be accessed by all tutors.

Personal emergency contact details are available from the Tutors' Portal on MyU3A. Details are also on the back of each member's ID card.

Emergency evacuation procedures for teaching venues

Tutors should ensure that they have a copy of the relevant emergency evacuation procedures for their venue. Check whether there is a copy posted in the room. In the event of an emergency, always follow the instructions of fire wardens.

House Rules

You and/or your students must:

1. consult the electronic board or the chalk board near the entrance to the facility for directions as to the room allocation for the day.   Rooms can change from time to time.

2. refrain from taking tea/coffee/food into the classroom to avoid spills:

3. not exceed the recommended room capacity.

4. report any faulty equipment, spills or damage to the facility immediately to venue staff and the U3A office for our records.

5. return any equipment to the source of supply.

6. not crowd around the entrance to the classroom, chat loudly or disturb the members of the previous class while waiting for the start of the next class.

7. turn off, or make silent, mobile phones while in the venue.

8. return furniture into the default position unless the following class requires the same set-up.

9. Prepare to exit classes at least 5 minutes before time to allow the next class to start on time.

Appendix 1 Course Planning Calendar

MONTH	ACTIVITIES
JANUARY	Mid Jan Office opens Term 1 Course Guide email
FEBRUARY	Early Feb Deadline for Course Planning submissions for Term 2 short courses starting Apr-May-June. Mid Feb First week of Term 1
MARCH	Mid Mar 11 Copy deadline for Term 2 course ebulletin Term 2 Course eBulletin emailed. Late Mar Enrolments for Term 2 open
APRIL	Mid Apr Deadline for submission of Course Planning forms for Term 3 short courses starting in July-Aug-Sep Term 2 starts
MAY	
JUNE	Early Jun Copy deadline for course ebulletin Mid Jun Term 3 Course eBulletin emailed End Jun Enrolments open for Term 3 courses
JULY	Early July Deadline for submission of Course Planning Forms for Term 4 short courses starting in Oct-Nov Term 3 starts
AUGUST	Early Aug Course Planning Form for next year sent to tutors. Late Aug Deadline for submission of Course Planning Forms semester/yearlong & Term 1 short courses
SEPTEMBER	Early Sept Copy deadline for Term 4 course ebulletin Mid Sept Term 4 Course eBulletin emailed Enrolment opens for Term 4 courses

OCTOBER	Term 4 starts
	Seniors Week—1st week in October.
	Mid Oct copy deadline for Yearlong /Semester Course Guide
NOVEMBER	Early Nov Yearlong/Semester Course Guide emailed.
	End Nov all courses finish
DECEMBER	Early Dec office closes

Appendix 2

Some Principles of Adult Education

General U3A principles are to ensure the tutor promotes enjoyment and effective learning:

- U3A has a commitment to promoting lifelong learning for our members
- The best and most enjoyable learning occurs when class members are active and participating
- Learning together in groups with other U3A members helps sustain and build social relationships and enhances learning and well-being
- If the class members do not learn and enjoy the classes the way we teach them, then we should teach the way they learn
- It is important to acknowledge and use the knowledge and skills of the diversity of learners in our community
- In U3A classes the tutor and class members are all teachers and all learners.

Decide learning approach to be used:

- Lecture / presentation
- Discussion
- Workshop
- Games /activities
- Field trip / excursion.

A combination of learning approaches can be used in one session or in different sessions throughout a course.

Consider ways to cater for and use diversity:

- Expectations – What do students like to know more about and do?
- apabilities – What they are capable of doing and achieving?
- Preferred learning style - The ways they prefer to learn, for example through listening then discussion; visually through videos and diagrams
- Backgrounds, such as previous and current occupations; ethnicity and culture; language; interests / hobbies
- Previous experiences – What can they contribute to the class?

Arrangements made before, during and after sessions to ensure an enjoyable and successful class:

- Provide appropriate seating / table arrangements
- Check the general environment of the class venue, including acoustics (consider. aids for hearing impaired), light levels, heating and cooling, noise levels
- Prepare teaching resources including setting-up computer technology / audio-visual equipment.

Questions for the tutor to ask before the class:

- What content will I include?
- How will I structure the content for this group?
- How will I match the content to class members?
- How will I actively engage all class members?
- How will I obtain the interest and involvement of class members?
- How will I obtain feedback on class member response and learning both during the course and at the conclusion of the course?
- What handouts / teaching materials will I need?

Addressing the social needs of class members

A major reason for joining U3A is a need for social connection with others. The tutor plays a pivotal role in establishing a climate where class members enjoy their time learning together, have their well-being nurtured and have the opportunity to meet other people:

- Plan to have opportunities for class members to talk, learn and socialise with one another, for example, plan a special excursion or term end lunch
- Promote a friendly climate
- Help establish friendships and social interaction in the class. Establish guidelines and protocols for the class, eg. allow and give no 'putdowns'
- Accept where others 'are at' in all aspects of their class involvement
- Encourage cooperation
- Attend to others and actively listen
- Model qualities such as respect, helpfulness and cooperation.

Expect and celebrate differences in class members in their

- Availability and openness to be involved
- Life and career experiences
- Confidence and motivation
- Knowledge and skills
- Physical capabilities and needs

General Adult Education Principles:

Adults are autonomous and self-directed. They like to direct their own learning, to be actively involved in learning and work around their specific interests and personal goals. Generally, they like to take on leadership roles. Adults bring life experiences and knowledge to learning experiences. This may include work-related activities, family responsibilities, and previous education.

Adults are goal-oriented. They like to know what the session is about and how it relates to things of importance to them.

Adults are relevancy-oriented. They need to see a reason for learning something. When they see the applicability they also see the value in the experience. Theory needs to be related to practical experiences.

Adults are practical. They like to be able to apply their knowledge.

Adult learners like to be respected. They bring considerable life experiences to their classes. They like to be treated as equals, to voice their own opinions and to have a role in directing their own learning.

From: 'Adult Learning Principles' by Malcolm Knowles, 2013.