**A brief explanation of Vertical Tutoring**

**Vertical tutoring (VT**) is a systems design based on improving **learning relationships** between staff, students and parents. Mixed age-groups work together for a very short time most days, usually tutor time or homeroom time. It requires no programmes as such. Moving from a linear (same-age) system to one that is more complex demands that we see the school as a complete system or learning community. VT starts a domino effect that when managed and understood changes every aspect of a school's organization. However, to successfully **let go of the linearity of same-age oganisation (the Year System) we must first unlearn it** and understand why it fails as a system. VT starts by reconfiguring tutor or homeroom time into groups mixed by age from all grades or years.  This has a dramatic knock-on systems effect across a school. **It requires schools to look anew, to see the school as a complete, human, inter-connected learning system driven by values**, rather than a patchwork of parts to be fixed or replaced (reform). **When the underpinning psychology and systems rationale is understood** the school benefits from **a**) vastly improved learning relationships, **b**) a more supportive management structure and leadership ethic, **c**) improved assessment for learning, d) increased personalization, **e**) far better parent partnership, and **f**) improved outcomes. The school reconnects to more of itself enabling 'self-organization'\*\*, a community or learning organization where teachers can more easily 'make a difference'. VT is the precursor of systemic change.

**Purpose**: This site is designed for those schools wanting to improve outcomes & build better learning relationships between teachers, parents, and students. **VT is a secure means of improving learning and teaching regardless of school type but it does require knowledge of systems thinking and the adoption of different management principles and values.** It invites schools to look again at their school and learn very different system strategies for improvement and operational change. Switching from a linear system to one that can handle complexity is not straightforward and for every school there is always a bespoke element.

 **\*\*VT enables school *self-organization*, the capacity to innovate, change structure, and evolve in a complex world**. Hopefully, this site is sufficient to throw a little light on VT and enable schools and other organizations to *unlearn* the current linear system with its low teacher morale, poor retention, and loss of student potential. Only then is it possible to *relearn* and redesign the school from the ground-up.  We hope you find the site interesting and we welcome feedback and questions.

**School Management has to change**!

PAB (30/04/09)