

Peer Tutoring 12 Course Outline

This course is designed to provide Grade 11 and 12 students with the opportunity to tutor students in grades 8 to 12 in the Skills Development Centre (SDC) or other settings. Peer tutors will gain valuable experience and training in skills related to teaching and service.

The requirements of this course are:

- Regular attendance
- Maintenance of a daily journal
- A willingness to contribute to student success
- Good interpersonal skills
- A positive and enthusiastic attitude
- A strong sense of responsibility and willingness to be a role model

Students will learn to:

- Assist students with organizational and homework / study skills
- Use a variety of learning strategies that students can apply to their regular course work
- Use motivational and encouragement techniques
- Develop their communication skills

Grades will be determined by:

- Written daily journals 30%
 - A comprehensive record of the tutor's daily activities in the SDC or other setting
 - Journals will be read and suggestions made throughout the term
- Workshop and on-line participation 30%
 - Attendance and participation at workshops and completion of on-assignments
- Tutoring activities: *Teacher Evaluation* 20%
 - Following established SDC and classroom routines
 - Demonstrating effective use of strategies with students
 - Willingly carrying out a variety of tasks
 - Taking initiative
 - Demonstrating good rapport with the students
 - Demonstrating a responsible attitude
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- Tutoring activities: *Self-Evaluation* 20%
 - An honest self-assessment of your experience and learning to date. Note: I reserve the right to change this mark if ranges too far from the teacher's evaluation.

Assignments:

Most assignments are sent to students by email. Responses may be returned the same way or in a paper format. There are 2-3 assignments each term.

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Potential topics are:

Term 1

- Roles and responsibilities: Log writing strategies
- Learning Disabilities: FAT city video response.
- Communication and questioning skills

Term 2

- Goal setting
- Memory / study strategies
- Test writing strategies

Term 3

- Working with groups
- Self-reflection and metacognition

Logs:

I will be collecting an exemplar log (example of your best work) from you each month. This I will mark and make suggestions for improvements and or comments. All logs will be handed in each term and marked for completeness and general quality. You should expect to write at least one log each class. Occasionally I will ask for a log entry that demonstrates a particular strategy (for example teaching a memory skill).

Expectations:

A student's ongoing suitability for this program is to be determined by the teacher. An unwillingness to comply with course expectations may result in the student leaving the program. Tutors are expected, at all times, to be positive role models for the students they are assisting.

The Goals of Tutoring

➤ Tutor Qualities

1. Genuine interest in others.
2. A desire for personal involvement in the learning process of others
3. A willingness to learn
4. A sense of responsibility and respect for the learning process
5. Competence in the course subject areas
6. A good self-concept and mature attitude

➤ Tutor Behaviours

- Be Yourself
 - You have been accepted into this program because of the way you are. The tutee will not find it difficult to be relaxed if you are.
- Be Confident
 - The key to effective tutoring is good communication. The more confidence you demonstrate, the confidence your tutee will have in you.
- Be Prepared
 - Model independent, responsible learning behaviours by keeping your logs up to date and by planning the lesson in a thorough manner.
- Be Flexible
 - If one approach in tutoring is not effective for the tutee, be prepared to try alternate methods or materials. There are a variety of learning styles.
- Be Responsible
 - Model responsibility by arriving on time, by being ready to work, and by coming with all equipment. Encourage the tutee to get to work immediately.
- Be Alert
 - Watch for changes in your tutee's attitude and attention. Physical traits such as frowning, fidgeting or hair twisting etc. may indicate frustration or confusion with the work.
- Be Patient
 - It may take your tutee a little longer to learn than you, but each person has a different learning style and rate of learning. Celebrate the small successes at first.

- Be Honest
 - When your tutee asks you about his/her reading level, or learning disability, be honest. Don't make promises about how much he/she will progress. Broken promises only cause distrust and disappointment.
- Be Professional
 - Perhaps this is the most important behaviour you can demonstrate. Respect all confidences regarding the tutee with whom you are working. Keep all information and test results to yourself and the teacher. Do not discuss the tutee's personal problems with your friends.
- Be Friendly
 - Nothing works as effectively as a smile, but it must be sincere. If you are glad to see your tutee and are sincere in your willingness to help, your tutee will know it.

➤ Tutor Responsibilities

1. Proof-read and guide all written work done by the tutee.
2. Help the tutee study and review for up-coming tests.
3. Interpret text material in the subject areas that the tutee does not understand
4. Tutor the tutee in basic skills in weak area (reading, math, spelling or writing).
5. Encourage the student's growth in confidence. Assist the tutee's developing positive self-image so learning becomes enjoyable and useful.
6. If your tutee is absent, find out why, talk about it, show you care and assist him/her finding out about the missed work and catching up on assignments.
7. Keep a Peer Tutor Log of ongoing work.
8. Model good school behaviour for the tutee (prompt, friendly, enthusiastic, organized, cheerful, etc.).

➤ Conditions for Success

1. Consistent attendance
2. Structured situation: clearly specified time, tasks, material and procedures
3. Supportive teacher or supervisor
4. Tutors and tutees support and reinforce one another.
5. Clear directions for the tutees to follow and model appropriate learning and social behaviours.
6. A willingness to accept corrective feedback.