BA Peer Tutoring 12

District Name: Kamloops/Thompson District

District Number: 73

Developed by: Maria L. Paccagnella

Date Developed: January 2004

School Name: Barriere Secondary School

Principal's Name: Greg Howard

Board/Authority Approval Date: 2005/05/30

Board/Authority Signature:

Course Name: Peer Tutoring

Grade Level of Course: 12

Number of Course Credits: 4

Number of Hours of Instruction: 120 hours

Prerequisite(s):

The student will be required to attend an interview prior to entering the program.

The student will have obtained a grade of 70% or better in Peer Tutoring 11.

Special Training, Facilities or Equipment Required:

May vary dependent on the individual classroom setting.

Course Synopsis:

This is a participatory course that offers students with a continued opportunity to provide assistance to others in their schools and communities. Students will work under the supervision of a teacher to provide assistance to students as individuals and/or small groups in a variety of learning activities. Students will be provided training in tutoring techniques. Students will develop skills in learning styles, communication, interpersonal relations, leadership, teamwork, and conflict management. Students will apply these skills in roles such as tutoring and mentoring. Students will acquire an appreciation of the importance of lifelong learning and helping others.

Rationale:

This course offers students the opportunity to learn how people learn, to gain experience working with people, to contribute to their school and community and to explore connections to the world of work and post secondary opportunities in the human service sector.

Organizational Structure:

This course consists of two components and five units. The two components are theoretical and practical. The majority of the course involves student tutors working directly with other students under the supervision of a teacher. As a result of the experiential nature of Peer Tutoring 12, the topics as listed need not be considered sequential. A variety of implementation formats are possible dependent on the needs of the individual classroom setting and the learning environment. For example, the topics may be delivered through two workshop sessions held throughout the course or might be delivered in a once a week session held with the tutors. The experience and reflective sections will be ongoing. These might be a shared responsibility between the teacher and the person responsible for the tutors.

Unit/Topic	Title
Unit 1	Understanding How to Help People Learn
Unit Two	Leadership
Unit Three	Communication Skills
Unit Four	Independence and Employability Skills
Unit Five	Teamwork and Collaboration

Time:

The acquisition of skills, readings, and assignments	**Approximately 20 hours**
Experience	**80 hours**
Reflection	**Approximately 20 hours**
TOTAL TIME	**120 HOURS**

Unit/Topic/ Module Descriptions:

Unit One   -   Understanding How to Help People Learn

<u>Overview</u>
Through teaching, modeling, research and experience, students will begin to understand the learning process and how people learn. As a result of their self-exploration and tutoring experience, students will appreciate a diversity of learning approaches and be able to model a variety of tutoring strategies. It is expected that students will also gain skills to improve their own learning.

<u>Curriculum Organizers and Learning Outcomes</u>

<u>The Acquisition of Skills, Readings, and Assignments</u>

It is expected that students will:
- examine alternate learning styles and patterns
- examine their own learning style and patterns
- examine their own learning strengths and challenges
- explore current learning theory in their tutoring context
- examines alternate methods of presenting material

<u>Experience</u>

It is expected the student will:

- work in collaboration with teacher(s) and teaching assistants
- demonstrate a variety of tutoring techniques such as modeling, active listening, direct instruction, questioning, scribing, demonstrating, etc.
- develop and present learning activities

<u>Reflection</u>

It is expected the student will:

- reflect on their knowledge and experience of how they and others learn
- analyze the effectiveness of tutoring techniques for specific groups or individuals
- describe their experiences, set goals, and reflect on their individual growth as a tutor
- show evidence of the application of current learning theory
- consider connections of personal learning style to career choices

Unit Two   -   Leadership

Overview

Students will contribute to a positive climate in the classroom, school and community. Their placements will encourage development in areas of social responsibility and leadership. As they work respectfully with other people they will gain confidence and respect for themselves. Their responsibilities will give them some of the skills that will help them to initiate, develop and organize in other areas of their life.

Curriculum Organizers and Learning Outcomes

The Acquisition of Skills, Readings, and Assignments

It is expected the student will:

- explore how contribution to human service areas improves the culture in the school and community
- examine models of positive leadership and effective leadership strategies
- examine mentoring skills and strategies
- examine how social responsibility, community involvement and leadership enhance scholarship opportunities, post-secondary admission and employability
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Experience

It is expected that student will:

- contribute to the successful learning environment of the school
- contribute to their school and community using their time and skills to create a positive and caring culture
- lead by example and model positive behaviours and work habits
- mentor other students

<u>Reflection</u>

It is expected the student will

- reflect on their contributions to the school and community
- collect evidence of leadership and school and community involvement for Grad Portfolio
    o reference letters
    o resumes
    o interim reports
    o anecdotal reports from teachers, staff and tutees

- describe and evaluate effective leadership and tutoring strategies
- reflect on how improved leadership and social responsibility will enhance their post secondary choices

Unit Three   -   Communication Skills

Overview

Within this unit, students will understand and demonstrate aspects of effective communication, active listening, verbal and non-verbal communication. They will also learn appropriate ways to give feedback and basic skills in resolving and mediating conflict.

Curriculum Organizers and Learning Outcomes

The Acquisition of Skills, Readings, and Assignments

It is expected the student will:

-        understand how people communicate verbally and nonverbally
-        practice active listening
-        learn appropriate verbal and non-verbal feedback strategies
-        develop an awareness and respect of individual, cultural, and gender
         differences especially in terms of proximity, body language and eye contact
-        identify conflict resolution skills
-        explore effective strategies for mediation
-        understand the term empathy and its application to the tutoring process

Experience

It is expected the student will:

-        demonstrate effective listening skills
-        demonstrate appropriate ways to provide feedback to learners
-        demonstrate enthusiasm, commitment and encouragement for learning
-        use effective conflict resolution skills
-        practice effective strategies for mediation
-        demonstrate empathy for other learners
-        use appropriate language

<u>Reflection</u>

It is expected that students will:

-       set goals for growth in communication skills
-       analyze the effects of good communication on the learning situation
-       identify real life communication problems and consider strategies to correct them

Unit Four   -   Independence and Employability Skills

Overview
Students will learn and demonstrate increasing levels of confidence and independence.
They are encouraged to behave "professionally" with their tutees and in their tutorial
environments. As they become familiar with their tutoring situations, they will
understand their responsibilities and will show initiative in developing ideas and
responding to situations. Tutors have the opportunity to work directly with people and
they may help them to make post- secondary decisions. They may be encouraged to find
information on related careers in the human services area.

Curriculum Organizers and Learning Outcomes

The Acquisition of Skills, Readings, and Assignments

It is expected the student will:

-        identify employability skills necessary for success in the workplace such as
         attendance, organization, dress, communication, etc.
-        explore a variety of organizational strategies and techniques
-        identify the importance of ethics and confidentiality
-        identify their personal interest and strengths in relationship to the tutoring
         context
-        explore career opportunities related to their tutoring strengths

Experience

It is expected students will:

-        demonstrate punctuality, regular attendance and appropriate protocols for
         absences in keeping with employability skills necessary for success in the
         work place
-        act in an ethical manner and respect confidentiality
-        meet the expectations of the specific learning environment
-        demonstrate self-direction and initiative
-        follow direction and assist the teacher in classroom routines

Reflections

It is expected the student will:

-        self-evaluate employability skills, using checklists, etc
-        describe and reflect on organizational strategies used in their tutoring activitie

Unit Five   -   Teamwork and Collaboration

Overview

Students will work in a team with a mentor teacher, school support workers and tutees. They will examine the roles and responsibilities of various team members and collaborate to build effective relationships.

Curriculum Organizers and Learning Outcomes

The Acquisition of Skills, Readings, and Assignments

It is expected that students will:

- examine and understand the roles and responsibilities of each team member in tutoring situations
- explore protocols for referring behaviour and child protection concerns to teacher and other professionals
- examine effective teamwork and collaboration skills
- identify safety and behavioural issues that might occur in a school situation

Experience

It is expected that students will:

- demonstrate skills to be an effective member of a team
- establish positive working relationships with other students and the mentor teacher
- appropriately refer behaviour, safety and child protection issues

Reflection

It is expected that students will:

- reflect on successes and challenges in working as a team member
- analyze teamwork and collaboration strategies
- set goals to improve teamwork and relationship skills
- illustrate connections between teamwork skills and human services careers

Instructional Component:

It is suggested that students taking Peer Tutoring 11 receive explicit instruction throughout the course to ensure that the learning outcomes are taught and learned. A variety of methods may be implemented such as workshop formats, weekly meetings, retreats, conferences, direct instruction, etc.

Some of the instruction will be provided by the teacher(s) the student works with in the classroom setting. For example, organizational skills for a Physical Education class would be different than organizational skills in a Mathematics tutorial.

It is suggested that a Reflective Journal, Log Book or a Personal Record Sheet be used as part of the instructional component assisting the student in completing the Reflection learning outcomes. As well, this journal can be structured by the teacher with specific tasks to cover those outcomes.

Further, it is suggested that Peer Tutoring 11 students have an opportunity to meet with their Tutoring teacher to conference, discuss and debrief their tutoring situations.

Instructional components may include some or all of the following:

- one to one instruction
- direct instruction to small groups
- experiential learning
- modeling best practice
- role play
- on-line learning packages
    o learning style assessments
    o learning theory research
    o post-secondary / employability connections
    o interactive video conferencing and v-learning
- video taped performance demonstrations
- discussion, conferencing, group work

Assessment Component:

Peer Tutoring 11 provides many opportunities for students to add to their graduation portfolio. Students will have an opportunity to collect letters of reference, information about related careers, photo essays, videotapes, etc.

Teachers should choose from a variety of assessment tools to fit the unique learning outcomes and performance nature of this program

- BC Performance Standards Social Responsibility Rating Scales and Communication Scales
  - www.sbced.gov.bc.ca/perf_stands/
- Daily Log Book by student
- Reflective Journal by student
- Self-Evaluations
  - Formative
  - Summative
- Observation
  - Anecdotal
  - Checklists
- Performance evidence
- Checklists – teacher made
- Employability Skills Checklist
  - Planning 10
  - Work Experience
- Tutee evaluation of tutor
- Learning Styles Inventory
- Research Projects
- Written Assignments
- Additional forms of assessment as determined by the tutoring context

Learning Resources:

The following is only a sampling of the resources available for this course.

1. Essential Skills (Human Resources Development Canada)
    http://www15.hrdc.drhc.gc.ca/english/general/es.asp
2. Conference Board of Canada – Employability Skills (1999)
3. Planning 10 IRP
4. Video equipment
5. <u>Seven Habits of Highly Effective Teens</u> – Sean Covey
6. <u>Tutoring by Helping</u> – Elizabeth Sabrinsky Foster
7. "It Really Works" – Dawn Jamieson <u>BC Teacher</u> (Nov-Dec. 1982)
8. Work Experience 12 IRP
9. Canadian Association of Student Advisors
    www.casaa-resources.net/
10. Maslow's Hierarchy of Needs
11. Code of Ethics for Peer Tutors (June 1990)

Additional Information: