BAA Tutoring 11 Framework

District Name: Kootenay Columbia

District Number: 20

Developed by:
East / West Kootenay Teachers group

Date Developed: February 2004

School Name: J. L. Crowe Secondary School , Rossland Secondary School, Stanley Humphries Secondary School

Principal's Name:

Board/Authority Approval Date:

Board/Authority Signature:

Course Name: Tutoring

Grade Level of Course: 11

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s):

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

Special Training, Facilities or Equipment Required:

None

Course Synopsis:

This is a participatory course that prepares and motivates students to provide assistance to others in their schools and communities. Students will work under the supervision of a teacher or mentor to provide assistance to students as individuals and/or small groups in a variety of learning activities. Students will develop skills in learning styles, communication, interpersonal relations, coaching, leadership, teamwork, and conflict management. Students will apply these skills in roles such as tutoring and mentoring. Students will also learn the value and complexity of social diversity, while acquiring an appreciation of the importance of lifelong learning and helping others. Tutoring 11 will likely fit into the Health and Human Services focus.

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 five topics. The majority of this course involves student tutors working directly with other students under the supervision of a mentor /teacher. As a result of the experiential nature of Tutoring 11, the topics as listed need not be considered as sequential. A variety of implementation formats are possible depending on the needs of the school and the learning environment. For example, the sections of knowledge and skills might be delivered through four 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 mentor /teacher and the person responsible for the tutors.

Unit/Topic	Title	
Topic 1	Understanding How People Learn	
Topic 2	Communication Skills	
Topic 3	Independence and Employability Skills	
Topic 4	Teamwork and Collaboration	
Topic 5	Leadership	
Organizers	TIME	TOTAL TIME
Knowledge and Skills	Approx. 20 hours	
Experience	80 hours	
Reflection and Connection	Approx. 20 hours	
		120 HOURS

Unit/Topic/Module Descriptions:

Topic 1:   Understanding How People Learn

Overview
Through teaching, modelling, 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.

Knowledge and Skills
It is expected that students will:
- examine various learning styles and patterns
- examine their own learning style and patterns
- examine their own learning strengths and learning challenges
- explore current learning theory in their tutoring context

Experience
It is expected that students will:
- work in collaboration with teacher(s) and teaching assistants
- demonstrate a variety of tutoring techniques such as modelling, active listening, direct instruction, questioning, scribing, demonstrating etc.
- develop and present learning activities

Reflection and Connection
It is expected that students will:
- reflect on their knowledge and experience of how they and others learn
- analyse 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
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Topic 2:   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.

Knowledge and Skills
It is expected that students 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 that students 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

Reflection and Connection
It is expected that students will:
- set goals for growth in communication skills
- analyse the effects of good communication on the learning situation
- identify real life communication problems and consider strategies to correct the those

Topic 3:   Independence and Employability Skills

Overview
Students will learn and demonstrate increasing levels of 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 this may help them to make post-secondary decisions. They may be encouraged to find information on related careers in the human services area. .

Knowledge and Skills
It is expected that students will:
- identify employability skills necessary for success in 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 that 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 and Connections
It is expected that students will:
- self evaluate employability skills, using checklists etc.
- describe and reflect on organizational strategies used in their tutoring activities

Topic 4:   Teamwork and Collaboration Skills

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

Knowledge and Skills
   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

Reflections and Connections
   It is expected that students will:
   - reflect on successes and challenges in working as a team member
   - analyse teamwork and collaboration strategies
   - set goals to improve teamwork and relationship skills
   - illustrate connections between teamwork skills and human service careers

Topic 5:   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..

Knowledge and Skills
   It is expected that students 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

Experience
   It is expected that students 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

Reflections and Connections
    It is expected that students will:
- reflect on their contributions to the school and community
- collect evidence of leadership and school and community involvement for Grad portfolio eg. Reference letters, resumes, interim and anecdotal reports from teachers and staff and/or tutees
- describe and evaluate effective leadership and tutoring strategies
- reflect on how improved leadership and social responsibility will enhance their post secondary choices

Instructional Component:

It is suggested that students taking Tutoring 11 receive some explicit instruction throughout the year to ensure that the learning outcomes particularly in the Knowledge and Skills areas are taught and learned. Schools might choose to do this in workshop formats, weekly meetings, retreats, conferences etc.

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

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

Further. it is suggested that Tutoring 11 students have an opportunity to meet with their school sponsor and/or their teacher mentor to conference, discuss and debrief their tutoring situations several times a year.

Instructional components may include some or all of the following:
- one-to-one instruction
- direct instruction to small groups
- experiential learning
- modelling best practice
- role play
- on-line learning packages eg. Learning style assessments, learning theory research, post-secondary/employability connections
- interactive video conferencing and v-learning
- video taped performance demonstrations
- discussion, conferencing, group work

Assessment Component:

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.bced.gov.bc.ca/perf_stands/
- Daily Log Book by student
- Reflective Journal by student
- Self Evaluation - formative and summative
- Observation –anecdotal , checklists
- Performance evidence
- Clinical supervision
- Checklists – teacher made
- Employability Skills checklist – see Planning 10/Work Experience 12 for checklists
- Tutee evaluation of tutor
- Learning Styles Inventory
- Research projects
- Written assignments
- Additional forms of assessment as determined by the tutoring context

Graduation Portfolio

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

Learning Resources:

This is a beginning list of learning resources that can be added to this curriculum

1. Employability Skills
    a. Essential Skills (Human Resources Development Canada) http://www15.hrdc.drhc.gc.ca/english/general/es.asp
    b. Conference board of Canada Employability Skills (1999)
    c. Planning 10 IRP
    d. Focus Areas document – Human Services/post-secondary/Career Resources

2. Video equipment
3. Books/texts/articles
    a. 7 Habits of Highly Effective Teens – Sean Covey
    b. Tutoring by Helping – Elizabeth Sabrinsky Foster
    c. "It really Works" – by Dawn Jamieson in BCTeacher Nov-Dec 1982
    d.
4. Work Experience 12 IRP
5. Related Materials
    a. Through CASAA – Canadian Association of Student Advisors www.casaa-resources..net/ Excellent source of student leadership materials.
6. Appendix of other resources
    a. Maslow's Hierarchy of Needs

Additional Information: None