



School District No. 27
(CARIBOO - CHILCOTIN)

Board/Authority Authorized Course: Peer Tutoring 12

School District/Independent School Authority Name: Cariboo-Chilcotin	School District/Independent School Authority Number (e.g. SD43, Authority#432): SD 27
Developed by: Gail Gardner	Date Developed: February 2019
School Name: Lake City Secondary	Principal's Name: Gregg Gaylord
Superintendent Approval Date (for School Districts only): April 23, 2019	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: April 23, 2019	Board/Authority Chair Signature:
Course Name: Peer Tutoring 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

It is strongly recommended that students have previously completed Peer Tutoring 11 with 70% or more and have a good academic standing or receive special permission to enroll in this course.

Special Training, Facilities or Equipment Required:

Access to technology and reliable internet connections

Course Synopsis:

As a continuation of Peer Tutoring 11, this course is designed to provide students with further opportunities to develop individual skills and knowledge while supporting and encouraging their peers within the school community. Students learn to develop an understanding of individual academic, social, and cultural differences. Students learn to use a variety of approaches, techniques, and skills to assist other students' learning processes. Activities include the teaching of mini-lessons to peers, analysis of learning styles, development of appropriate learning materials, and an understanding of physical, intellectual, and cultural variances. Students continue to enhance and improve skills in communication, interpersonal relationships, leadership, and conflict management, while acquiring an appreciation of the importance of contributing to their communities and helping others.

Goals:

- Promotion of personal and social responsibility
- Development of communication skills
- Growth in leadership ability
- Application of skills in a real-world environment
- Advancement in building and maintaining relationships

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. Peer Tutors work with a variety of students with varying abilities within their school community, including those with Special Needs (Low/High Incidence). The benefits are not restricted solely to an improvement in the school performance of the tutee. The gains made by one student while being helped by a peer can be significant; the benefits to the tutor are also substantial. Both the tutor and tutee gain while being involved in peer tutoring. It is a course that develops lifelong learning habits.

Aboriginal Worldviews and Perspectives:

Declaration of First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
 - by filling a supportive role within a class, the peer tutor contributes to the wellness of our community as a whole.
- Learning involves patience and time.
 - by helping students with different abilities in a class, peer tutors learn the value of patience and time when working with other that learning differently.
- Learning involves exploration of ones' identity.

Declaration of Aboriginal Worldviews and Perspectives:

- Connectedness and Relationships
 - acting as a peer tutor allows students to form relationships with each other. Allowing older students to tutor younger students contributes to the feeling of connectedness within a building.
- Emphasis on Identity.
 - When students have the opportunity to act in a mentor role, they learn about their own identities.
- Experiential Learning
 - students will have the opportunity to help other students in their courses, which is the process of learning through doing.

BIG IDEAS

Everyone learns in different ways and at different rates.

Helping others supports building our own empathy, patience and perseverance.

Learning about how others learn helps us learn about ourselves.

Contributing to our school community benefits both ourselves and others.

Peer tutoring builds foundational and transferable skills to future careers such as education and social services.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Collaborate with mentor teacher to design instructional activities for individuals or small groups. • Help students to overcome setbacks in their learning and persevere. • Consistently demonstrate that they are in a mentorship role. • Develop individual leadership styles. • Refer to and help establish criteria to help students reflect on their learning and achievement. • Understand that learning is continuous, and students reach expectations at different stages. • Help students to identify strengths and areas for growth. • Take initiative leading learning groups • Advocate for students' rights. • Establish positive relationships with students 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Tutor roles and expectations • Approaches for helping students grow in confidence and be successful academically. • Goal setting strategies • Methods for being organized • Communication methods • Conflict and confrontation management techniques, such as compromise, making suggestions, understanding motivation, and meeting needs. • How to maintain records • Confidentiality about student needs/grades is required.

Big Ideas – Elaborations

Everyone learns in different ways and at different rates - understanding that everyone has unique ways of learning and that everyone is capable of learning.

Helping others supports building our own empathy, patience and perseverance – understanding differences enables peer tutors to learn the value of empathy, patience and time.

Learning about how others learn helps us learn about ourselves – reviewing and reflecting on personal as well as other individuals' learning helps develop self-awareness.

Contributing to our school community benefits both ourselves and others – safe and healthy communities are built from an education system inclusive of all learners and where their unique connections and contributions are acknowledged.

Peer tutoring builds foundational and transferable skills to future careers such as education and social services – connecting this experience with future career goals in the field of education.

Curricular Competencies – Elaborations

- expectations -including ability to follow instructions, showing initiative, having integrity (reliable and trustworthiness), modeling appropriate behaviours for other students, being professional in all aspects of their placement, good cooperation and collaboration skills, willingness to learn.
- communication methods and styles - including small and larger group situations as well as one-on-one, how to communicate with different students based on cultural differences, emotional responses, learning needs and styles.
- elements of the Knowledge Framework- including use of graphic organizers, classification of information and use of visuals to aid in learning.
- most appropriate conflict resolution tools- including reading the situation, seeking clarification, seeking help from teacher or another adult, calming student, active listening with empathy.

Content – Elaborations

- learning styles and techniques - including different types of learning (oral, visual, kinesthetic, etc.) as well as cultural differences and cultural learning styles.
- adaptation strategies - including use of visuals, graphic organizers, rephrasing and using simple language.
- disability awareness – understanding of various disabilities
- intercultural awareness - being culturally sensitive in our approaches to learning and communication.
- communication methods and styles - including non-verbal, social and cultural variances in communication styles, rephrasing, seeking understanding, active listening.
- conflict resolution -including ownership of the problem and techniques to improve problem-solving skills, problem analysis and reframing concerns, effective communication skills (effective listening and re-phrasing skills).
- simple reading techniques- including but not limited to KWL strategies, knowledge of text features, use of visuals to aid in understanding
- theories on learning difficulties - including signs and other cues that might interfere with learning (such as the appearance of boredom, acting out, etc.).
- brain-based learning theory - includes theories such as: Howard Gardner's Multiple Intelligences Theory

Recommended Instructional Components:

- School-Wide Emergency Procedures
- Direct instruction
- Indirect instruction
- Interactive Instruction
- Practical Experience
- Group Work
- One to one instruction
- Role play
- Discussion
- Conferencing with the subject and peer tutor teacher

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Weekly Logs
- Participation
- Reflections
- Self-Evaluation
- Teacher Evaluation
- Career Research
- Lesson Plan

Learning Resources: (this is not an exhaustive list)

- Positive Behavior Intervention Support Strategies (PBISS) Manual
- PBISS: Examples of Engaging Instruction to Increase Equity in Education (September 2015)
- POPARDS Functional Academic Program
- BC Performance Standards: Social Responsibility – A Framework Teaching Strategies for Inclusive Classrooms Part 2: Peer Tutoring: The Three Rs of Diversity Recognize, Respect, and Respond-Manual
- Special Education Resources – Ministry of Education https://www.bced.gov.bc.ca/specialied/sped_res_docs.htm
- MyBluePrint – learning styles

Additional Information: None