



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Chilliwack School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD #33
<b>Developed by:</b> Kim Hancock	<b>Date Developed:</b> April 2019
<b>School Name:</b> G. W. Graham Secondary	<b>Principal's Name:</b> Chuck Lawson
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Peer Tutoring	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4.0	<b>Number of Hours of Instruction:</b> 120

### Board/Authority Prerequisite(s):

None

### Special Training, Facilities or Equipment Required:

None

### Course Synopsis:

Peer tutoring is combination of teaching/learning theory and application with an emphasis on peer tutoring in a specific subject/grade level.

It allows for students to connect with teachers one on one and/or work with small groups of student in their designated block. Assessment is focused on students use of knowledge and reflective practice.

**Goals and Rationale:**

This course has been developed to support and encourage students to develop an understanding of how effective learning occurs. Gives students opportunities to assist peers with learning (under supervision of a sponsor teacher). Develop the knowledge, skills and self-confidence to be a peer tutor. Recognize individual learning styles and behaviour difference. Offer the student an opportunity to explore the Human Services field.

**Aboriginal Worldviews and Perspectives:**

Learning is holistic, reflexive, reflective, experiential and relational. – Students' understanding of learning will change over time based on their own learning experiences.

Learning is embedded in memory, history and story. – Students will be exposed to a variety of different learning styles and strategies.

Learning involves patience and time. – Students will observe the diverse student populations and their respective learning processes.

Learning requires exploration of one's identity. – Students will explore and identify their own unique learning style and how that impacts their own learning and peer tutoring style.

### BIG IDEAS

<p>Developing as a Peer Tutor is an ongoing process</p>	<p>Experiential learning in Peer Tutoring allows us to contribute to our school and our community</p>	<p>Beginning to develop positive relationships with peers in a variety of contexts is a life skill</p>	<p>Understanding your own learning process helps you teach others.</p>
---	---	--	--

### Learning Standards

Curricular Competencies	Content
<p>Students are expected to do the following:</p> <p>The role of a peer tutor:</p> <ul style="list-style-type: none"> <li>- Articulate the role and value of a peer tutor</li> <li>- Demonstrate strong <b>personal studentship skills</b></li> <li>- Exhibit Positive student role model behaviours</li> <li>- Demonstrate the ability to facilitate student learning of the subject matter</li> </ul> <p>Building Positive Relationships</p> <ul style="list-style-type: none"> <li>- Communicate effectively with teacher and peers</li> <li>- Show consistent positive, <b>professional behaviour</b></li> <li>- Recognize the impact that building positive relationships has on learning</li> <li>- Technology can be used to facilitate communication and build relationships</li> </ul> <p>Learning through Experience:</p> <ul style="list-style-type: none"> <li>- Understand that experiences are learning opportunities</li> <li>- Identify their personal learning style</li> <li>- Employ peer relationship skills to benefit the school and community</li> <li>- Develop, facilitate and reflect on class assignments and projects</li> <li>- Articulate reflective thinking</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>- <b>Learning styles and theory</b></li> <li>- Key components of peer tutoring: accountability, integrity, respect, reflection, collaboration, identifying personal strengths, communication, time management, facilitation and organization, teamwork</li> <li>- <b>Communication methods</b> and when to use different forms, include a variety of technology platforms</li> <li>- First Peoples Perspectives connecting to Learning</li> <li>- Different relational techniques to encourage inclusion and participation</li> <li>- Define and apply the language associated with peer tutoring</li> <li>- the components of school culture and school community</li> <li>- <b>The process of reflection</b></li> <li>- Self awareness leads to meaningful change</li> <li>- <b>Best practices in teaching.</b></li> </ul>

- Model appropriate and authentic behaviour in a variety of circumstances
- Utilize a variety of types of communication through practical applications
- Improve speaking skills in individual and small groups
- Improve listening skills (active listening) with individuals and small groups
- Select and employ appropriate studentship skills in a variety of settings
- Offer appropriate levels of support to students in a variety of school settings

School Community involvement

- Demonstrate a desire to maintain and improve ones' environment
- Recognize the value of their connection and contribution to the school
- Demonstrate a willingness to participate in many aspects of peer tutoring

**Curricular Competencies – Elaborations**

**Professional behaviour** – students will be polite, prompt, respectful, focused, self directed, and manage time wisely

**Personal studentship skills** – Students will be organized, prepared, engaged in the learning, and active participants in the class.

**Communication methods** – students will use a variety methods, including, but not limited to: face to face, written, and technological, to communicate effectively with the teacher, peers and others.

**Process of Reflection** – students will continuously use various tools/strategies to reflect on past, present and future practices.

**Best Practices in Teaching** - students will be able to identify ways they themselves learn, and use that knowledge to help further their Peer Tutoring Practices

## Content – Elaborations

**Peer tutor styles and theory:** could include but not limited to directive, coaching, mentoring,

**Process of reflection:** could include evaluation of personal contribution and effectiveness of communication of strategies, skills, and tasks

**Communication Methods:** could include recognizing our own default communication style(s), and when utilizing alternate styles may be beneficial given the role and audience

### **Recommended Instructional Components:**

Experiential learning, Modelling, Demonstrations, Reflective processes, Direct instruction, and guided instruction will all be utilized with students throughout the course.

### **Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**

Reflective practice: self, peer and group.

Personal management: student comes on-time, prepared to work and learn, brings appropriate materials and attitude, etc.

Teacher observations: formal and informal

Personal communication: group discussions, student/instructor dialogue

Other: checklists, rubrics, student/teacher communication, use of school-based technology for learning and communicating.

### **Learning Resources:**

Various materials: articles, videos, multimedia, guest speakers, school based technology

### **Additional Information:**

None