Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD #33
Developed by: Kim Hancock	Date Developed: April 2019
School Name: G. W. Graham Secondary	Principal's Name: Chuck Lawson
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Peer Tutoring	Grade Level of Course: 11
Number of Course Credits: 4.0	Number of Hours of Instruction: 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.

Course Name: PEER TUTORING 11   Grade:11

BIG IDEAS

Developing as a Peer Tutor is an ongoing process	Experiential learning in Peer Tutoring allows us to contribute to our school and our community	Developing positive relationships with peers in a variety of contexts is a life skill	Peer tutoring involves a variety of learning processes which helps teach others.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following:	*Students are expected to know the following:*
The role of a peer tutor:	Peer tutoring practices –vertical teaming to foster student connections and sense of agency
- Articulate the role and value of a peer tutor - Demonstrate strong **personal studentship skills** - Exhibit Positive student role model behaviours - Demonstrate the ability to facilitate student learning of the subject matter - Identify the characteristics of positive peer tutors and mentors - Make connections with peer tutors and mentors in the real world - Demonstrate the ability to develop and plan lessons	- **Learning styles and theory** - Key components of peer tutoring: accountability, integrity, respect, reflection, collaboration, identifying personal strengths, communication, time management, facilitation and organization, teamwork - **Communication methods** and when to use different forms, include a variety of technology platforms - First Peoples Perspectives connecting to Learning - Different relational techniques to encourage inclusion and participation - Define and apply the language associated with peer tutoring - the components of school culture and school community - The **process of reflection**
Building Positive Relationships - Communicate effectively with teacher and peers - Show consistent positive, **professional behaviour** - Recognize the impact that building positive relationships has on learning - Technology can be used to facilitate communication and build relationships	

BAA Course Framework Template

Learning through Experience:

- Understand that experiences are learning opportunities
- Identify their personal learning style
- Employ peer relationship skills to benefit the school and community
- Develop, facilitate and reflect on class assignments and projects
- Articulate reflective thinking
- 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 most aspects of peer tutoring

- Self awareness leads to meaningful change
- **Best practices in teaching**.

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. Students will develop, and plan one or more lessons to demonstrate their understanding of best teaching 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