 **University Hill Secondary School**

The University Hill Secondary School community is honoured to be working together on the ancestral and unceded territories of the xʷməθkʷəy̓əm|Musqueam, Sḵwxwú7mesh Úxwumixw|Squamish & səlilwətaɬ |Tsleil-Waututh Nations.

**Peer Tutoring 12**

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| **TEACHER:** | Ms. Jane Situ | **EMAIL:** | jsitu@vsb.bc.ca |
| **AVAILABILITY:** | Monday – Wednesday (8:00 – 8:40am) & FIT any day. Room 2B2 | **ONLINE****RESOURCES:** | Teams  |

**COURSE DESCRIPTION**

Peer tutoring is a course designed to provide the opportunity to work with diverse learners. The course provides guidance in effective strategies for supporting other students in academic areas through tutoring. It also provides an opportunity to build leaderships skills that will have future applications. Tutors will develop skills in learnings styles, communication, interpersonal relations, leadership, and teamwork. Students must be willing to follow peer tutoring guidelines as outlined on the U-Hill website.

**COURSE STRUCTURE**

**BIG IDEAS:** These are the **Understandings** you will develop as we learn throughout this course.

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| Everyone learns in different ways and have different learning needs | Relationship building is essential to meaningful learning | Communication and interpersonal skills | Tutoring techniques | The ethics of teaching |

**CURRICULAR COMPETENCIES**: Students are expected to **Do** the following:

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| *Specific/Main Curricular Competencies* |
| * Use communication skills to interact professionally with peer tutees and supervising teachers
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| * Problem solve collaboratively with peer tutees and supervising teachers to meet the learning needs of the students in their peer tutoring placement
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| * Reflect on their successes and challenges as a peer tutor
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| * Assess the efficacy of an intervention on the learning of a tutee
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**CONTENT**: Students are expected to **Know** the following:

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| * How different learning needs can manifest in a classroom
* How to respectfully communicate with peers and teachers
* Their rights and responsibilities as peer tutors
* How to build relationships with peers in order to be able to teach them successfully
* Various teaching methods for assisting tutees with concepts in different subject areas
* What a healthy school community looks like and the effect that has on learning
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**CLASSROOM EXPECTATIONS**

 Examples:

* Academic Integrity – Students are expected to submit work that is their own and to cite any resources used in research. “Plagiarism” means to take someone else’s words or ideas and pass it off as one’s own original thoughts. This includes using AI generated responses.
* Attendance – If you miss a class or know you will be absent, please have your parent excuse your absence on the switchboard and inform me via email (jsitu@vsb.bc.ca)
* Assignments – Logs are completed at the end of each class. Throughout the semester, you will have readings and reflections due.
* Class climate – Peer tutors are expected to uphold the classroom expectations and model them to students.
* Cellphones – Cellphones are put away and out of sight at the beginning of class. If you require your phone to help a student, then please ask a staff member before using it. Your cellphone will be taken away if we see it out.
* Technology – Laptops and tablets are put away. If it is required to help the student, then please ask a staff member before using it.
* Earphones – Earphones are put away since you are working with student(s) in the classroom. If the room is too loud, then you may ask to work in a quiet space with your tutee(s).
* Food/drink - Water is permitted. Food/drink need to be put away or left on the counter.

**ASSESSMENT AND EVALUATION**

You will be evaluated based on your participation and assignments using the rubric. This includes:

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| **Due Date:** | **Assignment** |
| Ongoing  | Peer tutoring logs (to be completed at the end of each class) |
|  | Reading #1: Mandatory First Reading - Information about Peer Tutoring Reading Assignment  |
|  | Reading #2: Self-selected reading assignment |
|  | Reflection Assignment |
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|   | Reading #3: Self-selected reading assignment  |
|  | Reading #4: Self-selected reading assignment |
|  | Reflection  |

Students will complete a self-evaluation worth 20% and the teacher will complete the same evaluation based on the rubric worth 80%.