



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Abbotsford School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD34
Developed by: Ranbir Mangat	Date Developed: October 29, 2018
School Name: WJ Mouat	Principal's Name: Jay Pankratz
Superintendent Approval Date (for School Districts only): Dec. 5, 2018	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: Nov. 6, 2018	Board/Authority Chair Signature:
Course Name: BAA Peer Tutoring 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120
Course Code: YIPS-2B	

Board/Authority Prerequisite(s):

It is strongly recommended that students have previously completed Peer Tutoring 11, and have a good academic standing or receive special permission to enrol 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 whilst 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 cultural variances. Students are given the opportunity to self-assess and present to their peer group. 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.

Students will use analysis and creativity skills to develop appropriate materials and techniques to assist in the learning process. The students will continue to be active role models in the school community.

Goals and Rationale:

1. Students come to understand that everyone has unique ways of learning and that everyone is capable of learning.
2. Students will increase their communication and interpersonal skills through this course.
3. Students are able to connect this experience with future career goals in the field of education.
4. Students will learn about cultural diversity and grow their intercultural competencies while interacting with those from other cultures.

This course has been developed to provide students with the opportunity to explore and develop their own skills and talents, and to also provide an understanding of people and how they learn. For students planning to enter the field of education, this course provides practical experience. It also provides an opportunity for students to contribute to their school community and to help others. It is a course that develops lifelong learning habits.

Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Students are given the opportunity to better their school community by acting as peer tutors to other students. Students are available to not only help students academically but also act in the role of peer counsellors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Peer tutoring is a highly practical course where students are actively engaged in peer tutoring placements. Students complete daily journal reflections that allow them to reflect on their learning journey and the connections to other students that they have made.
- Learning involves recognizing the consequences of one's actions. As this models a career, students are expected to maintain a high caliber of professionalism while peer tutoring. Students may be asked to leave their placements if their actions and choices do not reflect the professionalism expected.
- Learning involves generational roles and responsibilities. This course allows students to explore the influences that elders and other relationships have had on them.

- Learning is embedded in memory, history, and story. Students, as they reflect on their learning journey, are creating a personal narrative of that journey. Students come to understand that everyone bring with them a personal history and story. Students engage in a “show and tell” activity that allows students to demonstrate who they are, where they are coming from, and where they are going. This builds empathy and understanding for the relationships (with other teachers and students) that will form throughout this class.
- Learning involves patience and time. For most peer tutors, learning comes easy to them. This is not always the case with other learners. Through this experience peer tutors learn the value of patience and time when working with others who require scaffolds and additional instruction to understand a concept as well as to celebrate small successes along the way.
- Learning requires exploration of one’s identity. This course incorporates a verbal-visual/multimodal personal essay which explores one’s identity and the assets that one might bring to the peer tutoring role.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. Peer tutors may interact with other students who share information that may be of a sensitive nature. Students learn about confidentiality and when it is necessary to share this information and with whom to share it.

BIG IDEAS

Everyone learns in different ways and at different rates.

Assisting others to learn requires intercultural and core competencies.

Peer tutoring requires knowledge of different learning styles and how to differentiate for those styles.

Effective role modeling is an important part of peer tutoring.

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"> ● Demonstrate behaviours that are appropriate to the tutor role and expectations. ● Utilize knowledge of different learning styles and techniques to adapt and differentiate in order to support the learning of others. ● Critically analyze, apply and reflect on different communication methods and styles when working with others. ● Apply elements of the Knowledge Framework to different learning styles. ● Evaluate a situation and select and apply the most appropriate conflict resolution tools to diffuse a situation. ● Utilize and modify or create a variety of reading strategies to support learners' needs. ● Develop, demonstrate and present a lesson to a class incorporating a variety of teaching strategies. ● Identify and apply brain-based learning theories in a variety of settings. ● Reflect on the connections between theory and practice throughout their peer tutoring experience. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> ● tutor roles and expectations ● learning styles and techniques ● adaptation strategies ● study techniques ● intercultural awareness ● communication methods and styles ● Knowledge Framework ● conflict resolution ● simple reading techniques ● theories on learning difficulties ● lesson planning and teaching strategies ● brain-based learning theory

Big Ideas – Elaborations

Curricular Competencies – Elaborations

- **behaviours**-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 other 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.
- **intercultural awareness**- including how North American beliefs and practices might be new to ELL and new immigrant students, 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:

- direct instruction - readings connected to learning styles, learning disabilities, cultural differences
- modelling- various reading strategies, mini-lesson techniques, multiple intelligences techniques
- group work- show and tell activity and reflection, verbal-visual/multimodal essay reflections
- individual presentation- verbal visual presentation, multiple intelligences project, show and tell presentation
- lesson presentations- mini-lesson presentation
- videos- on Communication and conflict resolution strategies
- practical experience- placement in a classroom for support
- observations- while in their placements, students observe teacher and reflect on what they notice, wonder and how it might apply to what they are doing

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

Summative Curricular Competencies	Formative Curricular Competencies	Content	Evidence Collected	Success Criteria (what Proficient looks like)
<ul style="list-style-type: none"> Identify and apply brain-based learning theories in a variety of settings. 	<ul style="list-style-type: none"> Reflect on the connections between theory and practice throughout their peer tutoring experience. 	<ul style="list-style-type: none"> brain-based learning theory 	Multiple Intelligences Project	<ul style="list-style-type: none"> define 7 or 12 intelligences create a meaningful student activity to support each of the 7 intelligence selected (eg. mathematical/logical intelligence in an english course may use a plot map or timeline to sequence ideas) direct link between the activity and the intelligence
<ul style="list-style-type: none"> Develop, demonstrate and present a lesson to a class incorporating a variety of teaching strategies. 	<ul style="list-style-type: none"> Reflect on the connections between theory and practice throughout their peer tutoring experience. Utilize knowledge of different learning styles and techniques to adapt and differentiate in order to support the learning of others. 	<ul style="list-style-type: none"> lesson planning and teaching strategies Knowledge Framework communication methods and styles 	Mini-lesson development (template) and reflection on the strengths and weaknesses of the lesson	<ul style="list-style-type: none"> creating an implementable lesson successful presentation of the lesson to a class meaningful incorporation of communication methods and Knowledge framework reflection provides

	<ul style="list-style-type: none"> Identify, apply and reflect on different communication methods and styles when working with others. 			<p>relevant details about strengths and weaknesses of the lesson and includes suggestions for improvement</p>
<ul style="list-style-type: none"> Demonstrate behaviours that are appropriate to the tutor role and expectations. 	<ul style="list-style-type: none"> Demonstrate behaviours that are appropriate to the tutor role and expectations. 	<ul style="list-style-type: none"> tutor roles and expectations 	<p>Verbal-Visual/Multimodal Essay</p>	<ul style="list-style-type: none"> Writing demonstrates a level of competence suited to placement Work reflects attention to detail and clear communication (organized, readable, visuals, professional looking) Personal reflection on strengths and weaknesses is provided and how goals have changed from the previous year
	<ul style="list-style-type: none"> Demonstrate behaviours that are appropriate to the tutor role and expectations. Utilize knowledge of different learning styles and techniques to adapt and differentiate in order to support the learning of others. 	<ul style="list-style-type: none"> tutor roles and expectations learning styles and techniques adaptation strategies study techniques intercultural awareness communication methods and styles 	<p>Daily Journal reflections (collected weekly)</p>	<ul style="list-style-type: none"> ½ page entry that answer guiding questions, or on a significant experience or a question reflections relevant details about the teacher's lessons, specific students they helped, strategies they used,

	<ul style="list-style-type: none"> ● Critically analyze, apply and reflect on different communication methods and styles when working with others. ● Apply elements of the Knowledge Framework to different learning styles. ● Evaluate a situation and select and apply the most appropriate conflict resolution tools to diffuse a situation. ● Utilize and modify or create a variety of reading techniques to support learners. ● Develop, demonstrate and present a lesson to a class incorporating a variety of teaching strategies. ● Identify and apply brain-based learning theories in a variety of settings. 	<ul style="list-style-type: none"> ● Knowledge Framework ● conflict resolution ● simple reading techniques ● theories on learning difficulties ● lesson planning and teaching strategies ● brain-based learning theory 		<p>comments from students helped on the experience, etc</p> <ul style="list-style-type: none"> ● if a question is provided, it relates directly to the experiences in the classroom or the students being helped
<ul style="list-style-type: none"> ● Demonstrate behaviours that are appropriate to the tutor role and expectations. 	<ul style="list-style-type: none"> ● Demonstrate behaviours that are appropriate to the tutor role and expectations. 	<ul style="list-style-type: none"> ● tutor roles and expectations 	Final teacher evaluation and self-evaluation	<ul style="list-style-type: none"> ● see evaluation form

<ul style="list-style-type: none"> ● Reflect on the connections between theory and practice throughout their peer tutoring experience. 				
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Learning Resources: (this is not an exhaustive list)

Articles:

- <http://istudy.psu.edu/FirstYearModules/peertutoring//peertutoringinfo.htm>
- An ounce of prevention ... Investing early in social and emotional learning pays big dividends by Randy Shore
The Vancouver Sun, 10-21-2014
- Adolescence: whose hell is it? (includes a related article on how the concept of adolescence has changed throughout history)by Virginia Rutter, Psychology Today, 01-11-1995
- Differences in Culture <http://www.analytictech.com/mb021/cultural.htm> (dated but leads to good discussions of what is still relevant today)
- Factors Affecting Social Development By C. Seefeldt — Pearson Allyn Bacon Prentice Hall, Updated on Jul 20, 2010
- What Makes Character Education Programs Work? B. David Brooks and Mark E. Kann, November 1993 | Volume 51 | Number 3
Character Education Pages 19-21
- Actions Speak Louder Than Words: What Students Think, Mary M. Williams, November 1993 | Volume 51 | Number 3
Character Education Pages 22-23
- The Masks Students Wear, Sally L. Smith
- Look at Me When I Am Talking to You by Sylvia Helmer

Videos: various body language and communication and cultural diversity videos from Youtube

MyBluePrint: learning style inventory lessons

Additional Information:

This course serves both the tutor and the tutee. It is ideal for students interested in the field of education. The course provides students with the opportunity to develop independence, interpersonal and intrapersonal skills and self-confidence. The peer tutors become excellent role models in the school community and frequently are able to gain employment as tutors in the local community or at local elementary schools.