



Board/Authority Authorized Course: Peer Tutoring 12

School District/Independent School Authority Name: Cowichan Valley School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD79 Cowichan Valley
Developed by: Leigh Blacklock	Date Developed: May 1, 2019
School Name: Cowichan Secondary	Principal's Name: Alison Keple
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: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120
Course Category: Interpersonal Skills	Course Code: YIPS-2B

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: Use of a variety of school and community locations may be used.

Course Synopsis: Peer Tutoring 12 is designed to challenge students who are motivated, cooperative, and interested in increasing their skills towards helping others to learn.

Goals and Rationale: This course will instruct students in the various skills, attributes, and knowledge required to become a successful leader in helping others to learn. Students will learn about a variety of student learning styles, communication skills, memory techniques, thinking skills, reading strategies, and/or organizational skills. Students will focus on applying these skills in any or all of the following tutoring settings: large group, small group, one-on-one.

Indigenous Worldviews and Perspectives:

Learning involves patience and time:

- Collaborative learning environment - this will require students to make connections and organize their knowledge.
- Reflection on their own performance will be encouraged in order to further their own learning

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors:

- Providing multiple access points for students to learn. The students will also be able to represent their learning in various ways.

Learning involves recognizing the consequences of one's actions:

- Providing learners with appropriate levels of autonomy and choice - this might include some choice in what they learn, in how they learn, and in how they represent what they have learned.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place):

- Integrating family (including extended family) and community members into the learning experiences.
- Using humour.
- Including experiential learning.
- Creating collaborative and cooperative learning opportunities.
- Providing multiple ways for learners to represent their learning.

BIG IDEAS

There are many effective **leadership styles**.

Learning is **holistic, reflexive, reflective, experiential**, and **relational** (focused on connectedness, on reciprocal relationships, and sense of place).

By developing **self-awareness**, we discover who we are and how we fit into this world.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Apply:</p> <ul style="list-style-type: none"> • Decision-making strategies • Time management techniques to tutoring settings • Various leadership skills to practical situations <p>Conduct:</p> <ul style="list-style-type: none"> • Self-evaluations in multiple tutoring settings • Oneself towards others in a responsible, caring way <p>Evaluate and Personalize:</p> <ul style="list-style-type: none"> • Responses to simulations of positive and negative feedback from self, peers, and environment <p>Communicate:</p> <ul style="list-style-type: none"> • Goal setting, strategies, and solving problems • Orally, visually, and in writing 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Thinking and learning styles • Personal styles, such as: leadership style, conflict management style • Conflict resolution styles • Decision making strategies • The importance of self-esteem and positive image • The traits to function as an effective peer tutor • Time management principles • How to become a self-directed learner • A variety of meditation techniques

- Maintaining journal

Explore and Investigate:

- Conflict-resolution styles

Mediate:

- Disputes between others
- Use **mediation** techniques to heighten group/individual morale and increase productivity/learning

Demonstrate:

- Decision-making through choice of skills and strategies
- The ability to function in a peer tutoring role

Big Ideas – Elaborations

Leadership Styles – through an exploration of one’s identity, students will discover a leadership style that works for them

Wholistic – characterized by comprehension of the parts of being as intimately interconnected and explicable only by reference to the whole

Reflexive – an act of self-reference and personal examination on your actions and instigations

Reflective – characterized by deep thoughtfulness and self-awareness

Experiential – based on the learning from experiences and observations of hands-on learning

Relational – emphasizing and nurturing the ways that people and systems are connected

Self-awareness – conscious knowledge of one’s own character, feelings, motives, and desires

Curricular Competencies – Elaborations

Decision-making strategies – the thoughtful process of selecting logical available options

Self-evaluation – a way for learners to reflect on and take ownership of their learning and set goals for growth

Feedback - information about reactions to a product, a person’s performance of a task, etc. which is used as a basis for improvement.

Meditation – Meditation is a practice where an individual uses a technique – such as mindfulness, or focusing their mind on a particular object, thought or activity – to train attention and awareness, and achieve a mentally clear and emotionally calm and stable state.

Content – Elaborations

Learning styles – how we learn best

Conflict-resolution – the process in which two or more parties engage in debate to reach an agreed-upon resolution

Personal styles and strengths – resilience of the individual’s characteristics, also known as internal assets or personal competencies, these are associated with healthy development of self and success

Self-esteem – confidence in one’s own worth and abilities

Time management – the ability to use one’s time effectively, productively, especially when at work

Self-directed learner – in its broadest meaning, ‘self-directed learning’ describes a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning

Recommended Instructional Components:

Core Competencies:

Social Responsibility

Solving problems in peaceful ways

- I can demonstrate various positive ways to deal with challenges

Valuing diversity

- I can recognize, accept, and celebrate similarities and differences with others

Building Relationships

- I can collaborate, negotiate, and problem solve positively with others

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

This course is assessed by using the Triangulation of Assessment, which allows the teacher to collect evidence of student learning; this evidence is collected from the following three sources: conversations, observations, and products.

The following **Principles of Quality Assessment** will be noted:

- Assessment is ongoing, timely, specific, and embedded in day-to-day instruction
- Student is involved in assessment and feedback
- Assessment focuses on all three components of the curriculum model – knowing, doing, understanding
- Assessment provides ongoing descriptive feedback to students

The students will play an active role throughout all stages of assessment to ensure that they feel ownership of their work and to hear and provide feedback about how they are doing, and where to next?

- Teacher is providing on going, descriptive feedback that is embedded in day-to-day instruction and provides varied and multiple opportunities for learners to demonstrate their learning, leadership qualities, and initiatives during tutoring activities
- Students will have multiple conversations about their learning and application of learning, using their reflective journal to guide their discussion. This process is innately indigenous, as the student is responsible to reflect upon their own growths and changes while the teacher facilitates with patience and time, deeply engaging with the learner.
- Students will present a final summation of their learning (oral presentation **and**: either a reflective essay of 1500-2000 words or visual compilation proving learned peer tutoring skills/abilities), which the teacher will use to make a final assessment on the three components of the curriculum model – knowing, doing, understanding – and will determine if the student demonstrates the concepts and competencies relevant to Peer Tutoring 12.

Learning Resources:

- Various articles and videos
- Covey, Stephen. *The 7 Habits of an Effective Teen*.