



Board/Authority Authorized Course Framework

School District/Independent School Authority Name: Langley School District (35)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD35
Developed by: Dawne Tomlinson (Adapted from Surrey Schools)	Date Developed: January 18, 2019
School Name:	Principal's Name: Dawne Tomlinson, Instructional Services
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 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Recommendation of Peer Tutoring Teacher

Course Synopsis:

Peer tutoring is a participation-based course that provides students the opportunity to be proactive in providing assistance and mentorship to others in their school community.

Students will work under teacher supervision in a variety of learning contexts where they will personally engage and build connections.

Goals and Rationale:

This course offers the opportunity for students to explore and recognize how people learn, including themselves. Peer Tutoring clearly meets the core competencies in the BC Curriculum. There are numerous opportunities to allow for communication, reflection and evaluation. Students will be provided with opportunities to learn positive role modeling, interpersonal skills, empathy, leadership, teamwork and conflict management strategies. There will be a focus on positive, personal and social interactions with others with the intention of contributing to the overall culture of a safe and healthy school. This course allows students to enhance their sense of connectivity to their school and instills a sense of ownership of their learning through creative and critical thinking.

- Develop and model positive approaches to learning in peer and teacher interactions
- Students will identify and explore a variety of strategies to meet the needs of a diverse classroom community
- Develop an understanding of the role of mentorship in supporting a sense of connectivity to, and personal ownership of, lifelong learning
- Develop a deeper knowledge of how individuals learn and the factors that may affect their learning processes as they relate to self and others

Aboriginal Worldviews and Perspectives:

- Peer tutoring supports the well-being and development of self in support of connecting with others
- Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships and sense of place)
- Peer tutoring acknowledges that learning is a reciprocal act that does not begin or end in the classroom
- Peer tutoring involves recognizing that some knowledge is sensitive and/or confidential and should only be shared with permission and/or in certain situations
- Peer tutoring involves an understanding that relationships take time to develop

BIG IDEAS

<p>Using cognitive tools and strategies can help students become more effective learners.</p>	<p>Reviewing and reflecting on personal learning and actions helps develop self-awareness.</p>	<p>Using a variety of teaching approaches leads to successful learning.</p>	<p>Safe and healthy communities are built from an education system inclusive of all learners and where their unique connections and contributions are acknowledged.</p>	<p>Safe and healthy communities need well-rounded mentors with strong interpersonal, critical thinking and problem-solving skills.</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Understanding and Applying Learning Strategies</p> <ul style="list-style-type: none"> • Understand multiple learning theories and apply them to peers • Observe, hypothesize, and reflect upon the impact of these learning theories on my own academic progress and that of the students • Become skilled at identifying how myself and others learn, and which methods are most effective • Understand, select and apply learning strategies in diverse contexts to help in student skill development <p>Self-assessment and reflection</p> <ul style="list-style-type: none"> • Monitor, report, and reflect on the effectiveness of the strategies that I choose using specific examples/demonstrations of student learning • Describe experiences, set goals and reflect on individual growth as a tutor <p>Leadership/Role Modeling</p> <ul style="list-style-type: none"> • Demonstrate respect, collaboration and inclusivity in working with peers, the classroom teacher and other classroom support staff • Demonstrates initiative without teacher prompts or seeks guidance if unsure • Exhibits positive, helpful, energetic, enthusiastic, empathetic and encouraging behaviour • Models desired attendance, punctuality, organization and preparedness • Follows appropriate code of ethics and guidelines around confidentiality 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • The characteristics and recognizable traits of common learning obstacles • A variety of learning theories/styles and their applications • Scaffolding techniques • Guidelines and importance of confidentiality • How to use available assistive technologies and resources • Problem-solving strategies and skills

Communication/Interpersonal Skills

- Draw from personal experiences and use examples to further understanding
- Exchange ideas and viewpoints to build shared understanding/connections and extend thinking
- Demonstrates effective listening skills

Big Ideas – Elaborations

- **Safe and healthy communities:** an environment in which students feel comfortable taking risks and where their well-being is fostered and developed
- **Cognitive tools and strategies:** meant to support, guide and extend the thinking process

Curricular Competencies – Elaborations

- **Learning theories:** theories about how students gain, process and retain knowledge during learning. Learning theories take into account prior experience as well as cognitive, emotional and environmental influences that comprise an individual's worldview.
- **Diverse contexts:** the unique and varied composition of a classroom (ie. situations and students)

Content – Elaborations

- **Learning obstacles:** Autism Spectrum Disorder, learning, attention and behaviours disorders
- **Learning theories/styles:** Auditory, visual, kinesthetic, Gardner's Multiple Intelligences, Maslow's Hierarchy of Needs
- **Scaffolding:** Supportive teaching techniques that foster increasing independence in the learner.
- **Confidentiality:** Holding privileged information in confidence unless the health and safety of those involved is jeopardized. Protocols for referring behaviour and child protection concerns to teacher and other professionals.
- **Assistive technologies and resources:** Items designed to support students with different abilities: ex. Kurzweil, Dragonspeak, iPads & tablets, multisensory integration tools
- **Problem-solving strategies:** Who to seek out for guidance, advice or information and steps for effective problem-solving

Recommended Instructional Components:

- Encourage students to think creatively and critically, communicate skillfully, and demonstrate care for self and others
- Acknowledge the social nature of learning
- Tailor flexible groupings to enhance engagement and learning
- Support the personal aspect to learning
- Differentiate content, processes, and products
- Promote risk-taking, wonder and curiosity
- Build connections across and within areas of knowledge
- Inspire and stretch student thinking
- Promote student engagement
- Reflect the relationships between emotion, motivation and cognition
- Connect learning to the local and global communities
- Provide opportunities for students to share learning and reflect
- Utilize technologies and other tools in purposeful ways
- Involve explicit and intentional teaching

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

This BAA course is built on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. It consists of both formative and summative assessment.

FORMATIVE ASSESSMENT

Students and teachers will engage in a process of gathering, interpreting and responding to evidence of learning.

Students will answer these questions on an ongoing basis:

- What am I learning?
- Why is it important?
- How am I doing?
- How do I know?
- What are my next steps?

The teacher will:

- Clarify learning intentions
- Generate and provide clear success criteria in student-friendly language
- Frame and solicit meaningful open-ended questions that lead to deeper understanding of the learning intentions
- Provide ongoing feedback
- Provide opportunities for ongoing self and peer assessment

SUMMATIVE ASSESSMENT

Students will complete performance-based tasks connected to curricular competencies and content.

Evaluation of these tasks will be reserved for those occasions when a snapshot of student performance/achievement is required or necessary.

The evidence gathered will be used to communicate student learning and provide evaluative feedback.

Learning Resources:

- Maslow's Hierarchy of Needs
- Gardner's Multiple Intelligences Theory
- Aboriginal Worldviews and Perspectives in the Classroom