



Tutor Training Manual



About L2L

Licensed to Learn (L2L) is dedicated to boosting student success by creating peer tutoring and leadership development opportunities that are accessible to all students. L2L was founded in 2002 as a registered charitable organization and has supported over 45,000 students. We work with the teachers, administrators and students in schools across Canada, with a focus on supporting communities with the greatest need. Our team is comprised of experienced education professionals who are passionate about improving learning skills and creating a more equitable school experience for all students.



Our Mission

To train and empower children and youth to fulfill their academic and social potentials through tutoring, mentorship, and leadership opportunities.



Our Vision

Students across Canada are engaged and supported in their learning, and have the skills needed to succeed in the future

Our Values

Empathy

Equity

Leadership

Mentorship

Responsible citizenship

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Thank you to the dedicated team of L2L Trainers who volunteer their time and expertise to support and empower students in the L2L Program.

L2L gratefully acknowledges the work of Barry Wansbrough and Janet Park, the original authors of this manual.

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Access more tutoring and learning resources on the L2L Tutor Portal and L2L Peer Portal.

Use these portals to: Complete your L2L surveys. Access activities you can do with your peer, Watch videos and find links to other learning resources to help you and your peer, Learn about upcoming events and L2L Program opportunities, Share your experience and highlights in the program



L2L Tutor Portal
L2L.ca/tutors

Scan Me!



L2L Peer Portal
L2L.ca/peers



Introduction

Peer tutoring is a proven approach to learning where peer-tutors work with other students to help them overcome challenges they may be facing in and outside the classroom. Peer-tutors play an important role and have a massive impact on the lives of their peer(s). Tutoring is hard work, but it can also be fun and fulfilling! While tutoring you develop leadership skills, build relationships and help others ... you make a difference!



Benefits of being a Peer Tutor

As an L2L Tutor you are guided by your L2L Trainer and your School Coordinator to develop effective tutoring skills. Your Trainer provides 2 or 3 Tutor training sessions, and checks in with you throughout the program. After you have completed Tutor training, and have been matched with a Peer, you are responsible for offering a minimum of 10 hours of tutoring. By the end of your training, you earn certification from L2L and have skills that are transferable to future endeavours. This L2L Tutor Manual is divided into 3 sections

Section 1	Section 2	Section 3
The Basics Being an L2L Tutor 	Differentiated Learning Helpful learning strategies and theories 	Tutor Resources 

Section 1: The Basics

The L2L Tutor

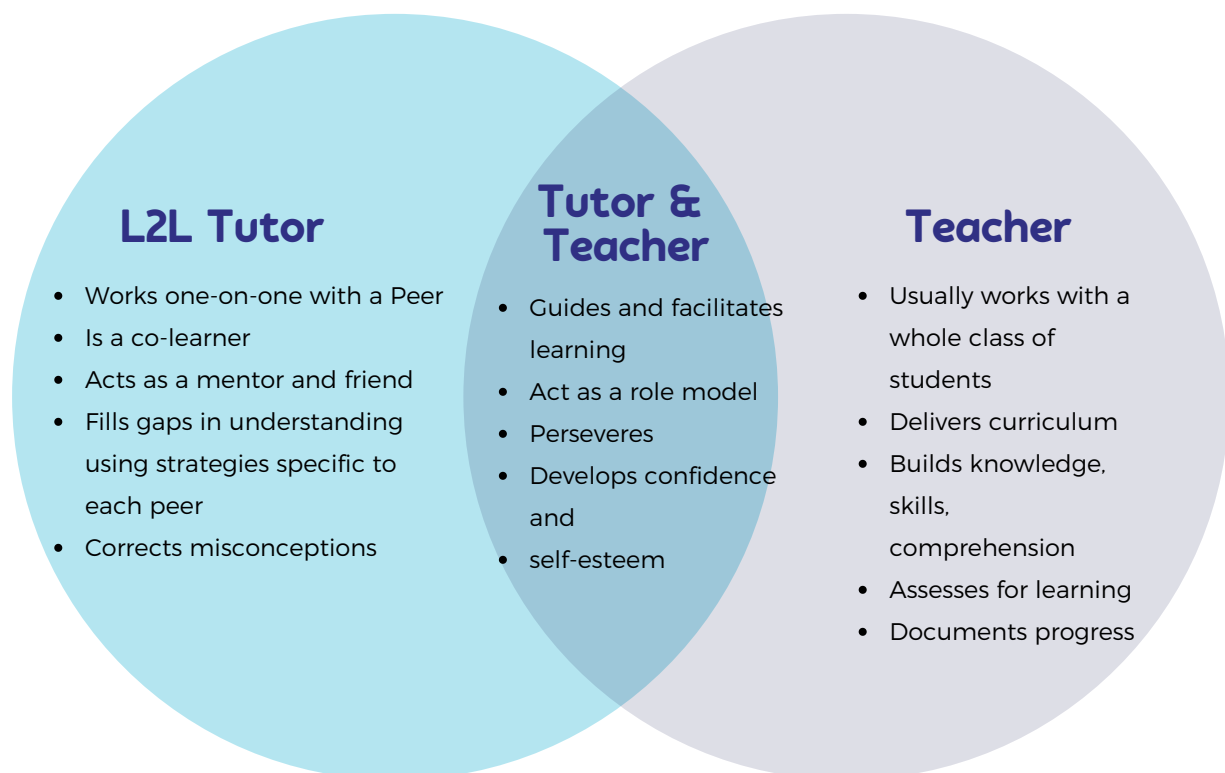
Being an L2L Tutor is an important responsibility. You are working to help other students with their school work. You are relating to Peers as fellow students, and getting to know them better over a minimum of 10 hours. As an L2L Tutor you are a role model to your Peer, and help build in others the confidence necessary to be successful in school.

Learning Goals

- Understand the difference and similarities between an L2L Tutor and a Teacher
- Know the habits of an effective L2L Tutor
- Understand and learn the structure of an effective tutoring session
- Explore solutions to common challenges

Success Criteria

- I know what is expected of me as an L2L Tutor
- I will be able to tell if I am an effective L2L Tutor
- I feel prepared to facilitate tutoring sessions
- I am confident that when faced with a challenge during tutoring, I will know what to do



Section 1

Seven Habits of an Effective L2L Tutor

L2L Tutors have helped develop this page by telling us what they think are the most important habits for successful tutoring.



1

Know your Peer

- Peer's interests
- Know what your Peer is proud of

2

Form a partnership

- Set goals together
- Create an action plan for reaching those goals

3

Be a role model

- Always arrive on time
- Be prepared for your tutoring sessions
- Exhibit enthusiasm and a positive attitude

4

Encourage perseverance

- Don't give up
- Reassure your Peer that they are not alone when they are facing challenges
- Don't expect change to happen immediately

5

Communicate effectively

- Listen to your Peer
- Speak clearly and at a pace your Peer will understand
- Use vocabulary that your Peer understands
- Encourage your peer to ask questions

6

Give feedback

- Use both praise and constructive criticism
- Be specific
- Focus on solutions

7

Have empathy

- Try to put yourself in your Peer's "shoes"
- Ask your Peer how they're doing
- Care about your Peer's well-being
- Be ready to mentor

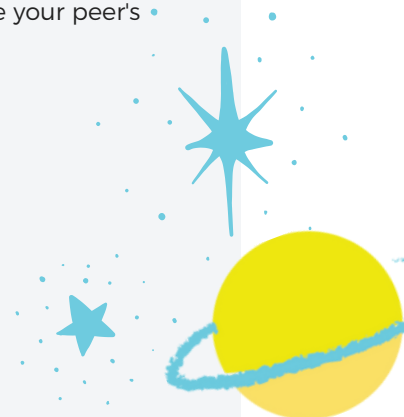
*Adapted from the work of Steve Covey

Section 1

L2L Tutoring Sessions

Your L2L tutoring sessions should be collaborative. You are a co-learner in this program; you and your peer are working towards common goals.

Starting a L2L Tutoring Session	During a L2L Tutoring Session	Wrapping up a L2L Tutoring Session
Break the ice and learn about your Peer's strengths and interest. • Use the first Tutoring Session Interview: Getting to know you (page 14) to guide your first session. • Checking in: How is your peer doing? What have they found challenging? Can you relate to their experiences? Set a manageable goal for your session. • ie: Better understand a given math concept, or complete an assignment. Establish an outline and set expectations for the session for you and your peer. • What will you be working on together? • How will you support your Peer in this session? • There are several options for structuring your session. If you are stuck, meet with your School Co-ordinator, other tutors or L2L trainers.	Check your Peer's understanding. • Use the Checking for Understanding questions (page 7 and Q Matrix (page 8) to help you formulate your questions and discuss the content. Give positive reinforcement and constructive feedback • Let your Peer know when they are doing something right. You will help them build self-confidence, and reinforce good habits and behaviours. 10 key tips for giving constructive feedback • Balance praise and constructive criticism. • Be purposeful and have positive intent. • Be specific and direct. • Consider the goals you set. • Celebrate success according to the size of the success. • Be sincere. • Avoid placing blame. • Focus on solutions and strategies. • Ask your peer to respond to your feedbacks. • Be sensitive and kind.	End your L2L tutoring session on a positive note and discuss next steps. Summarize • Review the progress you've made together. • Go over any key concepts learned. Assign • Discuss what your peer should do for the next L2L tutoring session. Plan • Discuss the time and place of your next tutoring session. • Consider if your plans are meeting your peer's needs. Are more frequent or longer sessions needed? Praises • Acknowledge and celebrate your peer's success.



Section 1

Tips for L2L Tutors!



1

Prepare in Advance

Familiarize yourself with the subject of concepts your peer requires support with Plan ahead what you will support your peer with over the coming weeks.

If you are tutoring online, explore content and tools that are easily accessible online, in a variety of mediums,

2

Schedule student check-in times

Set time when you and your students can touch base and have them prepare questions they had during the exercises.

If tutoring online, make use of video conference tools that allow for multiple people to dial in.

3

Set up a tutoring zone

Set up a comfortable, well-lit area and designate it for tutoring sessions.

If tutoring online, avoid working from the bed- when it is time to relax your brain might find it hard to do so.

4

Create online quiz

Check in on your peer's learning progress through online methods.

Use tool like Google Forms to make an online quiz any student can fill out with their device.

5

Communications

Set out your expectations clearly in all relevant communication channels.

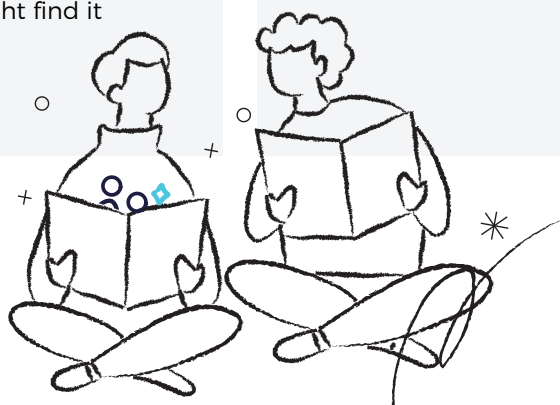
Make sure students know exactly where to receive their assignments, submit their work, or ask questions

6

Be Flexible

Be empathetic of the home situation of students. For example, consider that some students being tutored online may not have available adult supervision or reliable internet.

If students need special support, be open to their unique needs.



Section 1

Overcoming Common Challenges in Tutoring

In general, challenges during tutoring fall under 2 categories:

- Behavioural challenges: for example your peer consistently arriving late or not paying attention during tutoring sessions. Try not to take this personally - it probably has nothing to do with you.
- Academic challenges: for example your peer struggling to grasp a concept or lacking organizational skills. This is the most likely challenge you will face as a Tutor.

Sometimes situations will come up when you have to address negative behaviours or mistakes. It's not enough to tell your Peer that they did something wrong. In order for your Peer to learn from their mistakes, you should:

- Point out the things they did correctly first
- Give them a chance to identify and correct their mistake/behaviour
- State why their behaviour was wrong (they may not know)
- Offer suggestions on how they can avoid making the same mistake or do better next time

Here are examples of common challenges in L2L tutoring. Reflect on ways you think you might best address them?

- Your Peer arrives late on more than one occasion
- Your Peer is distracted by their cell phone
- Your Peer has completed a problem incorrectly
- Your Peer arrives unprepared to work (no books, pencils, calculator, etc.)
- Your Peer is easily distracted, and/or is distracting others
- Your Peer says they want to give up because they keep getting a question incorrect
- Your Peer needs help working through the steps of a math problem. How would you help them if tutoring them in-person? What if you are tutoring them online?
- When tutoring online, your Peer's connection drops

Remember that you are not alone when facing challenges with your Peer. Your Peer is probably frustrated as well. If you are stuck, you can meet with fellow Tutors to help brainstorm solutions.

If the problem persists, remember to talk to the L2L School Coordinator, the Classroom Teacher or the L2L Trainer for help.

Section 1

Checking for Understanding: Using Different Types of Questions

It is easy to ask Peers if they understand something and get a simple 'Yes' or 'No' answer.

Keep in mind that sometimes students who really struggle with a concept are embarrassed, and will tell you they understand it in order to avoid the concept entirely. It may be the case that some Peers believe they understand, but are still missing important information or ideas. Asking the following 6 types of questions will help you find out how your peers are doing, and whether or not they really understand the material you are working on.

Clarification

Use clarification questions when your peer uses vague/unclear language, or when you want more detail.

- What exactly did you mean by
- What specifically will you do next week?
- Could you tell me more about

Evaluation

Use evaluation questions when you want to learn about your Peer's opinion on a matter.

- How good would you say it is?
- What are the pros and cons of this situation?

Completeness and Accuracy

Use completeness and accuracy questions when you want to make sure your Peer has considered everything.

- Did you miss anything?
- How do you know that is true?
- How does that compare with what you've said before?

Examples

Use examples questions when you want your peer to give you a specific example to show that they understand..

- Sorry, I don't understand. Could you help by giving an example?
- Could you give me an example of when you did _____?
- Tell me another way of saying or doing _____ ?

Extension

Use extension questions when you want more information about something your Peer said.

- Could you tell me more about that, please?
- What happened after that?

Emotional

Use emotional questions when you want to understand how your Peer is feeling about the session.

- How did you feel about that?
- Why do you feel your response to the situation is correct?

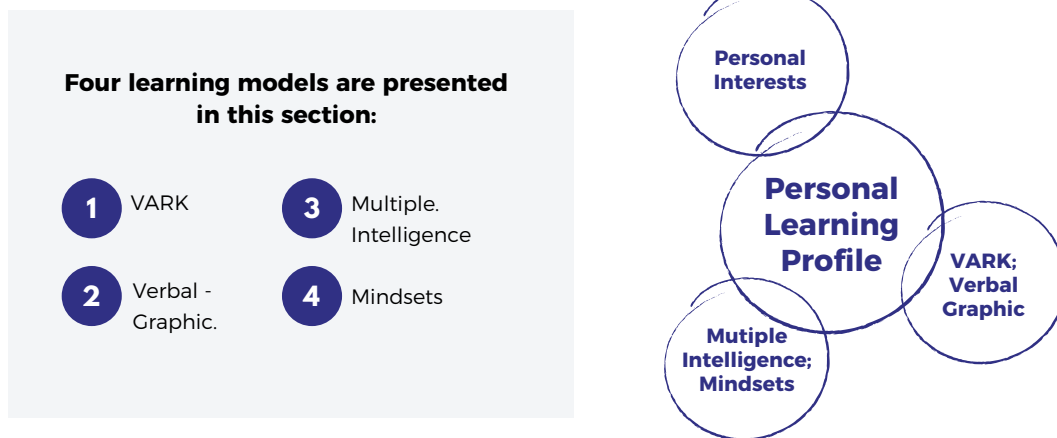
Section 1

	IS	DID	CAN	WOULD	WILL	MIGHT
WHO						
WHAT						
WHERE						
WHEN						
WHY						
HOW						
LEVEL	EXAMPLE				OFTEN USED TO...	
	- Who is your teacher? - What did you do in math class yesterday? - When can we meet next?				Get information and test peer's knowledge	
	- Why did you enjoy you enjoy this assignment? - How did you get this answer?					
	- What would make this assignment easier for you? - Where might we find resources to help us with this assignment?				Get peer to think, reflect and analyze the concept/ material	
	- How will you know if you're getting better at math? - Why might your teacher give you the option of doing a presentation instead of an essay?					

Section 2: Differentiated Learning

Differentiated Learning is the idea that everyone learns differently. Everyone has different strengths. You can help your Peer succeed by helping them learn how to tap into their strengths by making the material interesting and engaging. A key question for you to ask when tutoring is: "What is standing in the way of my Peer learning this material?"

In this section, you will learn how to create your Peer's Personal Learning Profile. You will be able to understand how your Peer learns, and help them develop effective learning strategies. These strategies may be very different than your own strategies for learning.



Section 2: Differentiated Learning

Use these learning models as ways of thinking about how Peers might learn best, and reflect on ways you can tailor your support to their unique strengths.

Check in with your fellow Tutors, School Coordinator, and L2L Trainer to discuss how different learning strategies work best with your Peer.

Learning Goals

- Understand what is meant by "Differentiated Learning"
- Know about Learning Styles
- Know about Multiple Intelligences
- Know about Mindsets

Success Criteria

- I know how to identify a Personal Learning Profile for my Peer
- I have a toolkit of strategies for helping my Peer based on their specific Personal Learning Profile

Section 2

Learning Styles: VARK

Learning Styles are learning models that suggest everyone has a preferential way of absorbing, processing, and storing information. A person might be a more verbal vs. visual or more abstract vs. concrete learner.

Visual Learners

Prefer reading, visual materials (pictures, symbols, colours, shapes, videos, etc.)

Ways to support:

Provide time for note-taking, give them highlighters to colour code notes, or help them draw diagrams.

Auditory Learners

Prefer listening and speaking (learner is able to do new tasks after receiving instructions)

Ways to support:

Have them read aloud, providing many opportunities for conversation.

Reading/ Writing Learners

Prefer information displayed as words

Ways to support:

Have them read and create report, essays, assignments and use tools like PowerPoint to make presentations.

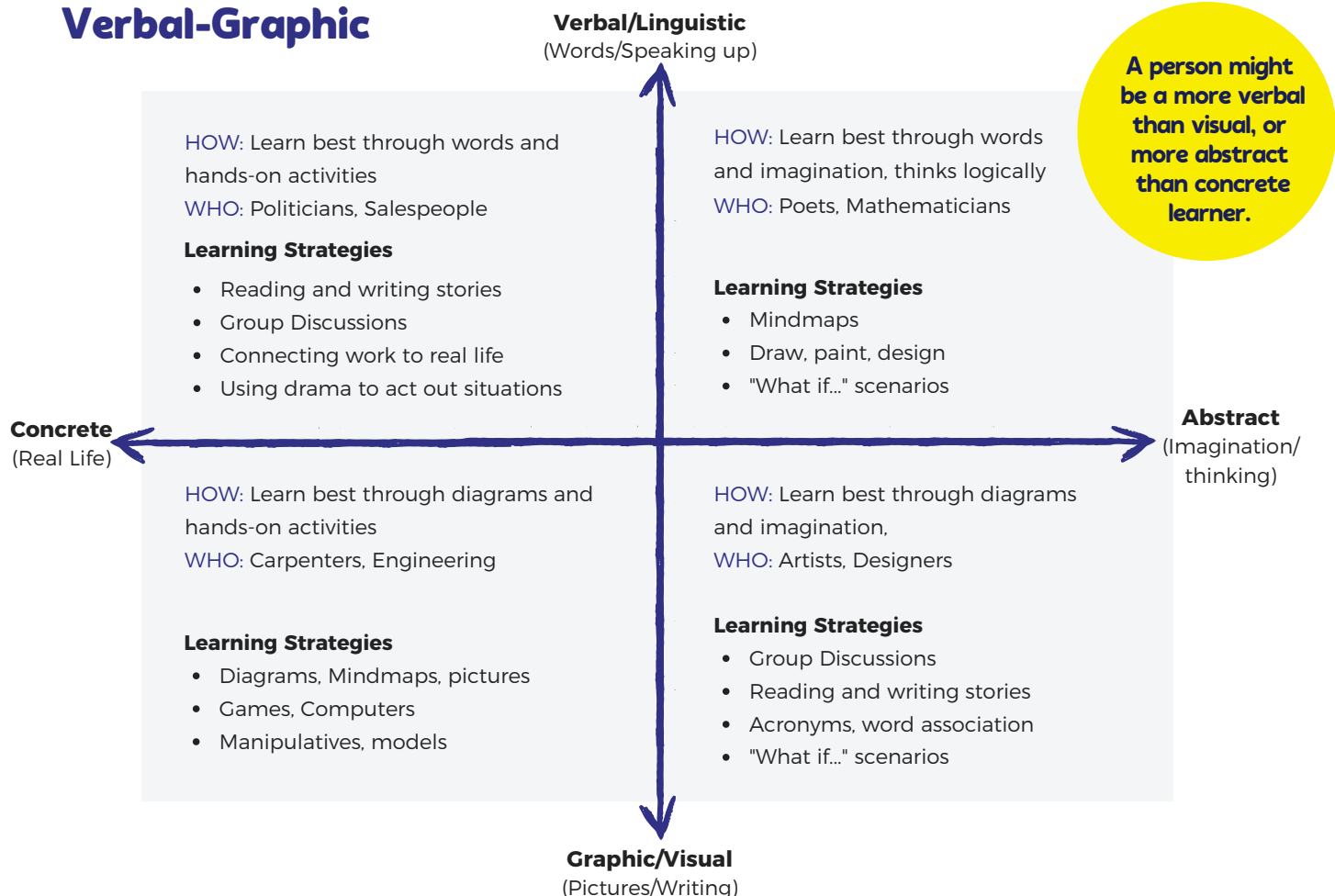
Kinesthetic Learners

Prefer physical movement and hands-on activities (show and tell projects)

Ways to support:

Provide tangible objects to work with; tools, flashcards, manipulatives.

Verbal-Graphic



Section 2

Multiple Intelligences

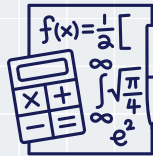
Another way of thinking about differentiated learning is Multiple Intelligences*. When you are getting to know your Peer have these intelligence profiles in mind. You can be a more effective Tutor by starting with your Peer's strengths.



Verbal/Linguistic

'Word Smart'

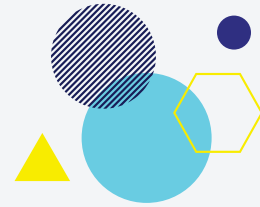
Able to use verbal and written means to make an important point



Logical/Mathematical

'Math Smart'

Able to use mathematics logic to bring meaning to a problem



Spatial

'Pattern Smart'

Able to see patterns and shapes, and use them in a creative way



Kinesthetic

'Body Smart'

Able to use the body muscles towards a challenging outcome



Musical

'Music Smart'

Able to organize and perform sounds and rhythms in inventive and creative ways



Intrapersonal

'Self Smart'

Able to understand one's personal strengths and abilities and to follow a challenge to its conclusion



Interpersonal

'People Smart'

Able to communicate to others in a way that attracts, informs and persuades them



Naturalist

'Nature Smart'

Able to understand the complexity and inter-connectedness of natural phenomena



Practical

'Action Smart'

Interested in action and solutions, transfers theory into practical outcomes

Section 2

Using Multiple Intelligences to Differentiate Instruction

The table below gives you strategies to tailor your tutoring to specific intelligences. For example, if your Peer is “Word Smart”, and they are having trouble with math, you can use stories and manipulatives to help them understand. If, on the other hand, your Peer is not “Word Smart” and needs help in English, you can use stories that include things they are interested in to improve their language skills.

Intelligence/Strengths	Strategies/Activities/Resources
Verbal/Linguistic - 'Word Smart' Speaking, reading, writing and listening	• Stories • Discussions, debates • Journal writing
Mathematical/Logical - 'Math Smart' Numbers, calculations and patterns	• Problem solving • Experiments • Puzzles
Spatial - 'Pattern Smart' Artistry, Visual details, Makes good use of space, Aware of surroundings, location and direction	• Maps • Graphs and charts • Pictures • Videos
Kinesthetic - 'Body Smart' Sports, dance, able to use hands or body to create, fix or express themselves	• Models and manipulatives • Role playing • Touch and movement • Hand-eye coordination, strength, speed, balance and flexibility
Musical - 'Music Smart' Can play instrument or sing, Composes and analyzes music	• Rhythms and melodies • Voice instruments • Rhymes
Intrapersonal - 'Self Smart' Understand one's self, Self-motivated, Self-reflective	• Options and choices • Opportunities for self-expression and self-evaluation • Setting goals • Assessing abilities • Meditating and reflecting
Interpersonal - 'People Smart' Notice other people's feelings and personalities, Able to respond positively towards them, Many friends, well-liked	• Group learning • Team games • Opportunities for discussion and sharing ideas
Naturalist - 'Nature Smart' Interested and involved in helping the environment, Able to identify and classify plants, animals, minerals	• Patterns and relationships in nature • Environmental issues • Outdoor activities
Practical - 'Action Smart' Problem-solving, getting things done, putting knowledge into practice	• Real-world examples • Creating and meeting deadlines • New inventions

Section 2

Mindsets

"Mindset" refers to how a person sees themselves- I am a "good" student. I'm not a "math" person.... A person's mindset influences their life, their academic achievements, and how well they learn new skills. Our mindset shapes how we look at problems and mistakes. Dr. Carol Dweck, Stanford psychologist, is a leader in research on Mindsets.

There are 2 types of Mindsets:

Fixed Mindset

- You are born SMART in certain areas!
- Intelligence, personality and other individual traits are pre-determined and set.
- You know what you are good at, and what your weaknesses...and you stick to what you know.

Growth Mindset

- You can learn anything!
- Intelligence, personality and other individual traits are changeable.
- Through hard work, and determination you can develop any skill, and achieve success.
- You try new things, even if you are not good at them at first.

I have a growth mindset!



Section 2

Developing A GROWTH MINDSET

You can help your peer develop a growth mindset using the power of the word “YET”! Although something may be difficult now and they may be discouraged, remind them to think about it as a challenge, that with work, they can overcome and GROW! Consider the following Fixed Mindset statements and how you would rethink those thoughts with more of a Growth Mindset. How would you rethink the last 2 statements?

INSTEAD OF ...		TRY THINKING...
I'm not good at this!	➡	I'm not good at this yet! What am I missing?
I give up!	➡	I'll try a different approach!
My friend can do it but I can't.	➡	I will learn how my friend does it!
I made a mistake!	➡	Mistakes help me to learn
This is too hard!	➡	I will figure it out, I just need some time
Plan A didn't work	➡	There's always Plan B!
I'm afraid I'll make a mistake	➡	
I'm not good enough	➡	

An important part of having a growth mindset is not being afraid of failing, or making mistakes. People with Growth Mindsets view challenges and failures as opportunities to learn and grow.



Mary Simon



Chris Hadfield

Mary Simon is the first Indigenous governor-general in Canada since Confederation. She describes her approach to problems and challenges: “When you go through adversity, what do you do? Do you learn from it? Do you let it get to you? Do you build on your strengths to fight that adversity and to overcome it? To me, that’s a very important aspect of identifying issues that affect us as a people. What are the things that are fundamentally wrong? What are things that are changeable?”

Chris Hadfield is the first Canadian to walk in space. He describes failure in the following quote; “Failure is in the eye of the beholder. I am realistic about it. I try and be as good at things as I can. I spend most of my time preparing for things so that when the time comes I am the best I can possibly be. If something went wrong and I get the chance to do it, hopefully, I'll do it better the second time.”



L2L Tutor Responsibility Contract

Confidentiality

In order to build an honest and open relationship between yourself and your Peer you must ensure them, when possible, that what they tell you will remain in confidence. This means that you absolutely cannot share personal information regarding your Peer with your friends and family.

However, it may become necessary to inform other people of a potentially dangerous situation. If you feel that what your Peer has told you may result in harm to her/his self or others, it is your duty to report this to your School Coordinator or Principal.

- To attend all training and tutoring sessions
- To model appropriate behaviour
- To work responsibly with my Peer
- To give my undivided attention during tutoring sessions
- To be empathetic of the difficulties that come with student life
- To alert teachers if a situation occurs that may cause harm or violate the rights of my Peer or myself
- To facilitate a minimum of 10 hours of tutoring
- To follow the Online Code of Conduct and other school board policies if participating in the program online.

I hereby agree to fully participate in the L2L Tutor Training Program as an L2L Tutor, to respect confidentiality with my Peers, and to abide by the terms outlined above.

Tutor's Signature

Tutor's Name (please print)

L2L School Coordinator:



L2L Tutoring Tracking Sheet

Tutor's Name : _____

Grade : _____

Peer's Name: _____

Grade : _____

School : _____

#	Date	Peer Attendance (Y/N)	Subject	Comments

For every tutoring session, you may want to take notes in a separate notebook with the following categories as a guideline:

1. Positive Outcomes
2. Challenges
3. Other Notes/Comments/Observations



First Tutoring Session Interview: Getting to Know You

Peer's Name: _____

Grade : _____

Teacher's Name : _____

What is your
favourite book?

What is your
favourite colour?

What is your
favourite movie?

What is your
favourite sport?

What do you like to do in your spare time?
(E.g. social media, gaming, movies, music, sports)

What is something you are proud of?

What are your goals for this year in and outside of school?



Checking Your Habits

This resource is for you to use after several sessions of tutoring with your Peer. Let's revisit the 7 Habits of an Effective L2L Tutor. Reflecting on your experience in the program so far, score yourself on a scale of 1 to 5.

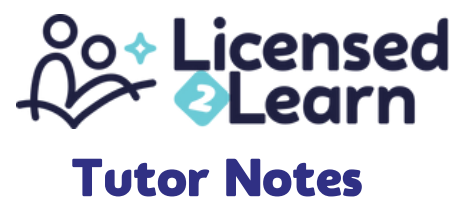
HABITS	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I know my L2L Peer.	1	2	3	4	5
I have a partnership with my Peer.	1	2	3	4	5
I am a role model for my Peer.	1	2	3	4	5
I encourage perseverance in my Peer.	1	2	3	4	5
I communicate effectively with my Peer.	1	2	3	4	5
I give feedback to my Peer.	1	2	3	4	5
I have empathy for my Peer.	1	2	3	4	5

Total (Maximum Score: 35) =

What elements of tutoring are you most proud of?

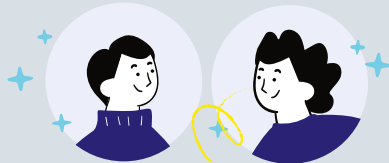
Are there some areas that require improvement?

How will you improve on the areas you identified above?



The L2L Roadmap

It's a Match!



You and Adam are perfect to work together!

Students

Strong students are matched with peers who need support, based on aspects like shared interests, and lived experience. Together, they participate in a minimum of 10 hours of one-on-one personalized peer tutoring.



Your L2L Journey starts here.

1

2

Schools and Community Programs

L2L works with schools and community agencies. We collaborate with educators, community leaders, and students to make academic and mentorship support more accessible.



3

Trainers

Trainers are educators with 25+ years of experience. They lead the tutor training sessions and check in regularly with the group.



4

Success

Personalized academic help and mentorship from a positive peer role model, encourages students to excel in school and beyond. By motivating and leading others, students become more active and civic-minded citizens.

5

Congrats!
You made it!



Teamwork

Peers boost their confidence and develop important academic skills through the peer-tutoring and mentorship support provided by their L2L Tutors. The Tutors develop leadership, and communication skills while learning empathy, and responsibility through their role.





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