



Students' Roles and Responsibilities:

Roles, Responsibilities and Procedure

Potential tutors should consider the following:

- As a tutor, you are able to get to know your student differently than a teacher or parent.
- Think of yourself as a 'personal academic trainer'.
- You have an opportunity to discuss and discover how your student learns best (more 'Basic Approaches' about this), find out about their interests, likes and dislikes and teach through strengths.
- Consider the comfort levels and potential effectiveness of tutoring students of the same/different gender, age and grade levels.
- Consider the effectiveness of tutoring friends. It could be best if the tutor and student don't know each other very well.
- Confidentiality is a major concern in these relationships, and must be preserved at all times.
- Deflecting and avoiding awkward situations is key to successful tutoring, as is knowing what to do with confidential or important information gained from a tutoring session.
- Always make sure that the meeting place for the session is appropriate, and that a convenient communication device is nearby. The L2L teacher/advisors can be helpful in this area.

L2L Tutor-Student Guidelines for Behaviour

The following guidelines are set up to assist you in your roles and to ensure that your actions are not misinterpreted.

- All students are expected to treat each other with respect. Building self-respect in students come from helping them to higher achievement. Hit a Higher Mark!
- Tutors will encourage students, recognizing their achievements and efforts through positive reinforcement.
- Students will co-operate with tutors and follow their lead in tutoring sessions
- While on school property, all students are required to obey school rules. This includes provisions prohibiting carrying cigarettes, roughhousing, running in hallways, swearing or unauthorized use of cell phones
- All students will use appropriate language. Swearing, rude and obscene language spoken, written or implied is unacceptable.
- Tutors should respect student's personal space and should not have physical contact with them that are beyond the limits of friendship and/or what may be misinterpreted.

- L2L students should not tell lewd jokes or participate in conversations with each other that may have double messages, or sexual innuendo.
- If a student initiates such discussions, tutors should attempt to redirect the conversation and tell the student that their relationship is one of tutor-student, or a friendship.
- If a tutor initiates such discussions, students should leave the session. Repeated occurrences must be reported to a parent, guardian or school official.

All tutors are expected to behave in a way that is consistent with the above guidelines.

Using a Student-Centred Approach to Tutoring

- You and your student will create your own routine and pace
- Ask your student: “How can I help you?”
- Set clear, reasonable learning goals for each session
- Rather than relying on a ready-made curriculum, you will create materials that are based on the strengths and needs of your student
- Your student can decide how you can work together most comfortably.
- Ask, “Is there anything else we should be doing today?”
- Build on your student’s strengths and confidence.
- Start with what your student knows and can do. Praise your student.
- Create a relationship built on trust.
- Help your student understand that making mistakes is an important part of learning.
- Evaluation based on Improvement
- Focus on accomplishments and evaluate progress to see how to better help your student
- Understand the importance of learning styles in the tutoring and learning process

Everyone learns differently. Your student may learn by doing, or by observation or in the other ways included in the Personal Learning Profile Kit. He/she may need a lot of activity or may need a quiet space to learn.

Be flexible and vary your tutoring by using a variety of activities.

Tutor Responsibilities to the Student

What are your roles and responsibilities in L2L and as a Tutor?

- Be a friend to your student(s)
- Get them interested in their work. Help them to become more curious through questioning –yours and theirs.
- Ask them questions to get them to think and answer. Help them to ‘know how to know’.
- Expose, involve, and interest.
- Ask for assistance and be sure to report any dangerous situations.
- Give your full attention to the student.

Your Commitment to your Student

- Safety
- Reliability and consistency
- Preparation

Questions to ask yourself and your student

(For the various divisions, the social conditions may change, and the degree and understanding, but not the fundamentals.)

Why is your student seeking tutoring?

Most important reasons:

- get homework done
- pass the test
- understand the topics
- build generic skills
 - reading
 - writing
 - reckoning
 - organization
 - motivation/engagement

How can you help best?

- Will your student learn if you do the work for her/him?
- What has your student already tried in order to learn the work of the topic?
- How far is your student from knowing the work?
- How will you bring a fresh approach to your student?
 - Take an easy problem and have the student solve it for you - student does all the explaining
 - Find out what is missing
 - Understanding of principles
 - Mechanics
 - Application

**Take time to find out what is missing and try to find new ways to offer.
Always have your student explaining.** (Link to Resource section)