



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: <i>SD 67 Okanagan-Skaha</i>	School District 67
Developed by: Trevor Robinson & Travis Bond	Date Developed: March 2, 2018.
School Name: Penticton Secondary School / Princess Margaret Secondary School	Principal's Name: Chris Van Bergeyk / Roger Wiebe
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 10	Grade Level of Course: 10
Number of Course Credits: 4 credits	Number of Hours of Instruction: 100-120 (4 credits)

Board/Authority Prerequisite(s):

- Recommendation by a teacher, counselor or administrator.
- Desire / interest to work with all students.
- Willingness to communicate and interact with others.

Special Training, Facilities or Equipment Required:

None

Course Synopsis:

Course Synopsis: Peer Tutoring provides students the opportunity to develop communication, organizational, mentoring and leadership skills while assisting fellow students with their studies in a classroom setting. Peer Tutors work with both individual students and lead small group activities. Peer Tutors are supervised, directed and evaluated by the sponsor teacher(s). This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Peer Tutor placements are dictated by the Peer Tutors' interest and competency in a subject area as well as by the availability of placements. Peer Tutors receive either two credits for completing 60 hours or four credits for successfully completing 120 hours.

Goals and Rationale:

Peer Tutors help facilitate learning by supporting the delivery of classroom instruction. While assisting in the learning process, Peer Tutors will acquire background knowledge about learning and behaviour management theories appropriate to the peer tutoring setting. Students will develop their communication, thinking and personal and social competencies while acquiring skills in collaboration, analysis of learning needs, community building, coaching leadership and teamwork. Students will acquire a value for diversity and an acceptance of the dignity that should be afforded to all individuals.

Goals:

Communication

- Connect and engage with others
- Acquire, interpret, and present information
- Collaboration to plan, carry, and review construction and activities

Creative Thinking

- Developing ideas

Critical Thinking

- Develop and design

Social Responsibility

- Contributing to community
- Valuing diversity
- Building relationships

Aboriginal Worldviews and Perspectives:

Peer Tutors will develop a familiarity with the First Peoples Principles of Learning, including an appreciation that

- Learning is embedded in memory, history, and story.
 - Learning involves patience and time.
 - Learning requires exploration of one's identity.
 - Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
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BIG IDEAS

Learning is a process that takes patience and time.

Individuals learn in different ways and at different rates.

Formative assessment helps guide instruction and learning.

Teaching requires critical thinking and communication skills.

Co-operation and respect are essential to a productive learning environment.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Communicating</p> <ul style="list-style-type: none"> Observe, identify, and model cooperation and respect in the learning process Develop active listening skills Understand and present information clearly and in an organized way Give, receive and act on feedback <p>Planning</p> <ul style="list-style-type: none"> Identify various student learning styles and the need for flexibility and adaptability in supporting the learning process Determine the length of time required to complete various tasks Determine learning resources needs for learning activities Prioritize tasks based on urgency and importance <p>Leading</p> <ul style="list-style-type: none"> Model positive behaviours for students in the class Demonstrate initiative in identifying and addressing learner needs Provide encouragement to the students they are working with Model an inclusive and accepting attitude toward all of the students in the class 	<p><i>Students are expected to know;</i></p> <ul style="list-style-type: none"> how to ask for clarification when necessary effective communication strategies active listening skills effective questioning skills <p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> work collaboratively with tutees under the direction and guidance of the classroom/resource teacher examine the length of time required to complete various tasks identify the importance of an organized work space identify the need to prioritize tasks identify the need to use class time effectively identify appropriate behavior to model

Recommended Instructional Components:

- Direct Instruction
- Indirect Instruction
- Interactive Instruction
- Independent Study
- Modeling
- Practical Experience
- Group Work

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

Clear targets and expectations shared with students at all stages of the assessment process.

Formative:

- Clearly articulated and understood learning intentions and success criteria
- Student self-assessment
- Peer-assessment
- Sponsor teacher observation and oral feedback
- Student conferences with sponsor teachers

Summative:

Summative assessment is based on the articulated learning intentions and success criteria and will include

- Student self-assessment
- Sponsor Teacher assessment
- Student-teacher conferencing to review the assessments and finalize the student's mark.

Learning Resources: None

Additional Information: None