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| Peer Tutor Passport |
| English |
|  |
| **Passport #2** |
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George Brown College: TuToring and Learning CEntre

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| This passport is designed to help you expand your familiarity with TLC resources and policies and develop your skills as a tutor. Please use your non-tutoring time in the TLC to complete this passport within one semester. It is important that you complete the first 5 goals in this passport prior to intersession (mid-semester break) and the last 5 before your tutor-evaluation at the end of the semester. Consult with your Advisor if you have any questions or difficulties completing any of your goals, and remember to turn it in for review once you have completed all 10 goals.  |

**Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**GOAL 1:** **Create a S.M.A.R.T goal for the semester.**

*(Make sure to share your goal with your TLC Advisor and ask questions if needed.)*

S.M.A.R.T goals are used to ground your development and help you move forward in a measurable and realistic way.

**S**pecific – A specific goals has a better chance of being achieved. You should be able to answer WHO (is involved); WHAT (do I want to accomplish); WHEN (establish a timeline); WHICH (requirements and constraints); and WHY (purpose or benefits)

**M**easureable – You need to establish solid criteria for measuring progress toward the goal you are setting. You should be able to answer: “How will I know it has been accomplished?”

**A**ttainable – Goals need to be realistic in terms of setting an objective that you are both **willing** and **able** to work toward. Don’t confuse an ambitious goal as being unrealistic. Only you can decide just how high your goal should be.

**R**elevant –With specific goals that have concrete steps and a timeline, almost any goal is attainable. But is it worthwhile? As a tutor, how will this goal meet the needs of the TLC or TLC clients?

**T**imely – All goals should have a timeline. Goals are more attainable when grounded in a specific timeline. “Someday” is not a timeline. Set a realistic timeline and you have more opportunity to achieve your goal.

|  |
| --- |
| Write your SMART goal here: (How do you plan to improve as a tutor this semester?)  |
| In the spaces below, explain how the goal, which you’ve identified above, meets the criteria below: |
| **Specific** |  |
| **Measureable** |  |
| **Attainable** |  |
| **Relevant** |  |
| **Timely** |  |

**GOAL 2: Gain familiarity with the various services available to students around campus.**

As a tutor, you will sometimes face situations we are not equipped to deal with in the TLC. As a George Brown College employee, you should familiarize yourself with some of the services and/or supports offered at the college. This way, when a situation arises, you will be better equipped to refer your tutee to the appropriate resource.

In the lists below, match the situations in the left-hand column with the appropriate resources in the right-hand column.

|  |  |
| --- | --- |
| **Situation** | **Resource** |
| 1. \_\_\_Tutee demonstrates a high level of anxiety, and expresses her fears about her academic success
 | 1. **Financial Assistance Office**:

ext. 24761. **Peer Connect:**

Casa Loma, Room D310St. James, Room B121Waterfront – Concourse level1. **Security Emergency Line:**

416-415-4000, or 416-415-5000, ext. 80001. **References Tutorial Online** <http://library.georgebrown.ca/studytools/tutorials/#interactive>
2. **Career Services/Career Centre**

Casa Loma, ext. 4100St. James, ext. 3818Waterfront, ext. 53011. **Human Rights Advisor**

Ext. 46461. **Accessibility Services**

Ext. 26221. **290 Adelaide St. TLC** (appointments can be booked via WCOnline)
2. **Counselling**

Casa Loma: Room C317, ext. 4585St. James: Room 582C, ext. 582CWaterfront: Room 225, ext. 5370Ryerson: Room JOR 07CEmail: letstalk@georgebrown.ca |
| 1. \_\_\_Tutee confides that he does not have enough money to pay for his courses next semester.
 |
| 1. \_\_\_Tutee feels one of his classmates makes racist comments and he is not sure how to deal with the issue
 |
| 1. \_\_\_Tutee needs help making a resume and/or cover letter
 |
| 1. \_\_\_Tutee confides in you that he received accommodations in high school/has a learning disability/requires accommodations
 |
| 1. \_\_\_A tutee is making threats and harassing the tutors
 |
| 1. \_\_\_Tutee wishes to improve time management skills
 |
| 1. \_\_\_Tutee has clearly plagiarized his/her assignment
 |
| 1. \_\_\_Tutee needs Accounting tutoring
 |

**Referral Skills Activity**

Using the George Brown College website, find five services for students with disabilities:

1.

2.

3.

4.

If you suspect that a student has a learning disability, but does not disclose one, what should you do?

If a student asks, how might you explain the difference(s) between what we do at the TLC and what PeerConnect does?

Provide four support services that the Student Association offers:

1.

2.

3.

4.

**GOAL 3: Build on Your Tutoring Strategies**

Watch the following two videos:

Writing Tutoring – The Right Way: <http://www.youtube.com/watch?v=BqVb_JTOVaU>

Writing Tutoring – The Wrong Way: <http://www.youtube.com/watch?v=jWs1JkpLmQI>

Review the list of Ten Tutoring Strategies

1. Questioning skills
2. Listening skills
3. Use of positive reinforcement
4. Realistic outcome expectations
5. Dealing with difficult tutoring situations
6. Discussion of tutoring responsibilities & ethics
7. Role modeling & mentoring
8. Setting goals & planning
9. Diversity Skills
10. Critical thinking skills

Which ones are incorporated in the first tutoring session? How does the tutor engage her tutee? How does the tutor help her tutee prioritize?

In the second video, why is the tutee not engaged in the session? What is the tutor doing wrong?

**GOAL 4: Develop Your Grammar Skills**

The sentences below exhibit common grammar or sentence-structure problems.

**A)** Circle the problem(s) in each sentence, and if possible identify the type of problem(s) (ie: Run-on sentences, verb tense, articles, etc) and correct them. --Check your answers with your Advisor before continuing.

**B)** Choose 2 or more of the sentences that you could not identify the problems for, or are unfamiliar with.

1. Identify an appropriate resource that would help to explain this grammar error.
2. In the space provided on the reverse of this page, explain how you might help a student understand the error
	1. In Turkey, I must to teach British English
	2. Michael has an important role to played, he must be on stage in an hour.
	3. Although it was a sweltering hot day.
	4. And it was the most rewarding experience of my life.
	5. I chose the placement, that it was in my neighbourhood.
	6. It was a pleasant, Autumn day when I see the black car.
	7. Having priorities keeps you focus.
	8. During solving the problem, you learn a lot from clients.
	9. You establish a trust relationship between you company and you customers.
	10. Easy to find out the solution when I face the problem.

**GOAL 5: Improve your attention to higher order writing concerns**

Use resources around the TLC such as writing textbooks or links from our website to familiarize yourself with the writing concepts *unity* and *coherence*.

 **Define** ***Unity* as it relates to writing: (provide a reference)**

What are the symptoms or red-flags of an essay that lacks *unity*?

What are three ways to improve the unity of a paragraph or essay?

**Define *Coherence* as it relates to writing: (provide a reference)**

What are the symptoms or red-flags of an essay that lacks *coherence*?

What are three ways to improve the coherence of a paragraph or essay?

**GOAL 6: Evaluate and Critique TLC Resources**

Review TLC resources

Choose 1 or more resource(s) (for example, a handout, a book, or web resource, such as a link)

Be sure to provide a reference or annotated copy of the resource.

Review the resource and evaluate it based on following criteria (as applicable):

1. Layout (aesthetics)
2. Presentation of the information (clarity, use of language etc.)
3. Usefulness of the information presented
4. How it could be best used in a tutoring session

Think critically about the resource. **Critique does not mean be critical**. It means to think analytically about the resource from all angles in order to ensure that we’re providing the best resources to students. This could be positive or negative. To help, think about the resource from the point of view of the student.

After evaluating the resource, provide the following analysis:

1. When would you use this resource?
2. How would you use it in a tutoring session?
	1. What would the strengths and/or weaknesses be of this particular resource?
3. Is there another resource that you’ve used that is on the same/similar topic?
	1. Which one did you prefer for this topic?
	2. Why?

**GOAL 7: Prepare for Working with Students with Disabilities**

Part 1

Visit the following website: <http://research.pomona.edu/writingpartnerresources/resources/writing-fellow-resources/strategies-for-consultations/connecting-with-the-student-2/students-who-identify-as-learning-disabled/>

This website gives four strategies for working with students with disabilities. Next to each strategy, write a reason why this is useful for **all** tutees and give an example of how you might implement this strategy in a tutorial.

1. The need to be explicit:
2. The need to be systematic and cumulative:
3. The need for structure:
4. The need for a multisensory approach:

Part 2

1. Visit the link, <http://www.autism.org.uk/about/what-is/asd.aspx> and watch “What is Autism?” by The National Autistic Society.
2. After watching, answer the following questions:

What did you learn about autism?

How did what you learnt affect how you might tutor a student with autism?

What are some strategies you might implement based on what you have learnt?

**GOAL 8: Learn about Diversity and Anti-Discriminatory Education**

One of the requirements for all TLC Peer Tutors is the “ability to work in an environment where a diversity of people and situations is encountered.” The Tutoring and Learning Centre serves a truly diverse student population of George Brown College. At the TLC we strive to create a welcoming and inclusive environment for all students, staff and visitors. As a professional setting, discrimination based on gender, age, ability, ethnicity, race, sexual orientation, religion, marital status, etc. is not acceptable.

Review: what is discrimination?

Visit the following website from the Canadian Human Rights Commission.

<http://www.chrc-ccdp.gc.ca/eng/content/what-discrimination-1>

What are the 13 grounds for discrimination protected under the Canadian Human Rights Act?

Using Moral Courage to Speak up Against Discrimination

Discrimination can sometimes be difficult to detect. Once detected, it can be even more difficult to address the situation appropriately. It takes moral courage to speak up about discrimination and to educate others about appreciation of diversity.

The following paragraphs describe situations that happened at the Tutoring and Learning Centre in the past.

1. Read each situation.
2. Identify the grounds for discrimination in all 8 situations.
3. Describe how you would respond to *at least* 4 of these situations.

Situation 1

A tutee comes in to book an English tutoring appointment. She asks you which tutors are native English speakers and only wants to work with those tutors.

*ii) Discrimination based on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

Situation 2

You are working with a student on an essay about quality of nursing care in Canada. The student uses anecdotes claiming that nurses of a certain ethnic background are lazy and inattentive to patients’ needs while nurses from another ethnicity are better care providers.

*ii) Discrimination based on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

Situation 3

You are tutoring conversation in the summer semester and students ask you about the Pride Parade in Toronto. A few students make homophobic comments.

*ii) Discrimination based on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

Situation 4

You are working with a deaf student and an interpreter. During the whole tutoring session you speak directly to the interpreter and do not even make eye contact with the student.

*ii) Discrimination based on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

Situation 5

You are tutoring a student in math. The student goes a bit off topic and then makes a comment, ”Girls are not usually good at math. I’m surprised you are so smart.”

*ii) Discrimination based on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

Situation 6

You are tutoring a student who strongly dislikes English/math. The student is having trouble understanding the content and is getting increasingly more frustrated. The student exclaims, “This is retarded! I don’t know why I have to learn this.”

*ii) Discrimination based on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

Situation 7

You are tutoring conversation. The topic under discussion is families. One student argues that couples should never get divorced and if they do, they will end up in hell.

*ii) Discrimination based on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

Situation 8

You are working with a tutee who appears to be much older than you. You are not exactly sure how to solve the problem the tutee is having so you consult the resources available in the TLC. The tutee seems frustrated that you don’t know the answer right away and says that next time she will sign up with someone older and more experienced.

*ii) Discrimination based on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

iii) Situation #\_\_\_\_\_

*I would respond to this situation in the following way:*

Situation #\_\_\_\_\_

*I would respond to this situation in the following way:*

Situation #\_\_\_\_\_

*I would respond to this situation in the following way:*

**GOAL 9: Develop Transferable Work Skills: Problem Solving**

Problem solving and critical thinking are essential skills in the workplace and very often go hand-in-hand. A “problem” can be any task or assignment that you need to complete independently or it can be an unexpected situation that you handle on your own.

Critical thinking is the ability to look at something (problem, issue, situation, etc.) analytically by looking at all angles of the situation, and by setting aside one’s personal biases to come to a conclusion/solution.

1. Read the critical thinking document in the Tutor Resources section of the TLC website:

<http://www.georgebrown.ca/uploadedFiles/TLC/_documents/PEAS%20Framework%20for%20Critical%20Thinking.pdf>

1. From your experience working at the TLC, think of a specific problem where you had to use critical thinking skills.

Here are some examples of problems tutors experienced in the past:

* Tutor came across math/English content he/she has never learnt before.
* Tutee was really upset that her appointment was given away after she arrived 15 min. late.
* Tutee asked tutor to recommend an English tutor that might write his assignment for him in return for payment.

If you are not sure about a problem to analyze, please, speak to your Advisor.

1. Describe and analyze the problem you experienced using the PEAS framework. Fill out the chart below to help guide you.

**PEAS Critical Thinking Framework:**

|  |  |
| --- | --- |
| **Problem** | **What is the issue to be resolved?** |
| **Evidence** | **List the facts. What’s happening? Who is involved?** |
| **Analysis** | **Possible solution #1.** |
| **Pros** | **Cons** |
| **Possible solution #2.**  |
| **Pros** | **Cons** |
| **Solution** | **Choose the best solution.** |

1. Reflect on the problem you have identified. Which solution did you implement at the time it happened? Do you think it was the best solution for the situation? Did you employ critical thinking in the moment? In hindsight, would another solution have worked better?

**GOAL 10: Develop Transferable Work Skills: Assertiveness**

*Use the internet and your own experiences to answer the questions below.*

What is assertiveness? Provide at least one reference for your definition

What is the difference between assertiveness and aggressiveness when you are communicating with clients, colleagues, or a supervisor?

In your opinion why is it important for a tutor to demonstrate assertiveness with tutees?

Provide 2 examples of how you have personally demonstrated assertiveness with a client during a shift at the TLC. How did your being assertive in these situations help the tutee?

1.

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2.

**Reflect on your experience as a tutor.**

**As a tutor, reflection is often one of your greatest tools.**

**With that in mind what is…**

|  |
| --- |
| **…your greatest strength as a tutor?** |
|  |
|  |
| Why do you consider it your greatest strength? |
|  |
|  |
| How do you apply this strength when tutoring? |
|  |
|  |
|  |

**Now, did you accomplish your Smart Goal?**

|  |
| --- |
| **…if ‘no’, why not?** |
|  |
|  |
| If ‘yes’, how did it impact your tutoring sessions? |
|  |
|  |
|  |
| What were the biggest obstacles you faced in achieving your SMART goal? |
|  |
|  |

**Congratulations on completing all of your Passport Goals!**

**I’m done; now what?**

If you complete your passport early, and would like to continue developing your tutoring skills during your down-time, please feel free to complete additional items. Please attach any additional work you do to this passport.

**Thank you for all your hard work and dedication!**