

How to Facilitate a Tutoring Session

Step 1: Beginning the session	Why?	What to say:
Greeting	Makes the tutee feel welcome and comfortable	<i>Hi! Welcome to the TLC!</i>
<input type="checkbox"/> Introduce yourself <input type="checkbox"/> Learn the student's name	Builds rapport and lets them know you a bit more	<i>My name is John, it's nice to meet you.</i>
	Saying the tutee's name makes the tutee feel at ease	<i>Have you been here before?</i>
		<i>Hi There! I'm Kim, I'm your English tutor today.</i>
<input type="checkbox"/> Find out about the students' needs	This will help you to get a feel for the student's major concerns about their academic work	<i>What can I help you with today?</i>
		<i>What would you like to do today?</i>
		<i>What brings you here this morning?</i>
		<i>What are we working on today?</i>
Probe for information	This will help you to gain a better understanding of the student's progress, needs, and level of understanding, and tutoring history.	<i>What are you writing about?</i>
<input type="checkbox"/> Review the previous tutor's notes in the tracking sheet to support your planning		<i>Do you mind if I read over your work for a moment?</i>
		<i>So last time you and John worked on articles, and verbs, have you proofread for those already?</i>
<input type="checkbox"/> Ask to see assignment descriptions and rubrics or any other info provided by the teacher	By reviewing the assignment description and rubric, you emphasize the importance of organization, and remind the tutee of his/her responsibilities as a learner	<i>Did you remember to bring in your assignment description and rubric?</i>
		<i>What specific instructions did your teacher provide for this assignment?</i>
<input type="checkbox"/> Ask the tutee if they can identify the mistakes they tend to make most often, or that teachers have identified in the past	By asking the tutee to self-identify his/her weaknesses, you let the tutee take responsibility for his/her learning/reinforce prior learning	<i>What are your biggest concerns when it comes to completing this paper/speaking to people?</i>
		<i>What grammar errors do you find you get penalized for most often?</i>
Set goals	Sets realistic expectations for the session and provides the student with an achievable outcome for the session	<i>You said you wanted to work on grammar and the flow of your essay. I think I can definitely help you improve the flow here, and if we have time we will examine some of the repeated grammar errors I've noticed. We may not be able to correct all the grammar issues today. How does that sound to you?</i>
<input type="checkbox"/> Make a plan with the student		

Step 2 : Help the students reach their goals	This will encourage independence and accountability	<i>I can't do the work for you, but I can help you get better at doing it yourself.</i>
		<i>It's my job to help you become a better writer; it's your job to write this essay.</i>
<input type="checkbox"/> Use open-ended questions, and give the student time to think of a response.	Encourages critical thinking, participation, and engagement. It will also help you to learn more about what the student wants to say. Wait at least 10 seconds for a response.	<i>What is the main idea of your presentation?</i>
		<i>Who is this pronoun referring to?</i>
		<i>How do these two ideas connect?</i>
		<i>What do you want the audience to remember about your topic?</i>
		<i>When did this event occur? What tense or time phrase will show that?</i>
<input type="checkbox"/> Use positive reinforcement	Builds rapport, builds confidence, and identifies the strengths of the student	<i>I really like how you have organized your ideas chronologically; it makes it easy for the reader to follow.</i>
		<i>Well said, that's a great use of that idiom!</i>
<input type="checkbox"/> Provide constructive criticism	Be sure to provide criticism in a way that will enable the student to think critically about their work.	<i>I can understand what you mean here, but you need to be more specific about the results to make your support clear. What exactly happened?</i>
<input type="checkbox"/> Focus on concrete strategies the student can use to amend issues in their language	This will enable students to identify their own errors and correct them independently in the future.	<i>When you speak more slowly, it's easier for me to catch what you are trying to say!</i>
<input type="checkbox"/> Negotiate meaning and revision with the student	Allows the student to take an active role in revision & provides the student with choices and an opportunity to express and defend their ideas.	<i>There are a few different ways we can correct this run-on. What do you think will best communicate your meaning?</i>
		<i>I'm not sure I understand this section. Do you mean...?</i>
		<i>What is the most important point you are trying to make in this section? How can we make that more prominent?</i>

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<p>Step 3: Ending the session on time and filling out tracking sheets</p>	<p>Time management and record keeping are important for the smooth operation of the centre and helps us to manage student expectations as well</p>	<p><i>We have only a few more minutes left. Do you have any questions about anything we've talked about?</i></p>
<p><input type="checkbox"/> Review and summarize the successes of the session</p>	<p>By summarizing the tutorial, you reinforce the concepts and revisions you've covered and remind the student of what they've learned.</p>	<p><i>Ok, so what did we cover today? What progress did we make today in your assignment? What is still left to do?</i></p>
<p><input type="checkbox"/> Use the tracking sheet to record the tutee's needs and progress</p>	<p>Filling out the tracking sheets with the tutor provides an official way to close a session, review concepts, and encourages student accountability</p>	<p><i>So we were able to find ways for you to improve your flow with transitions, and by checking your pronouns. What else did we cover?</i></p>
<p><input type="checkbox"/> Discuss realistic next steps for the student to complete outside of the TLC. <input type="checkbox"/> Use the tracking sheets to record next steps</p>	<p>To encourage independence and to help with time management it's important to allow the student time to work independently on developing their skills</p>	<p><i>Ok, so you still need to revise your thesis according to the models I gave you. So before you come in to the TLC again, make sure you proofread the rest of this essay for articles, that way you can focus on verbs with your next tutor.</i></p>
<p><input type="checkbox"/> Invite them for a follow-up appointment</p>	<p>Let them know we are here to help.</p>	<p><i>Once you revise this draft according to the notes you made, come back in for some help with proofreading for sentence structure. Once you complete these next steps, come in to see a tutor to review your changes.</i></p>