KPU Peer Tutor Mentoring Program: Faculty Handbook

The Learning Centres at Kwantlen Polytechnic University

KPU Tutor Mentoring Program: Faculty Handbook

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Mentoring at the Learning Centres

What is Mentoring?

One powerful way to impart skills and develop upcoming tutors is to partner them with mentors. It is a valuable component in the transfer of information and the sharing of knowledge needed by emerging tutors. Mentoring is the partnering of experienced personnel with newer personnel so that they can share points of view, learn from each other, and grow. The mentor provides knowledge, skills, support, challenge, and inspiration.

What is Faculty Mentoring of Tutors?

Faculty will be partnered with tutors who meet with them to discuss concept areas where the tutor has been working with students to identify alternative ways of discussing or explaining the concept. These conversations provide feedback for faculty regarding areas where students seek tutoring help. Alternatively a tutor may wish to develop career competencies or knowledge. Faculty mentors can also provide information for the tutors as they elaborate on and coach in areas of concern for tutors. Thus, mentoring is an informal measure designed to build bridges, confidence, and support.

Mentoring is not "Tutor Training", which is done in The Learning Centres through a structured training program and assessment process.

Faculty mentors support tutors in two important ways:

1. By encouraging mentees to further develop their subject knowledge and to discover effective strategies for tutoring in your discipline.
2. By linking the mentee's current work as a Peer Tutor to their future career aspirations and the competencies required in your field.

Mentee Name	Date of First Session

Mentee's Tutor Trainer and/or Supervisor	**Contact Info**
Mentoring Meeting Topic	**Mentoring Meeting Dates**

Learning Outcomes for Peer Tutors

Tutoring is a complex practice that embodies many learning processes and the fluid application of skills that go well beyond content knowledge as tutors interact with a wide range of tutees and their needs. This tutor program aims, through training, education, mentoring, and opportunities for personal growth, to assist tutors to meet the following learning outcomes. We acknowledge that each tutor brings their own personal history and experiences to tutoring and encourage their use as building blocks to construct a reflective tutoring practice as they work towards these outcomes.

KPU tutors will have the knowledge, skills, and ability to:

- Follow Learning Centre recommended best practices and standards of service.

- Work independently with a diverse and widely-dispersed team in a tutoring environment.

- Use proficient communication skills in both oral and written English in a tutoring environment.

- Productively engage with accented non-standard English speakers.

- Adapt tutoring strategies and input to respond appropriately to differing learner needs.

- Balance the learners' expressed needs, the assignment instruction criteria, and the tutor's perceptions of the learning needs.

- Provide tutoring input that is feasible for learners to follow.

- Structure tutoring to conform to time limits and tutoring priorities.

- Search for, select, and demonstrate appropriate resources from a broad-range of academic materials.

- Judge when a referral is needed (when a request is beyond one's knowledge and ability framework) and effectively refer learners to appropriate resources.

- Employ ethical standards and practices which:

  - Encourage academic honesty.

  - Encourage learner independence/responsibility.

  - Adhere to the KPU code of ethics for tutoring.

- Maintain tutor role boundaries.

- Explain and apply KPU tutoring policies and procedures.

- Commit to ongoing development of tutoring through ongoing training programs and mentoring opportunities.

The Mentee's Role in the Mentoring Process

Before their first session, mentees are asked to reflect on their experiences with mentoring and hopes for the mentoring process. They are encouraged the research the competencies required in their chosen field, and to use these to create learning goals for themselves. They are encouraged to take initiative to identify key questions and goals for their sessions – this is not the responsibility of the mentor.

The First Mentoring Session

During your first session, you will want to create a mentoring agreement that outlines:

- Expectations of the relationship
- Logistics (places and times to meet over the semester)
- Guiding principles (maintaining confidentiality, how you will communicate, how you will manage conflict)
- How you will track your progress in the mentoring relationship

The following discussion points may guide you as you create a mentoring agreement.

1. Discussion with the tutor about:
    a. Educational history and goals
    b. Current study skills
2. Review of training in tutoring and courses their subject area.
3. Discussion with the tutor about their hopes for the mentoring relationship.
4. Discussion of the input the faculty mentor will provide
5. Review of the mentoring agreement and plan. Often there are a number of tasks listed on the mentoring plan, so encourage the tutor to be actively involved in setting priority tasks.

Form a Mentoring Agreement

Sample Mentoring Agreement

Mentee Name:	
Mentee Contact Information:	
Mentor Name:	
Mentor Contact Information:	
Agreement:	*We, the undersigned, agree on the following guiding principles for our mentoring relationship. We have discussed how we will manage our relationship and the ways by which we will respect each other.*
Confidentiality:	What does confidentiality meant to us?
Logistics:	Where shall we meet? When shall we meet (preferred time of day)? What is our meeting schedule for the semester? How might we communicate and keep in touch in-between our formal meeting schedule?
Expectations:	What are some of the expectations we have of each other that will help

	us build and maintain our mentoring relationships? How do we like to give and receive feedback? How will we deal with conflicts as they occur?
Mentee Learning Plan Summary:	
Wrap-up and close:	How will we bring our relationship to an end/close?
Mentee Signature:	
Mentor Signature:	

Adapted from: Lara Greguiric, *Webinars for CPA Mentors: CPA Mentor Orientation*

Sample Planning and Reflection Sheets for Tutors

Session date and time:	
Current goal (related to tutoring and/or professional development):	
Session topic:	
Questions for my mentor:	
Session notes and personal insights:	
Next steps:	
Date/time of next meeting:	

Conclude the Mentoring Relationship

Each period of mentoring should have a clear beginning and end (perhaps the end of a semester or academic year). This allows the mentor and mentee to reflect on what has been accomplished, and to achieve good closure in the relationship. The mentor and mentee should both agree on the date of the final session, so it is not a surprise to either person.

You may wish ask your mentee the following questions during your final meeting together:

1. How have you grown during our time together?

2. What have you particularly appreciated in our sessions?

3. Our mentoring relationship would have been even better if…

4. What is one thing you are taking with you to your future tutoring/career?

5. Will our relationship continue in the future? How will that take shape?

6. How will we keep in contact in the future?