

Tutor Development Map

| Learning Outcomes | Activities that support the learning outcome | Assessment of the learning outcome |
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| Follow Learning Centre recommended best practices and standards of service. | Identify the Scope of Peer Tutoring in the Learning Centres; Shadow Tutoring Sessions; | Tutor follows Learning Centres Procedures with support from Staff and Faculty; Tutor completes all Tutor Certification Training (12 hours at each of three levels) and Processes by the end of Level Three; |
| Work independently with a diverse and widely-dispersed team in a tutoring environment. | Define Peer Tutoring Roles and Responsibilities; Set a Professional and Welcoming Environment; Plan Tutor Sessions and Document the Tutor Processes; Revise Session Plans and Document the Tutor Processes; Self Evaluate, Receive Tutee and Other Feedback, Create Tutoring Goals; Create Future Goals | Tutor completes all workbooks at each of three levels and reviews same with Learning Centre staff and faculty. Tutor works independently to schedule and complete tutor appointments. Tutor has positive staff, faculty, and fellow tutor interactions to support good practice: |
| Use proficient communication skills in both oral and written English in a tutoring environment. | Complete training, education and, integration materials to a University standard. | Ongoing review by Learning Centre staff, faculty, and Director as appropriate within the coaching / mentoring model. |
| Productively engage with accented non-standard English speakers. | Define Culture and Cultural Assumptions for self and others; Develop a Cross Cultural Perspective; Practise Respectful Interactions; Identify Culture Stress for tutees; Consider Ways to ensure Cultural Safety; Practise Intercultural Communication; | Tutor complete workbook training activities; Work proactively with a variety of non-standard English speakers; Create reflective journal entries and discuss them with faculty members |
| Adapt tutoring strategies and input to respond appropriately to differing learner needs. | Communicate Effectively as a Tutor; Incorporate First Peoples' Principles of Learning to Support Tutees Evaluate Tutees' Needs; Tutor in Group Environments; Build Tutoring Relationships Based on Trust and Expertise; | Tutor completes 25 hours of tutoring for each of three levels with the supervision of Learning Centre staff, faculty and discipline mentor(s); |
| Balance the learners' expressed needs, the assignment instruction criteria, and the tutor's perceptions of the learning needs. | Integrate Adult Learning Basics into Tutoring; Define Bloom's Taxonomy; Create Supplemental Materials for Tutees | Receive feedback from tutees; receive feedback from mentors (faculty and staff); adapt tutoring practices as needed with use of tutoring session plans. |
| Provide tutoring input that is feasible for learners to follow. | Use Critical Questioning; Use Deep Questioning to Promote Critical Thinking; | Observation of Tutoring Sessions with subsequent debriefing with Learning Centre and mentoring faculty members |

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| Structure tutoring to conform to time limits and tutoring priorities. | Utilize the Tutoring Cycle; Analyze Approaches to Tutoring | Tutor completes LASSI (study skills for success) and debriefs with a Learning Strategist (Level One); TECII instrument and Debrief with a Learning Strategist (Level Two, again at Level Three, and each subsequent semester) |
| Search for, select, and demonstrate appropriate resources from a broad-range of academic materials. | Discuss Key Strategies for Academic Success; Integrate Key Strategies for Academic Success into tutoring practice; | Tutor created Tutoring plan documents are reviewed with Tutor |
| Judge when a referral is needed (when a request is beyond one's knowledge and ability framework) and effectively refer learners to appropriate resources. | Use Referrals (When You Need Assistance); Identify When to Stop the Tutoring Process; Manage Personal Stress; | Tutor and staff document referrals as made and which are then reviewed with Tutor |
| Employ ethical standards and practices which: Encourage academic honesty, and learner independence/responsibility; Adhere to the KPU code of ethics for tutoring. | Analyze Tutoring Situations Where Ethical Choices are Made ; Behave Ethically when Tutoring; Discuss Issues of Copyright (including Fair Dealing); Discuss Issues of Academic Honesty (Cheating & Plagiarism); Practise Academic Integrity; Discuss Tutor's Legal Responsibilities for FIPPA, Human Rights and Harassment Issues; Analyze Tutor Ethics in Action | Tutor completes brief case studies which are then reviewed and debriefed with Learning Centre and mentoring faculty members; Feedback, self-evaluation, formative and summative evaluations are also reviewed with Tutor |
| Maintain tutor role boundaries. | Identify When to Stop the Tutoring Process; Analyze and Respond to Difficult Tutoring Situations; | Tutor analyzes situations through reflective journal entries and discussions with Learning Centre and Mentoring faculty members; |
| Explain and apply KPU tutoring policies and procedures. | Analyze Case Studies based on KPU tutoring policies and procedures; Utilize Presentation Skills in Learning Centre and classroom settings; | Engage in coaching / mentoring discussions of policies and procedures; Use scripts for class visits; |
| Commit to ongoing development of tutoring skills through ongoing training programs and mentoring opportunities. | Create Reflective Journal Entries on Tutoring Practices; Analyze Personal Strengths as a Tutor; Consider Portfolio Thinking; Identify Information for Inclusion in a Tutoring Portfolio | Review Tutor Competencies and Outcomes with staff and faculty mentors; Develop a Personal Tutoring Philosophy; Create Reflective Journal Entries on Tutoring Practices; Tutor consolidate a Personal Tutoring Portfolio by the end of Level Three |