

# Memory aid for tutors

## Objective

In order to support and guide students who are experiencing academic difficulties in the context of the pandemic, the Minister of Education has launched a campaign to recruit tutors for the school network. This document serves as a guide and memory aid for the people acting as tutors for students.

## The role of tutors

**Tutors** offer individual support and form a significant relationship with the student by providing them with the help they need in terms of pedagogical, personal and social support outside of class hours. Tutors are not a substitute for teaching staff. Tutoring services can also increase a student's motivation and engagement at school.

## Essential conditions to keep in mind

In order to be effective in your role as a tutor, you must ensure that some conditions are in place:

- Take into account the information provided by the school about the student and their needs (refer to the examples in the box on the right).
- Come to an agreement with the teacher about communication methods for following the student's progress (refer to the examples in the box on the right).
- Form a connection with the student that makes them feel safe and fosters their learning.
- Take an interest in the student and believe in their potential to succeed.
- Be available and provide the student with time, patience and understanding.
- Establish a sense of stability to encourage the development of an important connection.
- If the school administration has asked you to contact the parents, refer to the examples in the box on the right.

### Examples of information about the student

- Age
- Grade
- First language or languages spoken at home
- Level of mastery of the language of instruction
- Diligence
- Comfort with using technology

### Examples of information about the student's needs

- Subject(s) to prioritize
- Learning goals, strategies and skills to be consolidated
- Educational materials to be used
- Tools to be used to assist learning
- Follow-up to be carried out with parents

### Examples of follow-up with the teacher

- Discuss the learning content, strategies and skills that the student needs to review
- Find out what content will be taught in the future
- Agree on the follow-up regarding the student that is expected by the teacher, including frequency
- Share information about situations that require the teacher's attention (e.g. absences, need to encourage student's confidence, motivation)

### Examples of follow-up with parents

- Arrange a time to introduce yourself, explain your role and how the meetings will unfold
- Invite parents to contact you if they have questions
- Agree on troubleshooting and collaboration strategies for various situations, especially the use of technology

## What do I do in case of problems?

(to be completed by the school service centre, school board or school)

It is not your responsibility to address the problems that your students may encounter. Do not hesitate to contact the appropriate resource person if you believe specific situations or difficulties exist, especially:

	Contact information of resource person
In case of repeated absences or difficulties during the tutoring session	Name of the person, cellphone number, email
If you believe the student is not attending classes and is not completing their work	Name of the person, cellphone number, email
If you have technical problems or connection problems during your tutoring sessions	Name of the person, cellphone number, email
If you are concerned about a child's safety (it is possible that a child may confide in you about a situation that requires the attention of a person with professional training in providing a specific intervention). <ul style="list-style-type: none"><li>- In this situation, tell the student that someone has been designated to help them with that situation.</li><li>- Encourage students to contact the Tel-jeunes service.</li></ul>	Name of the person, cellphone number, email

Remember that all students have the potential to learn!

## Tips for providing effective support to students during tutoring sessions

Once the basic conditions have been established, tutoring sessions can start. To guide you in your sessions, here are some suggestions that may inspire you and allow students to consolidate the content taught in class.

### Tutoring sessions – Suggestions for tutors

#### Before each session . . .

- Prepare for the subjects and content to be covered.
- Verify the time and the communication method.
- Set an example of punctuality for the session, reliability in meeting your commitments and consistency in your work methods.

**The first session** is important because it is often your first contact with the student.

- Familiarize yourself with the information documents provided about the student to get an idea of their needs before the session.
- Familiarize yourself with the goals provided by the teacher, the learning targets and the suggested activities.
- Take the time to introduce yourself and let the student get to know you.
- Start by clarifying each person's role, the goal of the sessions and the methods that will be used to communicate. The student can also provide ideas.
- With the student, set goals and provide strategies so that the student feels responsible for their own learning.

#### At the start of the session . . .

- Give the student your full attention and ask them if they are ready to start.
- Review the last session or ask the student to summarize the content.
- With the student, determine the exercises or content that they would like to work on or review.
- Create a predictable routine and let the student know what activities are planned for the session (e.g. schedule with visual elements).

#### During the session . . .

- Ask the student questions to help them clarify what they understand about a given problem.
- Support the student in developing their autonomy by asking them to describe the strategies they use to complete a task.
- Have the student express what they know about different subjects related to their learning.
- Encourage the student to take risks and to try things and help them see their progress.
- Validate the student's understanding of new learning and ask them to make connections with their previous knowledge and experiences.
- Value errors as opportunities for learning.
- Provide feedback (frequent, short, specific and constructive).
- Remember that you do not know everything. It is better to say that you do not have the answer to a student's question and go back to it later.
- Speak slowly, repeat yourself and ask the student to reformulate your statements.
- Think about providing visual support.
- Encourage students to use materials that can be manipulated or to draw or diagram their thoughts.
- If students do not have a strong grasp of the language of instruction, do not correct every little mistake. Reformulate what the student says in your own words, using additional vocabulary.

#### After the session . . .

- Ask the student to summarize what you worked on together during the session and to comment on how the session addressed the content they wanted to review.
- With the student, go over the strategies to be used to prepare for the next tutoring session (e.g. asking questions in class, writing down unanswered questions, rereading their notes and doing assigned reading before the session).
- Confirm that the student will be present at the next session.
- Remind the student to have on hand all of their course notes and any other materials that can help you identify their difficulties (e.g. exercises, assignments, exams).
- If necessary, complete any forms the teacher has requested.