

Student Tutoring Standards - Elements and Performance Criteria to be Considered in your Logsheets

There are six performance criteria provided here which you can use to demonstrate development against in each of your logsheets. Some will be more applicable to some voluntary work situations than to others, but you will all find some of them apply to your situation, and others can be adapted in order to do so.

The six performance criteria are outlined below twice. The first outline gives a broad understanding of the criteria while the second goes into more detail of how you should be assessing your development against these criteria.

Outline One: A Broad Understanding of the Elements and Their Related Performance Criteria

Element One:

AC Pupil/learner educational achievement

AC1: Collect evidence of pupil/learner level of educational achievement before and after intervention by the student tutor.

AC2: Provide direct intervention that results in explicit educational achievement by the pupil/learner.

AC3: Provide the pupil/learner with basic resources or guide them towards basic resources that will result in explicit educational achievement by the pupil/learner.

AC4: Evaluate and assess the work of the pupil/learner and give feedback designed to improve pupil/learner performance in the future.

Element Two:

AS Pupil/learner educational aspiration

AS1: Collect evidence of pupil/learner level of educational aspiration before and after intervention by the student tutor.

AS2: Agree, review and evaluate targets with the pupil/learner that will result in explicit improvements in educational aspiration by the pupil/learner.

AS3: Identify attitudes, values and motivations that may inhibit pupil/learner educational aspiration and attempt to find ways to overcome these barriers.

AS4: Discuss own educational aspirations and achievements with pupils/learners, including what it's like to be a university student.

Element Three:

CO Communication

CO1: Use a style and content of spoken language which is appropriate for the context and which engages the interest of the audience (individual or group).

CO2: Listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.

CO3: Produce and use written material effectively.

CO4: Produce and use visual and media images effectively.

Element Four:

WO Working with others

WO1: Clarify specific role, negotiate arrangements and agree targets for tutoring with appropriate staff at the placement, balancing own views with the needs and views of others.

WO2: Establish and maintain effective working relationships with staff and clients at your placement, and conclude relationships amicably.

WO3: Identify explicit and/or recognise implicit organisational features and relevant personal characteristics (own and others) that inhibit the development of effective working relationships and take appropriate action.

WO4: Review progress in working towards targets and request, receive and offer appropriate feedback.

Element Five:

RE Reliability and self-management

RE1: Plan, organise and prepare thoroughly for your placement and complete all necessary monitoring and evaluation documentation conscientiously and punctually.

RE2: Manage time effectively.

RE3: Take personal responsibility for completing agreed actions competently, justifying and rationalising decisions made and showing appropriate self-control and self-confidence.

RE4: Take personal responsibility for identifying and meeting own learning and skills development needs.

Element Six:

IN Initiative and creativity

IN1: Take independent action where and when appropriate.

IN2: Develop innovative and creative solutions to problems and challenges and critically review their implementation.

IN3: Provide the client with innovative and/or complex resources or guide them towards innovative and/or complex resources that will result in explicit achievement.

IN4: Suggest improvements to practice as appropriate.

Outline Two: Ways to Assess Your Development against the Elements and Performance Criteria

Element One:

AC Pupil/learner educational achievement

Performance Criteria and Guidance

AC1: Collect evidence of pupil/learner level of educational achievement before and after intervention by the student tutor.

- Know what evidence to collect and how this can be achieved *e.g. standard grades, class tests, short tests, formal tests, profiles, progress files, records of achievement.*
- Find out pupil/learner preferred learning styles and characteristics *e.g.*
 - *visual, auditory, kinesthetic*; (A.Smith Accelerated Learning in the Classroom: Network Educational Press 1996)
 - *activist, reflector, theorist, pragmatist*; (B.McCarthy The 4MAT System: Arlington, Excel Publishing 1982)
 - *logical, linguistic, spatial, kinesthetic, musical, naturalistic, interpersonal, intrapersonal*; (H.Gardner Frames of Mind: The Theory of Multiple Intelligences: Fontana, London 1993)
- Be able to develop own tools for collecting relevant evidence in collaboration with teachers and others (link to WO).

AC2: Provide direct intervention that results in explicit educational achievement by the pupil/learner.

- Know how to stimulate intellectual curiosity and communicate enthusiasm for the subject being taught.
- Focus on pupil achievement in own record-keeping before, during and after tutoring sessions.

AC3: Provide the pupil/learner with basic resources or guide them towards basic resources that will result in explicit educational achievement by the pupil/learner.

- *E.g. textbooks, internet, software, syllabi, worksheets, libraries, people in school, people outside school, own resources* (link to IN).

AC4: Evaluate and assess the work of the pupil/learner and give feedback designed to improve pupil/learner performance in the future.

- Know how to encourage pupils to think and talk about their learning and to develop self-control and independence.
- Use AC1/2/3 to evaluate and assess objectively and then provide feedback that is clear, recognises achievement and provides constructive encouragement for improving work.
- Provide feedback to pupils in a situation, form and manner that shows respect for the individual and the need for confidentiality.

Element Two:

AS Pupil/learner educational aspiration

Performance Criteria and Guidance

AS1: Collect evidence of pupil/learner level of educational aspiration before and after intervention by the student tutor.

- *E.g. formal/informal questions and discussions, reports, interviews, conversations* (link to AC1).

AS2: Agree, review and evaluate targets with the pupil/learner that will result in explicit improvements in educational aspiration by the pupil/learner.

- Know how to set clear, appropriate and demanding targets for pupils' learning and presentation of work, building on prior attainment and ensuring that pupils are aware of the substance and purpose of what they are asked to do *e.g. progress files, weekly planners, homework diaries, link to Excellence in Cities Learning Mentors and others* (link to WO).

AS3: Identify attitudes, values and motivations that may inhibit pupil/learner educational aspiration and attempt to find ways to overcome these barriers.

- Understand how pupils' learning in the subject is affected by their physical, intellectual, emotional and social development.
- Know how to plan opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development.
- Have high expectations for all pupils notwithstanding individual differences, including gender, and cultural and linguistic backgrounds.
- Relate learning to real and work-related examples. Link to all AC, CO, WO, IN.

AS4: Discuss own educational aspirations and achievements with pupils/learners, including what it's like to be a university student.

- Relate learning to own experience, current and prior.
- Talk about university whilst administering pupil evaluation of own impact *e.g. one-to-one, small group, large group, by arranging a visit to the university campus* (link to IN).

Element Three:

CO Communication

Performance Criteria and Guidance

CO1: Use a style and content of spoken language which is appropriate for the context and which engages the interest of the audience (individual or group).

- Know how to match approaches used to the subject matter and the people you are interacting with, presenting clear content around a set of key ideas using subject-specific vocabulary and well-paced explanation.
- Consider *manner of speech, tone, dialect, slang, pitch, pace, loudness, logical sequence* and the use of *non-verbal cues and signals*.
- Take account of factors such as *gender, culture, ethnicity, age, status, formality, purpose, emotions, unspoken agendas*.
- Use appropriate *illustrative examples, range of issues, depth of knowledge*.

CO2: Listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.

- Use appropriate *eye contact, open/forward body language, ask for clarification, provide encouragement, indicate agreement, show empathy, prompt, persuade, recap, summarise, recognise opinion and bias (own and others)*.
- Analyse the responses of others, pay careful attention to any errors and misconceptions, ensure participation through varied questioning styles i.e. *open, leading, diagnostic, coaching, empathetic*.

CO3: Produce and use written material effectively.

- Produce and use appropriate style *e.g. handwriting, font-size, words per page, layout, logical sequence, formality* and content *e.g. vocabulary, illustrative examples, range of issues, depth of knowledge*.
- Produce and use a range of written materials *e.g. letters, e-mails, reports, resources, worksheets, computer-generated documents, flipcharts* for a variety of audiences and for different purposes
- Ensure that all material produced is accurate and relevant *e.g. proof-read (grammar, spelling, typographical errors), verify with other people, research, quote sources, provide references, suggest further reading*.

CO4: Produce and use visual and media images effectively.

- Select and use a range of well-chosen illustrations and examples from a variety of sources *e.g. pictures, photographs, charts, drawings, diagrams, sketches, sample materials, 3D objects, computer images, websites*.

Element Four:

WO Working with others

Performance Criteria and Guidance

WO1: Clarify specific role, negotiate arrangements and agree targets for tutoring with appropriate staff at the placement, balancing own views with the needs and views of others.

- *E.g. personal targets and personal development, organisational goals and ethos, specific projects, specific tasks, roles and responsibilities, identify skill development needed. (Link to RE).*
- *Identify resource implications e.g. equipment, policy, working methods, safety procedures, legal issues, time constraints.*

WO2: Establish and maintain effective working relationships with staff and clients at your placement and conclude relationships amicably.

- *E.g. establish common ground, offer support and encouragement, show honesty and integrity, honour promises and undertakings, use humour to release tension, help to resolve conflict in an amicable way, maintain appropriate control over own emotions, build team identity and inclusiveness, respect and value individual strengths, give praise where appropriate, celebrate accomplishment.*
- *Adopt different roles to suit the circumstance e.g. shaper, co-ordinator, innovator, resource investigator, monitor evaluator, implementer, team worker, specialist, completer-finisher. (The Belbin Test from Teambuilding by A.Fraser & S.Neville: the Industrial Society 1993).*
- *Ensure that the way any interaction is concluded provides appropriate closure e.g. formal goodbyes and achievable continuity.*

WO3: Identify explicit and/or recognise implicit organisational features and relevant personal characteristics (own and others) that inhibit the development of effective working relationships and take appropriate action.

- *E.g. management styles, power relationships, social structures, methods of communication, beliefs, value systems, prejudices, stereotypes.*

WO4: Review progress in working towards targets and request, receive and offer appropriate feedback.

- *E.g. make recommendations on how targets should be reached, working relationships maintained and improved, skills developed, inform others of progress, changes, threats and opportunities.*
- *Request and receive feedback from a variety of people e.g. teachers, pupils/learners, other adults involved in the placement, other students, university staff without becoming defensive and give feedback appropriately, taking into account factors such as purpose, objectivity, timing, location, manner.*

Element Five:

RE Reliability and self-management

Performance Criteria and Guidance

RE1: Prepare thoroughly for your placement and complete all necessary monitoring and evaluation documentation conscientiously and punctually.

- Attend training, collect placement information, arrange initial meeting, negotiate placement arrangements, complete confirmation of placement form and return this to the Module Leader promptly along with any other documents indicated, complete and submit all other components appropriate for the module, attend scheduled meetings with Module Leader, meet all assessment deadlines.
- Identify own strengths and weaknesses, value systems, capabilities, limits, learning preferences.

RE2: Manage time effectively.

- Ensure that you make and keep placement arrangements that are clear and unambiguous. Arrive regularly and punctually at the placement at the time agreed. Contact the placement if you are unable to keep to the arrangements you have made and agree re-arranged contact. Contact the Module Leader if you are unable to resolve serious difficulties yourself in sufficient time to allow him/her to do something about it.
- Be aware of and comply with appropriate standards of the placement.
- Plan to tutor effectively through awareness of time management during placement sessions that includes planning for contingencies.
- Prioritise when necessary.

RE3: Take personal responsibility for completing agreed actions competently, justifying and rationalising decisions made and showing appropriate self-control and self-confidence.

- Ensure that you complete placement action plans, reviews and logsheets conscientiously, giving reasons for your proposals.
- Show honesty and integrity.
- Maintain clear focus on outcomes and relationships when under pressure.
- Be organised, adaptable, flexible, creative (see WO and IN).

RE4: Take personal responsibility for identifying and meeting own learning and skills development needs.

- Ensure that you attempt to achieve the goals, targets and self-improvement you may have set for yourself.
- Undertake development activities to improve own learning and skills.

Element Six:

IN Initiative and creativity

Performance Criteria and Guidance

IN1: Take independent action where and when appropriate.

- Ensure that you exploit appropriate opportunities to suggest and apply new ideas and novel approaches where appropriate. This may take the form of communication, working with others, improving pupil/learner achievement and/or aspiration and possibly reliability/self-management.
- Recognise own limitations and when and where to refer problems.
- Pursue goals persistently, recognise which rules are rigid and which can be negotiated around, challenge pre-existing practice and belief systems where appropriate.

IN2: Develop innovative and creative solutions to problems and challenges and critically review their implementation.

- Discuss a wide range of possible solutions with others, brainstorm, use mind-maps, research on e.g. www.
- Use your imagination, be enterprising, take calculated risks.
- Recognise success, success in failure and failure in success.
- Recognise when and how to try again, using a modified approach, and when to try something completely different. Use old thinking in new situations and vice versa.

IN3: Provide the client with innovative and/or complex resources or guide them towards innovative and/or complex resources that will result in explicit achievement.

- Introduce *e.g. textbooks, internet, software, syllabi, worksheets, libraries, people in school, people outside school, own resources* (see AC3) that are out of the ordinary.
- You will need to use your own judgement as to what constitutes novel or complex, although you could also ask the opinion of others.

IN4: Suggest improvements to practice as appropriate.

- This can be to the Module Leader regarding procedures or something that has worked particularly well, or to the staff at your placement to improve practice in any respect.
- Ensure that the manner and timing of recommendations is appropriate and the suggestion can be backed up by evidence.
- See setbacks as due to manageable circumstances rather than a personal flaw and learn from experience.

(Adapted From: Students Into Schools Project, Tyneside and Northumberland)