PEER TUTOR PROGRAM MANUAL

Assisting students who need additional support in literacy

TAFE reference:
Literacy Volunteer Tutoring (Schools) 9833

This course is a TAFE NSW accredited course (under delegation from VETAB) and is on the national register of accredited courses (NTIS).
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Introduction

The TAFE accredited Peer Tutor Program was collaboratively developed by personnel from the Curriculum Directorate P–12, DET and Access Division, TAFE NSW for implementation in high and central schools.

As tutors, students from Years 9 to 11 have the opportunity to achieve a TAFE qualification as they participate in the Theory and Fieldwork modules of the course. They support students from Years from 5–8 in reading as part of a whole-school approach to improving literacy outcomes.

This updated material provides essential information for participating schools to facilitate implementation of the program for school and TAFE staff and is intended to replace Sections 1 through 5 of the original manual published in 2001.

The manual has ten sections addressing both school and TAFE issues including roles and responsibilities, administrative requirements, organisational issues, curriculum and assessment.

Participation

Schools interested in participating in the program should make initial contact with the Literacy Linkages Officer at the Curriculum Directorate to determine whether funding is available.

Then they should contact both their regional Literacy Consultant for general support with the program and their local TAFE institute to ascertain whether they have adequate staffing.
SECTION 1: Models for delivery of the course

For the purpose of this manual, the qualified TAFE personnel (Adult Literacy Officer or Literacy/Numeracy teacher) will be referred to as the TAFE Literacy teacher.

On the following page are four models of support or possible ways in which the school coordinator and the TAFE Literacy teacher can work together to deliver and support the program to ensure that tutors are eligible for the TAFE qualification.

In all models of delivery, the school coordinator delivering the training (Theory) and monitoring the program (Fieldwork) must be qualified as follows:

**Vocational qualifications:**

A degree, diploma or equivalent and substantive study in literacy. This could include one year full-time study in the teaching of literacy, English language and literacy

or

recent, substantial additional training in literacy teaching. This could include:

- TESOL/ESL qualifications
- primary education qualifications
- training as a: Support Teacher Learning Assistance
  Teacher-librarian
  Teacher’s Aide Special
  Aboriginal Education Assistant.

The school principal is responsible for verifying qualifications for **maximum**, **moderate** and **minimal** support models.

The TAFE Head Teacher of Adult Literacy is responsible for verifying qualifications for the **quality assurance** support model.
**Models of support:**

| Model 1 | Maximum TAFE support  
(approximately 30 hours) |
<table>
<thead>
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<tbody>
<tr>
<td></td>
<td>The TAFE Literacy teacher provides the initial training session and all follow-up training (Theory) for tutors and also provides the school coordinator with ongoing support and advice in monitoring and assessing the tutors during the program (Fieldwork).</td>
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<td>This model is required for schools initiating the course.</td>
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| Model 2 | Moderate TAFE support (or Distance support)  
(approximately 20 hours) |
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<tbody>
<tr>
<td></td>
<td>The TAFE Literacy teacher provides the initial training session as well as most of the remaining follow-up training (Theory). She/He will also provide the school coordinator with ongoing support and advice in implementing any remaining follow-up training, monitoring and assessing tutors during the program (Fieldwork).</td>
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<td>- This model is required for isolated schools initiating the course. The TAFE Literacy teacher maintains a high level of support utilising available technology while making limited face-to-face visits to isolated schools.</td>
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<td></td>
<td>- This model is also required for schools which have previously implemented the course where key personnel have changed.</td>
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| Model 3 | Minimal TAFE support  
(approximately 15 hours) |
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<tbody>
<tr>
<td></td>
<td>The TAFE Literacy teacher and school coordinator negotiate co-delivery of the initial training session. The TAFE Literacy teacher provides the school coordinator with ongoing support and advice in implementing the additional follow-up training (Theory) and monitoring and assessing tutors during the program (Fieldwork).</td>
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<td>- This model can be used by schools which have previously implemented the course where key personnel remain.</td>
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| Model 4 | Quality assurance TAFE support  
(approximately 7 hours) |
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<tr>
<td></td>
<td>The school coordinator is responsible for the initial training session and all follow-up training (Theory) as well as monitoring and assessing the tutors during the program (Fieldwork). The TAFE Literacy teacher quality assures the training and program. Quality assurance mechanism must be established before each course begins.</td>
</tr>
<tr>
<td></td>
<td>- This model can only be used by schools which have previously implemented the course where key personnel remain and if the TAFE institute coordinator approves.</td>
</tr>
</tbody>
</table>
SECTION 2:
Roles and responsibilities

The TAFE institute coordinator:

- provides all contact details to the Literacy Linkages Officer
- forwards invoices promptly to the Literacy Linkages Officer for payment each semester
- maintains and monitors the quality of program delivery
- supports TAFE Literacy teachers with any issues in conjunction with school
- monitors the delivery of support to schools
- contacts the Literacy Linkages Officer if unable to supply teachers
- (in rural regions only) monitors travel records and collate details to forward payment request at the end of each semester
- liaises annually with the Literacy Linkages Officer by evaluating the program in terms of any issues and its success
- liaises with the appropriate personnel to resolve any issues if the need arises.

The regional literacy contact:

- forwards the required paperwork promptly to the Literacy Linkages Officer
- checks that the Preparation Plan, Final Plan, Implementation Agreement and Evaluation have all been forwarded on time to the Literacy Linkages Officer
- identifies continuing schools
- advises schools and TAFE coordinators of contact details and role
- arranges training and ongoing support for new coordinators as appropriate for the region
- liaises with the Literacy Linkages Officer regarding the program in their schools, including providing contributions to newsletters for schools, TAFE Literacy teachers and other regional contacts
- liaises with TAFE coordinators to ensure successful operation of the Peer Tutoring Program in the schools assists schools and TAFE to resolve problems as they arise in conjunction with the Literacy Linkages Officer.

The Literacy Linkages Officer:

- manages the Peer Tutor Program budget
- monitors and approves requests for funding
- distributes funds to TAFE institutes biannually
- distributes information to TAFE and regional contacts
- responds to any inquiries
- provides advice and support for regional contacts
- distributes, collects and collates Preparatory Action Plans, Implementation Agreements and Final Action Plans
- distributes, collects and collates evaluations and, in turn, prepares and publishes the results
- mediates any issues between schools and TAFE after consultation at local level
- coordinates newsletter distribution to contacts
- maintains contact, e.g. teleconference
- identifies issues from evaluations and program operations
- identifies future directions
- develops action plans to respond to future directions in consultation with the relevant people.
## Roles and responsibilities

### Maximum TAFE support model

**The school coordinator** in collaboration with the school Learning Support Team:

- coordinates school-level organisational issues, for example, timetabling, room allocation, resources, participating tutors and students, etc.
- coordinates and participates (where appropriate) in all training and follow-up sessions (Theory) delivered by the TAFE Literacy teacher
- monitors the program, tutors and tutee progress
- maintains appropriate records of attendance, training sessions and assessment which meet TAFE administrative requirements
- coordinates follow-up meetings with tutors and participating staff
- assesses tutor outcomes in collaboration with the TAFE Literacy teacher
- liaises with the TAFE Literacy teacher as necessary (at least each fortnight)
- participates in evaluation.

**The TAFE Literacy teacher:**

- confirms that the institute has the appropriate Authority to Run (ATR) and enrols the tutors
- ensures that the latest version of the curriculum is being used
- explains TAFE administrative procedures regarding enrolment, attendance and recording, and ensures these procedures are established
- familiarises the school coordinator with the competency-based curriculum format, module purpose and assessment requirements
- provides pre-delivery training for the coordinator in content of tutor training
- provides the initial training session and follow-up training (Theory) for tutors
- models effective practice including assessment events and participates in at least one assessment event with the school coordinator
- assesses tutor outcomes in collaboration with the school coordinator
- communicates on a regular basis (at least each fortnight) with the school coordinator to fulfil the mentoring role
- enters all records as required by the curriculum on the TAFE system which will enable a TAFE qualification to be issued to tutors
- liaises with the school coordinator regarding the delivery of tutors’ qualification. The qualification is to be forwarded to each individual student. Should the school require the qualifications for a presentation event, a request should be made through Student Records at the college at least 3-4 weeks prior to the event
- participates in evaluation.
Roles and responsibilities

Moderate and distance TAFE support model

The **school coordinator** in collaboration with the school Learning Support Team:
- coordinates school-level organisational issues, for example, timetabling, room allocation, resources, participating tutors and students, etc.
- coordinates and participates (where appropriate) in all training and follow-up sessions (Theory) delivered by the TAFE Literacy teacher and negotiates delivery of the remaining follow-up training with advice and support from the TAFE Literacy teacher
- monitors the program, tutors and tutee progress
- maintains appropriate records of attendance, training sessions and assessment which meet TAFE administrative requirements
- coordinates follow-up meetings with tutors and participating staff
- assesses tutor outcomes in collaboration with the TAFE Literacy teacher
- liaises with the TAFE Literacy teacher as necessary (at least each fortnight)
- participates in evaluation.

The **TAFE Literacy teacher:**
- confirms that the institute has the appropriate Authority to Run (ATR) and enrolls the tutors
- ensures that the latest version of the curriculum is being used
- explains TAFE administrative procedures regarding enrolment, attendance and recording, and ensures these procedures are established
- familiarises the school coordinator with the competency-based curriculum format, module purpose and assessment requirements
- provides pre-delivery training for the coordinator in content of tutor training
- provides the initial training session and follow-up training (Theory) for tutors, providing advice and support to the school coordinator in delivering the remaining follow-up training
- models effective practice including assessment events and participates in at least one assessment event with the school coordinator
- assesses tutor outcomes in collaboration with the school coordinator
- communicates on a regular basis (at least each fortnight) with the school coordinator to fulfil the mentoring role
- enters all records as required by the curriculum on the TAFE system which will enable a TAFE qualification to be issued to tutors
- liaises with the school coordinator regarding the delivery of tutors’ qualification. The qualification is to be forwarded to each individual student. Should the school require the qualifications for a presentation event, a request should be made through Student Records at the college at lest 3-4 weeks prior to the event
- participates in evaluation.
Roles and responsibilities

Minimal TAFE support model

The school coordinator in collaboration with the school Learning Support Team:
- coordinates school-level organisational issues, for example, timetabling, room allocation, resources, participating tutors and students, etc.
- coordinates and negotiates co-delivery of the initial training session
- delivers all follow-up training (Theory) with advice and support from the TAFE Literacy teacher
- monitors the program, tutors and tutee progress
- maintains appropriate records of attendance, training sessions and assessment which meet TAFE administrative requirements
- coordinates follow-up meetings with tutors and participating staff
- assesses tutor outcomes in collaboration with the TAFE Literacy teacher
- liaises with the TAFE Literacy teacher as necessary (at least each fortnight)
- participates in evaluation.

The TAFE Literacy teacher:
- confirms that the institute has the appropriate Authority to Run (ATR) and enrols the tutors
- ensures that the latest version of the curriculum is being used
- explains TAFE administrative procedures regarding enrolment, attendance and recording, and ensures these procedures are established
- familiarises the school coordinator with the competency-based curriculum format, module purpose and assessment requirements
- negotiates the co-delivery of the initial training session for tutors and provides advice and support to the school coordinator in delivering the remaining follow-up training (Theory)
- assesses tutor outcomes in collaboration with the school coordinator
- Liaises and provides ad hoc advice as needed to the school coordinator
- enters all records as required by the curriculum on the TAFE system which will enable a TAFE qualification to be issued to tutors
- liaises with the school coordinator regarding the delivery of tutors’ qualification. The qualification is to be forwarded to each individual student. Should the school require the qualifications for a presentation event, a request should be made through Student Records at the college at least 3-4 weeks prior to the event
- participates in evaluation.
Roles and responsibilities

Quality assurance TAFE support model

The school coordinator in collaboration with the school Learning Support Team:

- coordinates school-level organisational issues, for example, timetabling, room allocation, resources, participating tutors and students, etc.
- coordinates and delivers the entire course
- monitors the program, tutors and tutee progress
- maintains appropriate records of attendance, training sessions and assessment which meet TAFE administrative requirements
- coordinates follow-up meetings and training with tutors and participating staff
- assesses tutor outcomes
- liaises with the TAFE Literacy teacher as necessary
- participates in evaluation.

The TAFE Literacy teacher:

- confirms that the institute has the appropriate Authority to Run (ATR) and enrolls the tutors
- ensures that the latest version of the curriculum is being used
- explains TAFE administrative procedures regarding enrolment, attendance and recording, and ensures these procedures are established
- familiarises the school coordinator with the competency-based curriculum format, module purpose and assessment requirements
- Observes at least one assessment event of tutors as negotiated with the school coordinator and reviews a sample of several events
- enters all records as required by the curriculum on the TAFE system which will enable a TAFE qualification to be issued to tutors
- liaises with the school coordinator regarding the delivery of tutors’ qualification. The qualification is to be forwarded to each individual student. Should the school require the qualifications for a presentation event, a request should be made through Student Records at the college at least 3-4 weeks prior to the event
- participates in evaluation.
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SECTION 3:
Procedures for implementation

A school intending to continue with a program with a new group of tutors, or already qualified tutors, should re-negotiate the model prior to completion of the current course in collaboration with the Literacy Linkages Officer.

The TAFE Head Teacher of Adult Literacy will also need to be contacted to ensure that staffing can be organised and contact their Literacy Consultant to keep open a strong line of communication.

Step 1
Preparatory planning:

The school coordinator with the school Learning Support Team completes the Preparatory Action Plan and forwards it to the Literacy Linkages Officer (by email or fax).

Step 2
Coordination with TAFE:

The school coordinator liaises with the TAFE Literacy teacher and the principal to complete the Final Action Plan and Implementation Agreement. The Final Action Plan needs to be signed by the regional Literacy Consultant for submission to the Literacy Linkages Officer at Curriculum Directorate. A copy of the signed Final Action Plan and the Implementation Agreement must be kept on file by both TAFE and school personnel. The school addresses any issues.

The TAFE Head Teacher Adult Literacy ensures that the institute has the Authority to Run (ATR) the course, accesses the most recent version of the curriculum from the Course Information System (CIS) or Course Information Documents Online (CIDO) and arranges for enrolment forms to be printed.

Step 3
Mandatory initial training session:

The content of this theoretical session is provided in Section 7 of the manual. At this session, the TAFE Literacy teacher will enrol tutors in the TAFE course and provide details of assessment requirements (see Section 8 of the manual).

This session should occur immediately prior to the commencement of the reading program (Fieldwork).
Step 4
Follow-up training (Theory) and reading program (Fieldwork):
Follow-up training continues, concurrent with the reading program as outlined in the appropriate model chosen for delivery (see Section 2).

Step 5
Course completion:
The TAFE Literacy teacher completes the Roll book Results Page (CLAMS)/Result Sheet for each tutor for each module (Theory and Fieldwork) and arranges to collect the qualification documents from Student Records. This may require 3–4 weeks notice (see Section 4 TAFE Administration requirements, Section 8 Assessment and Section 2).

Step 6
Continuing completion:
Trained tutors who wish to continue tutoring may enrol in additional Fieldwork modules which recognise their increasing skills.

Schools intending to continue with the program with a new group of tutors or already qualified tutors in the following year should re-negotiate the model prior to completion of the current course in collaboration with the Literacy Linkages Officer and the TAFE institute.
SECTION 4: TAFE administrative requirements

Enrolment issues

The TAFE Literacy teacher is responsible for the administrative requirements of enrolment and re-enrolment. The TAFE Literacy teacher should consult the section educational manager and student administration staff at their institute or campus to clarify procedures and the generation of mark sheets that best suit the operation of the Literacy Volunteer Tutoring (Schools). The procedures must meet educational managers’ and audit requirements.

The course is exempt from TAFE administrative charges or fees. However, it may be necessary in future for a TAFE administrative fee to apply.

The institute must have an Authority to Run (ATR) the course.

The current version of the curriculum must be used. This must be checked at the commencement of each new course. TAFE teachers are able to access the most up-to-date version from the TAFE CIS (Course Information System), or on the web site http://cido.tafensw.edu.au

Tutors will gain the qualification by completing the core modules (Theory 9833A and Fieldwork 6915B).

For tutors who want to continue tutoring and gain credit by completing additional elective Fieldwork modules (6915BB and 6915BD), the TAFE Literacy teacher can re-enrol tutors in the course after they complete the core modules and then enrol in the appropriate Fieldwork module. Fieldwork modules must be completed sequentially viz.: 6915B, 6915BB, 6915 BC then 6915BD.

Mark sheets and result codes

The TAFE Literacy teacher should access the most current advice from TAFE gazettes. Relevant publications that the TAFE Literacy teacher should refer to are:

- Everyone’s Guide to Result Codes for Educational and Administrative Staff, TAFE NSW
- Result Codes and Tutorial Hours—Quick Reference for Teachers and Administrative Staff, TAFE NSW
- TAFE Gazette items, particularly 97.46G2.

Copies of these publications are kept in Adult Basic Education sections and in institute or campus libraries.

The TAFE Literacy teacher should be aware of the following:

- The offer number on the enrolment form generates the mark sheet at a specific time. The offer number on a tutor’s enrolment form should realistically reflect the time the tutor will take to complete both modules 9833A and 6915B.

- 9833A and 6915B (6915BB, 6915 BC, 6915BD) are presently assessment Grade Code 66 which require a pass/fail or other codes on the mark sheet which reflect the tutor’s completion status. The codes valid for use are provided on the result sheet.

- Result codes cannot be re-defined at a local level. They must be used in accordance with TAFE NSW guidelines as published in the references above.

- Result codes recorded for each tutor must align with the evidence in roll books and/or other records.
Once the student has successfully completed the course, the qualification document is sent to the student’s home address. However, if the qualification document is required for a school’s presentation event, it can be arranged through Student Records at the institute or campus. They will require 3-4 weeks notice so that all administrative procedures can be completed in time for the qualification to be printed.

It may be useful to regard the course as a full-year course, as tutors will be tutoring for approximately one hour per week and the nominal duration of the Fieldwork module is 29 hours. This has implications for programs beginning in the middle to latter half of a calendar year. The Student Information System (SIS) cannot accommodate offerings that extend across calendar years. The multi-year (MY) code should be used when a student has commenced but not completed the modules by the end of the calendar year. The TAFE Literacy teacher should confirm the use of this code with their line manager.

**Record keeping**

The TAFE Literacy teacher should check that **each** tutor:

- is enrolled
- has assessment details or other module guidelines as applicable. Students must be informed of assessment requirements at the beginning of the course. The formal version of this is part of the curriculum. Each tutor must be given a copy of the Student Assessment Guide printed from the TAFE Course copy of the Student Assessment Guide printed from the TAFE Course Information System, have it explained and sign the roll book to verify that he/she has received it.
- has been given written information on module completion as applicable. This may be a less formal document outlining in simple terms exactly what the tutor must do to pass the course.

**Roll keeping**

The four models of delivery have varying degrees of TAFE Literacy teacher contact with tutors. It is therefore essential that a roll keeping system that is acceptable to the educational manager be negotiated with the school coordinator.

The TAFE Literacy teacher needs to keep an official TAFE roll for each module. A recording system (roll) needs to be set up in the school for recording attendance at each Theory session and each Fieldwork (tutoring) session. This information should be transferred to the official TAFE roll at regular intervals. The Record of Attendance and Participation pro forma provided in the Assessment section (see Section 8 of the manual) is suitable for the Theory module.

A roll will need to be kept by the school coordinator for daily tutoring sessions. This roll should be as for any class, roll group or school activity and should be organised by the coordinator in consultation with the Head Teacher responsible for rolls.

**Minimum age for enrolment**

The target group for tutors is the senior students in high schools, that is, students in Years 10, 11 or 12; however, in collegiate and central schools, it is more likely that tutors will be from Years 9 and 10.

The standard minimum age requirements for entry into TAFE NSW courses is 15 years of age. However, TAFE Gazette no.4, 31 January 1996, clause 5.2 defines possible exceptions:

*Where in an exceptional situation, a student seeks to enrol in a TAFE subject, module or course, in addition to attending school, approval should only be provided where the desired program is not readily available to the student elsewhere and the school principal should grant permission, in writing, indicating that the additional TAFE NSW studies will not interfere with the student’s normal school program.*
TAFE responsibilities with regard to assessment

The following extract clearly states the responsibilities of TAFE personnel with regard to assessment:

Extract from On-the-Job Assessment Partnerships, Quality Assurance Strategies and Critical Success Factors, Advice to Institutes and Educational Services Divisions, Workplace Learning, Access Educational Services Division 1999.

As TAFE is issuing the award, TAFE is responsible for assessment. The Guidelines for Registration of Training Organisations in NSW require that assessments must be conducted within a quality assurance framework. That is so, regardless of whether TAFE Institutes are working in partnership with others or not. However, the growth in assessment practices involving input from other parties significantly extends the scope of Institutes’ quality assurance responsibilities.

Over and above these formal requirements, it is essential for TAFE to maintain the standards of its awards and their status in industry and the community.

Strategies for the TAFE Literacy teacher to implement quality assurance practices

- ensure the coordinator is familiar with assessment and reporting requirements, explain assessment events
- negotiate and document arrangements for assessment and reporting processes. Decide who will conduct assessments and the process by which the TAFE Literacy teacher is to monitor, support and validate these arrangements
- advise on managing assessment records and translate these into course assessment results for TAFE systems
- ensure ongoing support is available to the coordinator.

Strategies to quality assure assessment practices

Formative assessment should begin early in the program so that appropriate follow-up training and support can be provided (see Section 8).

Strategies could include:

- observation of tutors during Fieldwork
- observation of assessment events
- reviewing assessment records systems
- reviewing samples of assessment (online, by mail or fax if distance is an issue)
- interviewing a sample of tutors (online or by phone if distance is an issue)
- evaluating a sample of evidence portfolios (online, by mail or fax if distance is an issue).
Cause for concern

Should there be concerns that a tutor or tutors has/have not met or are not meeting the requirements for successful completion, the TAFE Literacy teacher has an obligation to take steps to clarify and rectify the situation. It should be possible for the school coordinator, the TAFE Literacy teacher and the tutor to resolve the issue at a local level. The Principal may need to be made aware of the situation, if necessary. The TAFE Literacy teacher should make the final decision on the granting of the qualification after consultation with all parties.

Should there be serious concerns relating to quality control of content and/or the implementation of the training and program and, in turn, the granting of the qualification, the TAFE Literacy teacher should consult at a local level with the school coordinator, the Principal and the Literacy Linkages Officer. If the matter is unresolved, further consultation should involve the Program Manager, Workplace Learning at Access Division TAFE NSW and the Literacy Linkages Officer at Curriculum K–12 Directorate.
When:

- The tutoring program should be implemented for the entire school year as part of the whole-school literacy and numeracy plan.

- The mandatory initial training session of four hours must be completed before the tutoring program (Fieldwork) begins. This training can be successfully delivered during a morning session with morning tea and lunch breaks or in two two-hour sessions. The remaining Theory content is provided concurrently with the tutoring program (Fieldwork) and in regular follow-up meetings throughout the year.

- A discrete time-slot is required to implement the tutoring program (Fieldwork). The time-slot should be no less than 15 minutes, allowing for 10 minutes on-task reading. It should occur at least four days per week. The program should not be organised during class time and students should not be withdrawn from lessons for tutoring.

- In schools where a whole-school reading program is established (e.g. DEAR, USSR, etc), the tutoring program would be implemented concurrently. If a whole-school reading program is not established, it is suggested that the tutoring program be implemented during roll call. (Roll call duties would then be included with the tutoring time.) A time-slot for a whole-school reading program can be created by shortening each period and break in the day by one–two minutes. It is preferable to implement the program early in the school day, for example, before period one, before recess, between periods one and two.

Who:

School coordinator

- The school Learning Support Team should select the school coordinator and supporting staff. Experience, expertise and qualifications should be taken into account along with enthusiasm. Ideally the coordinator would be provided with a period allowance for monitoring the program, mentoring, liaising and evaluating. The coordinator will need additional time prior to the program starting for organising, liaising with regional personnel and the TAFE Literacy teacher, preparation for follow-up training, etc. Timetabling issues should be considered where subject teachers or executive are selected as the school coordinator.

Tutors and students

- The maximum number of tutors enrolled in each course is twenty. Previously qualified tutors may be included in this group of twenty or enrol as an additional group. In addition, two non-enrolled reserve tutors from Year 9 may participate. These reserve tutors attend training and participate in the program as needed, however, they are not eligible for the qualification.

- Tutors support students on an individual basis. They are assigned one student for continued support. A tutor must participate for the entire duration of the course in order to receive the qualification, however, the length of time the students participate may vary. The school Learning Support Team prioritises the students needing support, monitors the progress of participating students in their achievement of Stage syllabus outcomes and makes decisions regarding the length of time that each participates.
Tutors and students (continued):

- The process for selecting tutors and students is the responsibility of the school Learning Support Team. Year Advisers can be of assistance in pairing tutors and students.

- Volunteer tutors from high schools are selected from Years 10, 11, 12. Central and collegiate schools may include tutors from Year 9 (see Section 4 “Minimum age for enrolment”). Potential tutors may include senior students who have participated in mentoring or peer support training, however, all senior students should be invited to volunteer to participate in the course. Participating students should be selected, where practicable, from Years 5–8.

Roll teacher/s:

- The school coordinator should liaise with the Head Teacher responsible for rolls regarding the availability of a teacher to be assigned to the group for roll marking duties only. This teacher would mark the roll (from the set seating plan) while the tutors and students are reading. Rather than marking a roll, the coordinator’s role is to effectively monitor, evaluate and provide on-the-job training as required.

Roll marking:

The school coordinator should liaise with the Head Teacher responsible for rolls regarding roll marking procedure in the school and the organisation of the roll for students in the Peer Tutor Program. A separate roll will be necessary where the tutoring program is conducted during the official roll marking time-slot. Attendance records must be kept and information transferred to the TAFE roll (see Section 4 TAFE Administrative Requirements: Roll keeping).

For efficiency, tutors and students should proceed directly to the designated venue for the tutoring program as a discrete roll group, rather than via the school’s regular roll call groups.

What:

Resources required for supported reading

Authentic texts:

- The main focus of the reading program (Fieldwork) is supporting the reading of texts of classroom subject learning. These texts are the written materials, whether literary or factual, being used in the classroom in the teaching of Stage syllabus outcomes, for example, handouts from lessons, textbooks, articles, plays or novels, etc.

- Instructional level texts can be included in the program; however, the focus must remain on the texts from classroom subject learning. The school Learning Support Team should prioritise and coordinate subject support in collaboration with subject teachers. Contrived texts or commercial programs should not be included in the tutoring program (Fieldwork). The coordinator could collaborate with the teacher-librarian regarding suitable resources available in the library.

Administration:

The school coordinator should organise the following items to assist in efficient implementation:

- one large plastic box for folders, numbered large wallet envelopes for each tutor (containing text, process sheet, progress sheet, pen and note pad)
- a red folder for tutors to insert envelopes when requiring assistance, a database of tutors and students, a key to the set seating plan, letters to tutors and parents.
PEER TUTOR PROGRAM

Where:

- The school library is an ideal venue for the tutoring program as the large tables can accommodate up to four tutoring pairs. However, if the library is unavailable, a classroom set up with desks in rows of two is most suitable.

- Suggestions for storing resources could include a small room in the library or sharing another room, such as the ESL or Careers Room.

Daily process:

- The school coordinator organises numbered envelopes (which relate to seating) for each tutor to use with their student. The envelope would contain texts to be read, instruction sheet, progress sheet, pen and note pad. The envelopes should be kept in a large plastic box for collection by tutors each day.

- Tutors place their envelope in the red folder in the box when requiring assistance. The red folder should be monitored daily by the school coordinator.

- The school coordinator also monitors each envelope and supplies authentic texts, progress sheets, etc., as required on an ongoing basis.

Additional points to remember:

- The school coordinator should discuss the Peer Tutor Program with school staff, the P and C representatives or parents and caregivers; include it in the school newsletter, etc.; speak with senior students and arrange the process for volunteer or selection process.

- The school coordinator should collaborate with appropriate personnel (Year Advisers, ESL teacher, STLA, AEA, etc.) to discuss applications, pairing students and monitoring progress.

- The school coordinator should discuss with the school Learning Support Team how subject support will be prioritised and coordinated.

- The school coordinator should send a letter regarding participation and invitation to attend to parents and caregivers.

- The school coordinator should meet tutors chosen and students on separate occasions, then meet again to introduce pairs.

- The school coordinator should make the first day of the program one involving introductions, understanding of set seating, use of folders, roll procedures, etc.

- The school coordinator should arrange for exploring books in the library, story telling activities, a display from a book company, etc. during examinations and excursions on the occasions when the tutors will not be available to support reading.
Preparatory action plan

In preparation for implementing the TAFE NSW accredited Peer Tutor Program at: 
school, we will need to consider the following organisational issues.

Refer to Organisational issues: School specific.

When:
Do we need to create a discrete time slot when the whole-school will participate in reading activities enabling the tutoring program to operate simultaneously?  

☐ YES  ☐ NO

If so, when could this time slot occur during the school day to enable the program to be implemented at least four days of the week? __________________________

How could we organise this?
____________________________________________________________________________________________
_______________________________________________________________________________________________________

Have we considered when Year meetings, assemblies etc. occur?  ☐ YES  ☐ NO

What roll marking procedure and organisation is in place? _______________________________________________________

How could we organise a discrete roll group for the tutors and students participating in the course?_________________________
_______________________________________________________________________________________________________

We will plan to implement the course beginning with the mandatory initial training session (part of the Theory module) in:
Term ________  Week ________  Date _________________________, followed immediately by the reading program (Fieldwork). The course (Theory and Fieldwork) will continue until Term ________  Week ________  Date _________________

Who:

• School coordinator and/or assistant: ____________________________________________________________

• Roll marking teacher suggested for this position: __________________________________________________

Tutors:

Which Years can we target? ________________________

How could we approach and select tutors? _____________________________________________________________

Students:

The school Learning Support Team has identified _________ students in Year/s _______________ who need additional support to achieve syllabus outcomes.

How could we prioritise support for these students? _____________________________________________________
What:

We will meet with the school Learning Support Team to prioritise subject support.

When? (date, time, venue):

How will we collaborate with Head Teacher/s and subject teacher/s?

What process could we use to effectively supply reading materials (texts) from the targeted subject?

We need to consider the reading materials currently available in the school (authentic literary and factual texts) to support classroom learning in this subject, including instructional level texts. We will meet to discuss the availability of texts with the teacher-librarian, specialist personnel, etc.

(date, time, venue)

Do we need to supplement these resources?  YES  NO

If so, what and how:

Where:

Where could we implement the daily reading program (Fieldwork)?

(We will need space for ______________ tutors and students).

Where could we hold the training sessions and follow-up meetings?

Will we need to book these venues?  YES  NO

Where could we keep resources and provide administrative space for the coordinator?
School specific issues to be resolved:

- 
- 
- 
- 
- 
- 
- 
- 

Follow up:

We need to consider the sustainability of the program over the next three years. Issues include: whole-school commitment, literacy team involvement and responsibility, continuation of personnel, participating tutors and students, collaboration with subject teachers and funding.

- We need to discuss the implementation of the course (Theory and Fieldwork) with the Principal and Senior Executive, Head Teachers and staff, Learning Support Team members, Year Advisers, teacher-librarian and specialist personnel, Head Teacher in charge of rolls, parents, carers, community, tutors and students.

The Learning Support Team will meet on (date) ________________ (time) ________________ (venue) _____________________________ to discuss the following issues:

- 
- 
- 
- 
- 
- 

Please ensure that this funding section is completed:

Level of support requested: (e.g., Moderate) ________________________________

Number of levels of support within your school: ____________
**FINAL ACTION PLAN**

School: _____________________________________________________________

In preparation for implementing the TAFE NSW Accredited Peer Tutor Program, we have considered the following organisational issues:

We have discussed implementation of the training and program with:

- Principal and senior executive: YES ☐ NO ☐
- Head Teachers and staff: YES ☐ NO ☐
- Learning Support Team members: YES ☐ NO ☐
- Year Advisers: YES ☐ NO ☐
- Teacher-librarian: YES ☐ NO ☐
- Head Teacher responsible for rolls: YES ☐ NO ☐
- Parents, carers and community: YES ☐ NO ☐
- Tutors and students: YES ☐ NO ☐

**When:**

(a) We plan to implement the mandatory initial four-hour training session in:

   Term ______________, week ______________, day / date _________________________

(b) We plan to begin the TAFE NSW accredited Peer Tutor Program on:

   Term ______________, week ______________, day / date _________________________

(c) We plan to continue the training and program until:

   Term ______________, week ______________, day / date _________________________

We have created a discrete time-slot when the whole school will participate in reading/study activities and the tutoring program will operate simultaneously: YES ☐ NO ☐

If YES, when does this time-slot occur during the school day to enable the program to be implemented at least four days of the week: (when, time): _______________________
(days):____________________________________________
We have considered when Year meetings, assemblies, etc. occur: YES  NO

We have organised the roll marking system to be used: YES  NO

We have organised a seating plan and database: YES  NO

**Who:**

We have chosen a school coordinator: Name: _______________________________________________________

Position on staff: ______________________________________________________________________________

We have chosen an assistant: ___________________________________________________________________

We have chosen a teacher to mark the attendance roll: _______________________________________________

We have chosen (give number) tutors from:  Year 9  ____  Year 10 ____  Year 11 ____  Year 12 ____

We have met with tutors and outlined the training and program: YES  NO

The school Learning Support Team has identified who need additional support: YES  NO

**Other tasks to focus on:**

- Matching tutor and student pairs.
- Meeting with these students and outlined the program.
- Introducing tutors and students to one another.
- Arrange a box for folders, red folder, numbered folders, pens, pads; copies of: process, progress sheet, seating plan, database.

**What:**

We are aware of the resources currently available at school (i.e. authentic literary and factual texts) which support classroom subject learning: YES  NO

The Learning Support Team have prioritised KLA support: YES  NO

We will initially target support for (subject): ___________________________________________________

We have arranged to purchase additional authentic texts: How? What? ________________________________
Follow up:

We have arranged for the implementation meeting with the school coordinator, (and other relevant members of the Learning Support Team) and TAFE Literacy teacher to the held at:

(venue) on____________________ (date) ____________________ (time) ______

TAFE and school agreement for implementation of the course:

Literacy Volunteer Tutoring (Schools)
Theory (9833A) and Fieldwork (69ISB, BB, BC, BD)

This agreement is to be signed off at the implementation meeting before enrolment of tutors and implementation of the course.

School: __________________________ TAFE: ________________________________

Model of TAFE support: (e.g. Moderate) ________________________________

Number of levels of support within your school (after negotiations with the Literacy Linkages Officer if more than one): __________

I. The completed Final Action Plan is finalised and attached.

2. A discrete timeslot is arranged for the Fieldwork module (Reading program), so that tutors and students will not be withdrawn from classes to participate.

   Timeslot:
   Days (at least four in the week):

3. As a TAFE qualification will be awarded, the TAFE curriculum for this course will be followed. We have discussed the latest version of the curriculum (Section 6), including: module purpose, learning outcomes, assessment and delivery.

4. The school coordinator and/or assistant coordinator is qualified as outlined in the module curriculum documents (see Section 6).
   (For maximum, moderate and minimal support models, the school principal verifies these qualifications. For quality assurance support model, the TAFE Head Teacher of the College section providing support verifies the qualifications).

5. The maximum number of senior tutors enrolled in each course is twenty. In addition, two non-enrolled reserve tutors from Year 9 may participate.

   senior tutors: Year 12: Year 11: Year 10: Year 9:
   qualified senior tutors: Year 12: Year 11: Year 10: Year 9:
   reserve tutors: Year 9:

6. All tutors are volunteers. All tutors have received detailed information regarding the administrative fee-exempt TAFE course, the implementation of the two modules in the school, their roles and responsibilities in participating and the qualification awarded on successful completion.

7. The TAFE Literacy teacher has arranged enrolment forms and copies of the Student Assessment Guide for distribution to tutors (see Section 4).
8. We have collaboratively decided how the tutors will be assessed (Section 8) and who will be conducting assessment. A brief assessment handout has been prepared for distribution to tutors (see model Section 8).

9. We have collaboratively made arrangements and prepared paper work for record keeping of training (what and when), assessment and rolls for each module (see Section 8).

10. The school Learning Support Team, in collaboration with subject teachers, will monitor the progress of students (readers) in their achievement of Stage syllabus outcomes.

11. The focus of the Fieldwork module (reading program) is on tutors supporting junior students reading of classroom subject texts (see Section 5). Subject material has been organised in collaboration with subject teachers for modelling and practice during the mandatory initial training session and the implementation of the Fieldwork module (reading program).

12. We have discussed the delivery of the remaining content of the Theory module and the continued monitoring of tutors which will inform further teaching and learning in order to achieve the module purpose.

13. The TAFE Literacy teacher will provide ongoing consultation and support for the school coordinator.

Briefly describe arrangements:

Signatures:

TAFE Literacy teacher:
Name: ________________________________ Signature: __________________________Date: ______________

TAFE Head Teacher of college section providing support:
Name: ________________________________ Signature: __________________________Date: ______________

Regional literacy consultant or district office representative:
Name: ________________________________ Signature: __________________________Date: ______________

School Principal:
Name: ________________________________ Signature: __________________________Date: ______________

New South Wales Department of Education and Training

TAFE and school implementation agreement

Literacy Volunteer Tutoring (Schools) T AFE NSW Accredited

Our Implementation meeting was held on ______________________ (date) ______________________.

_________________________ ______________________
Principal’s signature Date
SECTION 6:
Curriculum documents:
Course in Literacy Volunteer Tutoring (Schools)

Theory and Fieldwork

Note: Before implementation of any training program, the TAFE Literacy teacher must ensure that a copy of the latest version of the curriculum (all modules) is accessed from the Course Information System (CIS) or on the web site: http://cido.tafensw.edu.au

- A Competency-Based Training (CBT) curriculum specifies the outcomes of instruction, not the content of the instruction.
- The content of the initial four-hour training session as provided in Section 7 is mandatory.
- Supplementary activities are provided as examples only to assist in developing school-specific delivery.

Course outline

Literacy Volunteer Tutoring: school strand

Course number: 9833

Modules

Group 1 CORE
All modules must be completed.

<table>
<thead>
<tr>
<th>NSW Module number</th>
<th>Module name</th>
<th>Nominal hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>6915B</td>
<td>Literacy Volunteer Tutoring: Fieldwork</td>
<td>29</td>
</tr>
<tr>
<td>9833A</td>
<td>School Volunteer Literacy theory</td>
<td>20</td>
</tr>
</tbody>
</table>

To receive the qualification, the learner must satisfactorily complete the core modules.

Group 2 ELECTIVE

If a tutor has completed the core modules, gained the award and wishes to continue tutoring, he/she must re-enrol in the course and the elective modules. (See TAFE requirements Enrolment Issues, Section 4.)

<table>
<thead>
<tr>
<th>NSW Module number</th>
<th>Module name</th>
<th>Nominal hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>6915BB</td>
<td>Fieldwork 1</td>
<td>29</td>
</tr>
<tr>
<td>6915BC</td>
<td>Fieldwork 2</td>
<td>29</td>
</tr>
<tr>
<td>6915BD</td>
<td>Fieldwork 3</td>
<td>29</td>
</tr>
</tbody>
</table>
SECTION 7:
Mandatory initial training session

TAFE accredited course

Literacy Volunteer (Schools) Theory: 9833A

- The content of this initial four-hour training session is mandatory, however, additional examples which illustrate the content may be used.

- The training for tutors will be delivered by qualified personnel who have extensive knowledge of literacy.

- The initial training session must be completed by all participating tutors before the reading program (Fieldwork) is implemented.

- It is important to ensure that tutors are not overwhelmed in this first session. They need to be provided with sufficient knowledge to understand why they are needed and the basics of what they must do to be effective tutors. Tutors also need the assurance that ongoing training and assistance will be provided to enable them to successfully complete the course for the qualification.

- Follow-up training and continued monitoring must occur as the program proceeds. Further training should build on the knowledge gained in this first session and should be implemented flexibly, concurrent with Fieldwork.

- Issues relating to confidentiality and disclosures should be covered during this session.

- TAFE enrolment should be completed and administrative requirements outlined.

Agenda for initial training session (4 hours)

1. Welcome (by Principal or Deputy Principal) - a joint TAFE/school initiative
2. Introductions (TAFE coordinator)
3. Outline agenda for the day (TAFE coordinator)

OHT 1: Agenda — show and discuss overview of sessions

Agenda

Part 1: 8:00 - 10:30 a.m.
(a) Why tutors?
   Why do we need to do this?
(b) What is reading?

Morning tea 10:30 - 11:00 a.m.

Part 2: 11:00 - 12:30 p.m.
(a) What do we read and how do we do it?
(b) Who, when and where?
Part 1:

Why tutors?
Why do we need to do this?

(a) Why tutors and why we have chosen you:

- Research supports the effectiveness of tutoring, especially cross-age tutoring, and notes its effectiveness and superiority over group instruction, particularly for those students needing additional support. Supik (1991) believes that cross-age tutors may have special empathy with younger, low-achievers which greatly contributes to their effectiveness. Cross-age tutoring promotes the effect of modelling; taking advantage of the higher status inherent in the age difference while still retaining the similarities.

- There are emotional as well as cognitive benefits for tutors as well as the students they support. Frequently cited analysis of sixty-five programs established that peer tutoring can improve academic performance and attitudes of students and tutors. The effects were found to be stronger in well-structured programs. Gaustad in 1992 stated: Tutors also experience gains—academically and socially; often benefit as much or more than their tutees.

- Research has found that there is virtually no correlation between the tutor’s academic status and his or her effectiveness in tutoring. However, tutors who have experienced reading problems themselves were less critical, provided more positive reinforcement, and were more patient and understanding than tutors who have not experienced problems with reading. (Gaustad et al, 1992)

- An additional advantage in using student tutors is the continuity provided by their ongoing daily attendance. This expectation is an issue when considering parent and community members as tutors.

- Exceptional qualities of student tutors have been noted in reading programs utilising cross-age tutors, viz. empathy, leadership, initiative, dedication, patience and consistent lengthy involvement.

- Relate school-specific information regarding the number of students requiring additional support and the need for their participation as tutors. For example,

  The school Learning Support Team have identified … students needing additional support. We have … specialist staff (e.g. STLA, ESL, AEA) in the school who work with teachers in the classroom. Trained tutors will support the classroom reading of these identified students. For individual tutoring to occur, we need tutors.

- Tutors’ contribution to the improvement of student outcomes is valued by themselves and others.

  Note: Research indicates that the knowledge of being useful to others is particularly important for adolescence. (Gaustad, 1993)

- Participation as a tutor will be a special experience and also a responsibility (role model, issues of confidentiality, etc.)

- The course Literacy Volunteer Tutoring (Schools) is accredited by TAFE NSW under delegation from the Vocational Education Training Accreditation Board (VETAB) and is on the national register of accredited courses (National Training Information System, NTIS).

- Note: Refer to TAFE course documents for current advanced standing and credits.

- Participating tutors will receive continued support and training (both organised and on-the-job), daily monitoring, follow-up meetings, etc. to enable them to successfully complete the course (core modules) for the qualifications.
Why do we need to do this? (Don’t students learn to read in primary school?)

- Reading is a life-long process. We are all at different stages along the continuum of Learning to Read … Reading to Learn.

- Some students experience difficulty in reading for a variety of reasons, e.g. absenteeism, students from a language background other than English, low socioeconomic background, learning difficulties, disabilities, etc.

- Some students continue to have problems with reading. Continued failure and boredom are often the reason for issues related to low self-esteem and inappropriate behaviours.

- The additional demands of subject-specific reading in high school has a major impact on students coming from primary school where they have the one teacher and most subject are carefully integrated.

- Individual assessment of students provides the school Learning Support Team with diagnostic information to assist in the preparation of Individual Learning Plans for students needing additional support. (Part of the plans would be the individual tutor support in the Peer Tutor Program.)

- The reading program is the Fieldwork module of the TAFE NSW accredited course and is an initiative within a whole-school literacy and numeracy plan to improve literacy outcomes for all students.

(b) What is reading?

Refer to Teaching Reading: A K–6 Framework, pages 9-13 for detailed information and overheads.

The purpose of reading is to obtain meaning from the text. When we read, we integrate four complementary sources of information and adjust our need or use for them, viz. semantic, syntactic, graphological and phonological. When we learn to read, we need to learn to use and integrate these in a balanced approach.

A model of reading from Teaching Reading: A K-6 Framework, page 10
As we read, we draw on and integrate information from four sources:

Understanding the contexts in the reading process

Let’s consider the outside part of the model first.

![Diagram showing contexts in reading]

We learn to read and write as in social contexts. We all use literacy to achieve social purposes. For example, you might send someone a birthday card or you might text someone a message on your mobile or you might read a billboard advertisement that is trying to sell you a product.

Literacy practices are culturally-based ways of achieving social purposes. Different cultures use and value literacy practices in different ways. For example, how does your culture celebrate birthdays? How does your culture celebrate particular festivals? This then becomes the context of culture.

Our view of the purposes of literacy and what literacy involves has been shaped by the kinds of reading experiences we had at home, at school and in the community. This then becomes the context of situation. When a child enters school at about five years of age, he or she is already aware of some of the ways that reading and writing are used and viewed by his/her own family and community.
Exploring the four sources of information in the reading process

Look in the centre of the model and you will see that making **meaning** is in the centre and is therefore the focus of reading.

Let's look at this diagram from the model more closely to understand it first.

![Diagram of information sources]

Sources of information from
*Teaching Reading: A K-6 Framework, page 11*

As we read, we draw on and integrate information from four sources:

- information about the sounds of language (phonological information)
- information about language in print (graphological information)
- information about meanings (semantic information)
- information about language structures (grammatical information).

**Graphological and phonological information**

Read this text aloud fluently and with appropriate expression:

**Sheeting the mainsail**

A bendy boom was thought to be a great help when sailing to windward in weak and strong winds. A sail with too much fullness in the foot could be flattened by bending the boom with a hard pull of the mainsheet. At the same time, however, the luff of the jib would be slackened, the mast would bend less and flatten the luff of the sail less, and the leech would tend to close in the upper part of the sail. For this reason, in a strong wind we must use a rigid boom in order to achieve good pointing and speed.

Boom A, which is flexible at the clew, gives in a squall, reducing the resistance of the sail to the wind and at the same time slacking the leech.

A mainsail should be sheeted in such a way that the leech does not point to windward of the course steered.
Our purpose in reading is to understand or obtain meaning from the written text. Has this been achieved from the text *Sheeting the mainsail*?

Did you comprehend or understand what you read?

What information system/s did you use efficiently? (graphological and phonological).

We have no problems saying the words (decoding), however, reading fluently and with expression does not always indicate that we understand what we are reading. A similar thing would occur if you read aloud a book on Latin.

**Grammatical information**

Complete the following comprehension questions:

**Sheeting the mainsail**

Questions:

- What might be a great help when sailing to windward?
- How could we flatten a sail with too much fullness in the foot?
- What kind of boom must we use in a strong wind?
- Why should we use a rigid boom?
- How should we sheet a mainsail?

**Possible responses:**

- A bendy boom.
- Bending the boom, with a hard pull of the mainsheet.
- A rigid boom.
- In order to achieve good point and speed.
- A mainsail should be sheeted in such a way that the leech does not point to windward of the course steered.

If you can answer this level of questioning, the assumption might be made that you have understood what you read, but is this the case?

Why can we answer the questions? What source of information did we use? (Refer to the diagram on the previous page.)

[Interactively discuss the process involved.]
Semantic

Using our limited semantic knowledge or the knowledge we have of words, their meanings and use and our real-word knowledge, we can PREDICT that this passage has something to do with boats and sailing. The words ‘sailing’, ‘sail’ and ‘mast’ and the picture of a yacht help.

We read and use most of the words in this text, however, even these familiar words in this unfamiliar context, provide little assistance in helping us to understand the text.

We have limited knowledge of the vocabulary which is specific to this context.

Part 2:

(a) What do we read and how do we do it? (The program and the process)

What do we read:

Authentic texts will be read.

The main focus of the reading program (Fieldwork) is supporting students’ reading of literary and factual texts of classroom subject learning. Authentic texts are the written materials, literary and factual, being used in the classroom in the teaching of Stage syllabus outcomes, for example, class handouts, novels, text books, articles, etc. Instructional level texts can be included in the program, however, the focus must remain on the texts from classroom subject learning. (Instructional level refers to texts which students can decode with 90-95% accuracy; no more than five or six ‘problem’ words in 100.)

The school Learning Support Team should prioritise and coordinate subject support in collaboration with subject teachers.

Topping and Lindsay (1992) examined forty studies which confirm the effectiveness of reading instruction based on authentic or ‘real’ books rather than reading schemes.

Examples of the texts to be read should be shown to the tutors and provided to them when discussing How do we do it? - The process (see page 35 below).

How do we do it?

The program

- The Peer Tutor Program is part of the whole-school approach to meeting the needs of students requiring additional support in literacy.

- This structured reading program involves tutor training and fieldwork implemented concurrently as an accredited TAFE course.

- Immediate success and positive role models are vital for student success. Research indicates that the student’s emotional state strongly affects learning: tension, fear and general anxiety inhibit learning, while relaxation and trust promote it. When we fail, we rarely choose to repeat the experience! We need to provide a positive atmosphere and experience for participating students.

- This program provides individual support _____ times a week on _____ (days of week) for _____ minutes each day during ____. (Discuss aspects of building confidence and providing continuity by placing one student with a tutor for the entire program. The importance of the reserve tutors’ role should also be discussed.)

- All participating students have been selected by the school Learning Support Team. A range of assessments and information are used to select students and provide information regarding the student’s use of the four information systems. This information is also used to prepare and Individual Learning Plan (ILP) for some students. It also assists in providing appropriate texts for each participating student in the reading program which support their classroom subject learning.
PEER TUTOR PROGRAM

- Tutors are supplied with a folder containing all necessary materials for supporting reading. Show an example of a numbered folder (the number refers to seating) and the contents: book, instructions, progress sheet, pen, note pad. Contents of the folder should be discussed during How do we do it? - the process. Copies of resource sheet are provided at the end of this section.

The process

- Revise, interactively OHT 3: Sources of information.

- Discuss the importance of tutor training. Research has found that untrained tutors typically punish, extensively over-cue, do not give verbal praise do not engage in friendly non-instructional conversation, provide feedback before the student makes the appropriate response, and make no effort to clarify the task.

- It has also been found that exposure to mainly negative reinforcements can disrupt learning and depress cognitive performance. Researchers contend that a warm, friendly relationship between tutor and tutee play a significant role in facilitating learning.

- To enable us to provide appropriate support and feedback to students, we need to understand the process for supporting students as they read.

- The course will continue to provide tutors with ongoing monitoring and training to increase their competency and skills.

- Explain how the outcomes will be assessed holistically for the TAFE qualification.

How: the process - tutors supporting reading

To provide a process which supports students as they read authentic texts and models effective reading strategies integrating the four sources of information in a positive environment.

The process outlined will be used by tutors during the reading program (Fieldwork):

- Research confirms the importance of providing a positive atmosphere and experience for students. The learner’s emotional state strongly affects learning. Tension, fear and general anxiety inhibit learning, while relaxation and trust promote it. The process therefore should be a positive experience for the student.

- Tutor support will vary depending on the text being read. The tutor, in some instances, may decode the entire text provided.

- Trainer discusses the process as follows using OHTs 9–11 and Resource sheets 1–5 as appropriate.

OHT 9: Before reading

Before reading

1. Sit comfortably close and next to your tutee.

2. Explain the process like this: “We are going to read a number of different books, sheets or articles and I am going to help you. I will start reading this text with you. Later on, we’ll take turns in reading aloud and you may want to read by yourself. The texts we read will most often be what your class teachers are using in the classroom.”

3. Discuss the cover, title and author of the book or text.

4. Discuss what the contents might be and why they have predicted this. Discuss the subject and or unit of work to which it relates.
PEER TUTOR PROGRAM

- Trainer provides a role play illustrating before reading.
- Tutors practise in pairs with texts provided by the trainer.

**OHT 10a: During reading**

**When reading ALL texts:**
Read the title and a few paragraphs or all of the book or sheet together. Read with enjoyment and talk about what you read, as well as any illustrations or pictures, relevant background information, vocabulary and confirms predictions, etc.

**OHT 10b: During reading**

**When reading instructional level text,** explain the process like this:

"I'll start reading a page and then I'll say your turn. You'll read the next (paragraph or page) by yourself and if there are any problems words, I'll write them down and we can read them again later."

1. Alternate tutor and tutee reading until the tutee is comfortable enough to read by himself/herself.
2. Stop at appropriate points (e.g. the end of a sentence or paragraph) and talk about what has been read and give a positive comment to the student (e.g. “That was great reading.”).
3. Encourage students to self-correct. When the student reads a word which does not make sense or stops at a word, place your finger above the words and don’t say anything, follow the PPP procedure: pause, prompt and praise.

**OHT 10c: During reading**

**PAUSE:** Wait (be calm and quiet) for the count of 5.

**PROMPT:**
- re-read the sentence
- give a synonym or explain the meaning
- sound out (if phonetically regular)
- give the word (say, “The word is…”)

**PRAISE EVERY ATTEMPT:**
- print the ‘problem’ word in the ‘word list’ column of the student progress sheet: pause, prompt, praise.
- re-read the ‘problem’ word, then the sentence containing the word
- continue reading.

(see also Resource sheet 4)
PEER TUTOR PROGRAM

- Discuss issue of reading for meaning and level of support for decoding text.
- Trainer discusses each point in detail and when to use Pause, Prompt, Praise (with instructional level text).
- Trainer provides a role play illustrating “During reading”.
- Tutors practise in pairs with texts provided (including progress sheets).

OHT 11: After reading

After reading
Discuss the book or text when you have finished and include a retell.
Fill out the progress sheet: subject texts.

- Trainer provides a role play illustrating “After reading”.
- Tutors practise in pairs (including progress sheets).

(b) Who? When? Where?
- The information discussed will be school specific. The school coordinator provides the tutors with participating tutees’ names and discusses the texts provided by the coordinator for each tutor for each tutee.
- The school coordinator should discuss when and where the reading program will occur in the school day and the arrangements for meeting the students.
- All ‘housekeeping’ matters, for example, how rolls are marked, collection of folders by tutors, use of red folder and seating plan, etc. should be included.
- Confidentiality and disclosure issues should be covered at this time.
- The TAFE Literacy teacher should complete enrolment and discuss administrative issues for TAFE qualification.
- Arrangements for continuing training, follow-up meetings, etc. may also be covered.
- Opportunity should be provided for answering questions.
PEER TUTOR PROGRAM

Agenda

Part 1:

a. **Why** tutors? And **why** do we need to do this?

b. **What** is reading?

   Morning tea

Part 2:

a. **What** do we read and **how** do we do it?

b. **Who, when** and **where**?

   Lunch
A model of reading

The goal of reading is to construct meaning from written text.
Sources of information

Semantic information

Graphological information

Meaning

Grammatical information

Phonological information
Sheeting the mainsail

A bendy boom was thought to be a great help when sailing to windward in weak and strong winds. A sail with too much fullness in the foot could be flattened by bending the boom with a hard pull of the mainsheet. At the same time, however, the luff of the jib would be slackened, the mast would bend less and flatten the luff of the sail less, and the leech would tend to close in the upper part of the sail. For this reason, in a strong wind we must use a rigid boom in order to achieve good pointing and speed.

Boom A, which is flexible at the clew, gives in a squall, reducing the resistance of the sail to the wind and at the same time slacking the leech.

A mainsail should be sheeted in such a way that the leech does not point to windward of the course steered.
Sheeting the mainsail

Questions:

• What might be a great help when sailing to windward?  
  (- a bendy boom)

• How could we flatten a sail with too much fullness in the foot?  
  (- bending the boom - with a hard pull of the mainsheet)

• What kind of boom must we use in a strong wind?  
  (- a rigid boom)

• Why should we use a rigid boom?  
  (- in order to achieve a good pointing and speed)

• How should we sheet a mainsail?  
  (A mainsail should be sheeted in such a way that the leech does not point to windward of the course steered.)
Sheeting the mainsail

A bendy boom was thought to be a great help when sailing to windward in weak and strong winds. A sail with too much fullness in the foot could be flattened by bending the boom with a hard pull of the mainsheet. At the same time, however, the luff of the jib would be slackened, the mast would bend less and flatten the luff of the sail less, and the leech would tend to close in the upper part of the sail. For this reason, in a strong wind we must use a rigid boom in order to achieve good pointing and speed.

Boom A, which is flexible at the clew, gives in a squall, reducing the resistance of the sail to the wind and at the same time slackening the leech.

A mainsail should be sheeted in such a way that the leech does not point to windward of the course steered.
Vocabulary

boom    windward    squall
mainsheet    sheeted    jib
mast    leech    clew
slacking    mainsail    luff

Others

fullness    flatten
rigid    point
good pointing    flexible
foot    course
steered    reducing resistance
The boy has a black coat.
Before reading

1. Sit comfortably close and next to your tutee.

2. Explain the process like this: “We are going to read a number of different books, sheets or articles and I am going to help you. I will start reading this text with you. Later on, we’ll take turns in reading aloud and you may want to read by yourself. The texts we read will most often be what your class teachers are using in the classroom.”

3. Discuss the cover, title and author of the book or text.

4. Discuss what the contents might be and why they have predicted this. Discuss the subject and or unit of work to which it relates.
During reading

When reading ALL texts:

Read the title and a few paragraphs or all of the book or sheet together.

Read with enjoyment and talk about what you read, as well as any illustrations or pictures, relevant background information, vocabulary and confirms predictions, etc.
When reading instructional level text, explain the process like this:

“I’ll start reading a page and then I’ll say your turn. You’ll read the next (paragraph or page) by yourself and if there are any problems words, I’ll write them down and we can read them again later.”

1. Alternate tutor and tutee reading until the tutee is comfortable enough to read by himself/herself.

2. Stop at appropriate points (e.g. the end of a sentence or paragraph) and talk about what has been read and give a positive comment to the student (e.g. “That was great reading.”).

3. Encourage students to self-correct. When the student reads a word which does not make sense or stops at a word, place your finger above the words and don’t say anything, follow the PPP procedure: pause, prompt and praise.
**PAUSE:** Wait (be calm and quiet) for the count of 5.

**PROMPT:** * re-read the sentence
  * give a synonym or explain meaning
  * sound out (if phonetically regular)
  * give the word
    (say, ‘The word is …’)

**PRAISE EVERY ATTEMPT!**

* print the ‘problem’ word in the “word List” column of the student progress sheet.

* re-read the ‘problem’ word, then the sentence containing the word.

* continue reading.
After reading

Discuss the book or sheet when you have finished and include a retell.

Fill out the progress sheet: subject texts.
Before reading

1. Sit comfortably close and next to your tutee.
2. Explain the process like this: “We are going to read a number of different books, sheets or articles and I am going to help you. I will start reading this text with you. Later on, we’ll take turns in reading aloud and you may want to read by yourself. The texts we read will most often be what your class teachers are using in the classroom.”
3. Discuss the cover, title and author of the book or text.
4. Discuss what the contents might be and why they have predicted this. Discuss the subject and or unit of work to which it relates.

During reading

When reading ALL texts:

Read the title and a few paragraphs or all of the book or sheet together.

Read with enjoyment and talk about what you read, as well as any illustrations or pictures, relevant background information, vocabulary and confirms predictions, etc.

When reading instructional level text, explain the process like this: “I’ll start reading a page and then I’ll say your turn. You’ll read the next (paragraph or page) by yourself and if there are any problems words, I’ll write them down and we can read them again later.”

1. Alternate tutor and tutee reading until the tutee is comfortable enough to read by himself/herself.
2. Stop at appropriate points (e.g. the end of a sentence or paragraph) and talk about what has been read and give a positive comment to the student (e.g. “That was great reading.”).
3. Encourage students to self-correct. When the student reads a word which does not make sense or stops at a word, place your finger above the words and don’t say anything, follow the PPP procedure: pause, prompt and praise.

PAUSE: Wait (be calm and quiet) for the count of 5.

PROMPT: * re-read the sentence
* give a synonym or explain meaning
* sound out (if phonetically regular)
* give the word (say, “The word is …”)

PRAISE EVERY ATTEMPT!
* print the ‘problem’ word in the “word List” column of the student progress sheet
* re-read the ‘problem’ word, then the sentence containing the word
* continue reading.

After reading

Discuss the book or sheet when you have finished and include a retell.

Fill out the progress sheet: subject texts.
## Resource sheet 2

<table>
<thead>
<tr>
<th>Date</th>
<th>Title of book, sheet or article, etc.</th>
<th>Pages read</th>
<th>Comment</th>
</tr>
</thead>
</table>

**Student progress sheet: subject texts**

<table>
<thead>
<tr>
<th>Tutee's name:</th>
<th>Tutor's name:</th>
</tr>
</thead>
</table>

---
### PEER TUTOR PROGRAM

#### Resource sheet 3

**Student progress sheet: Pause, Prompt, Praise**

<table>
<thead>
<tr>
<th>Date</th>
<th>Comment</th>
<th>Tutor’s name</th>
<th>Word list</th>
<th>Title of book, sheet or article, etc.</th>
<th>Pages read</th>
<th>Tutee’s name</th>
<th>Date</th>
<th>Comment</th>
</tr>
</thead>
</table>

**Key for word list:**

- `✓` = correct (first attempt)
- `/` = attempted (assisted)
- `*` = problem, not attempted
  (if 3 consecutive `✓` then move on)

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* NSW Department of Education and Training

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Page 53
Problem word? (PPP)

Place your finger above the word and:

PAUSE: Wait, be calm and quiet for the count of 5
(give time to understand what is required and process)

PROMPT: * re-read the sentence
* give a synonym or explain meaning (vocabulary)
* sound out (if phonetically regular)
* group sounds or syllables (e.g. satisfy (sat – is – fy)
fact (f – act)
* give the problem word (say, “The word is …”)
  - after three attempts
  - place, name or ‘thing’; specific vocabulary
  - sight word (e.g. the, you)

PRAISE EVERY ATTEMPT!
* print the ‘problem’ word in the “word List” column of the student progress sheet.
* re-read the ‘problem’ word
* re-read the sentence containing the word
* continue reading.
1. Print ‘problem’ word/s in “word list” column as they occur. 
   Keep in mind:
   - literary, factual, instructional level
   - number (instructional level: no more than six problems words in 100)
   - type: place, name or thing: specific vocabulary
     * sight word
     * phonetically regular word

2. At the end of the session, complete the remainder of progress sheet.

3. Next session:
   **Tutee**: re-reads first word in list, finds sentence in text containing the word, re-reads in the context of the sentence. Repeat for each word listed.

   **Tutor**: indicates result in the date column:

   **Key for word list:**
   - * = problem: not attempted
   - / = attempted: assisted
   - √ = correct (first attempt)
   - (if 3 consecutive √ then move on)

4. Repeat process each day until word/s is/are read correctly in the sentence on three consecutive days.
Assessment overview

The function of assessment is to inform further teaching and learning and to assist in judgments being made regarding competency in achieving the module purpose. The process involves collecting evidence about an individual’s performance and making judgments based on that evidence. The module’s purpose is outlined at the beginning of each module.

Assessment should be viewed holistically against the module purpose. The focus is on the integration of knowledge, skills and attitudes by clustering learning outcomes and/or assessment criteria. It is not intended that each assessment criteria is checked off individually as having been achieved.

Ongoing and final assessments are built into the course. Ongoing assessment facilitates the collection of evidence regarding a tutor’s progress and also informs the content of ongoing training. Final assessment is a summation of the tutor’s achievements. A single assessment is not sufficient opportunity for tutors to demonstrate achievement of the module purpose.

Assessment should be based on activities carried out during participation in the Theory and Fieldwork modules. It may include oral, written or practical components of a combination of these.

Details of appropriate assessment methods and conditions are specified within each module. They may include:

- group discussion
- case studies
- compilation of a portfolio
- journal
- self-evaluation
- individual interview with TAFE Literacy teacher or Program coordinator

It is a TAFE requirement that students are informed of assessment requirements at the beginning of the course:

- each tutor must be given a copy of the Student Assessment Guide printed from the TAFE Course Information System Curriculum. Students sign the roll to provide evidence of receiving a copy of this assessment information.
- a less formal document may be provided to tutors which details the actual components of assessment and in simple terms outlines exactly what the tutor must do to fulfil the course requirements.
An example of a less formal assessment information sheet might be as follows:

**Assessment**

For your assessment, you will need to complete the following:

1. Participate in the initial and fortnightly training sessions, complete activities and take part in group discussions.

2. Demonstrate your skills, knowledge and attitude as an effective reading tutor through daily sessions with your tutee.

3. Compile a portfolio containing:
   - process sheets
   - completed progress sheets
   - self-evaluation sheets.

A portfolio may be a useful component of assessment, however, it should not be a huge undertaking. The collection, organisation and presentation of learning and assessment materials is sufficient. Tutors may be assisted in this process as part of the fortnightly meetings and training. Tutors can use the portfolio should they wish to support applications for further study or employment, for example, TAFE courses, tertiary study or apprenticeships.

Four pro formas to document individual tutor participation and progress are provided at the end of this section. These are presented in a photocopiable format.
1. Record of attendance and participation

Purpose:
To record tutor’s participation in initial and ongoing training.

How to use:
The coordinator and TAGE Literacy teacher should record information during or after each training session including on-the-job training provided for groups or individual tutors. Tutor absences should be recorded then followed up so that tutors can meet training requirements.

Record when follow-up training is completed. The coordinator will provide a copy of these records to the TAFE Literacy teacher for transfer to the official TAFE roll.

Example of attendance log:

![Record of attendance and participation table]

2. Teaching and learning log

Purpose
To record informal information and anecdotal evidence of individual tutor’s knowledge and skills in Theory and Fieldwork.

How to use:
The coordinator and TAFE Literacy teacher should complete regularly during or after training or Fieldwork.

An example of a teaching and learning log follows:
PEER TUTOR PROGRAM

An example of a teaching and learning log follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Comments/Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/5</td>
<td>Managing initial theory session</td>
<td>Sue B. arrives 9:45 followed by Sue A. 10:00. Teaching at Primary School for 30 minutes. Check that Sue B. is notified</td>
</tr>
<tr>
<td>1/6</td>
<td>Describing lesson</td>
<td>Tutor completed self-Assessment Checklist. Strategies - strong on assisting readers with complex text.</td>
</tr>
<tr>
<td>6/6</td>
<td>Theory session</td>
<td>Reading strategies</td>
</tr>
</tbody>
</table>

3. Tutor observation checklist: individual

**Purpose:**
To record observations of individual tutor’s demonstrated achievement of outcomes, as part of ongoing and final assessment.

**How to use:**
The coordinator and TAFE Literacy teacher will observe individual tutors on a number of occasions during Theory and Fieldwork in relation to the outcomes. Tutors should demonstrate competency on at least three occasions.

Tutors may demonstrate competency of several outcomes during a single observation. Make a note of the dates of these observations and discuss them with the tutor and provide opportunity for feedback. A copy of the checklist should be provided to tutors when discussing assessment issues as they begin the Fieldwork module.

4. Tutor self-assessment

**purposes:**
- To encourage tutors to reflect on their learning, identify strengths and additional learning needs.
- To provide feedback to the TAFE Literacy teacher and coordinator to inform further teaching and learning.

**How to use:**
A copy of the self-assessment sheet should be provided to tutors early in the course. Tutors complete the checklist at regular intervals during the Fieldwork module (reading program) for self-reflection and feedback to the coordinator and TAFE Literacy teacher.
# Record of attendance and participation

<table>
<thead>
<tr>
<th>Dates:</th>
<th>Content</th>
<th>4 hr Mandatory Theory</th>
</tr>
</thead>
</table>

### Name of tutor: | |

1. |
2. |
3. |
4. |
5. |
6. |
7. |
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11. |
12. |
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22. |
## Teaching and learning log

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Comments or follow-up</th>
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<tbody>
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</tbody>
</table>
## Tutor observation checklist: individual

<table>
<thead>
<tr>
<th>Checklist</th>
<th>Demonstrated dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tutor maintained friendly contact with student.</td>
<td></td>
</tr>
<tr>
<td>2. Tutor demonstrated active listening skills.</td>
<td></td>
</tr>
<tr>
<td>3. Tutor discussed and framed relevant questions about text.</td>
<td></td>
</tr>
<tr>
<td>4. Tutor discussed the context, purpose and audience of text.</td>
<td></td>
</tr>
<tr>
<td>5. Tutor encouraged predication about content of text.</td>
<td></td>
</tr>
<tr>
<td>6. Tutor provided appropriate level of support during reading:</td>
<td></td>
</tr>
<tr>
<td>literary, factual and instructional level texts</td>
<td></td>
</tr>
<tr>
<td>7. Tutor demonstrated effective use of Pause, Prompt and Praise with</td>
<td></td>
</tr>
<tr>
<td>instructional level text during reading.</td>
<td></td>
</tr>
<tr>
<td>8. Tutor paused with ‘problem’ word.</td>
<td></td>
</tr>
<tr>
<td>9. Tutor used appropriate prompting with ‘problem’ word.</td>
<td></td>
</tr>
<tr>
<td>10. Tutor provided appropriate feedback to students, including praise</td>
<td></td>
</tr>
<tr>
<td>and encouragement.</td>
<td></td>
</tr>
<tr>
<td>11. Tutor provided feedback to coordinator when appropriate.</td>
<td></td>
</tr>
<tr>
<td>12. Tutor demonstrated awareness of confidentiality.</td>
<td></td>
</tr>
<tr>
<td>13. Tutor completed written records and checklists (student progress</td>
<td></td>
</tr>
<tr>
<td>sheets and self-evaluation) clearly and objectively.</td>
<td></td>
</tr>
<tr>
<td>14. Tutor demonstrated understanding and empathy with student.</td>
<td></td>
</tr>
<tr>
<td>15. Tutor explained why students may need additional support to improve</td>
<td></td>
</tr>
<tr>
<td>literacy skills.</td>
<td></td>
</tr>
<tr>
<td>16. Tutor explained the process for supporting students in reading:</td>
<td></td>
</tr>
<tr>
<td>before, during and after.</td>
<td></td>
</tr>
<tr>
<td>17. Tutor discussed the importance of integrating the four sources of</td>
<td></td>
</tr>
<tr>
<td>information to obtain meaning from text.</td>
<td></td>
</tr>
</tbody>
</table>

Assessor’s comments: ___________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Assessor’s signature: ___________________________ Date: ________________
Tutor to sign when read and discussed
PEER TUTOR PROGRAM

Tutor self-assessment checklist

Name: .............................................................................................................................................. Date: ........................................

Tick the statements that apply and add comments if you wish:

<table>
<thead>
<tr>
<th>Statements</th>
<th>Tick</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I listen actively to my tutee.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I sit so that we can both see the text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. We discuss the text before reading.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. We take turns in reading.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. We read together.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. When my student reads instructional level text, I remember to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAUSE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROMPT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRAISE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I record ‘problem’ words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I revise ‘problem’ words in context</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I fill in the progress sheet each day.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. We discuss the text before, during and after reading (retell).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I feel confident about:</td>
<td></td>
<td></td>
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<tr>
<td>_________________________________________________________________________</td>
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<tr>
<td>_________________________________________________________________________</td>
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<td></td>
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<tr>
<td>10. I need some help with:</td>
<td></td>
<td></td>
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<tr>
<td>_________________________________________________________________________</td>
<td></td>
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</tr>
</tbody>
</table>
Supplementary activities

At the beginning of the course in Literacy Volunteer Tutoring (Schools), students will initially complete four hours of the Theory module. The content of this initial session is mandatory. When this is completed, tutors will begin the Fieldwork module, then complete both the Theory and Fieldwork modules concurrently.

It is expected that the content of the ongoing training (Theory module) will be determined by:
- learning outcomes not covered in the initial mandatory session
- observations of the tutors during Fieldwork
- the expressed needs of the tutors.

The following supplementary activities have been found to be useful in teaching the Theory module. They may provide ideas to assist in developing activities for school-specific delivery. They are grouped in the following way:

<table>
<thead>
<tr>
<th>Activity number</th>
<th>Content</th>
<th>Learning outcome/s</th>
</tr>
</thead>
</table>
| 1, 2            | Awareness raising:  
• why students may require additional support with reading  
• literacy issues in the broader community. | 1 |
| 3               | Active listening.  
Developing tutor’s skills. | 2 |
| 4, 5            | Further developing tutor’s knowledge and skills. | 3 |
| 6               | Positive learning environment. | 4 |
| 7               | Confidentiality and reportable disclosures. | 5 |

Supplementary activity 1

Purpose:
To discuss some of the reasons that students may require additional support with reading.

Resources:
Worksheet 1

What to do:
- brainstorm reasons that students may need additional support with reading
- tutors read and discuss the case studies
- complete the table and discuss further.

Points to highlight:
There are many reasons that students need additional support with reading.
PEER TUTOR PROGRAM

Supplementary activity 2

Purpose:
To raise awareness about literacy issues in the broader community.

Resources:
Video: *Shut Out*
TAFE Adult Literacy, 3 Alvan Street, Mt Lawler WA 6050
(-available in some TAFE institute libraries and/or ABE sections).
Length: 11 minutes.

What to do:
• introduce tutors to content of video
• view the video
• discuss.

Points to highlight:
• the scope of the problem in society
• the variety of reasons that people may not have the literacy skills they need
• people require different literacy skills in particular contexts and at given points in time
• the benefits of one-on-one tutoring.

The following videos are also useful. Both should be available in the ABE sections or library of the local TAFE institute.

*Reading Writing Roadshow: Episode 10 the Changing Workplace*
Length: 30 minutes.

The most useful segments are those where the presenter, Angela Moore, talks to people in the workplace about changes that have occurred and how that has impacted on the needs of workers to develop different literacy skills.

*Not Just Looking at the Pictures*
NSW Film and Television Office, Level 2, 10 Quay Street, Sydney NSW 2000 for the Adult Literacy Information Office
Length: 16 minutes.

Reviews projects of NSW Adult Literacy Action Campaign and interviews some adult literacy students. Issues include why some people have reading and writing needs; how this affects the whole community, and what the community can do about it.
Supplementary activity 3

Purpose:
To raise awareness about active listening: the behaviours that help or hinder communication and suggested strategies to use to be a good listener.

Resources:
Worksheet 2.1 Discussion: good and poor listening behaviour
Worksheet 2.2 Active listening
Worksheet 2.3 Role-play.

What to do:
- Brainstorm the difference between good and poor listening behaviours.
- Complete Worksheet 2.1 by expanding on the statements in each column.
- Role-play with the tutors in pairs. Tutors take turns to tell each other about their weekend, with the listener displaying poor listening behaviours. Repeat the activity with the listener practising good listening behaviours.
- Discuss how reactions and feelings cause change in reaction to both poor and good listening behaviours.
- Worksheet 2.2: use suggestions to practise how you would show or prove you are listening with a non-judgmental attitude.
- Worksheet 2.3: tutors practise in groups of three, active listening responses using the scenarios provided. One tutor role-plays a tutee reader as described in the scenarios. The second tutor plays a tutor listening to the tutee describing how they feel; while the third tutor observer notes how the listener displays active listening behaviour.

Points to highlight:
- Note the difference in how it felt to talk to a good listener.
- Consider how active listener is an important skill of a tutor.
- Discuss how the tutors will be using active listening skills with their tutee.
- The need to consider cultural differences that may influence listening behaviour.
Supplementary activity 4

Purpose:
To illustrate how the simplest of words, e.g. ‘run’, can have a variety of meanings, depending on the context.

Resources:
Worksheet 3

What to do:
• Tutors read the examples provided.
• Tutors suggest other words that have multiple meanings depending on the context.

Points to highlight:
• When we read, we construct meaning from a text by interpreting it within a particular context.
• Good readers use context to determine the appropriate word meaning.
Supplementary activity 5

Purpose:
This activity provides opportunity for tutors to build on their knowledge and understanding of the sources of information.

Resources:
Worksheet 4

What to do:
• Tutors provide examples of ‘problem’ words from a daily session progress sheet.
• Tutors discuss the procedure, i.e. Prompt/s (of Pause, Prompt and Praise) outlined in initial training session for prompting.
• Tutors discuss the source or sources of information with which the reader is experiencing difficulty.
• Tutors suggest additional prompts which may be helpful relating specifically to the sources of information.
• Use Worksheet 4 and repeat the process.
• Suggested suitable prompts include:
  (a) **Semantic information**
      *Does that make sense?*
      *Does that fit with what has gone before?*
  (b) **Grammatical information**
      *Does that sound right?*
      *Would we say “green them”?*
  (c) **Graphological–phonological information**
      *Does the word look like that?*
      *Do the sounds match with what you said?*

Points to highlight:
• Readers need to integrate all four sources of information to obtain meaning from text.
• When you prompt, you need to think about which system your student is not using well.
• The tutee should be encouraged to develop self-correction strategies so they can work out unknown words while reading independently.

Supplementary activity 6

Purpose:
To discuss the importance of a positive learning environment.

Resources:
Worksheet 5

What to do:

- In pairs, tutors discuss an experience when they learned something new that made them feel anxious, then complete questions 1–4 on Worksheet 5.
- Discuss and lead into a discussion considering the fears that tutees may experience when learning something new and strategies which could help them to feel at ease.

Points to highlight:

- When something is difficult or new, learners may feel anxious and uncomfortable.
- People learn better when they are in a safe, positive environment.
Supplementary activity 7

Purpose:
To discuss the areas of confidentiality and reportable disclosures.

Resources:
Worksheet 6

What to do:
• Tutors read the scenario, then answer the questions.
• Tutors discuss their ideas
• School coordinator outlines the procedure for reportable disclosures and provides examples of these disclosures.

Points to highlight:
• A tutor has a responsibility to maintain confidentiality.
• A tutor has a responsibility to follow the procedure for reportable disclosures.
Samira

Samira’s father came to Australia from Lebanon when he 16. Several years after her arrived, he returned to Lebanon for a holiday and married a young woman he met there.

They returned to Australia to live.

Samira was born in Australia. She spoke only Arabic until she started school. Her parents gradually learned to speak English but had difficulty with reading and writing in English.

They found it very difficult to read books in English to Samira or help her with her schoolwork.

When Samira was 9, the family returned to Lebanon and stayed there for about 18 months. Samira did not go to school much while they were there, and spoke only Arabic. When they returned to Australia, Samira had to readjust to speaking English again, and had fallen behind at school.

Mandy

Mandy’s father is in the army. He is usually stationed in one place for about three years and then they have to move on to another base. Sometimes this involves moving to another state.

Mandy has had to keep changing schools and finds it difficult having to settle in and make new friends each time. Mandy has problems with asthma and regularly misses school because she is ill.

In the table, list some reasons that Samira and Mandy may need additional help with reading:

<table>
<thead>
<tr>
<th>Person</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samira</td>
<td></td>
</tr>
<tr>
<td>Mandy</td>
<td></td>
</tr>
</tbody>
</table>
## Discussion: Good and poor listening behaviours

<table>
<thead>
<tr>
<th>Good listening behaviours</th>
<th>Poor listening behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have a non-judgmental attitude.</td>
<td>Giving advice.</td>
</tr>
<tr>
<td>Focus on the person’s feelings.</td>
<td>Ignore the other person’s feelings.</td>
</tr>
<tr>
<td>Restate what is said.</td>
<td>Ask lots of ‘why’ questions.</td>
</tr>
<tr>
<td>Keep appropriate eye contact.</td>
<td>Have little or inappropriate eye contact.</td>
</tr>
<tr>
<td>Face the person.</td>
<td>Turn away from the person.</td>
</tr>
<tr>
<td>Stay relaxed and calm.</td>
<td>Change the subject.</td>
</tr>
<tr>
<td>Summarise what the other person is saying in a few words.</td>
<td>Make gestures, point and close eyes, etc.</td>
</tr>
<tr>
<td>Occasionally nod or smile.</td>
<td>Frown, scowl, sneer, yawn, have a tight mouth, etc.</td>
</tr>
<tr>
<td>Make encouraging comments to help the person express themselves.</td>
<td>Be patronising or sarcastic.</td>
</tr>
<tr>
<td>Sit a comfortable distance from the other person.</td>
<td>Touch the other person.</td>
</tr>
<tr>
<td>Make statements like, “I see what you mean”, “I do understand” to encourage the other person or show a sense of empathy.</td>
<td>Sit too close or too far away from the other person.</td>
</tr>
<tr>
<td></td>
<td>Interrupt the other person.</td>
</tr>
</tbody>
</table>
Active listening

**Show you are listening:**
- face the other person squarely
- sit at a comfortable distance but lean slightly towards the other person
- make eye contract with the other person, when appropriate.

**Prove you are listening:**
- restate what the other person has said
- ask questions to help clarify what the other person is saying
- summarise what the other person has said.

**Have a non-judgmental attitude:**
- accept the other person’s rights to their own ideas and feelings, even though you may disagree
- encourage by nodding and smiling occasionally when appropriate.

**Examples of response that show you are listening:**

Do you mean…?    You were really scared, weren't you?
Is that what happened?     You really sound upset.
What would you have liked to do?     Would you like to talk about it?
What do you think should happen now?     Are you feeling all right now?
                                                It sounds like you were really hurt (worried or upset).
Scenarios for role play

You are worried and upset. Your father has a concreting business and depends on you to do all the paperwork because he has trouble with reading and writing. You have a lot of homework to keep up with and want to spend time with your friends, but your father needs you to spend time every night helping him.

You feel hurt and angry and you are not sure what to do. One of your best friends has been sitting with another group at recess and lunch. She has decided not to go with you to a disco on Friday night. You know it is not a problem with travel because you have offered her a lift there and back.

Role play observation sheet

Tick or comment on active listening behaviours that you observe:

<table>
<thead>
<tr>
<th>Position in relation to speaker</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate eye contact</td>
<td></td>
</tr>
<tr>
<td>Restating</td>
<td></td>
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<tr>
<td>Clarifying information</td>
<td></td>
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<tr>
<td>Summarising what speaker has</td>
<td></td>
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<tr>
<td>said</td>
<td></td>
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<tr>
<td>Accepting feelings</td>
<td></td>
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<tr>
<td>Accepting beliefs</td>
<td></td>
</tr>
<tr>
<td>Feedback</td>
<td></td>
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</table>
Consider the meaning of the word ‘run’ in the following sentences:

They has to run to catch the bus.

The race had already been run.

There was a run on the bank.

One teacher had run off twenty copies of the worksheet.

Kim had run off before the bell went.

Did you run into anyone you knew at the netball carnival?

We have run out of time.
One evening when the children returned home from school, there was no one to ___________ them.

(greet)

(a) Your teacher says ‘grill’
Prompts __________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

(b) Your tutee says ‘green’
Prompts __________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

(c) Your reader says ‘get’
Prompts __________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
Think about a learning experience that made you feel anxious, e.g. giving a speech to the whole year, learning to drive, etc.

1. What learning experience made you feel anxious? _____________________________________
   _______________________________________________________________________________
   _______________________________________________________________________________
   _______________________________________________________________________________

2. What was it that made you feel anxious? Of what were you afraid? __________________________
   _______________________________________________________________________________
   _______________________________________________________________________________
   _______________________________________________________________________________

3. Did you talk to someone else to share your feelings? Did this help? __________________________
   _______________________________________________________________________________
   _______________________________________________________________________________
   _______________________________________________________________________________

4. Think about the learning experience. What factors undermined your confidence? What factors made you feel more confident? __________________________________________________________
   _______________________________________________________________________________
   _______________________________________________________________________________
   _______________________________________________________________________________

5. Now think about being a peer reading tutor. Your student may be feeling:
   • nervous about meeting you
   • anxious about reading aloud with you
   • scared that he/she will fail
   • afraid that you might laugh at their attempts
   • embarrassed because they need additional help.
What can you do to help make your tutee feel confident? _____________________________________
   _______________________________________________________________________________
   _______________________________________________________________________________
PEER TUTOR PROGRAM

Worksheet 6

Scenario

Petra is in Year 11. She has been tutoring Helen, who is in Year 7, for several months. They have worked well together and have built a friendly, trusting relationship. Helen often talks over her problems with Petra and sometimes approaches Petra during recess or lunch to ask for advice.

Petra has a brother in Year 7. One night during dinner, they start talking about school and the other students there. Petra tells her family about Helen and what they do in peer reading. She also mentions some of the things that Helen has told her.

Petra’s brother tells other people at school and one day during an argument, another girl taunts Helen, using some of the information passed on by Petra’s brother.

Write down responses to the following questions. Then discuss them.

How do you think Helen feels? __________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

How do you think Petra feels? __________________________________________
___________________________________________________________________
___________________________________________________________________

How do you think this will affect their peer reading sessions? _______________
___________________________________________________________________
___________________________________________________________________

What do you think could happen? _______________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

What should Petra have done? __________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
PEER TUTOR PROGRAM