

Web activity 7(2) Tutoring students

One of the important aims in tutoring is to enable the pupil to 'take increased and increasing responsibility for themselves, for their academic work, for their behaviour and for their actions' (Griffiths, 1995: 76).

- a) Look for opportunities within tutor group time which can provide you with the chance for some systematic individual tutoring to one or more pupils.
- b) Think about the shared language that you will have to use.
- c) Keep a *diary* of your regular encounters during this systematic tutoring. Record your feelings and impressions of activity over several weeks.
- d) Compare these outcomes with others in your student's peer group in school. You should attempt to broaden your knowledge of other subject areas and their specific learning tasks through the sharing of good tutoring practice.
- e) Identify the 'action planning' systems already in place in the placement school to support discussion, negotiation, and counselling, with expectations that pupils will plan and review their own work. Discussions about the use Progress Files or individual portfolios, student-centred/flexible learning strategies, coursework and homework deadlines may provide alternative routes for practising important listening and tutoring skills. Try to follow the particular routines (or, alternatively, develop your own) for systematic *record-keeping* as you take on the role of tutor.
- f) Complete this activity by reviewing *the overall benefits for the students* of having a pastoral tutor who is able to oversee the learning in a wide variety of subject areas.