|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Welcome – | * Tutor introduces self and greets the tutee in a professional friendly manner.
 |  |  |  |  |  |
| Tutor to Tutee | * Tutor sits side by side with the tutee.
 |  |  |  |  |  |
| Tutee Request | * Tutor asks the tutee to state the concern they bring to the session.
 |  |  |  |  |  |
| Probe to | * Tutor asks clarifying questions to collaboratively identify the central concern.
 |  |  |  |  |  |
| identify | * Tutor works with tutee to identify the steps needed to complete the task.
 |  |  |  |  |  |
| Scope / Plan | * Tutor works with tutee to identify the session time needed
 |  |  |  |  |  |
| Focus on an | * Agenda for the session is set collaboratively with the tutee.
 |  |  |  |  |  |
| Achievable | * Tutor identifies time that will be needed for each step in the agenda.
 |  |  |  |  |  |
| Objective | * Agenda is confirmed with the tutee.
 |  |  |  |  |  |
| Align (Realign) | * Tutor asks questions to clarify tutee’s approach to learning course content.
 |  |  |  |  |  |
| To Meet | * Tutee identifies ways that they are using the course materials.
 |  |  |  |  |  |
| Tutee Needs | * Tutee describes how they would approach this or similar tasks.
 |  |  |  |  |  |
| Tutor Input  | * Tutor does not offer lengthy explanations of content.
 |  |  |  |  |  |
| and  | * Tutor models techniques to be learned.
 |  |  |  |  |  |
| Modelling | * Tutor uses Socratic questioning to encourage critical thinking.
 |  |  |  |  |  |
|  | * Tutor uses appropriate wait time to allow tutee to think and respond.
 |  |  |  |  |  |
| Tutee | * Tutor asks tutee to summarize content learned.
 |  |  |  |  |  |
| Response | * Tutor allows the tutee to self-correct as necessary.
 |  |  |  |  |  |
|  | * Tutor evaluates tutees understanding, realigning as necessary
 |  |  |  |  |  |
| Tutor Feedback | * Tutor feedback is clear and professional.
 |  |  |  |  |  |
|  | * All feedback, positive or negative, is focused on specific behaviour.
 |  |  |  |  |  |
|  | * Tutor evaluates tutee response, returning to the previous step if necessary.
 |  |  |  |  |  |
|  | * Tutor asks questions to help the tutee identify next steps.
 |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
| Resources | * Tutor asks questions to help the tutee identify appropriate learning resources.
 |  |  |  |  |  |
|  | * Tutor provides access to resources as needed.
 |  |  |  |  |  |
| Review | * Tutor affirms tutee learning in the session.
 |  |  |  |  |  |
|  | * Tutor asks tutee to summarize how they would do a similar task in the future.
 |  |  |  |  |  |
|  | * Tutor affirms tutee process application for the applicable content.
 |  |  |  |  |  |
| Closure | * Tutor allows the tutee to decide if they wish to schedule another session.
 |  |  |  |  |  |
|  | * Tutor and tutee identify an appropriate time for next session (as applicable).
 |  |  |  |  |  |
|  | * Tutor ends on a positive note and with an appropriate closing.
 |  |  |  |  |  |
| Document  | * Tutor documents session with notes and reference materials.
 |  |  |  |  |  |
| the Session | * Tutor completes a learning journals based on the session (optional)
 |  |  |  |  |  |

# Notes and Comments