

Peer Tutoring

Peer assisted learning

Peer tutoring has been shown to be an incredibly effective tool in empowering older students to assist the learning of younger students. This skills-based workshop will give your KS4 and KS5 students, the necessary skills and techniques to tutor and guide your KS3 intervention group with confidence and self-assurance.

RATIONALE

Peer tutoring is not a new idea, it is possibly as old as any form of **collaborative** or cooperative learning and has probably always taken place implicitly or vicariously (Topping 2005). Peer tutoring refers to the 'use of teaching and learning strategies in which students learn with and from each other without the immediate intervention of a teacher' (Boud 1999). Peer tutoring relies on close interaction between two or more students with learners taking **responsibility** for progress made and for evaluating their success. Peer tutoring has been shown to enhance students' engagement, communication, and independence skills. It **promotes critical thinking** and problem-solving based learning and increases the understanding of course content. Studies on peer tutoring have shown that both tutor and tutees benefit from the process. The Education Endowment Foundation finds the impact of peer tutoring on the tutors is typically even higher than it is on the tutees.

Training for staff and tutors is essential for a successful peer tutoring programme.

EEF Toolkit

OBJECTIVES

- To help students engage their own active learning and critical thinking skills.
- To equip peer mentors with the relevant communication skills to build rapport and encourage collaboration.
- To empower peer tutors with coaching skills so that they can ask excellent questions.
- To assist peer-to-peer learning and create a culture of support.

SKILLS taught and their BENEFITS

Communication skills allow you to understand and be understood by others. These include verbal and non-verbal modes of communication.

Building rapport is about creating a meaningful connection between the tutor and the tutee. It isn't about feigning interest, it's about openness, honesty and care. These attitudes are the building blocks of trust.

Asking questions is a uniquely powerful tool for unlocking another's knowledge and helping them find solutions. A good questioner knows it's about showing interest in the other and choosing their words with care.

Empathy is the ability to recognise emotions in others and to understand other people's perspectives on a given situation. Empathy enables you to use that insight to improve someone's mood and to support them through challenging circumstances.

Active listening requires you to listen attentively to the speaker, understand what they're saying, reflect on what's being said and respond in an appropriate manner.

Coaching is an important skill for peer tutors to learn if they are going to get the best from their tutees. We use the GROW model as it is an easy-to-use model and a great starting point for new coaches.

78% of students found that they "are now able to study well on my own."

Survey from 1199 students conducted by Greater Manchester Higher on MADE Training.

OUTCOMES

By the end of the workshop, your students will have:

- Engaged their own active learning and critical thinking skills.
- Developed effective strategies for clear communication.
- Developed their coaching skills.
- Increased their confidence and development of leadership skills.

GATSBY Benchmarks: 3,6
NERUPI Framework: Practise
PSHE Core: Living in the wider world

Statutory Guidance, Curriculum and Frameworks