CEDEFOP

Guidelines for Teachers - P2Peer Tutoring

Description

The 'Guidelines for Teachers – P2Peer Tutoring' handbook is aimed at practitioners in secondary VET. The guidelines include "do's and don'ts" and similar practical information to assist practitioners in their daily communication with learners.

Beneficiaries

Practitioners in secondary VET. The guidelines are to be used as a source of inspiration to improve their communication skills.

Countries

🇮🇹 Italy	🇷🇴 Romania	🇹🇷 Türkiye	🇬🇧 United Kingdom

Country/ies or organisation that developed the tool

IT, RO, TR, UK.

Date of creation of toolkit and periodicity of updates

2013

Purpose of the toolkit

Guidance on what works (to help improve the design of policies and practices).

"To act as a stimulus for reflection and personal paths that lead to a change in the communication style, resulting in an improvement of the educational activity."

Description of each of the tools

The tool is a handbook divided according to the following skills:

- **Self-efficacy and Human agency** - the concept of self-efficacy refers to how

much we are convinced of our ability to determine the success or failure of our performance.
- **Coping (facing and solve problems)** – how to deal effectively with new, difficult, frustrating or rewarding situations.
- **Social skills** – how to initiate and manage effective interactions, know behavioural styles, but also the prejudices and stereotypes characterising educational and social interaction.
- **Decision making**.

Each section provides an overview of the concept addressed as well as guidelines as to how the concept can be fostered positively by the practitioner. The guidelines include 'do's and don'ts' and similar practical information to assist practitioners in their daily communication with students.

Type of indicators used in the identification of learners at risk of early leaving

There are indicators in relation to the section on 'coping' to help identify young people suffering from stress which can be a contributing factor towards early school leaving (ESL). Different indicators are provided for children and adolescents, and for the latter they are divided according to the context (home, school and community):

- **Children**:
    - propensity to cry/scream
    - physical/verbal aggressiveness
    - apprehension
    - poor concentration

- **Adolescents**:
    - home:
        - anxiety
        - need to please
        - conflicts with brothers/sisters

    - School:
        - bullying/Antisocial behaviour
        - anger

    - Community:
        - Alcohol addiction
        - Tobacco dependence
        - Drug addiction

Type of guidance given to users

Guidelines describing the skills contained in the various chapters and providing insights/ tips as to how one can improve these skills. For example, the tool provides clear and understandable "dos and don'ts" such as the following:

be an example and do not call students to respect rules the teacher him/herself does not respect;

👍	👎
❖ Comply with times	❖ Be systematically late
❖ Carefully plan teaching schedules, materials, verification tests	❖ Improvise
❖ Return corrected tests in a short time / immediate feedback in the oral tests	❖ Separate feedback from the performance Express assessments on non-explicit and shared criteria
❖ Express "transparent" assessments, that is, expressed in accordance with explicit and shared criteria • referred to the performance • really integrated with non-cognitive parameters: progression compared to the starting level, effort and commitment	• linked to factors outside our control (mood, memory) • referred to the person (sympathy/dislike)
❖ Involve students in the assessment and encourage them to self-evaluate	❖ Evaluate ex-cathedra with the total exclusion of students from the evaluation process
❖ Respect the colleagues' work with, where possible, forms of "mediation"	❖ Disqualify the colleagues' work with negative appreciations regarding the same actions you use to do too
❖ Always look at "the big beam" in one's own eye before going to remove the others'	
❖ Avoid comments about one's own skills: the students are good observers and evaluators.	❖ Boast continuously about one's own actions: "if I were not there, guys ...." "you're lucky to have a teacher like me ""I'm always right.".

Source of information of the different tools

The guidelines are based on the socio-cognitive model and on Soresi/Nota studies at Padua University, Italy.

Link/s to the toolkit and further information

http://www.peer2peertutoring.eu/wp-content/uploads/2014/08/Guidance-teaching.pdf

The toolkit is available in PDF format.

Downloads

🔗 Guidelines for Teachers - P2Peer Tutoring

Related intervention approaches

Community involvement