



OTAK TUTOR GUIDE

TABLE OF CONTENTS

GENERAL DISCLOSURE	1
1. INTRODUCTION	1
2. WHAT IS TUTORING?	1
3. RESPONSIBILITIES OF A TUTOR	2
3.1 YOUR ROLE AS A TUTOR	2
3.2 TYPES OF TUTORING	3
3.3 QUALITIES OF AN EFFECTIVE TUTOR	4
3.4 DUTY OF CARE	6
4. TUTORING FUNDAMENTALS	6
4.1 OVERVIEW OF LEARNING PREFERENCES	6
4.2 BASIC LEARNING STRATEGIES	9
4.3 NURTURING GOOD WORKING HABITS IN YOUR STUDENT	13
5. GOLDEN STEPS TO A SUCCESSFUL TUTORING SESSION	15
6. WORKING TOGETHER WITH THE PARENTS	17
7. TUTORING GUIDELINES	18
7.1 HOW MUCH DO I CHARGE?	18
7.2 OVERVIEW OF THE TUTORING SESSION	19
7.3 THE FIRST TUTORING SESSION	21
7.4 PREPARING A LESSON PLAN	24
7.5 CHECKING YOUR STUDENT'S NOTEBOOK	25
7.6 LOOKING AHEAD IN A TUTORING SESSION	25
7.7 TEST PREPARATIONS	26
7.8 PLANNING THE REVIEW FOR EXAMS	27
7.9 FEEDBACK TO PARENTS	30



GENERAL DISCLOSURE

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1. INTRODUCTION

The Tutor Guide is designed to provide information to Tutors on how to get started and deliver quality tutoring services on the OTAK Platform. It is intended to guide Tutors to effectively manage their tutoring sessions. This Tutor Guide also highlights how to provide continuous support and have an active role in your Students' learning process, as well as manage all stakeholders expectations of OTAK's services.

2. WHAT IS TUTORING?

- a) Tutoring is, by definition, a one-to-one or small group activity where a person who is knowledgeable and has the expertise in a specific subject, content area or discipline provides tutelage, help, or clarification to one or more Students.
- b) The goal of Tutoring is to assist Students to become successful learners and increase their motivation to learn and excel. As a Tutor, you will have an opportunity to be instrumental in the success of the Students you teach and mentor.
- c) Meeting Parents' expectations to find the right tutor can be a daunting task, and it can be difficult to know what questions they might ask. Parents know that a good tutor can make a huge impact in their child's educational experience, and they want to be sure that they are making a good decision. Parents will normally ask the following questions to help ensure that the Tutor has had tutoring experience.
 - i) What makes you a good tutor?
 - ii) What is your tutoring plan?
 - iii) How will I know if the tutoring you provide is working for my child?



- d) It is important for the Tutor to read this Guide and use it to complement your passion for teaching by regularly referring to this Guide until the principles embodied here become integrated into your Tutoring approach. This will help you build and retain your Student portfolio whilst striving for excellence and satisfied clients.

3. RESPONSIBILITIES AS A TUTOR

3.1 YOUR ROLE AS A TUTOR

- a) Understanding your role and responsibilities as a Tutor is the fundamental purpose of this Guide.
- b) A Tutor, like any teacher can make a difference in whether a Student succeeds or fails. It is very important to instil confidence in your Student to help them overcome insecurities.
- c) Before committing to a new Student always ask yourself "Am I willing to do what it takes to help this particular Student succeed?" Realise the importance of your role and treat each Student you take on professionally, with a sense of commitment and responsibility. You could determine the success or failure of this young individual.
- d) The Tutor has a critical and multifaceted role in supporting the Student's academic learning. Tutoring is not teaching. It is a method for assisting the Student reach their educational goals. Tutoring is not counselling. Please note that if a Student begins discussing personal problems as opposed to working on academics, it is the responsibility of the Tutor to refocus the Student.
- e) ***Provide a Helping Hand***
The Tutor's job is to help the Student learn and problem solve on their own. Tutors do not just give Students answers; instead they help the Student to begin to learn and make their own progress towards finding a solution. Learning is a process of understanding, comprehension, application, analysis, synthesis and evaluation. The Tutor helps the Student to:
 - i) Recognise and understand the types of problems being solved.
 - ii) Understand and use the right vocabulary for the subject matter.
 - iii) Teach and practice the application of the right principles.
 - iv) Realise that everyone makes mistakes and learning from one's mistakes is a very effective way to learn.
 - v) Undertake the work themselves.



- vi) Communicate what they have learned.
- f) ***Be the Role Model***
As Tutors are successful learners, Tutors must exemplify the behaviour of a model Student. They should assess the areas where a Student may need additional assistance and take the time to share tips and strategies that work. Tutors should demonstrate the thinking process, study skills and problem-solving skills necessary to learn new information.

3.2 TYPES OF TUTORING

Parents always face a challenge in finding the right type of help for their child's studies. The following list of six main types of teaching styles will help clarify what tutoring is, what it is trying to accomplish, and what type of student will benefit from it.

Type 1 : Remediation

Remediation focuses on the Student becoming proficient in a certain area or subject. It is meant to give the Student content skills that they need to master concepts, reach benchmarks and stay caught up with peers. Remediation is best for the Student who is struggling with grade-level concepts or is falling behind in certain subjects.

Type 2 : Coaching

Coaching focuses on teaching the Student how to learn. It is meant to give the Student the skills that they need to meet academic goals and succeed. Coaching is best for Students who struggle with time management, organisation, study skills and who seem to be overwhelmed with the school workload.

Type 3 : Support

Support focuses on the combination of remediation and coaching by addressing both content and skills. It is meant to give the Student specific content skills in trouble areas while also giving the study skills needed to be successful. Support is best for the Student who seems to be struggling across the board and who is at risk of falling behind their peers.

Type 4 : Intervention

Intervention focuses on deeper level learning strategies when a significant deficiency is present. It is meant to give the Student the strategies to become proficient in certain subjects or skills. Intervention is best for the Student who is considerably behind their peers, has differentiated learning needs, and is potentially at risk of failing.

Type 5 : Enrichment

Enrichment focuses on the Student learning at a deeper or more accelerated level. It is meant to engage and challenge the Student in an area of interest or strength. Enrichment is best for the Student who wants more challenge and needs more in-depth learning to move ahead of their peers.



Type 6 : Test Preparation

Test preparation focuses on teaching the skills and techniques needed to take tests. It is meant to prepare the Student for success in taking tests. Test preparation is best for the Student who has an upcoming standardised test and the Student who struggles with test anxiety.

3.3 QUALITIES OF AN EFFECTIVE TUTOR

The qualities of an effective Tutor are:

- a) **Empathetic** - Understands what it's like to be a Student who may lack confidence, feel stressed, be overwhelmed or just not understand the material.
- b) **Honest** - Don't hesitate to admit when you do not know something. Trying to bluff your way through will only hurt the Student and your reputation in the long run.
- c) **Enthusiastic** - If the Tutor does not display passion for the subject they are Tutoring, how can they expect the Student to enjoy it? Always come to the session with a positive attitude. This will motivate the Student.
- d) **A Good Listener** - The Tutor should develop good listening skills so that they will better understand the Student's misconceptions and errors.
- e) **Always asks good, open-ended questions** - The Tutor should ask the Student probing questions in order to evaluate a Student's understanding.
- f) **Always encourage independence** – As a Tutor, you do always not want the Student to rely on you. Let them know that they must put in effort to benefit from Tutoring. Help the Student identify the strategies to be an effective learner. This can be done by having the Student reflect on how they think and learn, how they study, and how they manage/balance their studies with the other aspects of their life.
- g) **Patient** - This is probably one of the most important characteristics of a Tutor. Never act annoyed when the Student does not know something. Even if they ask the most basic questions, always demonstrate your patience. Be able to explain concepts from several different angles.
- h) **Conscious of the obligation of confidentiality** - Any personal information such as medical conditions, disabilities, test scores should be between you and the Student.
- i) **A Motivator** - Encourages the Student to strive to be the best they can, to reach their goals, to recognize their strengths, to focus on learning how to learn so that they will be successful in the future.



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- j) **An Encourager** - helps the Student to identify several alternative study strategies from which to choose.
 - k) **Allow time to think** - provides the Student appropriate "think" time. Avoid feeling like you must interrupt a moment of silence by talking. Allow the Student time to reflect. **Respectful** – always show respect for the Student as an individual, understand their struggles and be aware of non-verbal communication.
 - l) **Respectful** – always show respect for the Student as an individual, understand their struggles and be aware of non-verbal communication.
 - m) **Professional** - conduct yourself in a professional manner.
 - n) **Non-judgmental** - treats all Students as individuals who has the ability to learn no matter what their personal background or circumstances are. Be aware of and acknowledge religious and cultural differences whilst treating the Student consistently with respect.
 - o) **Helpful** - desire to help, make a difference and get satisfaction from your Student's success.
 - p) **Able to explain material in multiple ways** - understands that not all Students understand concepts the same way for the first time. Able to sense when the Student does not understand and thus willingly try another approach of presenting the material.
 - q) **Always on time, prepared and friendly** - acknowledging the Student by name when they connect.
 - r) **Constantly checking the Student's learning** - by having the Student summarise information at the end of the session.
 - s) **Sharing** - discuss successful study strategies with the Student.
 - t) **Always pays attention** and is sensitive to the self-esteem issues of each Student.
 - u) **Focus the session on the process of learning** rather than on the correctness of the answer.

An Effective Tutor **DOES NOT**:

- a) Expect the Student to hear and remember everything they've said.
- b) Say, "This is easy" or use any other phrase that might imply the Student is not smart.
- c) Put down or criticize the Student or their abilities.
- d) Solve the problem or give the answer. The Student should be holding the pencil/pen.



- e) Criticize another teacher or the assignment.
- f) Go too fast.
- g) Use profanity, make inappropriate jokes or suggestive comments to the Student.

3.4 DUTY OF CARE

- a) Whenever a Tutor-Student working relationship exists, Tutors have a special duty of care. Tutors have a duty to take or exercise '**reasonable care**' to protect students from risks of harm that are 'reasonably foreseeable' whilst they are involved in online classes.
- b) OTAK strictly requires the Tutors who use their platform to also comply with the ethical standards set out in the Code of Ethics and Conduct document. The lack of awareness or misunderstanding of these ethical standards is not itself a defence to a charge of unethical conduct.
- c) Tutors are required to preserve the reputation of the OTAK Tutoring Platform ("OTAK"). Tutors need to adhere to the principles and policies outlined in this Guide. Tutors are responsible for explaining OTAK's policies to the Student using the platform. Tutors should always report any problem or concerns to the OTAK Admin.

4. TUTORING FUNDAMENTALS

4.1 OVERVIEW OF LEARNING PREFERENCES

- | | |
|-----------------|--|
| Objective | : To equip Students with learning skills and confidence to succeed on their own and to support and encourage Students to learn to address their own needs, strengthen their weaknesses as well as improve and fully utilise their strengths. |
| Learning Styles | : The different approaches Students use to learn, or study are called learning styles. Each of us have a unique preference for how, when, where and with whom we'd like to learn or study, and these preferences help to enhance our learning potential. Learning styles do not reflect a person's academic ability or achievements. |



Rather, the styles are a combination of environmental, emotional, sociological, physical and psychological factors that influence how a person receives, processes and stores new information. A person can have more than one learning style or preference. Therefore, it is good practice to present information in a variety of ways to help encourage the Student to be successful regardless of how information is presented. As a Tutor, you must be sensitive to the signals that indicate a Student's learning style.

It is important for the Tutor to have a fundamental understanding of each learning style. Please refer to Figure 1.0: Learning Styles overleaf.

The knowledge of your own learning style and the learning style of your Student will help you:

- a) Determine why you tutor the way you do.
- b) Develop strategies to help your Student recognise their learning style and how to maximize it.
- c) Recognize how you affect others and how they affect you.
- d) Recognize how your personality type affects your Tutoring style.
- e) Provide the most productive Tutoring environment possible.
- f) Keep excellent communication with your Student/Parents.
- g) Monitor and improve work habits which include:
 - i) Good note taking and consistently doing the homework.
 - ii) How to use resources such as their teacher, the text, the Web, their friends.



Visual *If I see it, I know it!*

- Prefers to get information by seeing
- Likes looking at books, pictures, puzzles, etc.
- Strong sense of colour
- Difficulty with spoken instruction
- Trouble following lectures
- Misinterpretation of words

Audio *If I hear it, I know it!*

- Prefers to get information by listening
- Likes to tell jokes and stories
- Remembers spoken words, ideas, lyrics to music
- Difficulty following written instruction
- Problems with writing

Read/Write *If I read it, I know it!*

- Prefers to get information from text
- Likes reading and writing in all forms
- Likes lists, textbooks, handouts, etc.
- Emphasis placed on words and the meanings of words
- Difficulty with spoken instruction

Tactile *If I do it, I know it!*

- Prefers to get information by touching
- Likes to work with hands
- Learns better when physical activity is involved
- Difficulty sitting still
- Not avid readers

Learning Style Signals

- Graphics reinforce learning
- Colour coding to organize notes
- Written instructions

- Study by talking the information through with someone
- Learn by participating in discussions
- Recite out loud anything that needs to be remembered

- Write out words again and again
- Read notes (silently) repeatedly
- Summarize flowcharts or diagrams with words

- Follow your finger as you read
- Take frequent breaks while studying
- Pace or walk while reciting information on index cards
- Tracing letters and words to remember facts

Tutoring Tips

- Give visual directions and clues
- Use flashcards, maps, graphs, colour coding and other visuals to increase understanding

- Allow the Student to verbalize whenever possible
- Talk through steps in tasks
- Reinforce all visual directions with verbal clues
- Allow a lot of wait time for questions

- Utilize handouts
- List steps used to arrive at the conclusion

- Use movement to help reinforce the concept
- Use manipulative learning aids
- Use role playing
- Use the computer to write drafts, etc.

Figure 1.0 : Learning Styles



4.2 BASIC LEARNING STRATEGIES

A good Tutor can demonstrate and inculcate basic learning strategies that can be used for all subjects and tailoring it to each Student's individual needs. By trying these methods and finding out which strategy works best, a struggling Student is often able to improve their grades and excel academically.

a) *Active Listening*

For Students who learn best through hearing someone else say something aloud, active listening is a great learning strategy. In active listening, the Student repeats back to the Tutor in their own words what something means.

This activity of replying after each new point makes listening into an active, rather than a passive, behaviour. The Student is less prone to let their mind wander while the Tutor is talking when they are expected to respond back to it. This strategy is very effective in one-to-one learning situations.

b) *Taking Notes*

- i) Encourage the Student to take proper notes. They should avoid just copying correct solutions from the board. It is usually wiser to understand one or two and write these in their notebook than to copy many solutions down without understanding them.
- ii) The Student should keep all tests and their corrections in their notebook. Teachers in schools are predictable and will often ask many of the same type of questions on the examination.
- iii) The Student should always date their work so that it will always be in order. Staple, tape or glue everything in one notebook so that there are no loose "bits and pieces".
- iv) Always make it a habit to make corrections in colour so that they stand out. Leave incorrect answers there. Use colour to underline, outline or star titles, key notes, and key examples.
- v) It is wise to keep a summary of key words and examples.

c) *SQ3R Reading Method – Survey Question Read Recite Review*

This useful strategy aids reading comprehension and is especially helpful for difficult textbook material. Each part of the process is helpful by itself, so do not feel that the Student must follow all the steps. Use what works for each Student.

Survey - Before the Student begins a new chapter, they should skim the material and get a feel for the main topics and ideas in the text. The process below should take 5-10 minutes.



-
- i) Read the introduction.
 - ii) Look at the headings and subheadings.
 - iii) Look at the pictures, charts and graphs (anything visual).
 - iv) Read the chapter summary.
 - v) Look at the study questions at the end of the chapter.

Question - Use questions to guide their reading. Take the first heading in the chapter and turn it into a question before reading the paragraphs in that section. For example, if the heading is "The Chemical Reaction Process", read it as "What is a Reaction Process?" Now the Student has created a purpose for reading because they are looking for the answer to the question.

Read - As the Student read and looks for answers to the questions they created, they should use the following tips when reading:

- i) Usually the first sentence of each paragraph states the main idea.
- ii) Look for transition words such as next, for example, in contrast, in addition, to help them follow the author's point.
- iii) Make notes in the margin or in a notebook as they read. Paraphrase main points and ideas; do NOT simply copy information from the textbook.
- iv) Highlight only the most important points. Too much highlighting can make it difficult to separate the main point from support details.

Recite - After reading, look at the questions they created or those at the end of the chapter.

- i) Can the Student answer them? If they cannot, they should go back, reread the appropriate sections, and take notes.
- ii) Take the time and recite or recall whatever they can remember as soon as they finish reading.

Review - After they study any new material, it is extremely important to conduct an overall review within 24 hours for maximum comprehension and memory. They can lose 80% of what they have learned if they do not review within the next day.



d) ***Speaking Out Aloud***

Encourage the Student to speak aloud what they are thinking. By persuading them to verbalize you can hear their thoughts and help them more effectively. Many underachievers sit and try to do a problem in complete silence inside their heads. This is more of a challenge, but the Student should be encouraged to learn and speak out - and listen to themselves.

Help them to tell you whatever is going on in their head. Encourage the Student by providing all hints of success. Point out when your Student was able to talk their way even part way through a question that initially, in silence, they felt that they could not do. Encourage and egg them on! Get the Student to explain the steps to you as if they were teaching you.

e) ***Re-checking their Work***

The principle of checking and re-checking applies to all subjects. This means that you should encourage your Student to check every step of their problem twice, as they work their way through a question or assignment. Examples are like written essay and short subjective answers. The Student is required to read before, during and after they have attempted or produced a written answer. This is easily done by breaking down questions or assignments into component parts.

f) ***Memory Hooks ("MH") and Memory Mnemonics ("MM")***

The principle of Memory Hooks and Memory Mnemonics helps in learning different type of lessons or answering questions. A Student may know many rules (MH) but cannot access the needed rule when required. Each rule needs to be filed with an index (MM). When a situation arises where a certain rule is needed, the Student will recognize the trigger and can then access the needed rule. They provide a memory bridge to help you recall information that otherwise is difficult to remember. They involve rearranging or reorganizing information, which also helps you personalize the information and be a more active learner. Example – BODMAS, it is an acronym and it stands for Bracket, Of, Division, Multiplication, Addition and Subtraction. It explains the order of operations to solve an expression.

g) ***Learning from Mistakes***

As a good Tutor, you should allow your Student to gradually relax, and feel that it is OK to make mistakes. When your Student begins to gain confidence in themselves, point out how and demonstrate on how we all learn from our mistakes or errors. Always encourage your Student to risk trying to solve problems that they are unsure of, even when they might be wrong. It is OK to make mistakes, but not OK to not try.

h) ***Recall***

To retrieve a memory, our brain "replays" or revisits the nerve pathways created when the memory was formed. Repeatedly recalling information helps strengthen those connections and our memories, which is why techniques like reviewing Student notes or using flashcards will help them retain information.



i) ***Formulate Good Questions***

Questions should always be posed that encourage thinking at each of the following levels of learning. Often questions only stimulate thinking at the knowledge, comprehension or application stages. To engage the Student in active learning it is best to stimulate thinking at all levels by varying the questions asked.

Level of Learning	Type of Thinking	Examples
Knowledge (Remembering)	Remembering or identifying something without necessarily understanding it, using it or changing it.	Define... What is the sum of...? How many are there?
Comprehension (Understanding)	Demonstrating understanding of the concepts; transforming, reorganizing or interpreting.	In your own words... Compare... What is the main idea of...?
Application (Applying)	Using a general concept to solve a specific problem.	Calculate the area of... Apply the rule of...to solve...
Analysis (Analysing)	Breaking a problem down into parts and analysing conclusions to see if they are supported by evidence.	Make a graph of... Interpret the results... Does the answer seem reasonable?
Synthesis (Creating)	Original thinking, plan, proposal, design or approach.	How would you start? How many ways can you...? What would happen if...?
Evaluation (Evaluating)	Judging the value of ideas and offering opinions.	Which method is the most effective? Is there a better solution?

Figure 1.1 : Level of Learning

Adapted from Education Psychology 9th Edition. Anita Woolfolk 2004.



j) ***Be honest***

Have confidence in yourself, but don't be afraid to ask for help and guidance. Don't hesitate to say that you do not know an answer. Be willing to research the matter and get back to your Student at the next session. Your Student will enjoy finding out that you are human too!

4.3 NURTURING GOOD WORKING HABITS IN YOUR STUDENT

a) ***In the School Classroom***

- i) The Student will best understand each part of the lesson by always asking relevant questions and volunteering answers.
- ii) To focus better, it is best that the Student sits in front and centre. The School Teacher can then constantly check on them to prevent daydreaming. Sitting at the front and centre will also ensure they are paying attention.
- iii) It is wise and prudent for the Student to keep proper notes, correct all homework (preferably in colour) and keep all tests that have corrections.

b) ***At Home***

- i) Always keep a record of how much time the Student spends on homework in subjects that they are having difficulty with. Allocate enough time each day per subject and try not to work for more than 1 hour at a stretch.
- ii) Begin homework on cumulative subjects like mathematics or Science subject early, then take a break and go back to it later if necessary.
- iii) As soon as something is not clear in their homework, the Student should 'mark' that question and see their teacher with their written attempts and precise questions.

c) ***Being Online with the OTAK Tutor***

- i) The Student should always remember their Online Tutoring schedule.
- ii) The Student should constantly review and consolidate the weekly class work. If there are still sections of the work that are not clear, they should engage with the Tutor and seek explanations and undertake practise work. This will help them to achieve better understanding and success.
- iii) The Student should always ensure their school notebook, text, recent tests and dates of future tests is available during their online Tutorial sessions.



- iv) The Tutor will be trying to cover other areas of concern as well as current work.
- v) The Student if required should ask for extra Tutorials classes as needed before tests, or when covering particularly difficult work.

d) ***Missing Classes***

- i) Sometimes the Student will miss classes at school due to health or other unforeseen circumstances.
- ii) It will be a good practice to obtain and keep the phone number of friends in the same class. When possible try to phone that friend and find out what topics were covered in class, what homework was given and if any tests were mentioned.
- iii) The Student should always read over the material in the text and try the assigned homework, even for a few minutes, before the next class.
- iv) The Student if required should always try to see the teacher for a few minutes on their first day back and ask a specific question pertaining to the missed work, or at least verify that they do have the correct information on what was covered in class.
- v) The Student when back in class, should always get back into the flow. Immediately try to do what the class is doing!! This is so important, and yet most Students try to catch up in class and end up even further behind since they then miss that lesson as well.
- vi) Catching up must be done on time and must be done immediately. Amazingly, the Students who follow the above advice find that by paying attention that day they often can follow what is happening and at the same time they find that the work they missed is then clear as well. If possible, have the Tutor watch you do the missed work and don't let them tell you what to do; they should just ask questions!

e) ***Answering Skills During an Exam***

- i) The Student should always learn to budget their time.
- ii) It is best practise for them to skim over the exam and find the questions that appear easy.
- iii) They should always begin with the easy questions.
- iv) The Student should try not to become stubborn, refusing to leave one question and loose precious time.



- v) If they don't know how to do a question, write down several possible 'approaches' and make a decision.
- vi) When time is running out, always write down key parts of a solution and don't worry about finishing.

5. GOLDEN STEPS TO A SUCCESSFUL TUTORING SESSION

Step 1 Greeting and the Online Tutoring Setting

- i) Always greet the Student by name when starting a class.
- ii) Always be warm and friendly, setting a positive tone with eye contact and a smile.
- iii) Arrange ensure the environment for Online Tutoring session is conducted in a quiet and well-lit area or room.
- iv) Always ensure the goal is to set the session up for success.

Step 2 Identify the Task

- i) Always encourage the Student to initiate and identify the focus of the session.
- ii) Follow up with questions to clarify the Student's main concerns.
- iii) Restate what the Student wishes to work on so that the purpose is clear.
- iv) By keeping the Student involved in the organisation of the session, they will take responsibility of the learning that will take place. It also continues to foster their independence.

Step 3 Breaking the Task into Parts

- i) Always provide an opportunity for the Student to break the task into manageable pieces.
- ii) This approach reinforces the idea that the task requires distinct pieces to accomplish and suggests there is a sequence to accomplishing them.

Step 4 Identify the Underlying Thought Processes

- i) Always have the Student to clarify the problem-solving approach learned in the Tutoring session.
- ii) Try to help the Student discover how to approach learning the type of task with which they are having difficulties.



- iii) Help the Student understand/use information sources like textbooks, handouts, notes, etc.
- iv) This is a very important step in the Tutoring process. It helps the Student to develop a learning strategy for problems of this type and it gives them practice applying their strategy.

Step 5 Setting an Agenda

- i) Regularly discuss with the Student the amount of time necessary to complete each part of their task.

Step 6 Addressing the Tasks

- i) Regularly encourage the Student to do most of the talking and writing.
- ii) Use appropriate responses but do not interrupt the Student's thinking.
- iii) Ask the Student leading questions and allow for sufficient response time.
- iv) It is at this step in the Tutoring session that the Student learns the information.
- v) Remember that you are not the sole source of information. Textbooks should also be utilised to help your Student become proficient in using them.

Step 7 Student's Summary of Content

- i) Always give the Student the opportunity to summarize what they just learned.
- ii) Use this summary to determine if the Student really understood what was just taught.
- iii) If necessary, return to addressing the task to clarify any misconceptions.
- iv) Having the Student summarise what they just learned allows them to convert the information from short-term memory to long-term memory. Once in long-term memory the Student can begin to recall the information more easily.

Step 8 Student's Summary of Underlying Thought Process

- i) Always have the Student summarise the process of addressing this type of task.
- ii) This step is the companion to step 4 and it's necessary to have the Student summarize the thought process as they understand it.



Step 9 Confirmation and Feedback

- i) Regularly confirm that the summaries of both content and thought process of the Student are correct.
- ii) Offer positive reinforcement and confirm that your Student's understanding and knowledge has improved.
- iii) This reassures the Student that they can now do similar work independently and be successful.

Step 10 Closing and Goodbye

- i) Ensure the sessions end on a positive note.
- ii) Always thank the Student for their specific contributions toward the success of the session.
- iii) Ending on a positive note encourages the Student to continue to seek Tutoring assistance. This continued assistance will lead to more regular Tutoring sessions as well as the Student's academic independence, the ultimate Tutoring goal.

6. WORKING TOGETHER WITH THE PARENTS

- a) Some Parents might just want a Tutor to help their child with only their homework whilst other parent want a structured lesson that will cover all aspects of the subject.
- b) Building a healthy relationship and mutual understanding is critical to get the results the Parent expects from Tutoring. Communication is a key aspect to learning.
- c) The Tutor will always try to find a balance between:
 - i) Covering the required content.
 - ii) Ensuring current work is understood.
 - iii) Ensuring effective learning strategies and helping the Student become an independent learner.
 - iv) Organising and following a plan or structure for covering existing gaps and preparing for tests or exams.
- d) It is always a struggle because the Students typically focus on "how do I do this question?" and don't normally worry about overall subject revision, planning or learning strategies.



- e) The Tutor must find a balance and ensure revision work; planning and strategy are achieved to ensure long term success.
- f) It is very important that Student/Parent have a shared understanding of what they would like the Tutoring to accomplish and by what means this goal will be reached. It is important that they constantly engage with the Tutor on this matter.
- g) The Tutor will provide daily feedback and monthly reports on progress and occasionally discuss progress with regards to the Student.
- h) However, the Parent may notice something that the Tutor doesn't know about the Student's education. Also, there may be something that the Student will only feel comfortable discussing with their Parent. It is important for the Parent to reflect on progress with the Student and give any useful feedback to the Tutor so that they can better tailor their approach.

7. TUTORING GUIDELINES

7.1 HOW MUCH DO I CHARGE?

Tutors charge various fees depending on the nature, quality and characteristics of the Tutoring offered. The level of specialisation is significant to the fee, as is the level of accountability, individualisation and educational insight provided by the Tutor.

The minimum rate allowed for a one-to-one session on the OTAK Platform is Twenty Ringgit (RM20) per hour session. Tutors are not allowed to post rates lower than this amount on their profiles in their respective folders. The exact rate to be charged for each subject and levels may vary according to the Tutors ability, or discretion.

The variability of the fees is influenced by the following:

- a) Teacher Trained Tutors
 - i) Whether the Tutor is primary or secondary trained. The rates for Primary trained teachers as Tutors are typically lower than secondary trained Tutors.
 - ii) The years of experience the Tutor has got.



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- iii) The contribution the Tutor has made to the profession as evidenced through creation of resources, leadership and other professional contributions. The number of workshops a Tutor has attended in professional development is, of itself, NOT a sign of professional contribution, though it may be indicative of professional engagement.
- iv) Whether the Tutor is proficient, highly accomplished or has achieved another level of professional expertise as recognised by a national teaching standards body.

b) Non-Teacher Trained Tutors

- i) University Students who are training to be teachers.
- ii) University Students undertaking a course of study in the subject matter that is the focus of the Tutoring.
- iii) Non-teacher trained discipline specialists whose knowledge and skill has arisen by virtue of experience on the job.

c) Undervaluing Services and Discounts

Tutors typically undervalue the amount they should charge and are therefore vulnerable to 'giving too much' without appropriate recompense. It is therefore recommended that where teacher-trained Tutors are unsure of how much to charge, they should check and see what the industry average is. This is important as undervaluing services can make a Tutor feel devalued for the provision of professional and expert services.

Charging a higher price can then lead to discounting later if the need arises. However, it is very hard to increase fees once a price has been established. But if the Tutor is successful and in demand, raising prices might work well.

In summary, fees will vary depending on several factors. However, price should realistically reflect the value of the professional service offered.

7.2 OVERVIEW OF THE TUTORING SESSION

a) General

- i) Try to maintain a consistent appointment time (e.g. 6:15pm on Tuesdays and Thursdays).
- ii) Complete the Daily Feedback Report, with a brief summary of each session for each Student.



- iii) When you receive an enquiry or message from a new Student/ Parent in the Feedback section, you should contact the Student/Parent within 24 hours. Respond to them immediately otherwise they will lose interest by the time you contact them or will develop negative impression of you and/or OTAK. People hate waiting around for their service provider to call them. Once you have discussed with them, direct them to your Tutor profile to make the bookings.

b) **Before Each Session**

- i) Log-on on time.
- ii) Have a basic lesson plan prepared for each session.

c) **During Each Session**

- i) Try to follow your prepared lesson plan, but adjust it to fit any immediate needs.
- ii) Spend quality time teaching your Student the Learning Strategies within the context of the content being studied, not as a separate component. Always encourage your Student to use these strategies, at home and at school!
- iii) Every regular session should include a complete check of all areas of your Student's activities in the subject being tutored: school notebook and homework up to date, the Tutor-assigned homework complete and ask if a test is scheduled or was returned.
- iv) For the first few weeks with a new Student, never tell your Student, "This is difficult", or "I don't know". Your Student often thinks their Tutor is an 'Einstein' so if the Tutor finds the work difficult your Student will believe that it is impossible! If there is a question that you cannot answer, say that you will come back to it and approach a new task with your Student. Later, determine the answer on your own so that you can return to the problem area by the next session.
- v) Once you have developed a good rapport with your Student, it becomes possible to say, "I'm not sure how to approach this" and either explore it together or come back to it at the next session. When your relationship has been established, it will often really benefit your Student to realise that even their 'wonderfully smart' Tutor can have difficulties, so it becomes OK for your Student to have difficulties also.
- vi) The Tutor tries to remain the 'good guy' to the Student. For minor misdemeanours, the Tutor should be able to get the Student back on track without hurting their relationship. For more serious misdemeanours, such as often not doing homework, not telling you about upcoming tests, losing notebooks, misbehaving or not cooperating during Tutoring session, you should discuss this separately with the Parents after the session.



- vii) If you are asked questions by the Parent about progress, do not be overly positive! If you say everything is great and your Student fails the next test, the Parent will justifiably be upset. But if you voice some concerns and the Student does not do well, the Parent is prepared and if the Student does well, the Parent will be very happy.
 - viii) You may want to keep brief notes as the session progresses on what went well and what areas are concerns so that you can provide feedback to the Student or their Parents.
 - ix) Before ending the session, discuss and record down the date of your next session with the Student.
- d) **After Each Session**
- i) Fill in the Daily Feedback Report.
 - ii) Highlight concerns or questions that you may want to discuss with the Parent later.
 - iii) If you have any serious concerns, you may contact the Parent to discuss.
 - iv) Make a detailed lesson plan for the next session.

7.3 THE FIRST TUTORING SESSION

THE LESSON PLAN

- a) **Introduction - 15 minutes**
- i) Introduce yourself and get to know one another.
 - ii) Check the details of your Student.
 - iii) Make sure that your Student has a separate folder for their work with you. Explain how you will be assigning some homework in addition to the school's homework, but it will usually require < 30 minutes about twice a week.
 - iv) Go over the Learning Strategies in Section 4.2 of this Guide.
 - v) Encourage your Student to consult their schoolteacher once a week for extra help. It is to establish a good rapport and you will be checking on this.
 - vi) Ask your Student for the current work from school. If they don't have it today, they should have it for next week.



b) Ask whether a test is scheduled soon

- i) If yes, spend time helping the Student prepare for that test. Refer to Part 7.7 of this Guide.
- ii) If no - tell your Student to contact, you as soon as a test is scheduled to arrange a Test Prep session.
- iii) Ask if they have had any tests/quizzes. Ask for the results and record these results in your own Daily Feedback Report.
- iv) Ask your Students to send you the marked test papers to keep on your own Student History Sheet for progress reports.

c) If no test preparation necessary, spend some time on current work

- i) Try a question from current work schoolwork.
- ii) Make sure your Student is Talking Aloud and Rechecking their work and other relevant Learning Strategies – these strategies need to be taught and reinforced as you work with your Student and should be monitored continuously.
- iii) If they need help with the current schoolwork, spend time on those concepts.
- iv) Note their difficulties and briefly include in your Daily Feedback Report.

d) Spend time looking at previous work and checking their work habits

- i) Is it up to date?
- ii) Are there labelled notes?
- iii) Are these notes dated?
- iv) Are corrections done in a manner that will assist in future review (such as in a different colour from original answers and the original left there)?
- v) Explain how to make Visual notes in their notebook (Clouds with key words, use of different colours, starring difficulties, etc.) and that these notes are used as Memory Mnemonics.
- vi) Try a question to test any of your Student's difficulties.
- vii) Consolidate key ideas taught so far.



- e) **Assign homework, usually < 30 minutes about twice a week**
 - i) Base the homework on past as well as current areas of difficulties.
 - ii) Tell your Student to practice the strategies that you have taught them at this session both in this homework as well as at school and regular homework.
 - iii) Remind your Student that you will be looking for written evidence of attempts at homework - not just answers.
 - iv) Throughout this Guide we refer to "homework < 30minutes about twice per week". This is obviously context dependent. 30 minutes of homework may be enough for a Student in Standard 6 but not a Student in Form 5. You be the judge and make sure you set whatever is required, even if it seems like a lot!
- f) **Arrange a time for next session. Enter the date and time of the next tutoring session on the OTAK Platform**

Important Note

The first lesson is the foundation of the relationship between you and your Student. If they get a negative impression it will be harder to fix. The first lesson is more about proving yourself as a good Tutor than it is about the subject. Generally, the Parent wants to know if you can get along with their child and that you know what you're doing. Once the Student and Parents trust you, Tutoring will be more comfortable and effective. Some ideas to help demonstrate your competence:

- i) Reflect on other Students you have helped and your own experiences with the subject matter to demonstrate that you know what it takes to succeed.
- ii) Review the syllabus before your first lesson (can be found on Rancangan Pelajaran Tahunan in OTAK's Library). Let the Student know that you have done this and will be aligning the Tutoring sessions with their syllabus.
- iii) At the beginning of the first lesson tell the Student the structure of this first lesson and what you will be doing today to get orientated. This shows leadership.
- iv) At the end of the lesson ask the Student what they thought and let them know that it usually takes a few lessons to develop a good working dynamic and learning momentum.
- v) Smile and be friendly but also be professional!



7.4 PREPARING A LESSON PLAN

For an effective Tutoring session, a brief lesson plan should be prepared before each session.

- a) A 5 to 10-minute quiz of previous work done, either school-assigned or Tutor- assigned. During this quiz, look over your Student's school notebook and homework.
 - i) Notes from school should be dated and complete – never let your Student get away with "the teacher didn't give us any notes". Every day of class, except test days, should warrant a complete set of notes! Questions taken up in class should all be documented in your Student's notebook plus all the hints they pick up as the teacher explains a concept or a difficult question.
 - ii) Your Student should have a small amount of homework assigned by you (usually <30 minutes twice a week).
- b) Approximately 1/3 of the session should be spent going over past difficulties or gaps in content. The strategies that are currently the most important for your Student should be practiced concurrently with the content! Comments on and assistance with difficulties that you find in your Student's notebook should also be covered. If a test is returned, going over the test would be done here.
- c) Approximately 1/3 of the session should be spent on your Student's current difficulties. This portion of the Tutorial is Student-driven. It is essential that your Student feels they can get help where they feel it is important to them. Point out wherever possible that the use of a certain strategy would have made a difference. For example, if a careless error was made, have your Student redo the question while rechecking, and point out how they could do it correctly.
- d) The remaining 1/3 (or less) of the time may be spent on looking ahead. Only hit key concepts coming up, not the smaller details or incidental concepts. Through this approach, many Students begin to feel confident in class for the first time and it is a great confidence booster.
- e) The last thing you do is assign appropriate homework. Preferably this homework will be on past gaps or concepts learned earlier at school. Tutor-assigned homework should not be on current work at school; that work should be done in your Student's regular school homework. Usually, homework is 30 minutes about twice a week.

Important notes for special lesson plans:

- a) The first few sessions of Tutoring are critical. It is more important to get your Student 'on side' then to follow all the above guidelines. Let your lesson plan be mainly Student-driven if that is what your Student wants. You can explain your targets for future lesson plans to your Student and gradually ease into the suggested lesson plan above.



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- b) Before tests, focus on revising the necessary materials.
 - c) For the looking ahead part, refer to your lesson plans.

7.5 CHECKING YOUR STUDENT'S NOTEBOOK

- a) You should always check your Student's digital notebook (if any) to ensure that there are well written notes for every Tutoring session.
- b) For every session, there should be a grade-appropriate number of minutes spent on written attempts at homework.
- c) All questions should be checked and marked.
- d) If an answer is incorrect, there should be a "*" and a corrected version (preferably in color) beside the incorrect one [incorrect answers should never be erased].
- e) The notes and the homework should be dated and in order.

Please do not protect your Student– it will backfire on all of us if you do.

Let the Parent know as soon as there are repeat occurrences of any of the following:

- a) If your Student digital notebook is not updated or not with them.
- b) If your Student says "no homework was assigned".
- c) If notes and/or homework is missing or reportedly left at school.
- d) If questions are not checked and/or corrected.
- e) If you have any concerns at all.

7.6 LOOKING AHEAD IN A TUTORING SESSION

Focus on

- a) You should always check your Student's notebook to ensure that there are well written notes for every Tutoring session.
- b) For every session, there should be a grade-appropriate number of minutes spent on written attempts at homework.



- c) All questions should be checked and marked.
- d) If an answer is incorrect, there should be a "*" and a corrected version (preferably in color) beside the incorrect one [incorrect answers should never be erased].
- e) The notes and the homework should be dated and in order.

By

- a) Using textbook examples and keep it simple.
- b) Trying to draw ideas from your Student, whilst explaining concepts in the new topic.
- c) Making sure these concepts appear neatly organized in your Student's Tutoring notebook, complete with hints, clouds, arrows, color, etc., so they can study from them.
- d) Getting your Student to practice the new concepts on simple questions from the exercises. These examples should not be too difficult to avoid 'scaring' your Student. This helps your Student to know what is going on in class and feels 'smart' as new topics are introduced in class. This is a good way to build the foundation for the topic whilst boosting your Student's self-confidence!

By looking ahead with you, your Student will begin the cycle: confidence -understanding –more confidence!

7.7 TEST PREPARATIONS

Before

- a) An extra Tutoring session should be scheduled for a test whenever possible.
- b) Schedule the Prep as soon as the date is known. Your Student should contact you as soon as tests are scheduled. Make sure that your Student and the Parent understand this.
- c) Prep should be the day before the test, or as close as possible.
- d) If possible, give a sample test as homework at the session before the Test Prep. This is to be done as homework before attending the Test Prep.

During

- a) Your Student should attend the Test Prep having studied for all types of questions that may be on the test. Remind your Student and the Parent of this at the session before the Test Prep. Your Student should mark all questions that they are unsure of with '*'.



b) Proposed timing for Test Prep

- | | | |
|--------------------|---|--|
| 1/3 of the session | : | Student directed review - help your Student with difficulties that they ask about. |
| 1/3 of the session | : | Tutor directed review - hit the areas that you know your Student is weak in. |
| 1/3 of the session | : | Survey all topics that will be on the test by sampling every type of question.
Does your Student recognize how to begin?
Can your Student explain how they would do the question?
Forego the mechanics of "doing" the whole question. |

Your Student should be doing 95% of the talking and the writing – your job is not to spoon feed the information but help your Student think and recall!

- c) Spend the final few minutes going over concepts that you are confident your Student does know – leave your Student at the end of the session feeling positive and confident!

After

- a) A brief report should be written in your Daily Feedback Report after each Test Prep, outlining your Student's efforts before coming to Test Prep, during Test Prep, topics reviewed, and your Student's understanding of the topics at the end of the Test Prep.
- b) If possible, keep a record of the marked tests and the score obtained in your own Student's History Sheet for progress reports.
- c) The marked test should be analyzed with your Student. Note the types of mistakes made and any improvements in your Daily Feedback Report .

7.8 PLANNING THE REVIEW FOR EXAMS

The following is written from the Student's point of view. Help your Student tick off all the boxes!

Preparation (begin at least a month before exams):

- a) Select a quiet area in which to do your studying.
- b) Prepare a list of all your examination.



- c) Make or buy a large calendar to place on the wall.
- d) On the calendar, fill in subjects to be studied – when and for how long.
- e) Check with each teacher exactly what topics are going to be covered in that exam.

Exam Writing Skills (these should be taught throughout the review):

- a) First look over the entire test briefly and spot the easiest questions. Begin with these.
- b) Briefly recheck each step in the solution as you work through it.
- c) Budget your time.
- d) Avoid becoming “stubborn” with one question. Watch the time spent on each question and ‘cut your losses’ and move on when unable to continue with a question. Be sure to leave all your attempts/working written down so that part marks are a possibility.
- e) Write out as much as possible for your solution so that you will receive part marks even if your answer is incorrect.
- f) Never erase or cross out a solution until you have something better to take its place.
- g) If time becomes a problem, write an outline of how you would solve the remaining questions.
- h) If part b) of a question depends on part a) and you can’t do a), make up an answer for a) and use it to solve b).
- i) Check over your paper, looking for errors or omissions.
- j) Try to relax and focus before starting the exam, using whatever method works for you e.g. practice deep breathing and mindfulness.

With each subject:

- a) Plan a backwards review, beginning with the most recent topics and working backwards so that you are reviewing the most distant topic closest to the exam.
- b) Plan a complete review of all the topics close to that exam.
- c) Collect all your tests and use them as a study guide.
- d) Photocopy any notes or tests that may be missing.



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- e) Plan where you are going to write down your review work – perhaps in the back of that subject's notebook. Keep your review notes organized - use hi-lighters, clouds etc.

With each subject:

- a) This will vary from subject to subject, but the key thing to remember is to be consciously active in your review. It is easy to convince yourself and your parents that you are working hard, with a text open in front of you, good music in the background and the handphone handy!
- b) For subjects like Maths, the most important way to review is to DO questions. Your best source of questions is your old tests. Reading about "how" to do them is worse than useless unless you actively try to do questions on your own. Summary pages may be important but should only occupy a very small fraction of your time.
- c) For subjects like history, jotting down key ideas as you read will be crucial.
- d) For subjects like science, a combination of the above is useful.
- e) For all subjects, your old tests give you the best indication of what your teacher will be looking for in the examination.

Engage help in needed areas:

- a) Clearly mark areas of difficulty so that you can ask for help.
- b) Your first source of help should be your teacher, and then parents or friends.

Hints:

- a) Try to stick to the schedule that you set up.
- b) After a good study session, plan a favourite past-time or treat.
- c) Beware of the distraction your phone/social media etc .
- d) Be careful if studying in a group – make sure you are getting enough done for yourself.
- e) Get enough sleep especially the night before the exam. Drink plenty of water and eat healthy nutritious meals.



7.9 FEEDBACK TO PARENTS

Providing feedback to Parents is a great opportunity to:

- a) share academic progress and growth based on observations in Tutoring session and homework.
- b) learn from parents so you can be better informed about your Student's strengths, needs, behaviors, and learning styles.
- c) discuss enrichment or intervention strategies to support your Student's learning.
- d) discuss issues that may be interfering with your Student's learning and growth.

Tips to providing Feedback

- a) It is better to write a negative note in a questionable situation, than to be too positive. Remember, you are accountable to the Parents for anything you write in the Feedback, and it is much easier to accept a higher than expected performance, than a lower than expected performance.
- b) Open with positives. Remind the Parents that the goal of the feedback to share information about your Student's academic progress and growth. All Parents are proud of their children and want to hear about their child's strengths as well as challenges, so be sure to discuss both but start with the positives.
- c) Ask the Parents for their input about your Student's strengths, needs, and learning styles, as well as their hopes and dreams for their children.
- d) Plan provide suggestions for activities and strategies to support learning at home.
- e) Be honest. It's your responsibility to give the parent an accurate assessment of your Student's academic progress. Sometimes this means delivering bad news. Sugar-coating the facts defeats the purpose of the feedback.