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# THE GUIDE TO PEDAGOGICAL TUTORING

## for teachers and supervisors

### Observation

During juvenescence, a lot of young people discover many talents, potential and resources within themselves. However, they do not know how to use and develop them or even if they can and should do it. If within such a young man, there is will that we could call an initiative to do something of a constructive manner, it is a duty of every parent, supervisor, teacher or a pedagogue to support this will and ideas of that person, and help them in their actions, so they lead to a certain effect - the success.

The best way of growth is trying our skills out in various fields, circumstances and situations, so that the young person could gather as many pieces of information about themselves, their abilities, strengths and weaknesses, and develop self-confidence, gaining more and more experience and knowledge. The only issues that could stop them from developing are fear, failure, loneliness, low self-esteem, unfriendly environment and the lack of recognition and support from the environment. It often happens that all these things arise at the same time, and the teenagers give up because they find it hard to break their initiative through. They give up, lose the value of their actions, faith and hope that they are actually able to do many things and that their plans can be achieved.

It might seem that nowadays young people have an access to everything they want, and they can do everything but there is a problem that takes away their life-giving power of working, creating and undertaking risks. Young people do not know what they want. Even if we build the greatest sports centres, laboratories, trails in nature and modern museums, but young people do not know what they want, they will be empty, frustrated, bored and convinced that trying to act in any field is pointless.

It happens because the educational and upbringing systems are based on imposing on the children, and then on the young men, some ready programmes and patterns without asking for their opinion, needs or desires. The students are expected to adapt

and implement the ready solutions. They are expected to work in this system of norms and rules, that are enforced by rewards and punishments. Such qualities as exceptionalism, individualism, strengths, talents, various potentials, types of intelligence, ways of learning and comprehending, as well as the IQ level are not considered in the educational system. All students are put against the same mark scheme and are given the same learning objectives. They do not have any voice or influence on what happens, and they undergo the process of studying under constant competition, grading and critique.

Due to such situation, the natural conditioning of every child to follow what's important for them, what they want and need, vanishes. That leads to the ceasing of taking initiatives.

To avoid this scenario, we decided to help our students to find their own passions, inner motivation and hobbies. We wanted to give them a chance of pursuing their initiatives, so they become responsible, self-reliant, self-confident and mature people who know, what they can, who they are, what they want to achieve and who bravely make their dreams and goals come true.

**Tutoring** is a method of working with students, that lets them discover new spheres of themselves, that have been hidden as a result of impersonalised education. It aims to dig out what's important but has not been named yet, to give a meaning to making choices and education, as well as to inspire to becoming more and more mature, responsible, self-confident and self-reliant adults, who follow the path of their self-development based on their interests, needs and desires.

### **What is tutoring?**

**Tutoring is a method of working with children in the area of their personal and educational development and upbringing.** It operates based on personalised education, what means that the centre of the tutor's work is the child. The tutor perceives and acts upon the child holistically, creating a relationship based on mutual respect, trust and freedom. This work happens in a process, and it is based on a dialogue. The process is development-oriented and its main area is character, values, beliefs, opinions, the perception of the world, emotions, feelings, needs and upbringing - one could say that the development happens in the body, soul and spirit.

**During the regular meetings of the tutor with the child, that are called tutorials**, there is a dialogue between both sides. The talks happen every two-three weeks and they last from 20 minutes up to around 45 minutes. Such talks focus on the personal development of the student, as well as discovering and using his / her strengths, potential, talent and interests. It can also be centred around social development - in such case, the tutor goes through different real-life scenarios that touch the norms of functioning in a society with the student.

The aim of working with the children is making them aware of their resources and possibilities, as well as what they can do to become more independent, responsible, confident and self-reliant. The children recognise what they have, and what they can do. This creates the possibility to discover who they are. Our desire in this process is that they develop and take responsibility for their attitudes and actions, become self-reliant and engaged in reaching their goals and desires by cooperating with others. This way, children learn how to work based on their inner, not outer motivation, collaborating with others, for their own development and for the benefit of their environment.

**The process is based on an honest and authentic relation between the tutor and the child**, and trust, freedom and reciprocal respect are its foundation. The talks take a shape of a dialogue and do not resemble the ones that teachers lead, in which one side dominates over the other one, using instructive language. In this dialogue, both sides articulate their opinions and observations, as well as express their thoughts and emotions, respecting each other. Students create own views and discover their values and convictions that give the meaning to their lives and to how they perceive the world.

While working, **the tutors are authentic** (they are themselves, do not pretend anything, they are honest and do not bother themselves to be experts), **they are the companion** (they share the children's world, helping them discover and understand it better), **the inspiration** (coaches ask difficult questions, force to think and seek solutions, direct, support and motivate to take action) and **the guides** (mentors who share their experience if there is a need to, and show the possible directions of development).

In general, the tutor focuses on the children's good and development. All these actions take place while having the parents extremely involved in the process.

### **Main rules of the tutor meeting:**

1. Every student has resources and potential - the tutor's task is to discover them, make the student aware of them and encourage to use them;
2. Every student is good, smart and creative - the tutor's task is to believe in their strengths and extract what's good in them;
3. The dialogue and actions of the tutor with the student are based on openness, honesty, trust, 100% involvement, respect and authenticity;
4. The student and the tutor are equal partners in their actions and talks - the tutor and student's task is to mutually respect their beliefs and convictions; tutor is the one who encourages the student to expand their horizons while maintaining the feeling of mutually respecting their dignity;
5. Authenticity consists of not pretending to be someone else, but honestly speaking up, saying what we think and believe, instead of saying what others think, what is the popular opinion, what all people do or say;
6. During the conversation, the tutors use their knowledge and experience, share their experience - not to give ready solutions or instructions, but to show different aspects and solutions and to stimulate the students to broaden the horizons and give them a wider spectrum of opportunities to make their own deliberate choices;
7. Conversation cannot be based on judgment, we do not use phrases like: you must, you should, it is necessary to;
8. The basic tutoring tool is questions that reveal various dilemmas, force children to refer to themselves and express their views personally - all to make life more conscious.

### **The key questions**

1. What do you think about it?
2. What do you feel in such situation?
3. What would you do in this situation?
4. In your opinion, what are the possible solutions to this?
5. Which solutions do you choose?
6. Would you like me to tell you what I think about this?

## The aim of the tutorials

During the tutorials, the aim is to collectively set goals for the students, that they will achieve in the near future, and to state tasks in time that will lead them to achieve these goals. It is a planning process that we can divide into the following areas:

1. **Aim: what** do we want to achieve?
2. **Tasks: what** do we need to do?
3. **Strategy: how** to do it?
4. **Timing: when**, until when to do it?
5. **Help: who**, what can help me?

After setting goals and planning the task, the tutor's role is to monitor and motivate the students to achieve their goals. After achieving the goal, evaluation and celebration of the success take place. On the way to achieving the set goals, the work also includes shaping traits of character that help in achieving goals. It also affects many different contents related to the failure, perseverance, diligence, internal involvement, responsibility and desires. There is also a process of extracting internal resources, character traits, skills and strengths as well as working on the weaker points.

## Tutoring in practice

The plank of the programme is that the mentee has two individual meetings a month, which gives the frequency of one meeting every two weeks. Each meeting lasts from about 20 to 45 minutes. After taking into account the periods of holidays, winter break and days off from school, it sums up to about 15 meetings during the entire school year.

Parents need to write a permission and give their consent for the child to take part in tutoring and deliver it to the tutor. The tutoring team includes a group of teachers trained for this purpose, who are at the same time teaching staff of the school, with appropriate qualifications.

On average, there are 2-3 students per one tutor. Before the tutorials start, students choose the tutor with whom they want to work all year round. Students have time for it in the first month of school - September, and meetings begin in October.

The tutors try to cope with the number of students who chose them. If after three months the tutor did not establish a sufficiently strong relationship with the mentees and together they came to the conclusion that there is no "chemistry" between them, it is possible to change the tutor.

During the first meeting, the tutor establishes and discusses a mutual contract, which includes the mentor and the tutor. Below there is a sample contract. During the first few meetings, the tutor builds a relationship with the student based on trust, honesty and respect. They also build their "student map", which means they learn about the students' interests, strengths and weaknesses and character traits. Then they mark the initial direction of change and development of the student. The document that helps in this process is entitled 'Student's Map'.

Tutorials are recorded using a document created specifically for this purpose. This document is called the 'Tutor's worksheet'. After each meeting, the document goes to the person that supervises the work of the tutors, to monitor the cyclicity of meetings and following the chosen path.

After several meetings, a new document called 'Goal Planning Sheet' is created. Such a document is based on the student's strengths.

In this document, the tutor in cooperation with the tutee sets goals to be achieved by the student. The student's potential is developed on the way to achieve goals. The goals are set in three areas: knowledge, interests/talents, and character and attitudes, and are divided into weaknesses and strengths.

During the school year, each tutor is required to conduct at least two triangulate meetings in the group of the student, the parent and the tutor. At this meeting, the development of the mentee and subject matter of the conducted tutorials are discussed. The first such meeting takes place after the creation of the "Goal Planning Sheet" to present to parents the designated direction of development and goals that the student set for himself.

Every 4 weeks there is a supervisory meeting for tutors. It has a character of a training and a workshop. Its purpose is to discuss organizational matters, specific cases, as well as short supplementary classes.

## A sample process of setting goals

### 1. Getting to know each other/building a relation:

**a. Gaining knowledge about the student** (hobbies, passions, strengths, desires, dreams, needs, weaknesses, favourite movies, books, heroes, music, etc.)

**b. Signing the contract** – a bilateral agreement, in which the rules agreed upon are written down and which will be applied during the meetings and the relation maintaining.

### 2. Establishing the goals:

**a. What I want to achieve in 3 fields:** 1) knowledge, 2) skills and talents, 3) character – attitude, behaviour (such set goals determine the spheres in which we will be expecting a change, development, and will help us differentiate it from what we do not want and what we will be avoiding). We set the goals according to the SMART rule– they should be specific, measurable, assignable, realistic and time-related.

**b. We write down the signs and signals informing us that the goal has been achieved.**

### 3. Planning:

**a.** What do you have? (your strengths)

**b.** What don't you have? (your weaknesses)

**c.** What are the opportunities and chances that occur and you could use them?  
(supporting outside factors)

**d.** What difficulties might you face? (destructive risks you might face)

**e.** How can you deal with the obstacles?

**f.** What exactly do you need to do? By what date? (tasks, deadlines)

**g.** What else will you need?

**h.** Who can help you?

**i.** How will you know that you are on the right path?

**j.** What exactly must happen to you to achieve your goal?

#### **4. Monitoring:**

- a. What stages are you going to divide your work to?
- b. How will you present them?
- c. How are we going to stay in touch?

#### **5. Motivation (inner and outer):**

- a. Why do you want to achieve this? What is your purpose?
- b. What kind of benefits will it give?
- c. What will you lose if you do not reach your goal?
- d. What will change when you reach your goal?
- e. What will you not lose if you do not reach your goal?

#### **6. Evaluation:**

- a. What do I consider to be my greatest success? What contributed to it?
- b. What did not work? Why?
- c. What can I improve in future?
- d. What did I receive from my tutor?
- e. A piece of good advice for myself:
  - *I will... more often*
  - *I will... more rarely*
  - *I will start...*
  - *I will stop...*

#### **7. Celebration**

### **Sample course of tutorials from the getting to know stage:**

1. What are you interested in?
2. What books do you like reading?
3. Tell me three titles that matter to you, please.
4. What is relevant and important to you in these books?
5. Which movies do you like to watch the most?
6. Please, tell me about your three favourite movies that you have seen this year.
7. Why did you find them interesting?
8. How do you choose which movies to watch?
9. What kind of music do you like listening to?
10. Since when have you been interested in this genre?
11. Why are you more into this genre than the other ones?
12. What games do you play?
13. Why do you play these particular games?
14. How do you spend your free time?

### **Sample course of tutorials from the stage of developmental character:**

1. We have 20-45 minutes for each other. Is there anything, in particular, you want to talk about?
2. Is there anything that you would like to accomplish or solve, but you do not know how? (dreams, problems, interests, desires)
3. What from the things that you have mentioned, do you consider the most important?
4. Imagine how would you feel at the moment in which you accomplished it.
  - Who would you tell about it?
  - What would you say?
  - How would you celebrate this achievement?
5. What benefits will achieving this goal bring to you?
6. What will you lose if you do not set such a goal?
7. What do you need to achieve it?

8. What tools do you have already?
  - Your financial resources
  - Intellectual resources
  - Emotional resources
  - Spiritual resources
9. What ways of reaching this solution can you see? Which one seems the most sensible to you?
10. What tasks do you have to complete to reach it?
11. How much time do you need for it? (setting the deadline)
12. What stages are you going to divide your work into?
13. When and how will you inform me about it?
14. What would you like to talk about next time?
15. Agreement on the time and place of the next meeting.

### **Sample course of tutorials of upbringing character:**

1. I know that something like that happened... Tell me, how do you feel in such situation?
2. How do you think other participants of the situation feel? (also a father, a mother, siblings, colleagues)
3. What could (should) happen so it would not happen?
4. What were the direct causes of it?
5. What were the indirect causes of it?
6. What should happen so that others feel good (better) in this situation?
7. What should happen so that you feel good?
8. What can you do to achieve it?
9. What ideas related to it do you have? (a few)
10. What do you lack for it to happen? How to gain it?
11. How will you feel once you accomplish it?
12. What other benefits will occur when you achieve your goal?
13. When will you do it?
14. How and when will you let me know about the effects?

## Sample tutor contract

The contract is to write down the rules we follow together during the tutoring. The contract can be signed by the student and the tutor, but it does not have to. It depends on their individual arrangements.

1. **Punctuality** – we meet the deadlines and start the meetings on time. We respect our time. We inform each other if we want to cancel a meeting.
2. **Commitment** – we prepare for a meeting to make the most of our time.
3. **Honesty** – we speak honestly about our expectations, doubts or issues that we are not satisfied with.
4. **Authenticity** – we talk about ourselves, not about others.
5. **Freedom** – we do not force ourselves to what we do not want to do.
6. **Responsibility** – we care about the success of our actions.
7. **Respect** – we respect our opinions and each other.
8. A sense of humour :-)
9. We are allowed to add to this list.