

1. Role of a Peer Tutor

As a peer tutor, there is no strict set of guidelines for you to strictly abide by, as you should be able to adapt based on the situation and your tutee. Generally, your roles and responsibilities are as follows:

- Clarifying any doubts, answering any queries brought up by tutees.
- Be sincere and thorough in explaining concepts and address key conceptual errors from the tutees. Request for some time to respond if unclear about the question posed, and conduct your own research/check with teachers in school.
- In some cases, periodically checking up to see if they are keeping up with the subject.
- Provide practice questions relevant to the topic when requested. Eg:
 - school resources,
 - TYS questions or
 - source for past year questions online
 - Any other resources that you have the answers prepared for, such that you can use them to explain concepts, techniques to your tutees.
- It is perfectly fine if you aren't able to answer all the questions posed! We have all been down that route ourselves, and rest assured that what really matters at the end of the day is having been able to have made a positive impact on someone else's life!
- Tutors are expected to be at their best behaviour, exercising respect and patience at all times.

2. First Contact with Tutee

1. Initiate contact with your tutee through the “chat function” of Ascademy portal once a pairing has been found for you. Introduce yourself, and exchange contact information to continue your conversation on another platform (WhatsApp etc). We encourage you to communicate with your tutee via more convenient means such as Whatsapp once both parties have shared each other’s contact information via the Ascademy function.
2. Identify the areas that he/she requires more assistance in.
 - For example, specific topics or specific skills (essay writing, etc).
3. Decide on a structure to accommodate the tutee’s needs. (Consultation style, lesson style, weekly/twice a week/ad hoc, etc)
4. Plan for your first session, prepare some content before your first meetup with your tutee.
5. Arrange a date and time for you to have your first session.
6. Notify us on the first session timing using the Google Form that we will be sending to you.
7. Remind your tutee prior to the session and be punctual for the first session

3. First Session with Tutee

Set expectations

We hope that your tutoring journey would be a fruitful one and hence it would be important for you to start on the right note with your tutee to have meaningful tutoring sessions. Here are some **expectations** for your first session which you should set with your tutees to start off on the right foot!

1. Tutors may not be able to answer all your questions as fast as we want to because of other commitments.
2. Be punctual for all sessions, and respect one another as peers.
3. Do not expect the tutor to know the perfect answers to all questions, they are students too!
4. Be prepared for each lesson so that nobody’s time is wasted (for example, tutees should bring questions and the tutor should have sufficiently revised, or have relevant

materials like notes ready, to be able to support the tutee).

Work out a tutoring style with tutee

You could also detail how your **preferred style of tutoring** is like, but do try to tailor it to the needs of your tutee to further value-add to both of your learning. Here are some ideas for different approaches to your tutoring sessions:

1. The tutor prepares a lesson plan and practice questions to complete during the session. The tutor also goes through the questions they prepared during the session, and the tutee's personal questions can be brought up any time of the week via Whatsapp.
2. The tutor does not give lessons, instead, he prepares a set of questions (or a past year paper) to attempt along with the tutee. Questions and solutions can be discussed and explored during the session and tutee's personal questions can be brought up any time of the week via WhatsApp.
3. The tutor does not receive personal questions outside of session time. The tutee comes to the session with his/her questions or doubts and clarifies them with the tutor. If there are no questions that week, the session can be skipped. However, if the tutee wants the tutor to help give a recap of certain topics, he needs to let his tutor know at least a few days in advance, or enough time to prepare.

Do ensure that both the tutor and the tutee have come to an agreement by the first session, so that we have effective lessons from the get go.

NOTE: If there is a case in which a tutor and tutee's styles have serious clashes, we may have to reassign the tutee to another tutor. Alert the core team about such situations **ASAP** by emailing educaid-support-dhs@dhs.sg.

4. What's Next?

After your first session, send your tutee the link to the feedback form that we have prepared. This is for us to know if the tutee is interested in continuing his/her sessions, and also feedback on how we can improve as a whole in the matching process. It is **COMPULSORY** for your tutee to fill up the feedback form after the **FIRST** session.

For subsequent sessions, you are not required to send the feedback form to your tutee. However, do remind your tutees that they can head to this link: <https://dhs.ascentedu.org/feedback/> to fill up the feedback form if they would like to as well.

After the tutee has completed the feedback, if need be, the HR team will inform you if he/she wishes to continue or not.

1. If your tutee wishes to **continue**, you can proceed based on the structure you have set during your first session. We may relay some feedback/areas of improvement your tutee has for you.
2. On the other hand, if your tutee wishes **not to continue**, the HR team will contact your tutee to find out more reasons. We will act as the bridge between you and your tutee, and will inform you about any areas of improvement. We hope that you will be open to these suggestions and adapt accordingly. If the tutee still wishes to change his/her tutor after subsequent sessions, we will assign the tutee to another tutor. Such situations may arise due to incompatibility of learning and teaching methods and should not be taken personally.
3. Similarly, if you find yourself unable to work with that tutee, do voice out to us who will make the appropriate arrangements.

5. Future Sessions

- If **both you and your tutee wishes to continue**, you will be expected to continue performing your roles and responsibilities as stated above (refer to Section 1)
- You will also be required to complete an **After Action Review (AAR)** document (refer to Annex) after each meetup with your tutee to detail the content that has been discussed and the plans for the next meetup. This would also be used to keep track of both you and your tutee's progress. Tutee's progress may also be evaluated. If progress is not up to par, we may intervene to identify the root cause and elicit changes if necessary. This will also be used to assess the number of VIA hours to award to tutors.

6. General Guidelines

- Ascent and its partner platforms are purely meant for academic guidance and reciprocation; any peer to peer interactions with ulterior motives that do not fit this purpose fall outside our jurisdictional scope and have no association, affiliation or connection with Ascent.
- Peer tutors have the responsibility of refraining from engaging in conduct or misbehaviour that may bring about legal prosecution, or cause great inconvenience and distress for all parties involved.
- Ascent is not meant to be a formal substitute to private tuition, school consultations or

any other professional service; rather, it is a complementary platform. Therefore, it is perfectly acceptable for the peer tutors involved to not have any professional experience/certifications.

- While a certain level of standard will be required (i.e. grades or other similar metrics), the ability to add value to your schoolmates' learning is the first and foremost quality to being a competent peer tutor—and will be what we ultimately take into account.
- In addition, we will assess the tutor's personality and behaviour to ensure a safe and reliable experience for tutees.

Annex

Date of Session: <i>29 February 2022</i>	
Name of Tutor: <i>Lim Kor Pee</i>	Name of Tutee: <i>Jiak Low Tee</i>
Class: <i>6C32</i>	Class: <i>5C11</i>
Subject(s) discussed: Eg: <i>H2 Bio</i>	
Topic(s) covered this Session: <i>Infectious Diseases</i> <i>Biomolecules</i>	What was covered in Session (list 3 things): - <i>(Bio 2020 A level paper) Questions 1-7</i> - <i>(Biomolecules) Tutorial, Questions 1, 3-6, 10-14</i>
Areas for Improvement (optional): <i>For tutor: Clearer explanation, perhaps explain slower and much more in detail</i> <i>For tutee: Can work on improving conceptual knowledge for Humoral Immunity and standard answering technique of essay questions for enzymes</i>	
Topic(s) to cover in next Session: <i>Climate Change</i>	What do I need to prepare for next Session: <i>Tutor: Mindmap for Climate Change</i> <i>Tutee: Completed TYS questions for Climate Change</i>