

## ILPELS Model Tutor Training Core Presenter Notes

### *Objectives for Core:*

1. Tutors will develop enthusiasm for the Inspired Learning Model™, as measured by self-report and trainer observation.
2. Tutors will understand and be able to use the Guidelines for Accelerated Learning in their tutoring sessions, as measured by self and peer evaluation during the training session, as well as trainer observation.
3. Tutors will be able to identify an activity they will use in their first and/or second tutoring session to establish a positive working relationship with their learner(s).

### *Elements for Model Tutor Training Core:*

1. **Introductions** – It is important to conduct an introduction activity that helps tutor trainees get to know each other and to lay the foundation for a learning community. The form of the introductory activity is open, as long as it accomplishes those purposes. Following are some forms suggested by the trainers and program directors:
  - a. **Round robin introductions** ensure that everyone knows the name of all participants, thereby modeling honoring the learner and helping to establish a community of learners among the tutor trainees. It also gives tutor trainees experiential knowledge of the importance of repetition to learning. Do three rounds of introductions with trainers modeling first. In the first round, each person tells the group their name. In the second round each person repeats their name and responds to the second question. In the third and final round each person repeats their name, their response to the second question, and gives their response to the third question. Note: apart from name, the content of the other 2 questions may be customized to fit your audience.
    - i. What is your name
    - ii. What was the last book you read
    - iii. What are your expectations of this training or What anxieties do you have about tutoring
  - b. **Active listening introductions** give participants the opportunity to get to know one other person in the training session a bit deeper than just by name, as well as practice active listening, an important tutoring skill. Divide the group into pairs and give the pairs the task of learning about their partner so that they may each introduce each other to the rest of the class at the conclusion of the activity. You may wish to give them specific questions or leave it open, but the instructions should include the charge to the interviewer to listen intently and not to interrupt or ask questions while the interviewee is speaking about him or herself. At the end of a predetermined time period (to be set depending on the size of the group and how much total time you wish to devote to this activity), ring a chime to signal the pairs to switch roles. After the second round, reconvene the

whole group and have each interviewer introduce his or her interviewee to the rest of the class.

- c. **Creative mnemonic self introductions** allow participants to exercise their creativity and have some fun while they learn each others' names and some personal information about each other. Give trainees a couple of minutes to come up with a self introduction that includes their name, an interest, a nickname that combines their name and hobby/interest, and a gesture or sound or object to share with the group that symbolizes themselves. For example, Meg might say "My name is Meg. I like motorcycles so think of me as Motorcycle Meg. I chose the sound 'vroom vroom' as my symbol because that is the sound of me going down the road on my motorcycle."
  - d. **Creating personalized table tents** also allows the trainees to exercise creativity and it engages visual and kinesthetic learning styles as they make their own table tents (folded name cards for the table) and decorate them with a symbol of their choosing. You may wish to have crayons, colored markers, or other art supplies handy as trainees decorate their own table tents as they please. When they are finished, ask them to hold up their table tents and explain the significance of the symbol they chose as they share their names.
2. **Introduction to the Guidelines for Accelerated Learning** – It is critical that tutors understand and embrace the Guidelines if they are to create a safe and supportive learning environment with their learners.
- a. Begin with a mini lecture (supported by slides and/or flip chart visuals) about the Inspired Learning Model™ and the importance of establishing an environment that facilitates learning. Tell tutors that the *content* of their instruction will vary with each learner, but the *process* of working with their learners should be consistent, and that this training will allow them to experience key elements of the process we want them to use in their tutoring sessions.
  - b. Have steps for a jigsaw activity on a slide or flip chart. Read through them and ask for questions before breaking the class into small groups (pairs to small groups, depending on the class size). Each group will read and briefly discuss one or more of the Guidelines (again, depending on class size), then will present their assigned Guideline(s) to the class. Their presentations can be summarized on flip charts to remain on the wall during the training, each with the name of the Guideline, a brief definition, and 1 or 2 examples of how that Guideline may be implemented in tutoring. You may wish to point out that the jigsaw activity is a good way to present content that everyone needs to know in an interactive manner that honors learners as equal partners in the tutoring relationship.
  - c. Ask for questions on the Guidelines, then invite tutor trainees to note on their training session agenda or outline when they observe various Guidelines in use.
  - d. Give trainees a minute or two to reflect on the activity – both the content (the Guidelines) and the process (jigsaw activity). Sample reflection

questions: How do you think using the guidelines with your learner will help or encourage them? What guideline speaks to you most? What guideline presents a chance for you to grow?

3. **Active Listening Exercise** – Tell the group that this activity will give them the opportunity to practice a useful skill they can use in their tutoring sessions, as well as experience the power of positive feedback.
  - a. Have steps for activity on a slide or flip chart and review with the group.
  - b. Trainers model the activity, then break group into dyads. With an odd number of trainees, one trainer can be part of a dyad or you can have one triad.
  - c. Person A will speak for 2 minutes on their choice of the following topics: a learning experience that went very well for them, something they are excited about, why they want to tutor, or what do they see as the ideal tutoring experience.
  - d. Person B listens intently to the speaker, not interrupting until the chime is sounded to indicate it is time to give positive feedback to the speaker for 90 seconds.
  - e. A and B switch roles and repeat the activity.
  - f. All groups reconvene to discuss the activity; allow time for trainees to make any notes on their outlines. Discussion prompts used: 1) What was this experience like for you? 2) How did it feel to be listened to without interruption? 3) What will you most remember about the positive feedback?
4. **Overview of the ILM™ model** – It will be helpful for trainees to know the elements of the ILM™. Put the steps on a slide or flip chart and review with the trainees.
  - a. Allow time for the trainees to read Peter Reding's white paper (found at <http://www.inspiredlearning.org/>) to themselves or, if practical, make it assigned reading between sessions.
  - b. Then divide group into dyads or triads and invite them to discuss how they see each element playing out in their tutoring sessions. What ideas does it stimulate for them?
  - c. Invite trainees to share any ideas arising from this activity.
  - d. Alternative or addition to above activity – after trainees have been exposed to the elements of the ILM™ by reading related handouts ask them to watch for evidence of how the elements are implemented throughout the training session and to think about what they can carry from that model into their tutoring sessions.
  - e. Second alternative for ILM™ model overview – use a jigsaw activity with each pair or small group responsible for reading about and presenting back to the group one or more elements of the model, depending on the size of the group.
5. **First and Second Meetings** – It is important that tutors leave the training with some concrete activities/actions to incorporate into their first couple of tutoring sessions, while the relationship between tutors and learners is being established. Two suggested activities are listed below, but programs may choose to cover this

material in other ways, such as talking about the need to get to know your learner in the first couple of sessions rather than prepare an involved lesson plan, or to have an experienced tutor attend the training and either talk about his/her feelings and experiences during their first tutoring sessions or model what they said and did then. Depending on the message conveyed to the tutors, they may learn that they don't have to be perfect or to know it all.

**Activity #1:**

- a. Have steps for activity on a slide or flip chart and review with the group.
- b. Ask tutor trainees to read the handouts on the first meeting activity.
- c. Give them an opportunity to ask questions about the content.
- d. Divide the group into dyads, triads, or slightly larger small groups (depending on the instructional settings used in your program – one-to-one, small groups, or small classes) and allow them to role play the part of tutor and learners as they try out talking about the ILM™ and asking powerful questions. It is enough to have 1 or 2 people in each group play tutor.
- e. Reconvene and ask groups to talk about their experience. Allow time for individual reflection.

**Activity #2:**

- a. Ask tutor trainees to read the second meeting activity handout.
- b. Model the visualization activity with them. It is important to be clear with the group that participation is not mandatory, but that all are invited to experience this technique so that they might have better insight into how it might impact their learners.
- c. Following the visualization exercise, invite the group to make notes before sharing and discussing as a group. If appropriate for your program, fold in information on roles and goals here.

Note: Throughout the training, be sure to model acknowledgement with the trainees.

*Recommended Additions:*

1. At the beginning of each training session, it is helpful to remind trainees of some key ILM™ Guidelines for Accelerated Learning. At the first session, talk about each one briefly; at later sessions it should be sufficient to either mention them or ask participants to name them, so that they are in the forefront of everyone's consciousness as the training moves forward. Include these guidelines:
  - Maintain confidentiality
  - Be open to learn with a beginner's mind
  - Practice a positive focus
  - Practice acknowledgement and self-care
2. As timing allows, it is good to include time for reflection by participants on the activities. For example, following the introduction of the Guidelines for Accelerated Learning, participants could write or discuss their responses to the following questions:

- How do you think using the guidelines will help or encourage your learners?
- Which guideline do you like the most?
- Which guideline presents an opportunity to grow for you?