

T1 Cohort Professional Development Overview

Purpose

The purpose of this training is to foster a sense of community among Tutoring Center employees, to prepare new employees for their roles, and to engage with pedagogical best-practices to ensure the Tutoring Center can continue to provide a high quality of service to patrons.

Guidelines

Adapted from [Learning for Justice](#):

Be respectful. It's essential to respect our fellow learners. This community has members from across the United States and around the world, with a range of experience. We do not tolerate insulting, condescending, or abusive words.

Be open to new ideas and perspectives. In these trainings, we look critically at a number of widely-accepted beliefs and practices, like the hierarchical nature of schools and widespread negative stereotypes about young people in general, and struggling students in particular. You may find yourself doing some "un-learning" as you go. Curiosity, open-mindedness, and humility will serve you well on your journey to becoming a strong supporter for students.

Reject perfection and be prepared to make mistakes. Supporting students can be complex and challenging, even for seasoned tutors. Give yourself space to be an imperfect learner; you may make mistakes. If that happens, try to receive any feedback from fellow learners graciously. Reflect on what happened, and consider whether there's any harm that needs to be repaired (because things said with good intentions can still cause harm). Be mindful of the emotions that come up for you. Then, allow yourself to "fail forward" by learning from the experience and trying a different approach next time.

Logistics

Begins: Week 2 (October 1st , 2nd)

Sessions: Weekly, Wednesdays 4pm-5pm or Thursdays 4pm-5pm

Location: TBD (likely Wilson Library)

Make up: [Online](#)

Schedule

Session 1: Active Listening

Sometimes we don't realize the way we come across to people we interact with. This workshop challenges us to consider how our thoughts and opinions of others may come across in our interactions and to take control of our reactions.

Session 2: Belonging and Growth Mindset

Studies show that students with a growth mindset are more resilient to hardships and have better learning outcomes. This workshop explores ways that scientists have measured an increase in growth mindset attitudes and asks Tutoring Center employees to reflect on how we can foster such an attitude in our own learning and in our practice.

Session 3: Facilitating Inclusive Teaching and Learning Environment

Everyone deserves to feel safe and comfortable in the Tutoring Center but for many students this is not a given. Fortunately, there are some steps we can take to make the Tutoring Center an inclusive environment.

Session 4: Asking Effective Questions

Often the best way to help a student solve a problem is to ask them questions. Questions can help you gauge where they are with a problem, can jog their memory, and can help you model good problem solving strategies by asking the sorts of questions you ask yourself when solving a problem.

Session 5: Encouraging Inquiry

It can be difficult to support a student through their inquiry process when both the tutor and the tutee have been educated in a system in which emphasis is placed on answers and outcomes over process. This workshop asks participants to discuss their strategies to resist finding and giving answers and to talk through responses to specific questions.

Session 6: Supporting Neurodiverse Students

We aim to provide an introductory understanding of disability and how this might manifest in the context of your work. Disability is a beautifully rich topic/experience/culture with both breadth and depth, so keep in mind that the subjects covered in this training will only be scratching the surface.

November 12th 4-5:30 HH222 DAC Training

The Disability Access Center's Assistant Director and an accessibility coordinator will join us at our training this week, bring your questions!