



UNIVERSITY OF
CALGARY

Werklund School of Education

K-12 Online Tutoring Program

Family Handbook

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Overview of the Program

The Werklund School of Education is proud to enhance learning by coordinating online volunteer tutors for K-12 students in need of extra support this year. If your child would benefit from additional academic support - including reading sessions, subject-specific tutoring, or general study - we'll match you with a pre-service teacher in Werklund's Bachelor of Education (BEd) program who can support your child based on their subject area(s), grade level(s), and areas of expertise.

Tutors will provide individualized support and draw on the [Alberta Programs of Study](#) as well as content knowledge and strategies in teaching and learning. This is a great way to support your student's academic success while also developing our pre-service teachers' skills as educators.

Our tutors are Volunteers who have academic and work commitments that may take precedence. Tutoring is up to 3 hours per week and includes preparation time needed by the tutor for each session. The more understanding and flexible you can be with your time, the more successful your tutoring experience may be.

What to Expect

Our expectations for families in the tutoring program are to be communicative with your tutors. Give them feedback throughout the semester on how it is going for your student, things you are noticing during the tutoring sessions, any concerns you may have, and please share your appreciation. We appreciate your flexibility and understanding as students navigate their course load, work, other commitment at the same time as supporting your students.

Our tutors are students and volunteers. We ask you to please be respectful of their time and for tutors to be respectful of yours. The time commitment for the tutors is 1-3 hours per week for each of their students, which includes face to face time with the student as well as preparation time. There are also periods of time where the tutors are in their Student Teaching field practicums or may have increased workloads due to assignments and exams, and their availability may need to shift during that time.

We expect our tutors to support and work with your students to achieve the goals you set out together. We expect our tutors to be responsive to you in a timely manner. We expect our tutors to attend the meetings that you schedule as a tutoring team and to follow up with their commitments.



The Experiential Learning Team and the Experiential Learning Facilitator are here to support both tutors and families as you go through the program. We are available to help work through any concerns there may be, so please do not hesitate to reach out. We also want to celebrate your successes! We love hearing about how the tutors have made a difference to your students.

Your First Meeting

Take time to set expectations with your tutor at your first meeting.

Some things to consider are:

We recommend planning to have your first meeting as primarily expectation setting, creating goals, and general planning. Tutoring can start at the next meeting. Some things to consider are:

- What subjects/topics is your tutor comfortable tutoring? What subjects can they help your child with?
- When and how frequently should the tutoring sessions happen?
- In what format would you like tutoring to take place?
- How will you check in with your tutor to share feedback on how things are going? (e.g., after each session, once a week, via email?)
- Remember, our tutors are volunteers and students first
- Life happens, changes can be made, the more flexibility you have the better your experience may be.
- Discuss with your tutor their other obligations, classes, Practicum teaching placements, etc.

Late/No-Show Policy

Late to a Session

For a 60 minute + session, 15 minutes is the maximum allowed to be late only if it has been previously discussed by the parent or the tutor. If it has not been discussed the session time will be reduced (i.e. it would now be 45 minutes).

- For 30 or 45-minute sessions, 10 minutes is the maximum wait time allowed, if it has notice has been given by the parent or the tutor. If it has not been discussed, the session would be cancelled.
- Tutors may institute a communication plan to confirm the session within 24 hrs of the planned time. Any missed session requires 12 hours of notice for both parties. We do understand things happen but please endeavour to communicate with the other party.

No-Shows

One no-show would result in an email to the Experiential Learning Facilitator. Two no-shows would require a virtual/email conversation to determine the continuation of the tutoring match.

- If the choice is made to keep the match, a document would have to be signed stating agreed upon boundaries and new rules
- Any further issues after this new agreement is created would result in an automatic discontinuation of the match.

Communication Recommendations

Communication is key! In most situations, please try to communicate with your tutor first. If you are not able to connect with them, please get in contact with the Werklund Experiential Learning Team.

- If your tutor doesn't show up for a scheduled session? Please contact them to reschedule and find out what happened.
- If your tutor does not contact within 48 hours, please follow up with another email.
- If they still have not contacted you within 3 days of sending a second email, please contact the Experiential Learning Facilitator.
- If you are no longer able to be a part of the Tutoring program please contact the Experiential Learning Facilitator

Contact Info

Caitlin Kane – Experiential Learning Facilitator

wse.tutoring@ucalgary.ca

Timelines

Fall Semester (October to January)

Applications open: Early September

Matching: Late September

Tutoring starts: Beginning of October

Student Teaching Weeks for Tutors

- Two weeks in mid-October
or
- November to mid-December

Holiday Break: Mid-December – Early January

Tutoring ends: End of January



Things to keep in mind:

- The timing of the Student Teaching placements depends on what year of their degree your tutor is in. These placements are a required part of your tutor's degree and means that your tutor will be teaching in classrooms during regular school hours so tutoring hours will have to be outside of those times
- Tutors are current students, and they do have varied levels of course work throughout the semester. Your understanding and flexibility as they work with your students alongside their degree program is much appreciated.

Winter Semester (February to April)

Applications open: Early January

Matching: Late January

Tutoring starts: Beginning of February

Student Teaching Weeks for Tutors

- Mid-February to end of April
or
- Mid-March to end of April

Tutoring ends: End of April

Things to keep in mind:

- The timing of the Student Teaching placements depends on what year of their degree your tutor is in. These placements are a required part of your tutor's degree and means that your tutor will be teaching in classrooms during regular school hours so tutoring hours will have to be outside of those times
- Tutors are current students, and they do have varied levels of course work throughout the semester. Your understanding and flexibility as they work with your students alongside their degree program is much appreciated.

Spring Semester (May to June)

Applications open: Early April

Matching: Late April

Tutoring starts: Beginning of February

Tutoring ends: End of April

Things to keep in mind:

- Tutors may or may not be in courses during this semester. They may also have work and other commitments during this semester.

Filling Out Waivers

The University of Calgary requires parents/guardians of minors that are participating in our tutoring program to sign a waiver. You will fill out and sign the waiver digitally when you fill out the application for each semester. The waiver needs to be witnessed by someone that is not a member of your family. Important reminders for filling out the waiver:

- The waiver is at the start of the online application so that you can have the witness sign it and submit it, and then you can continue filling out the application information afterward
- Please fill out all sections and initial after question 3
- COURSE CODE & TITLE/ACTIVITY NAME: Werklund K-12 Online Tutoring Program
- COUSE/ACTIVITY DATE: October-January, February-April or May-June and then the relevant year(s)
- Signature and Witness (adult, non-family member) at bottom

Information Needed to Register

Each semester, we need families to fill out a new application form. This gives us the most accurate information needed to match tutors. Even if you are continuing with the same tutor from the previous semester, we will ask you to submit a new application. Information needed includes student's first name, grade, first and second priority subject for tutoring support, any individual learning needs, format of tutoring (video, phone, email), and your availability. The more information you can give us, the easier is it to find a potential match for your student. You must also complete the above-mentioned waiver for your application to be complete. Filling in the application and waiver does not guarantee you a tutor, you must still be matched with one. We do our best to match as many tutors and families as we possibly can. The number of matches depends on the number of volunteer tutors each semester.

You must fill in an application form for **EACH** child. You must use the same parent email address for **EACH** child. We will match multiple children in families but only if we can identify that they are in the same family. Having more than one child does not decrease your chances of being matched. We may not be able to match all children in the same family. We will contact you if that is the case.

Letter of Support for Tutors



If you are happy with your tutor and would like to provide them with a letter of support, you are welcome to write your own letter or use our template found below:

Letter of Support Template

[Date]

To Whom It May Concern,

[Tutor Name], a volunteer tutor with the Werklund School of Education's K-12 Online Tutoring Program, worked with my [son/daughter/child/student] in [months], [year]. [Tutor Name] provided excellent additional support when we needed it. [S/he/they] was [professional, engaging (or add your own adjectives)] and a pleasure to work with.

[Tutor name] worked with my [son/daughter/child/student] to further support their learning in [subjects], based on the Alberta Programs of Study. In particular, [tutor name] helped to engage my student in an online environment. A notable example of their work is [give an example or two that stands out to you.]

Launched in the Spring of 2020 as part of the University of Calgary's response to COVID-19, the tutoring program matches preservice teachers (students in the Werklund School of Education) with children and families in need of extra academic support.

[Tutor name] helped make a difficult experience easier and my student has benefitted from their work.

I would highly recommend [her/him/them] for any tutoring or teaching related positions.

Sincerely,

[Your name]

[Your email address]

[Your phone number, if you chose to share it]