



School-Based Tutorial

Rationale:

The Department of Education –Division of Sarangani recognizes the critical role of teachers in promoting and ensuring quality learning among pupils and students. In support of the Ten-Point Basic Education Agenda of the Aquino Administration, The Department of Education (DepED)- Division of Sarangani in coordination with the Provincial Governor’s Office is initiating “**Sulong Karunungan**” program that would bridge the learning gap of competencies among the pupils and students. This is anchored on the province’s program “**Sulong Sarangani**”. *To support this program, the concept of tutorial comes in.*

PROGRAM DESCRIPTION

Tutorial as a key strategy is a processed whereby an experienced pupils and students both from elementary and in secondary extend support to elementary pupils –at –risk. They will be taught in the **tutorial system**. Pupils are taught by student –volunteers on a weekly basis. The student-volunteers will assist them on their assignment in all learning areas, assist teachers in reading, in making projects and other related works. One benefit of the tutorial system is that students receive direct feedback on their weekly tasks or work in a small discussion setting. Student tutorials are generally more academically challenging but as a pedagogic model, the tutorial system has great value because it creates learning and assessment opportunities which are highly authentic.

Objectives:

The program aims to provide opportunities to:

- share students’ experiences and opinions;
- create a collaborative environment between and among tutors and tutees;
- confront for those who do not feel comfortable speaking out in public; and
- provide students with experiences and capabilities with a ‘work ready’ focus.
- Promote the importance of volunteerism and collegiality to help improve learning.

Guidelines in Tutorial Intervention:

1. Tutors will be screened by their own principal and guidance counselor as meeting certain minimum qualification such as 87 and above- general average, good behavior and a leadership potential.(for secondary ;while the elementary teachers will identify the struggling children and submit it to the school principal. The principal will assign tutors to the pupils-at risk.
2. Tutors ’high school campus or residence is geographically close to the elementary school in which they will serve
3. Teachers of the classes in which the tutors will serve, will serve as their mentors
4. Tutors are not responsible for teaching: that remains the teacher’s role. Tutors only assist tutees homework, projects and other related works. And must not contradict the teacher’s classroom approach.

COMPONENTS OF THE PROGRAM

1. Planning Mechanics

- a. The Division office conducted Conference with School principals and their Guidance Counselors. They are asked to do school orientation to students and parents. After which, parents are asked to sign the contract on their willingness to send their children to tutorial classes. School Heads are asked to submit their tutorial schedule and list of students both the tutors and tutees.
- b. Tutors will be screened by their own principal and guidance counselor as meeting certain minimum qualification such as 87 and above- general average, good behavior and a leadership potential.(for secondary ;while the elementary teachers will identify the struggling children and submit it to the school principal. The principal will assign tutors to the pupils-at risk.
- c. The school principal with the assistance of the school guidance coordinator will identify the tutors and tutees. A template is prepared. This includes information of the name of pupils/students, grade/year level, time frame/no. of days, name of teacher who will handle the tutorial.

2. **Program Implementation.** To ensure the effectiveness, school heads organize and orient all members of the community like the teaching staff, barangay local officials, parents, and non-government officials on the implementation of the school-based tutorial class..The school head will provide clear roles and responsibilities of everyone involved in all this program activities .Others may take charge of the instructional materials, charge of the feeding program and other needs of the children.

3. **The Mechanism.** The mechanics of the program are the following:

- a. Teachers will teach the learners with the assistance of the student –volunteers one hour per week. The time and days will be identified by the school.
- b. The teachers will have their tutorial aide or the student volunteers (tutors). The tutor will help them by assisting tutees assignment, projects and other related works.
- c. Student-volunteers will be given a point in his/her extra-curricular activities. Ten hours of serving, he /she will be given five (5) points under school activities.
- d. School Heads are required to report to their respective stations to support the teachers.
- e. Each class has 20 to 30 learners only.
- f. Division Supervisors, and school heads are require to orient the parents and the pupils.
- g. District heads are asked to support their school heads and teachers. They are also asked to monitor the tutorial class in their district.
- h. Division Monitoring Supervisors must report problems met to address whatever hindrances encountered.

4. **The Assessment Process** are the following:

- a. The school must have the base-line data of the academic performance of the pupils. (General average, reading levels and other assessment results of their previous grade or grade levels.) to be compared to the current performance of the pupils.
- b. The regular Elementary and Secondary grading system is used in assessing the learner’s performance.

5. **Evaluation** - Progress monitoring and evaluation shall be conducted to see its impact in terms of participation rate and to the over-all performance indicators.

Tutorial Key Players:

They are the persons involved in the tutorial class: the tutor (student-pupil volunteer) tutee (the identified pupil) and school heads, division education supervisors and other DepEd officials.

1. **School Heads**

The school head oversees and monitors teachers, student-volunteers in the tutorial class. He is responsible in identifying the challenge pupils in this program. He is tasked to develop a plan, schedule of activities and conduct orientation to this activity.

2. **The Teacher**

The teacher is the mentor of the tutors. They are the in-charge of the tutorial class.

3. **The School Guidance Counselor**

They are the school in-charge of the tutorial class. They will be the focal person of this program.

4. **Participating School**

The participating school is the Integrated Schools. It is practically convenient and safe to the part of the tutors (reduce travel time and cost) However, regular high school that are in close proximity in elementary schools can implement the program.

5. **District and Education Program Supervisor**

The District Supervisor provides support to start the activity at the school level. The division supervisor conducts regular monitoring of the activities in school and responsible to monitor and evaluate the progress in each school. They are also responsible to capture important tutorial practices which will be used to measure the effectiveness of the program.

6. **The Tutor**

The tutor is the **Kuya or Ate** to the **tutee**. They will assist learners in their assignment, making of projects and other related works.

7. **The tutee**

The tutee is the learner who needs help or support from our advance learners- the student volunteers.

8. **The Schools Division superintendent and Assistant Superintendent and other DepEd officials**

To oversee the implementation, its progress and impact of this program to our learners. They are our consultant of the said program.

The Tutorial Scheme, Time and Venue

1. **The tutorial class**

The tutorial class is composed of individual, group or team pupils. They are our target clientele or "Pupils-at-risk" They are identified by the school heads to be in the tutorial

class. Pupils who need help in making their assignment, those who could not comprehend task given by the teacher and other academic related works.

Operational definition of terms:

1. **Individual tutorial** is intended to those pupil who need intensive assistance and focus.
2. **Group tutorial** are those pupils who have the same interest, the same problems in content areas like Mathematics, English, Science and other subjects.
3. **Team tutorial** are those learners who learn best to be with others and share each other's experience and knowledge.

2. Time and Venue

The time or schedule of this program is 30-60 minutes per week. The day and venue will be determined by the school head.

3. Quarterly Tutorial Meeting :(Schedule will determine by the school head in elem.)

The quarterly tutorial meeting is an avenue for the tutors and tutees collaborative discussion on the progress and issues they met during tutorials with the presence of of school head (participating school head and the host school head).It is their time to share lessons learned, reporting of accomplishments and discuss things that need to improve performance both tutor and tutee.



Republic of the Philippines
Department of Education
Region XII
Division of Sarangani
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Tutorial Template
School Year 2014-2015

School: _____ District: _____

Tutor: _____ Date: _____

Tutorial Period:(example: Every Friday 3:30-430 P.M.) _____

Venue:(example: library) _____

For the Month of _____

Date of Session	Time	Assignment, project or reading. Others: please specify:	Remarks:

Prepared by:

Name and Signature of Tutor

Noted:

Name and Signature (School Head)