P2Peer Tutoring

**TRANSFERRING SUCCESFUL METHODOLOGY
AND LEARNING STRATEGIES
TO REDUCE DROPOUTS
IN iVET**

Project
2013-1-IT1-LEO05-04042

SMALL DEONTOLOGICAL CODE
OF THE OK TEACHER

The ethical dimension

A *teaching professional is required to:*

• Show interest in the kids as people and deal with them as you would like your own children to be dealt with

• Establish a peaceful relationship with them, avoiding to "bring to school" problems and frustrations.

• Have the same consideration for all, without showing favoritism or censorship.

• Propose yourself as a positive model: always remember that your primary function is to educate and train, not only to transmit knowledge.

• Create opportunities to reduce stereotypes and prejudices.

• Let students develop the ability to self-assess and monitor their progress.

• Teach responsibility through the development of the art of negotiation, to ensure sharing of goals and values.

• Encourage initiative and collaboration among students; plan and implement tasks that require collaboration.

Planning of teaching activities

• Set goals based on the assessment of the presence of the prerequisites necessary to achieve them.

• Set goals defined in an intersubjectively verifiable way, that is understandable and transferable.

• Set goals that include:
> • performance: what the student will have to be able to say or do after the educational   activity;

> • conditions: the situation in which it is expected that the performance takes place (what you can and cannot use, what, where, when, with whom you require to say or

do   something);

> • *the mastery criterion: the quality/quantity of performance that can be considered acceptable to define the target reached (speed, accuracy, amount of performance, (eg. not 100% in the shortest possible time, with no mistakes!)*

• *Put the students at ease by clarifying the goals you want to achieve and how you intend to check and assess their achievement.*

• *Organize the material to be used carefully:*
> • *For the management of the lesson (photocopies, transparencies, recorded material, audiovisual material ...)*
>
> • *To monitor comprehension (tests in progress, structured closed tests, ect ...)*
>
> • *For verification and the collection of information (summative written tests and oral productions ...)*

Presentation and management of the lesson

• *Make reference to a structured presentation of the lesson.*

• *Remind the contents of the previous lesson and reinforce them (during warm up).*

• *Stimulate the attention and interact positively with students, creating a serene and active atmosphere.*

• *Present contents with clarity, in a concise and incisive way, with continuous flash questions to the class to acquire necessary feedback.*

• *It is easy to embarrass the student: just ask them what they have not been taught!*

• *If pupils manifest abilities in the absence of teaching, it is not the teacher's merit!*

• *It is easy to embarrass pupils praising the ability to learn what they have not been taught and making negative comparisons with those who are not able to do so.*

• *Provide analogies, metaphors, and the widest range of examples to facilitate understanding.*

• *Differentiate strategies adjusting them to the pupils.*

• *Change communicative register, vocabulary and logic of the lesson in case of negative feedback from the students.*
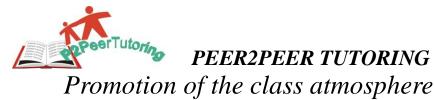
Promotion of the class atmosphere

- *Promote a serene and structured goal-oriented atmpsphere.*

- *Encourage and support pupils.*

- *Give positive feedback to increase self-esteem.*

- *Arrange the classroom in order to facilitate the activities and relationships.*

- *Provide clear and shared rules.*

- *Prevent inappropriate behavior by constant observation of pupils' behavior.*

• *Implement strategies for the reduction and gradual extinction of inappropriate behavior.*

• *Try to transform conflicts, when they arise, into confrontations.*

The assessment of the progression in learning

• *Use techniques of successive approximation for the achievement of objectives.*

• *Provide opportunities for pupil self-evaluation.*

• *Enable prompt and comprehensive assessments.*

• *Encourage the efforts of the students through targeted evaluations.*

• *Assess control not only of results but also of academic abilities.*

Self-assessment and self-monitoring

• *Use tools for self-analysis.*

• *Think on your work in the conduct of the class and periodically revise it.*

• *Develop strategies and techniques to improve your educational performance*
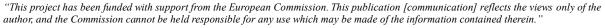
• *Remember occasionally your own school experiences and recall your ancient transgressions and mistakes.*

• *Avoid the progressive transformation in a paleolithic fossil waiting for retirement!*

*Establish an effective educational relationship
with your students,
within which each student may develop learning.*