

## In-Class Peer Tutor Job Description

POSITION OVERVIEW:			
<b>Department:</b>	Department: PALS, Student Learning Services – Student Success & Engagement		
<b>Campus:</b>	<input checked="" type="checkbox"/> North <input checked="" type="checkbox"/> Lakeshore <input type="checkbox"/> Orangeville <input type="checkbox"/> Carrier Drive <input checked="" type="checkbox"/> Other: IGS		
<b>Hourly Wage:</b>	\$17.20	<b>Hours per Week:</b>	Up to 10 hours/week
<b>Start Date</b>	Various	<b>End Date</b>	Various
<b>Eligibility:</b>	<input checked="" type="checkbox"/> Work Study <input checked="" type="checkbox"/> Non-Work Study		
<b>Total Positions Available:</b>	Multiple positions available, hiring is on an as-needed basis depending on demand For courses		

POSITION SUMMARY:
<p>In-class Peer Tutors provide in-class support for students having difficulty within the course which the tutor is assigned. In-class Peer Tutors provide support to student learners on an as-needed basis during in-class lectures or labs without disturbing the faculty member or other students. In-class support allows learners to seek help to review or facilitate learning of previously taught course content. Tutors can help identify areas of difficulty to student learners to aid in their ongoing learning.</p>
DETAILED POSITION RESPONSIBILITIES:
<p><b>Tutors should:</b></p> <ul style="list-style-type: none"> <li>• Have an excellent understanding of their academic program</li> <li>• Demonstrate good study habits and a positive attitude towards learning</li> <li>• Possess good interpersonal skills and be able to explain course material clearly</li> <li>• Demonstrate an excellent level of organization, responsibility, reliability and punctuality, and ability to work independently</li> <li>• Have the motivation to be a helper</li> <li>• Demonstrate flexibility and professionalism</li> </ul>
DESIRED QUALIFICATIONS:
<p><b>Tutors must:</b></p> <ul style="list-style-type: none"> <li>• Be fulltime Humber or Guelph-Humber students in at least their 2nd semester</li> <li>• Must have achieved 80% in the course(s) they wish to tutor</li> <li>• Maintain an overall average of 75% or higher</li> <li>• Have a demonstrated expertise in the topic which they will be tutoring (course or credential completion)</li> </ul> <p><b>Major Responsibilities</b></p> <p>Tutors will:</p> <ul style="list-style-type: none"> <li>• Attend all training sessions for tutors, attend meetings as required</li> </ul>

- Complete 'Client Report Form' after every class to review strategies used, what was covered/focused on in sessions and provide the PALS office with reporting of statistics.
- Facilitate lecture review session prior to midterm or final exams
- Conduct informal assessment with the guidance of a faculty member
- Observe and record information on student learner performance under the guidance of a faculty member.
- Participate in self-evaluation each semester to be reviewed with Peer Tutoring Coordinator(s)
- Commits to working 3 to 10 hours a week as an in-class tutor throughout the semester.
- Be punctual for scheduled in-class tutor shifts – connect with faculty member and Peer Tutoring Coordinator in the event you cannot work a scheduled shift.
- Utilize learning strategies and techniques shared during training sessions to promote independent learning.
- Serve as role model for students and follow all PALS and Humber College policies
- Input hours on HRMS system
- Check email daily and respond to emails from Peer Tutoring Coordinators and/or faculty member within 48 hours.

#### MANDATORY TRAINING

All Work Study roles require students to attend a set of mandatory trainings which are scheduled with their supervisor:

1. [Health & Safety Training](#)
2. [AODA Accessible Customer Service Training](#)
3. [Integrated Accessibility Standards Regulation & Ontario Human Rights Code Training](#)
4. [Pathways to Human Rights, Education and Actions Training](#)
5. [Sexual Violence Training for Employees](#)

#### ADDITIONAL TRAINING

- Attend all training sessions for tutors, attend meetings as required

#### ADDITIONAL COMMENTS

Learning Services Coordinators will be checking all desired applicants' GPA and Course Grades using MyHumber. Tutors must maintain a 75% Cumulative GPA and have achieved 80% or higher in the course they are tutoring in.

**Comments:** Applicants must complete and submit the online application found at

<http://www.humber.ca/learningresources/peer-tutoring>

**We thank all applicants for their interest in this position, however only those selected for an interview will be contacted.**

#### **EQUITY, DIVERSITY, AND INCLUSION STATEMENT**

Humber College is committed to a workforce that reflects the diversity of our students and our city. We actively seek qualified individuals from equity seeking groups with demonstrated skills and knowledge to deal with all aspects of equity, diversity and inclusion in a post-secondary environment. Humber College is committed to accommodating applicants with disabilities throughout the hiring process, in accordance with the Accessibility for Ontarians with Disabilities Act (AODA). Our Recruitment Coordinators will work with applicants requesting accommodations at any stage of the hiring process.

#### **CO-CURRICULAR RECORD (CCR) CERTIFICATION**

This position is CCR Certified. Visit [humber.ca/student-life/ccr](http://humber.ca/student-life/ccr) for more information.

## Co-Curricular Competencies

Please check skills that all students who hold this position will be able to develop. Please contact [workstudy@humber.ca](mailto:workstudy@humber.ca) with any questions on completing this section.

<b>Communication</b>		
<input checked="" type="checkbox"/>	Reading	Interpret and respond to written material in a manner that demonstrates text literacy and ensures effective communication.
<input checked="" type="checkbox"/>	Writing	Write clearly, concisely, and correctly in a manner that meets the communication purpose and needs of the audience.
<input checked="" type="checkbox"/>	Listening	Interpret and respond to verbal messages in a manner that ensures effective communication.
<input checked="" type="checkbox"/>	Speaking	Speak clearly, concisely, and correctly in a manner that meets the communication purpose and needs of the audience.
<input checked="" type="checkbox"/>	Presenting	Deliver effective presentations.
<input checked="" type="checkbox"/>	Visual Literacy	Interpret and respond to visual content in a manner that ensures effective communication.
<input type="checkbox"/>	Strategic Networking	Use appropriate communication to build positive professional relationships and personal profile.
<b>Numeracy &amp; Financial Literacy</b>		
<input type="checkbox"/>	Mathematical Knowledge	Understand and execute mathematical operations accurately.
<input type="checkbox"/>	Budgeting	Use knowledge and skills to manage financial resources effectively.
<b>Critical Thinking and Problem Solving</b>		
<input checked="" type="checkbox"/>	Analysis	Evaluate multiple sources to assess credibility and logic.
<input checked="" type="checkbox"/>	Decision Making	Form reasonable conclusions and/or recommendations using sufficient and relevant evidence.
<input checked="" type="checkbox"/>	Operational Thinking	Apply a systematic approach and use a variety of thinking skills to solve problems.
<input checked="" type="checkbox"/>	Data Analysis	Analyze and use numerical data; apply mathematical concepts and reasoning to solve real-world problems.
<b>Digital Fluency</b>		
<input checked="" type="checkbox"/>	Technological Skills	Develop an understanding of web technologies, common office software, and hardware troubleshooting.
<input type="checkbox"/>	Multimedia Skills	Develop an understanding of multiple media formats and best practices for the implementation and sharing of new media.
<input checked="" type="checkbox"/>	Information Management & Evaluation	Locate, select, organize, and document information using appropriate technology and information systems.
<input checked="" type="checkbox"/>	Online Etiquette	Manage professional reputation and communicate information responsibly in an online space.

<b>Creativity and Innovation</b>		
<input checked="" type="checkbox"/>	Systems Thinking	Analyze a problem by understanding the interconnectedness of the groups and issues involved.
<input checked="" type="checkbox"/>	Design Thinking	Solve a complex problem creatively by defining, researching, thinking, piloting and assessing.
<input type="checkbox"/>	Strategic Thinking	Recognize an opportunity, identify challenges and multiple points of view; develop a plan of action.
<input checked="" type="checkbox"/>	Innovative Thinking	Formulate new ideas, create new forms of expression, leverage potential and imagine new possibilities.
<b>Professionalism</b>		
<input checked="" type="checkbox"/>	Positive Attitude & Behaviours	Demonstrate confidence, respectful communication, gratitude, optimism, positivity, and resiliency when approaching work.
<input checked="" type="checkbox"/>	Personal & Professional Management	Demonstrate professional behaviour within the work environment and set goals and priorities to balance work and personal life.
<input checked="" type="checkbox"/>	Growth & Development	Assess, critique, and improve the quality of work, demonstrate ability to accept and implement feedback in a meaningful way.
<b>Resourcefulness</b>		
<input checked="" type="checkbox"/>	Initiative & Self-Direction	Carry out a project from start to finish, take the lead or offer support when appropriate, contribute by sharing knowledge and expertise, be innovative and resourceful by identifying and suggesting alternative ways to achieve goals and get the job done.
<input checked="" type="checkbox"/>	Adaptability & Flexibility	Cope with uncertainty, learn from mistakes, adapt to changing requirements and information, proactively manage change, be open to and supportive of the thoughts, opinions, and contributions of others.
<input checked="" type="checkbox"/>	Problem-Solving	Select and use appropriate tools and technologies to complete a task, apply logic in solving problems, and creatively find alternative pathways to solve problems.
<b>Responsibility</b>		
<input checked="" type="checkbox"/>	Accountability	Demonstrate commitment to the role, dependability, ownership for actions, responsible use of time and resources, ability to assess, weigh, and manage risk.
<input checked="" type="checkbox"/>	Ethics & Integrity	Approach situations with honesty, integrity, and personal ethics, demonstrate consistency with legal and professional codes of ethics, recognize and respect people's diversity, individual differences, and perspectives.
<b>Relationship Management</b>		
<input checked="" type="checkbox"/>	Managing Conflict	Identify sources of conflict and initiate de-escalation strategies to overcome differences of opinion within a group or two individuals.
<input checked="" type="checkbox"/>	Meaningful Relationships	Develop mutually rewarding relationships with peers and colleagues.

<input type="checkbox"/>	Teambuilding	Create and implement activities, communication strategies, and actions to develop group cohesion and collaboration.
<b>Leadership</b>		
<input type="checkbox"/>	Team Coordination	Delegate work to peers or other individuals to encourage and motivate the group to effectively work together.
<input checked="" type="checkbox"/>	Mentoring	Assist individuals in developing specific skills and knowledge that enhance their personal and/or professional identity development and growth.
<input checked="" type="checkbox"/>	Role Modeling	Demonstrate positive actions and behaviour to encourage others to act in an appropriate manner.
<input type="checkbox"/>	Visioning	Identify a potential future and create innovative paths for the team.
<b>Emotional Intelligence</b>		
<input checked="" type="checkbox"/>	Perceiving & Identifying Emotions	Decipher verbal and nonverbal signals from others, such as body language and facial expressions.
<input checked="" type="checkbox"/>	Managing Emotions	Respond appropriately to the emotions of others and regulate my emotions effectively.
<b>Sustainability</b>		
<input type="checkbox"/>	Environmental, Economic and Social Awareness	Analyze the relationships between global, social and economic trends, and their impact on the environment and communities.
<input type="checkbox"/>	Environmental, Economic and Social Advocacy	Identify, define and advocate for the environmental, economic and social sustainability of communities, locally and globally.
<b>Global Citizenship</b>		
<input checked="" type="checkbox"/>	Intercultural Communication	Describe the benefits and challenges of interacting with others of different cultural and national backgrounds.
<input checked="" type="checkbox"/>	Cultural Identity	Reflect on and articulate the similarities and differences between personal or cultural identity; understand the impact personal experience has on the perspectives of others.
<input checked="" type="checkbox"/>	Cultural Sensitivity	Apply awareness, understanding and appreciation of intercultural communication in academic, social and professional settings; develop intercultural competencies and awareness of global issues.
<b>Social Responsibility &amp; Civic Engagement</b>		
<input checked="" type="checkbox"/>	Active Citizenship	Define and identify what it means to be socially responsible and to be engaged in active citizenship.
<input checked="" type="checkbox"/>	Awareness of Social Issues	Demonstrate awareness of complex social issues including, but not limited to: culture, race, religion, sexual orientation, ability, mental health, politics and lifestyle.

<input checked="" type="checkbox"/>	Community Building	Participate in or develop training programs, activities or programs that teach or embed social awareness, social justice, health & safety, and equity issues.
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