

Home Tutor Program

Jurisdiction: Yukon

Level: K - 12

Contact: Pat Cassidy

Theme: Community Based Practices

Description of Practice:

In partnership with local First Nations, schools, school councils and community based agencies; the Home Tutor Program provides the opportunity for students to participate in after school/home tutoring. Yukon students, through the use of trained tutors, work one-on-one or in small groups to reinforce/augment the skills and knowledge being taught in the regular school programming. Currently, this program is operating in 14 Yukon communities.

Background:

The program was instituted to help boost literacy and numeracy levels amongst Yukon students. It was intended to allow community people to help design, implement and take ownership of the program in their respective community. The program has many different forms in many different communities. Some sessions are offered in local schools by the First Nations while some are after school sessions in the school and others are run outside of school hours by LDAY (Learning Disabilities Association of Yukon).

Development:

The Tutor Program was established as a pilot program in September of 2004. The program was launched after the Minister of Education visited Old Crow and was introduced to a locally bred "Home Tutor Program" that was showing significant success for some students in that community. It was initially intended to replicate the Old Crow program throughout the territory but was later revised (through consultation with relevant department officials and partners) to build on the success of what was working in each community. The program was originally approved for communities outside of Whitehorse, but was later expanded to include Whitehorse-based secondary schools. Tutors come from a variety of sources: teachers in the school, peer students, professionals from within the community and teachers who are not currently working in schools. The Learning Disabilities Association of Yukon (LDAY) was contracted to help build resource capacity through the provision of tutor training assistance to the communities.

Evidence:

The Home Tutor program started as a small program in Old Crow in 2003 and since then has blossomed into a program that helps many students from around the Yukon to improve their academic abilities. This program is now offered in all Yukon communities. In a recent (2006) report on the effectiveness of the Tutor Program, all persons contacted felt that the program was worthwhile. The program was rated a success for three major reasons:

The goals of the program are being realized, in that students are better able to reach literacy and numeracy targets set.

In many instances the program is seen as helping to build a stronger working relationship between school and home, teachers, parents and First Nations.

The community is building increased capacity through the training of local residents to teach literacy skills.

In two short years, the Tutor Program has met and exceeded expectations.

Adaptability:

Suggestions for adapting the practice in other jurisdictions: Organize the program with clearly defined and well-communicated criteria for how the Tutor Program funding is to be utilized. Support each community/school to set up a small “team” that will meet regularly to oversee and monitor the progress of the tutor program at each site. Provide some base line evaluation criteria that can be adopted by the communities for use in each community school.

Further Information:

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