Tutor: competence model

Hitryuk V. V.,
Director of the Institute of inclusive education
BSPU M. Tanka, Doctor of Pedagogy
Educational environment

- the "place" existing in society, where many relationships and connections are subjectively set and special activities of different systems related to the development of the individual and his socialization are carried out, as well as the most important, socially demanded key competences are formed.
Universal features of educational environment

- orderliness
- length
- structuring (interrelation and interdependence of elements) content
Specific features of inclusive educational environment

- availability
- poly-subject
- variability (meaningful, temporary, organizational)
«a person who helps the child to join the team, solving the problems that the child cannot solve on their own ...»

«the person helping the child to organize working area and time ...»

«a person who sees the current problems of mastering the material and knows what to do with it...»

«a person who should teach a child to listen and understand what he heard, and then apply it in practice and additionally after lessons to consolidate this material together with parents»

Tutor: who is it?
• **Tutor** (eng. tutor-mentor, guardian; lat. tueor-watching, caring)

• **Tutor support** = organization of educational movement of the child on the basis of reflexive correlation of his achievements with interests and aspirations
- Mentor
- Intermediary
- the person who will teach to solve problems independently (to translate them into tasks)
- position accompanying, supporting the process of self-education, individual educational search
- culture formed in history in parallel with the culture of teaching and learning

Tutor – this is:
Aims and objectives of the tutor

- Creation of comfortable conditions for staying at school
- Socialization
  - tutor-child
  - tutor-teacher (teachers)
  - tutor-other children
  - tutor-parents
"Special" child in inclusive education: the role of the tutor

- child – tutor
- child-tutor-teacher
- tutor child-other children
- tutor-child-parents
Aims and objectives of the tutor

- assistance in the assimilation of appropriate educational programs
- organization, if necessary, support by other specialists
- inclusion of parents in the learning process
- tracking the dynamics in the promotion of the child
- the establishment of communication in children's collective
Organizational tasks of the tutor

- individual (personal) accompanying child
- accompanying group of children
- teacher's assistant
- the second teacher in the class
• Collection of information about the child
• Analysis of the information received
• Together with other experts to develop recommendations
• Preparation of the training program
• Decision of tasks
• Analysis of the situation of child development, development of further strategy

The main stages of individual tutor support
Factors that determine the nature of the activities of the tutor

- the developmental disorder of the child's
- the level of activity of the child
- the degree of readiness of the institution for inclusive education, the stage of involvement of the institution in the development of inclusive practices
- the degree of preparedness of the teaching staff, the possibility of additional education
- the degree of interest in the correctional process of parents
- the level of professional competence of the tutor
- availability of special conditions adequate to the educational needs of the child
- initiate the right activity accompanied by a child
- the maintenance of this activity
- providing maximum independence to the child parting with the ward child
"Parallel training"
«Team»
«Echo»
«Stations»
The model of competences of a tutor reflects its ability and willingness:
Activate
Analyze
Adapt
Marshall
Advise
To communicate
Leave
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