

Girls' Access to Education Girls' Education Challenge

Sierra Leone



Being an effective tutor

Name of Tutor _____

Tutorial Centre _____



The Open
University



Girls'
Education
Challenge



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Introduction

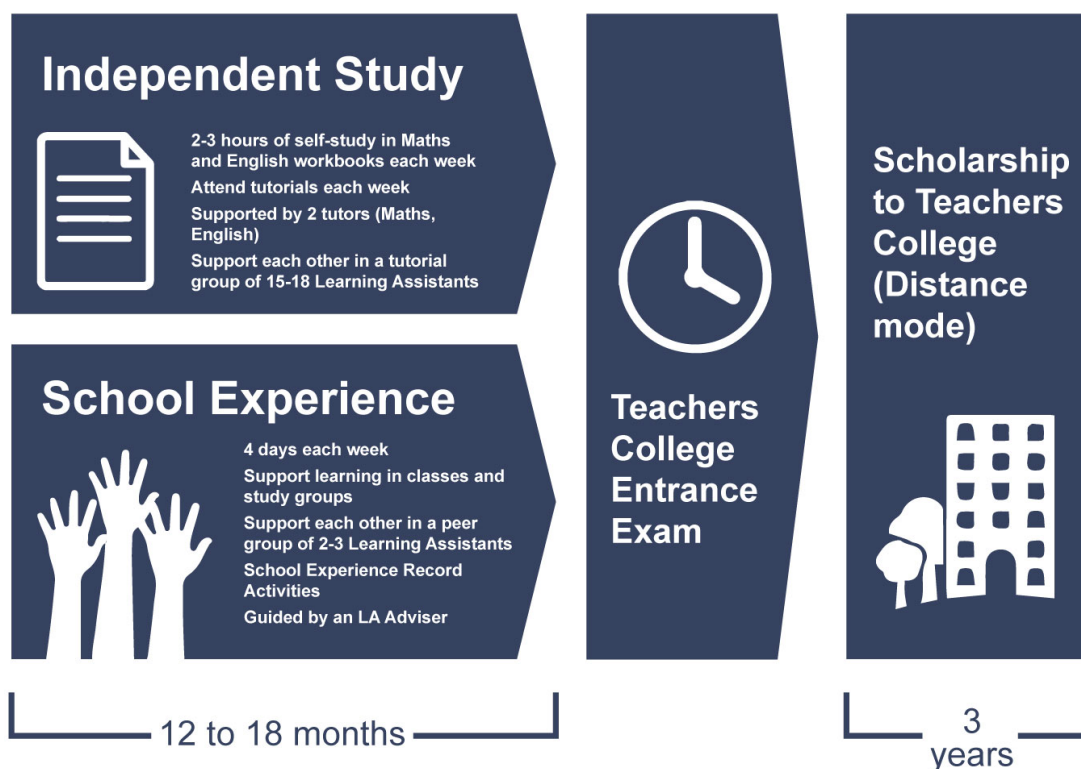
The Girls Access to Education Girls Education Challenge, Sierra Leone, is designed to support girls' education through a number of different activities including a programme for Learning Assistants. Learning Assistants are young women who aspire to become primary school teachers and you will be supporting them on the programme.

In the programme Learning Assistants are involved in two activities:

- **School Experience:** for 4 days each week Learning Assistants help teachers and pupils in classes in their local primary school. This activity is guided by their School Experience handbook and a Learning Assistant Adviser in the school.
- **Academic Study:** the Learning Assistants study Mathematics and English in preparation for the Teachers' College Entrance Exams. The LAs have independent self-study materials and they are guided to complete these materials by tutors in weekly tutorials for English and for Maths.

Through these two components, Learning Assistants gain practical experience in a school and prepare for the Teachers' College Exams.

The Learning Assistant Programme



This booklet is to help you undertake your role as a tutor for Learning Assistants. Thank you for participating as a tutor. You have been appointed to the role because you are an experienced teacher, but **the role of tutor is different to the teacher role**, and so we hope you will develop your own professional skills by participating in the Sierra Leone Girls Access to Education Girls Education Challenge.

The Learning Assistants (LAs)

The Learning Assistants are young women with a shared goal: they aspire to become teachers. Learning Assistants will have passed the BECE exam but did not complete their study at senior secondary school.

There are many reasons why the Learning Assistants may not have succeeded with their school studies, for example:

- poverty; their parents may have been unable to support their daughters' education and they may have lacked learning materials and text books;
- they may have entered into early marriage and/or early pregnancy so been unable to attend school;
- domestic duties at home may have prevented them from studying or attending school;
- in some communities there are cultural assumptions about girls' learning and the Learning Assistants may not have received strong encouragement to continue with their studies;
- some teachers in Sierra Leone have limited training and lack skills to engage all their students (particularly girls) in learning.

But the Learning Assistants are now *Adult Learners*, with more life experiences to bring to their learning. They will be motivated to succeed, committed and dedicated to their studies. It is important to remember that they have gone through secondary education, so they will be familiar with the topics in the English and Maths self-study materials. The Learning Assistants will have learning skills and experience of formal education.

But returning to study will not be easy for all the Learning Assistants and you will need to help them develop study skills and confidence. Many will have responsibilities in their families and communities and it may be difficult for them to find time to study with all their other commitments. They may need to ask someone to look after their child or children while they attend tutorials. Poverty may mean that they have a lack of light to study by or they are distracted from their studies by hunger. Some may be grieving for relatives and friends. Some may experience disapproval or lack of support from their families or people in their communities. As their Tutor you should encourage the Learning Assistants to talk about these challenges and to share ideas and solutions. The Learning Assistants can support each other and your role is to facilitate this.

Some of the Learning Assistants may be very hesitant to talk about their learning difficulties and lack confidence in their academic study. You need to ensure that the tutorials are friendly and supportive – the next section gives you some ideas on how to do this.

Being an effective tutor

Your role as a tutor is to provide guidance to the Learning Assistants and give them on-going motivation and encouragement. In independent self-study it is essential for students to know what they have to do to improve, and how to move to the next step. Your role is to help the Learning Assistants in your tutor group to become independent learners.

You are not expected to teach Learning Assistants the secondary school curriculum. Your role is to guide them through the independent self-study English and Maths workbooks. These workbooks are, in effect, the teachers. Learning Assistants will work directly in the English and Maths workbooks. You will guide LAs through these workbooks and help them to identify what they need to work on in order to improve.

You will be allocated a group of LAs – this is your tutor group. You will meet your tutor group every week for a two hour tutorial. This tutorial is not the same as a school lesson. The role of the tutor is different to the role of a teacher.

Read the key duties of the tutor, below.

Purpose

To support the Learning Assistant to become an independent learner, and to work through the independent study English or Maths workbooks in preparation for the Teachers' College Entrance Examination

Tasks

1. To understand the learning needs of the Learning Assistants in your tutor group.
2. To know the self-study materials in English or Maths provided by the project.
3. To be familiar with the requirements of the Teachers' College Entrance Exam.
4. To meet every week with your Learning Assistant tutor group for a minimum of 2 hours at a venue and time to be agreed with the FAWE District Supervisor.
5. To mark the register at each tutorial and inform the FAWE social worker if any Learning Assistant is absent for 2 successive tutorials.
6. To plan and deliver appropriate activities for each tutorial using the notes provided by the project.
7. To keep records of tutorial plans and other activities for monitoring purposes.
8. To give feedback to the Learning Assistants. Feedback should be given verbally in every tutorial and detailed written feedback on three Marked Assignments. This feedback should
 - (a) Recognise and praise each Learning Assistant's progress and achievements
 - (b) Include advice for the Learning Assistant on making progress and improvements in her work (for example particular features or ideas to focus on during the next week)
 - (c) Help the Learning Assistant develop independent learning skills
9. To attend project training sessions and district tutor meetings.

Read the Tutorial Planner on the next page. This shows what the Learning Assistants should be studying each month. Use this to plan tutorials and progress of the Learning Assistants.

Notice that the LAs sit three Marked Assignments in exam conditions set up by you. You need to plan the tutorials so that the LAs can sit the Marked Assignments.

Tutorial Planner

Time	English Tutorials	Maths Tutorials
Week 1 (1 week)	<p>Tutorials start.</p> <p>Explain your role and the expectation that the LAs work independently in the subject workbook.</p> <p>Check that all LAs in your group have English Unit 1 in their folders.</p> <p>Help the LAs set study goals.</p>	<p>Tutorials start.</p> <p>Explain your role and the expectation that the LAs work independently in the subject workbook.</p> <p>Check that all LAs in your group have Maths Unit 1 in their folders.</p> <p>Help the LAs set study goals.</p>
Week 2-11 (10 weeks)	Work through English Unit 1 -- LA self-study supported by weekly tutorials.	Work through Maths Unit 1. -- LA self-study supported by weekly tutorials.
Week 12-14 (3 weeks)	<p>Complete English Unit 1.</p> <p>English Marked Assignment 1.</p> <p>Tutor Coordination Meeting for Marked Assignment 1.</p>	<p>Complete Maths Unit 1.</p> <p>Maths Marked Assignment 1.</p> <p>Tutor Coordination Meeting for Marked Assignment 1.</p>
Week 15-24 (10 weeks)	<p>Review of Marked Assignment 1 marks, areas of difficulty and feedback.</p> <p>Work through English Unit 2. -- LA self-study supported by weekly tutorials.</p>	<p>Review of Marked Assignment 1 marks, areas of difficulty and feedback.</p> <p>Work through Maths Unit 2. -- LA self-study supported by weekly tutorials.</p>
Week 25-27 (3 weeks)	<p>Complete English Unit 2.</p> <p>English Marked Assignment 2.</p> <p>Tutor Coordination meeting for Marked Assignment 2.</p>	<p>Complete Maths Unit 2.</p> <p>Maths Marked Assignment 2.</p> <p>Tutor Coordination meeting for Marked Assignment 2.</p>
Weeks 28-37 (10 weeks)	<p>Review of Marked Assignment 2 marks, areas of difficulty and feedback.</p> <p>Work through English Unit 3. -- LA self-study supported by weekly tutorials.</p>	<p>Review of Marked Assignment 2 marks, areas of difficulty and feedback.</p> <p>Work through Maths Unit 3. -- LA self-study supported by weekly tutorials.</p>
Week 38-40 (3 weeks)	<p>Complete English Unit 3.</p> <p>English Marked Assignment 3.</p> <p>Tutor Coordination meeting for Marked Assignment 3.</p>	<p>Complete Maths Unit 3.</p> <p>Maths Marked Assignment 3.</p> <p>Tutor Coordination meeting for Marked Assignment 3.</p>
Week 41-45 (5 weeks)	<p>Review of Marked Assignment 3 marks, areas of difficulty and feedback.</p> <p>Revision for the Teacher Training Entrance Exam.</p>	<p>Review of Marked Assignment 3 marks, areas of difficulty and feedback.</p> <p>Revision for the Teacher Training Entrance Exam.</p>

You also need to plan each tutorial and to do this there is a template: the tutorial framework. You will need to do this in advance of each tutorial – more details of this are in the next section.

What happens in a tutorial

A tutor does not lecture the class. A tutor is a 'guide on the side' to the learners in the group.

In your tutorials, focus on helping the LAs to think of themselves as independent learners. Spend time talking with LAs about the independent study materials they have worked on. Use your professional judgement to help them improve their Mathematics or English. Encourage the Learning Assistants to speak to each other and to support each other. Allow them to make mistakes without shame, and to learn from their mistakes.

In each tutorial you should set clear learning goals for the session and you should plan the next session according to the responses of the Learning Assistants.

Tutorial Framework

Each tutorial should be 2 hours long and have 4 parts. Think about how you organise the seating in the tutorial – it is not like a school lesson. For example, arranging the seating in a circle will enable LAs to see and hear each other and avoids a school like atmosphere.

Read the tutorial framework, below. Note how this is different to a school lesson.

Tutorial Part	Purpose	Timing	Notes
1.Introduction	To put the Learning Assistants at their ease	5- 10 mins (this will become less as you get to know your tutor group)	Welcome everyone. Learn the names of the Learning Assistants and use their names. Do an energiser activity – something fun.
2.Establishing progress	To find out what has happened in the last week.	15 – 20 mins	This is a critical part of the tutorial where you listen to the Learning Assistants. What have they completed in their study materials? What did they find easy? What did they find difficult? You can organise pair or group discussions to facilitate this. Check that you are aware of the progress of all the Learning Assistants - some may be shy and only speak quietly or hesitantly. See if there are problems or questions they have in common. Check that all the Learning Assistants have their materials and they are completing them.
3.Developing subject competency	To deal with difficulties, consolidate learning and	60 - 90 mins	In this section of the tutorial you can do different things, for example: <ul style="list-style-type: none">- discuss a topic that the Learning Assistants have found problematic

	extend learning		<p>and have quizzes, drills or practice around this idea;</p> <ul style="list-style-type: none"> - ask Learning Assistants to do problem solving or practise in pairs or small groups; - have LAs share their work and give peer feedback on tasks from the workbook; - revise the study materials through active tasks, such as small group problem solving, debates, pair work reading a text or looking at a picture.
4.Looking forward	To set study expectations for the next tutorial	10 mins	<p>It's important to make sure that all the Learning Assistants are clear about what they should be studying and completing for the next tutorial.</p> <p>Ask the Learning Assistants for feedback on the tutorial through the use of open-ended questions: are there topics they want to revisit or spend more time on? Are there particular skills they want to develop?</p>

The independent self-study materials

It is vital that you are familiar with the English or the Maths self-study materials. Please spend time reading the materials and trying the activities yourself. This will give you good ideas for what to do in tutorial sessions.

Learning Assistants should work directly in the workbooks. They can make notes or drafts in a separate notebook, but their main work should be shown in the English and Maths workbooks.

There are three independent self-study units for English and three independent self-study units for Maths. The units have been written to help the LA improve her skills and understanding in each subject. The units do not cover every topic in the school syllabus (BECE) but focus on basic skills in each subject.

Each unit is divided into weeks. Read the list of topics, below.

Maths Unit 1: General Mathematics

Week 1: Whole Numbers and Place Value

Week 2: The Four Rules—Addition, Subtraction, Multiplication and Division

Week 3: Negative Numbers

Week 4: Decimals

Maths Unit 2: Fractions

Week 1: Fractions 1, the basics

Week 2: Fractions 2, the four rules

Week 3: Percentages
 Week 4: Ratio
 Week 5: The Unitary Method

Maths Unit 3: Algebra

Week 1: Algebraic Expressions
 Week 2: Expanding and Factorising Expressions
 Week 3: Solving Algebraic Equations
 Week 4: Substitution into Formulae
 Week 5: Graphs

English Unit 1

Week 1: Our Dreams—Read, write and talk about our dreams
 Week 2: Our Dreams—Using speaking games to write, revise the simple past
 Week 3: Our Bird—Reading and speaking practice, revise adjective use
 Week 4: Our Bird—Write from our imagination and start a journal
 Week 5: Unit revision and self-evaluation

English Unit 2




Week 1: Betty—Giving advice and using modal verbs; developing study skills
 Week 2: Betty—Write a letter of advice; modal verbs; developing study skills
 Week 3: Sia and the Magic Basket—Expressions of time; talk about a story
 Week 4: Traditional Story—Practice writing sentences
 Week 5: Unit revision and self-evaluation

English Unit 3

Week 1: Toni and the Guinea Pigs—Read, speak and write
 Week 2: Amidu's Day Off—Giving reasons when speaking and writing
 Week 3: Amidu's Day Off—Speaking, writing and vocabulary work
 Week 4: Improve your writing; writing about feelings and places
 Week 5: Reading; practice grammar; unit revision and self-evaluation

Each section starts by outlining what the LA can learn.

At the end of each section are some practice exam questions and a self-evaluation exercise for the LA. These exercises use symbols

 <p>Easy</p> <p>(Tick this box if you feel confident that you understand this section well)</p>	 <p>Fine</p> <p>(Tick this box if you still need a little work on this section)</p>	 <p>Difficult</p> <p>(Tick this box if you still need a lot of work on this section)</p>
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to record the LA responses. Please encourage LAs to be honest about what is difficult so that you can respond to these problems in your tutorials.

Your role is not to teach the curriculum but to help the Learning Assistants to understand the ideas and do the activities of the independent self-study materials.

Your role as a tutor is to make the materials accessible to the Learning Assistants, and to help the Learning Assistants develop their confidence as learners. So for example if some Learning Assistants are struggling with a particular task you could ask other Learning Assistants to explain to them how they did the task or solved the problem. You could organise the LAs in pairs or small groups, and then some Learning Assistants could share their learning with the whole group. You could bring in additional problems, tasks and resources for topics which the Learning Assistants are finding difficult.

Tutorial planning and preparation

The LA should work through the exercises and activities in their English or Maths workbook and bring this to the tutorial.

You need to prepare each tutorial:

Before each tutorial

1. Read the section of the study materials the LAs will be working on. Try the activities yourself.
2. Note what the Learning Assistant is being expected to learn in the section.
3. Write a plan for the tutorial (see tutorial framework, above) paying attention to the learning needs of the Learning Assistants in your tutor group and what they are expected to learn.
4. Record your tutorial plan in your ledger (the FAWE monitor will ask to see your tutorial plan)
5. Remind yourself of the 'Essentials for each tutorial' below.

The first tutorial

In the first tutorial it is important that you set the rules or a code of conduct for the tutorials. These should be discussed and agreed with all the Learning Assistants in your tutor group. Some example ground rules are:

- Treat everyone with respect and listen when others are talking
- Support each other with your study
- Ask for help when you are unsure about any of the ideas or activities
- Switch mobile phones to silent during the tutorial
- Arrive on time for the tutorial
- Bring the study materials to each tutorial
- Send a message to your tutor if you are unable to attend the tutorial

It is a good idea to make a poster of the rules so that everyone can see them. LAs can also copy the rules into their workbooks.

Remember the Learning Assistants are adults so it is not appropriate to punish them for lateness or not completing the workbook.

Essentials for each tutorial

In each tutorial it is important that you undertake the following:

- ✓ complete the attendance and punctuality register (in your ledger) (see Appendix 2);
- ✓ enquire about absent Learning Assistants and follow this up with FAWE social workers if necessary;
- ✓ speak to each Learning Assistant, check their progress with the study materials and give them feedback on their learning.

Tutorial ideas and activities

Checklist: in each tutorial you should make sure that you complete the 'Essentials for each tutorial' checklist above.

Using what they already know: in the tutorials it is helpful to use familiar examples to develop the confidence and understanding of the Learning Assistants. Some of the situations where the Learning Assistants might be using Maths and English skills everyday are:

- ✓ in buying and selling of goods and services in the market, counting money and doing business calculations such as profit and loss;
- ✓ telling the time; calculating distances and quantities;
- ✓ on the farm, knowing the number of acres, measurement of seed beds and seeds;
- ✓ writing letters and lists for the market;
- ✓ keeping farm records;
- ✓ following instructions to use insecticides and fertilisers, and medicines.

You will be able to think of many more examples to use in your tutorials.

Feedback: it is important that the Learning Assistants have regular feedback on their learning. Feedback is information that you give to the Learning Assistants about how they have performed in relation to a goal. This can take different forms including oral feedback in the tutorial and written feedback on the Marked Assignments.

Effective feedback provides the Learning Assistant with:

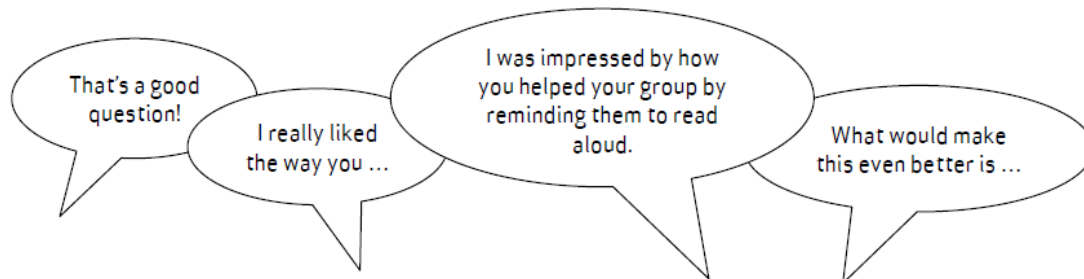
- information about what happened
- an evaluation of how well the action or task was performed
- guidance as to how their performance can be improved.

Effective feedback is:

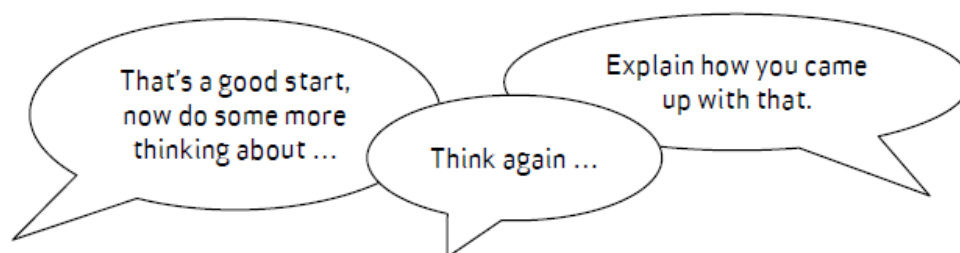
- focused on the task being undertaken and the learning that the Learning Assistant needs to do
- clear and honest, telling the Learning Assistant what is good about their learning as well as what requires improvement
- actionable, telling the Learning Assistant to do something that they are able to do
- given in appropriate language

Whether feedback is spoken or written it becomes more effective if it follows the guidelines given below.

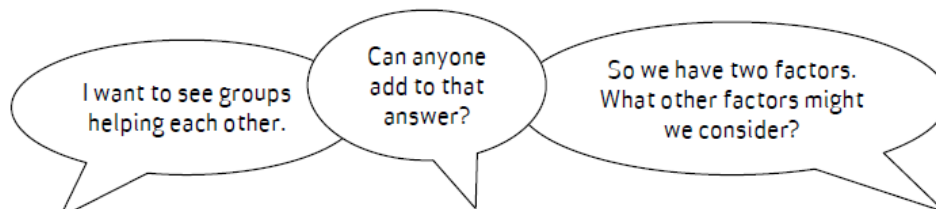
Using praise and positive language. When we are praised and encouraged, we generally feel a great deal better than when we are criticised or corrected. Reinforcement and positive language is motivating for individuals of all ages. Remember that praise must be specific to the work done rather than about the Learning Assistants themselves. 'Well done' is non-specific, so it is better to say such things as:



Using prompting as well as correction. The dialogue that you have with your Learning Assistants helps their learning. If you tell them that an answer is incorrect and finish the dialogue there, you miss the opportunity to help them to keep thinking and trying for themselves. If you give Learning Assistants a hint or ask them a further question, you encourage them to find answers and take responsibility for their own learning. For example, you can encourage a better answer by saying such things as:



Encourage Learning Assistants to help each other. You can do this by opening your questions to the rest of the group with comments such as:



Self-correction and peer correction are effective and you can have Learning Assistants check their own work and check each other's work.

After the tutorial / developing your skills

After each tutorial it is a good idea to think about what worked, what didn't work, what difficulties the Learning Assistants had and to jot down these ideas in your ledger to help you plan the next tutorial.

Sharing experiences with other tutors can be very helpful. Other tutors can be a good source of ideas, information and problem solving. Try to find out the mobile phone numbers of some of the other tutors and send them an SMS or call them if you have queries or successes. Maybe you can even meet up with another tutor to share ideas for tutorials and compare your experiences.

The Marked Assignments and Coordination of marks

There are three Marked Assignments for Learning Assistants to complete after they complete each study unit. The first Marked Assignment covers what has been learned in Units 1 for both Maths and English, the second Marked Assignment covers Units 2, and so on. The Marked Assignments are shown on the Tutorial Planner.

The Marked Assignments are short examinations which have been developed by the project team. They are similar in style to the Teachers' College Entrance examination. The purpose of these assignments is to judge the progress that the Learning Assistant has made with her studies and to give the Learning Assistant practice in sitting an examination. For some Learning Assistants it may be several years since they did an examination and you will need to remind them of the procedure.

You will be given the Marked Assignments by FAWE. You must not open or look at the Marked Assignment until you give it out to the Learning Assistants.

Learning Assistants should do the Marked Assignments under examination conditions: no talking, no notes, no collaboration and no support from you. **It is important that the Marked Assignment is the Learning Assistants' own work. For each Learning Assistant you will be asked to verify that the Marked Assignment is their own work.**

After the Learning Assistants have completed the Marked Assignments you will take their scripts to a Coordination meeting with other tutors and experts. In this meeting you will discuss how to mark the assignments. You will then mark the assignments from your tutor group and mark the assignments from another tutor. A sample of scripts from each tutor will be sent to the project team to check that there is consistency across the marking and to analyse the learning progress of the Learning Assistants.

After Coordination, use what you have learned to help your tutor group make progress based on their performance on the Marked Assignments. Think about the feedback you will give each LA and how this will help and motivate them.

Additional notes for English tutors

With every unit there is an illustrated book to read from an excellent collection. The grammar and vocabulary work in each unit is at a similar level to the reading books and shows Learning Assistants some good language models to try out in their own writing. Please encourage LAs to read for enjoyment and for vocabulary development. The more they read, the better their vocabulary will become.

Writing is developed in small steps. Imitation of new grammar and styles of writing are encouraged. Planning, writing and editing are introduced. Please look at small samples of LAs' writing in tutorials and give praise for good choice of language. The more writing practice they do, the better they will get at writing.

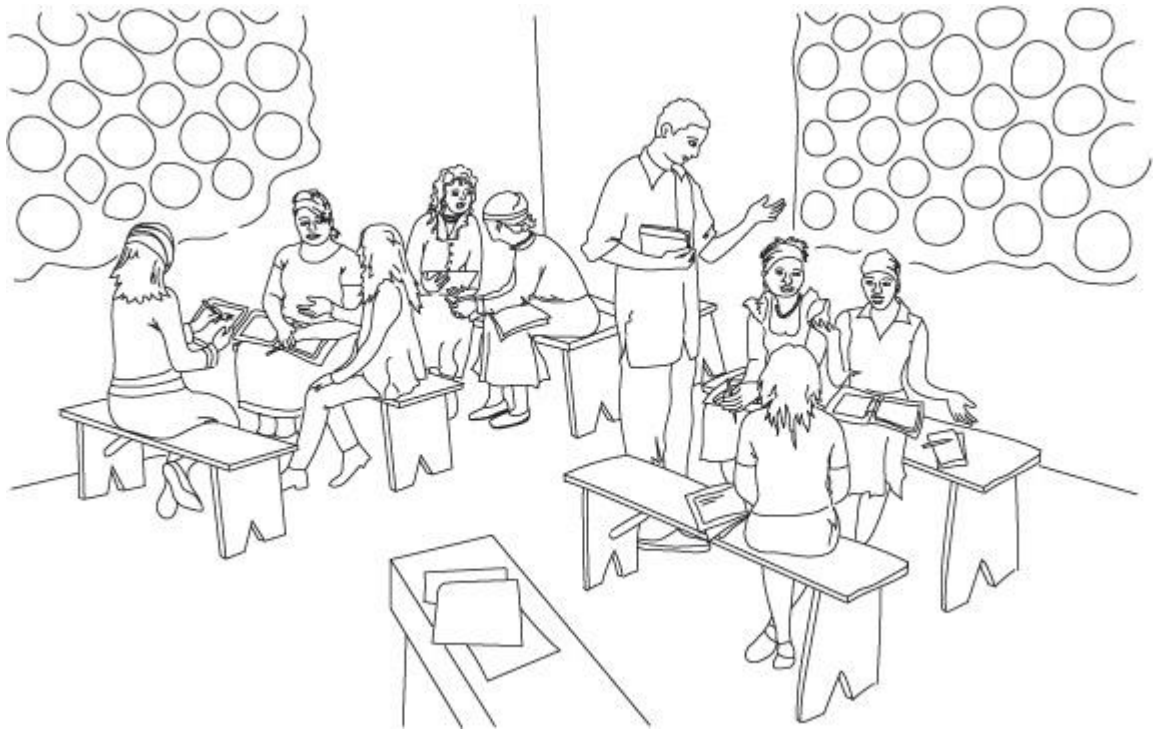
Study skills in the units give Learning Assistants ways to improve how they learn, for example learning new words to use in writing or underlining for close reading.

Apart from the English study units, LAs will also have a writing journal, which can be used to write in more depth and for drafting and redrafting. Not all the writing journal needs to be shared. Writing about life experiences can give a voice to the Learning Assistants and help them develop confidence as writers.

Ideas for tutorial activities

This supplement is to help you plan tutorial activities with Learning Assistants.

Tutorial Framework Part 2: establishing progress



Setting up pair work and group work

When you have Learning Assistants work in pairs and groups, they will feel more confident to speak up and help each other. This also gives you the chance to observe their knowledge and their progress.

1. Think – speak – share

Think: Ask LAs to look over the week's work and think alone about their individual progress before sharing with another LA. Ask them to look back on the self-evaluations and choose what they were most happy and least happy about.

Speak: Have LAs move seats, sit opposite someone and compare and share with a partner within a time limit.

Share: Have each pair join another pair to make a group of four, to talk about what they did in the last week.

Walk among the groups and listen to what the LAs say. Note down common problems. Bring all the LAs together and write out the common problems on the board. Review, correct and discuss the common problems. You can also write out common successes and celebrate these too.

2. Small group work

Arrange chairs in small groups of 4 -6. Plan who will work together by ability or friendship and whether they will do the same or different tasks.

Give exercises based on the previous week's work. Have LAs work together to solve the problem or do the exercise. Let LAs use the board to write answers or to work out problems. Let more confident LAs lead a group or make a quiz for others.

At the end of the exercise, have each group report back on what was easy and what was difficult.

3. Quick check and chat to individual Learning Assistants

Get a general idea of what everyone has done since the last meeting. Check workbooks when pairs or groups are working together (see above). Make notes on who is behind.

Make time to speak quietly to LAs who have not done any work, or very little work. Try to find out what the problem is, and offer encouragement.

Remember, it is up to each LA to do the required self-study.

Tutorial Framework Part 3: developing subject competency

Divide the 60–90 minutes so that the time is not always led by the tutor.

You can, of course, do some direct teaching at the board. But organise the class so that you can give attention to those with problems, and so that LAs can develop their independent self-study skills.

You can use your own supplementary study materials, but the priority is for LAs to complete the self-study workbooks in Maths and English.

Part 3 of your tutorial might be organised like this:

15 - 20 minutes
Tutor gives a summary or review of materials LAs should have studied. Tutor does direct teaching, gives whole class quiz or exercise, then allocates study exercises for pairs or groups
30 - 45 minutes
LAs work in pairs or groups on self-study materials or extension tasks. Tutor observes, checks and supports individuals.
15 - 20 minutes
Tutor reviews learning with whole class, focusing on areas of difficulty.

LEARNING ASSISTANTS' TUTOR

TASKS AND CODE OF ETHICS

PURPOSE OF ROLE AND INFORMATION ABOUT GEC LEARNING ASSISTANTS

To support Learning Assistants in independent study in English or Maths in preparation for the Teacher Training College (TTC) Entrance Examinations.

The Learning Assistant (LA) component of Girls' Education Challenge has two parts: **in-school experience** and **self-study** in preparation for the TTC Entrance Examinations. Learning Assistants are young women who are being supported to prepare for the Teachers' College Entrance Exams through tutorials while being assigned as Learning Assistants in local primary schools.

Self-study materials will be provided to the LAs. LAs will be clustered in tutorial groups and assigned to tutorial centres within their districts where they will have tutorials.

LAs will be assigned to help teachers in primary schools, where they will observe and support teaching and learning. Upper primary school teachers will provide mentoring support in the school.

Two secondary school teachers, one for Mathematics and one for English, will be selected, appointed as LA Tutors and attached to each tutorial group. LA Tutors will receive a monthly stipend to conduct weekly tutorials for LAs in their respective tutorial centres (minimum of 4 tutorials a month).

KEY TASKS

1. To be familiar with the GEC LA self-study materials in English and Maths provided by the project.
2. To be familiar with the requirements of the TTC Entrance Exams.
3. To be familiar with the learning needs of the Learning Assistants in your tutor group.
4. To plan and deliver interactive tutorial sessions using the self-study materials and notes provided by the project.
5. To meet every week with your Learning Assistant tutorial group for a minimum of 2 hours at a venue and time to be agreed with the FAWE District Supervisor.
6. To record your regular tutorial sessions with LAs in a register, identify which LAs are in attendance, which LAs are absent (including reasons for absence if known), LA punctuality and names of LAs who have dropped off the programme (with reason if known).
7. To monitor LA attendance on the register at each tutorial and inform the FAWE social worker if any Learning Assistant is absent for two consecutive tutorials.
8. To keep records of tutorial plans and activities for monitoring purposes.
9. To give feedback to the Learning Assistants on their progress. Feedback should be given verbally in every tutorial and detailed written feedback on the Marked Assignments. The feedback should:
 - a. Recognise and praise each Learning Assistant's progress and achievements
 - b. Include advice for the Learning Assistant on making progress and improvements in her work (for example particular features or ideas to focus on during the next week)
 - c. Help the Learning Assistant become an independent learner
10. To attend project training sessions and district tutor meetings

11. To always sign the distribution form whenever items are distributed to LAs in your tutorial centre.
12. To allow FAWE staff to monitor registers during regular tutorial spot checks and ask questions.
13. To complete an 'End of unit Tutor Questionnaire' at the end of each unit of study (approximately each term).
14. To assess the progress of the LAs in your group, including preparedness for the Teacher Training College entrance exams, and suggest ways LAs can make further improvements.
15. To ensure that LAs review and evaluate their learning progress each week by asking each LA to record how she feels about her learning that week and identify ideas, concepts or activities where she would like further learning support.
16. Administer three "Marked Assignments" for LAs to complete during a regular tutorial to give them experience of answering questions and solving problems under exam conditions in preparation for the Teacher's College Entrance exams.
17. To collect completed Marked Assignments and have them evaluated and marked in a Marked Assignment Coordination and Tutor interface meeting organised at the end of each Term by FAWE.
18. To ensure the study space is organised, conducive for learning and with sufficient light.

CODE OF ETHICS

The Learning Assistant Tutor shall:

- ❖ Report for work regularly, punctually and prepared to conduct tutorials at all times;
- ❖ Not engage in any form of corrupt practices such as soliciting and accepting personal gifts or monies from LAs or parents;
- ❖ Be appropriately attired and presentable;
- ❖ Promote a safe and conducive learning environment;
- ❖ Ensure that LAs are treated with dignity and respect and their rights fully protected;
- ❖ Establish and maintain zero tolerance to all forms of sexual and gender-based violence, exploitation and abuse, physical and humiliating forms of punishment and psychological abuse,
- ❖ Not be under the influence of alcohol, tobacco or any harmful drug during tutorial hours;
- ❖ Not give tobacco, alcohol, or harmful drugs to any LA, or allow them to consume any harmful substance;
- ❖ Not discriminate against LAs in any way or form based on disability, status, gender, tribe, or social status;
- ❖ Exercise due care, diligence and confidentiality in all matters affecting the welfare of LAs;
- ❖ Encourage LAs to take good care of their self-study materials and be serious about their studies.

ENFORCEMENT PROCEDURES

A breach of any of the above codes will result to action being taken in line with procedures applicable under the laws of Sierra Leone, regulations under civil and criminal laws and other relevant organizational policies and procedures within the organizations that make up the GEC Consortium.

Appendix 2: Learning Assistants' Attendance and Punctuality Register

GEC LA TUTORIAL ATTENDANCE REGISTER

Term:

Year:

[illegible]

[illegible]

