



**SEK BUDAPEST**  
**INTERNATIONAL SCHOOL**

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**H U N G A R Y**  
**T O B E B E T T E R**

Academic Year 2016/2017  
IB Diploma Programme  
Tutorial Plan

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## **I. Introduction**

### **A. The Tutorial Plan**

The Tutorial Plan is an instrument used to achieve excellence in planning of the tutorial class. This tutorial plan aims to layout the plans of action toward guiding the Year 2 students of the IB Diploma Programme (IB DP) into the successful completion of the requirements, and thus recipients of the diploma.

### **B. Definition of the Tutor**

It is understood that the Tutor is the primary liaison between Year 2 IB DP, the teaching staff, the administration, and the relevant family members. More specifically, the Tutor can be precisely defined by the responsibilities with which the Tutor is charged: required administrative tasks as given by SEK Budapest International School (The School) and the International Baccalaureate Organization (IBO); coordination between teachers charged with Year 2 IB DP subjects, Head of Studies and IB Diploma Coordinator, and parents of students; to taken an interest in the students' academic performance and social well-being, inside and outside of the school; and to help students in the most effective and appropriate ways to establish clear goals which will lead them to academic and social success.

### **C. Educational Needs**

Generally stated, the Tutor is required to design an effective tutorial plan that meets the needs of students, their teachers and the requirements of the teachers, the policies and guidelines of The School, and to the reasonable satisfaction of the relevant family members of the students. The academic and social needs of each individual should be taken into account, as well as the broader necessities of the group of Year 2 IB DP.

## **II. Work with the Students**

1. From the beginning of the course, a weekly lesson dedicated to the group with the intent to realize the development of the Tutorial Plan.
2. Create and maintain records about the students' personal and academic life (study habits, learning styles, behavior, leisure activities, other relevant information), through observations of students' activity in daily lessons, interviews and/conversations with parents, conversations with students.
3. Create an educational atmosphere in the classroom, and stimulate a positive sense of learning in the students, which is centered on the group.
4. Optimize and analyze collective learning styles of the group and also those of each individual student, while reviewing and altering strategy and techniques to achieve optimum results.

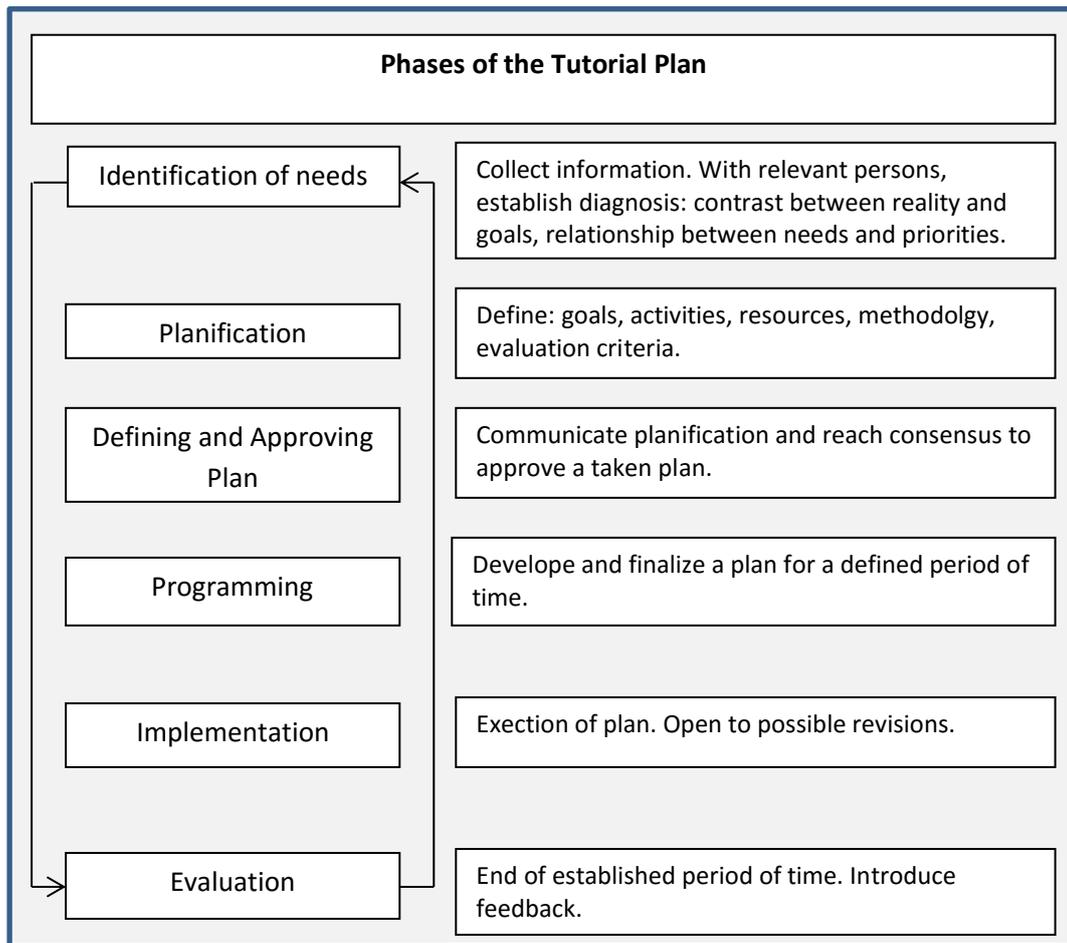
### **B. Work with the Family**

1. Encourage family involvement in the educational process through the promotion of participation and collaboration in parent-teacher meetings and certain activities in The School.

### **C. Work with the Teaching Staff**

1. Coordinate with the teaching staff about tutoring issues in addition to academic successes and shortcomings.
2. Frequently and systematically exchange relevant information with the teaching staff regarding personal and academic issues of the group and its individual students.

### III. Process of Tutorial Plan



### IV. Contents

Speaking of content requires a filtering of the vast amount of data and information available, and in use for contemporary education, to the Tutor. With that in mind, the Tutor must propose the data and information which is strictly applicable and purely beneficial to the creation of the Tutorial Plan, and therefore the development of the students.

These are summarized in the following:

- Habits, Study Skills, and Work:

Appropriate conditions to establish and/or maintain self-esteem and encouraging study conditions:

- cleanliness
- space
- proper light
- silence
- necessary materials

- Education in Values:
  - Respect for self, peers, The School and its staff, the work environment, the natural environment
  - Confidence, cooperation, and dialogue in resolving conflicts
  - Participation
  - Equality
  - Solidarity
- Education for Health:
  - Constructive use of leisure time
  - Awareness of unhealthy practices

## V. Methodology

The regular implementation of dynamic and self-reflective activities is necessary in order for students to maintain awareness of their development as a person and a student. Facilitating uninhibited participation, as long as it is productive to the goals of the lesson, requires activities that focus on the following:

- Qualities of the IB learner profile
  - inquiry
  - knowledgeability
  - thoughtfulness
  - productive and clear communication
  - the idea of principles
  - open-mindedness
  - the importance of sympathy and empathy
  - the benefits and drawback of taking risks
  - the importance of reflection of self and work
- Self-awareness
- Social awareness
- Group integration
- Family integration
- Cultural integration

## VI. Timing

The tutorial class, in which the Tutorial Plan and its strategies will be executed, will take place on Monday of each school week. For the sake of structure and the benefits of evaluation and the subsequent analysis of evaluations, the Tutorial Plan and its effects will coincide with the two-semester structure of The School. Approximately two weeks before the end of the first semester, and therefore the first implementation period of the Tutorial Plan, the Tutor will evaluate the results. The same process will be taken in the second semester of The School.

## VII. Evaluation

Regular micro-evaluations, or check-ups, will take place throughout the two periods of the Tutorial Plan. The purpose of micro-evaluations is to analyze the effectiveness of methods used by the Tutor in individual lessons. Semestral evaluations will take place twice a year: at the end of the first semester and again at the end of the second semester. The purpose of the semestral evaluations is to look at the big picture, so to say, to analyze the aggregated data and recordings of the Tutor that are taken throughout the semester.

The aspects to be considered in the evaluations are:

- A. Level of achievement of the objectives
- B. Planned activities that were performed and unperformed, and those that we incorporated into the Tutorial Plan during the tutorial process
- C. Efficacy of activities based on the students, teachers, and families.
- D. Degree of involvement in aspects A, B, and C, as well as any changes made to the evaluative plan in the process.
- E. The necessity to rectify any or all actions.

The evaluative instruments to be used are mainly qualitative observation, interviews, and open questionnaires. The sources of information are the students, the relevant teaching staff, and the relevant family members of the students.

## VIII. The Tutorial Field Trip

The tutorial field trip serves as a developmental experience for the individual students and the group as a whole. It should be connected in some way to their personal and academic progress and goals, although it does not necessarily need to be directly connected to specific topics studied in the classes. This year's tutorial field trip is as follows:

- An organized visit to a university, preferably a university where the majority of programs are taught in English, that will offer the students the beneficial experience of exploring a campus and talking with university representatives about student life, campus goings-on, and academic programs.
  - Possible universities in Budapest include: McDaniel College
  - Possible universities in Vienna include: Webster University

## IX. Examples of Tutorial Lesson Plans

### UNIT 1: THE IB MISSION, PHILOSOPHY, AND LEARNER PROFILE

#### **Objectives:**

1. Introduce the IB mission, the IB philosophy, and the IB learner profile
2. Explain to the students of the three essential elements of the IB
3. Students have a better understanding of their role as an IB student and the expectations of them as established in the three essential elements.

#### **Contents:**

1. The reasoning of each of the three elements
2. The finer details of each element
3. How each element translates into daily activity.

#### **Timing:**

1. One hour of class time in the first week of classes.

#### **Methodology:**

1. After the introduction by the Tutor, students will read and analyze each of the three elements
2. Students will be grouped into three groups, each group being responsible to read and analyze in detail one of the elements
3. Finally, each group will present to the class the findings of their reading and analysis
4. A class discussion on how the findings and meanings of the three elements can be practiced in class.

#### **Evaluation:**

1. The quality and accuracy of the presentations and the subsequent group discussion.

#### **Materials:**

1. Copies of the IB mission, the IB philosophy, and the IB learner profile
2. Computer and relevant material for a presentation.

## UNIT 2: PRESENTATION OF THE TUTOR, MR. DREW SPARKMAN

### **Objectives:**

1. Provide the schedule of the group and the list of teachers designated to the group
2. Briefly present on the importance of tutorial lessons and mentoring, explaining some of the objectives
3. Present the rules of the class and the school.

### **Contents:**

1. The academic organization of the course
2. The functions of the Tutor.

### **Timing.**

1. One hour of class time in the second week of class.

### **Methodology:**

1. Following the presentation of the Tutor to the group of students, the Tutor will distribute to the students relevant documents to the organization of the academic year and the organization of the course:
  - a. Schedules
  - b. List of teachers
  - c. Testing dates
  - d. Holidays
  - e. Other dates and deadlines of importance
2. The Tutor will communicate his functions in the course and his vision of the progression of the course to the group of students
3. Finally, the Tutor will communicate the importance of respecting the shared environment and the norms for collaboration in the group.

### **Evaluation:**

1. Elicit student understanding of the importance of proper planning
2. Students will communicate and demonstrate understanding of their own responsibility as members of the group and its well being
3. Elicit student understanding of the progression of the academic calendar.

### **Materials:**

1. Abbreviated version of the Tutorial plan (student version)
2. Schedule of classes
3. List of teachers.

## UNIT 3: COLLECTION OF INFORMATION, PERSONAL QUESTIONNAIRE

### **Objectives:**

1. Obtain relevant information from each student's life
  - a. personal information
  - b. family information
  - c. academic information
  - d. social information
2. Explore interests and preferences of each student.

### **Contents:**

1. Collaborative and positive personal questionnaire
2. Prepare students to take part in the role play activity "Autobiography".

### **Timing:**

1. One hour of class time during the third week of classes.

### **Methodology:**

1. The Tutor distributes and explain the personal questionnaire
2. The Tutor answers any preliminary questions
3. The students complete the personal questionnaire
4. The Tutor answers remaining questions.

### **Evaluation:**

1. Willingness of students to share honest personal information
2. Willingness and level of enthusiasm of students to participate in the role play activity
3. Demonstration of social etiquette by taking turns to speak, participation in the activity, and attentively listening to each individual speaker
4. Capacity to express opinions and likes in an appropriate manner while respecting those of peers.

### **Materials:**

1. Personal questionnaire form
2. Pen and notebook paper

## UNIT 4: THE IMPORTANCE OF INQUIRY

### **Objectives:**

1. To demonstrate the importance of inquiry in the IB program within the framework of the IB learner profile and the general importance of inquiry in life.
2. Students demonstrate understanding of the relationship between inquiry and critical thinking.

### **Contents:**

1. The IB learner profile model
2. Lifelong benefits of adapting these characteristics

### **Timing:**

1. One hour of class time during the fourth week of classes.

### **Methodology:**

1. Present the IB description of inquiry to the students.
2. Present the model of inquiry-based learning along with its benefits
3. Present a series of topics connected to pop culture and global issues of the day
4. Have students choose two of the topics and choose the most interesting of the two topics
5. Pair students with similar interests
6. Have pairs create mind maps of main topic with personal reasons of interest
7. Have students explain in writing why the student would be motivated to learn more about the topic, along with what personal benefits could be achieved from learning more on the topic
8. Have students reflect on how more knowledge on the topic could be put to practical use for improving the local community. Connect that to the global community.

### **Evaluation:**

1. Elicit student recognition and understanding of IB description and inquiry-based learning model
2. Level of student enthusiasm about activity
3. Thoroughness of student development in personal benefits and communal benefits.

### **Materials:**

1. Copies of the IB description
2. Copies of inquiry-based learning model
3. Paper and writing materials