MINIMODEL OF TUTORING

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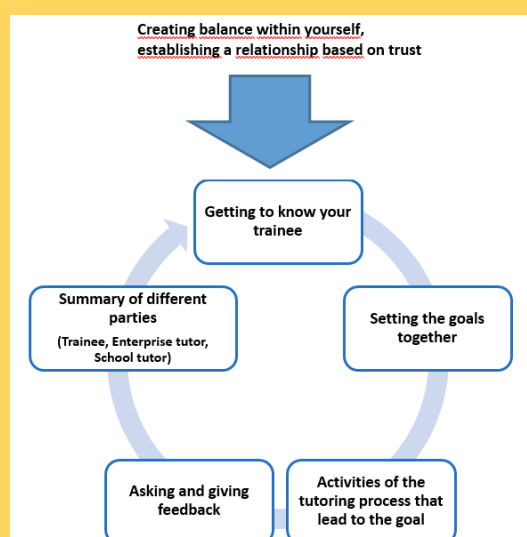Erasmus+ | BAfA Baltic Alliance for Apprenticeships | TTT4WBL

PURPOSE

The task helps to give an overview of the tutoring process, to understand the role and responsibilities of the WBL tutor. The aim is to clarify the stages of workbased learning and importance of communication.

STEP 1

Creating balance within yourself, establishing a relationship based on trust

Getting to know your trainee

Summary of different parties (Trainee, Enterprise tutor, School tutor)

Setting the goals together

Asking and giving feedback

Activities of the tutoring process that lead to the goal

The participants get to know the **minimodel of tutoring (link)**.
The participants are divided into groups. Each group discusses and writes down tutor's activities at each stage. This is followed by large group discussion where trainer writes down the results on the board.

STEP 2

The trainer introduces **general and communication competences** *(link worksheet)* to the participants
The participants go back to their small groups and discuss the competences the tutor needs to perform the previously described activities.

Participants present their list of competences to the whole room.
Trainer writes down the results and discusses with the participants which are the top five competences described by the groups.

STEP 3

25%

100%

Participants allocate time to each phase of the tutoring process. They have to keep in mind in total they have 100% of time that needs to be divided between different stages.
This is followed by discussion why it is important to spend more time in the 2 first stages - gettin to know the trainee and setting goals.

The method introduces the minimodel of tutoring and gives a quick overview of the tutoring process (setting goals, planning activities, and supporting the trainee's motivation.
The method can be used together with **GROW model** *(link)*