

Write Place Tutor Development Goals Glenbrook North High School

Solid tutor preparation is essential to the success of the writing center. Students and teachers must be confident that clients will receive consistent and appropriate feedback from staff members. Additionally, staff members must feel confident that they can assist students with a variety of assignments and needs.

The program will address specific strategies for working with students in a variety of situations. Tutors will develop skills for assisting students at any stage of the writing process and with assignments from across the disciplines. As a result of the program, tutors will be comfortable with the routines and consistently follow the guidelines established for conducting conferences.

In order to maintain the writing center's integrity as a safe and reliable resource, tutors must have a solid understanding of what the writing center stands for and uphold its mission, which will permeate all aspects of the tutor development program. As articulated in the Write Place Philosophy Statement: "The Write Place is a facility that offers a nonthreatening environment in which writers are encouraged to seek support for the writing process. It is our belief that we are more of a service than a location...Our goal is essentially to help writers identify, understand, and refine their personal writing processes. The Write Place will offer questions in place of corrections, support instead of criticism, and understanding rather than evaluation."

As a result of the preparation provided them, tutors will consistently uphold the following ideas when working with writers:

- All writers are respected as people with valid ideas who have something worthwhile to say.
- We do not propose a single writing process but are adamant in our belief that good writing is process based. We will assist at any stage of the writing process.
- Since reading and writing are connected, we encourage writers to discuss the material about which they have chosen to write.
- We will take nondirective roles in guiding students to discovery of their own voices. Our role is to listen and to question.
- We will identify observations as those of a reader and not those of a teacher.
- We will make every effort to accentuate the positive.
- We will address higher order concerns before lower order concerns unless the writer or teacher has given us specific direction otherwise.
- We will maintain the writer's ownership over the text and emphasize that the writer always has the option to accept or reject our suggestions.
- We will cooperate with classroom teachers. We are an extension of the classroom, not a replacement.
- We will make every effort to instill a sense of confidence through understanding.
- We will be practicing writers and utilize the services of the writing center.

Central to our goals for the tutor development program is the desire to create a learning community among the staff members. All tutors should see themselves as important contributors to the writing center and its mission. Additionally, tutors should see themselves as writers who are continually learning about their own writing processes. The tutoring program is designed to support students as tutors and as writers. Just as we want our clients to see the writing center as a safe place to ask questions and share their thoughts, our staff members will ideally view the writing center as a supportive community in which they can explore their own questions about tutoring and writing.