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**PEER MENTORING – COURSE OUTLINE**

Peer mentoring is a participation-based course that provides students the opportunity to be proactive in providing assistance and mentorship to others in their school community. Students work under teacher supervision in a variety of learning contexts where they will personally engage and build connections.

This course offers the opportunity for students to explore and recognize how people learn, including themselves. Students will be provided with opportunities to learn positive role modeling, interpersonal skills, empathy, leadership, teamwork and conflict management strategies. There is a focus on positive, personal and social interactions with others with the intention of contributing to the overall culture of a safe and healthy school. This course allows students to enhance their sense of connectivity to their school and instills a sense of ownership of their learning through creative and critical thinking.

**BIG IDEAS**

* Using cognitive tools and strategies can help students become more effective learners.
* Reviewing and reflecting on personal learning and actions helps develop self-awareness.
* Acquiring an appreciation for the importance of life-long learning and helping others.
* Safe and healthy communities are built from an education system inclusive of all learners and where their unique connections and contributions are acknowledged.
* Safe and healthy communities need well-rounded mentors with strong interpersonal, critical thinking and problem-solving skills.

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| **CURRICULAR COMPETENCIES**  *Students are expected to do the following:*  **Understand Self-Regulation and Executive Functioning Concepts**   * Become skilled at identifying and implementing strategies required for students to learn within the classroom: routines, procedures and expectations * Understand, select and apply self-regulation strategies in diverse contexts to help in skill development * Approach and model learning as a life-long pursuit * Fully engage in the learning process alongside their peers * Help students develop skills that will apply at every stage of life and schooling   **Self-assessment and reflection**   * Monitor, report, and reflect on the effectiveness of the strategies that I choose using specific examples/demonstrations of student learning * Describe experiences, set goals and reflect on individual growth as a tutor   **Leadership/Role Modeling**   * Demonstrate respect, collaboration and inclusivity in working with peers, the classroom teacher and other classroom support staff * Contribute to a positive climate in the classroom, school and community by acknowledging different perspectives and celebrating achievement * Demonstrate initiative without teacher prompts or seek guidance if unsure * Exhibit positive, helpful, energetic, enthusiastic, empathetic and encouraging behaviour * Model desired attendance, punctuality, organization and preparedness. * Follow appropriate code of ethics and guidelines around confidentiality * Demonstrate a variety of tutoring techniques such as questioning, active listening and direct instruction   **Communication/Interpersonal Skills**   * Draw from personal experiences and use examples to further understanding * Exchange ideas and viewpoints to build shared understanding/connections and extend thinking * Demonstrate effective listening skills * Learn and help peers develop classroom strategies for self-regulation, in a variety of contexts | **CURRICULAR CONTENT**  *Students are expected to know the following:*   * What executive functioning is and how it is developed * Steps and strategies to direct, maintain and shift student focus * The positive behaviours and work habits that contribute to a safe and healthy community in the classroom * Confidentiality rules and how to respect boundaries * How to use available assistive technologies and resources * Problem-solving strategies and skills * Making personal connections can create life-long learners |

**ASSESSMENT**

Students and teachers will engage in a process of gathering, interpreting and responding to evidence of learning.

*Students will answer these questions on an ongoing basis:*

* What am I learning?
* Why is it important?
* How am I doing?
* How do I know?
* What are my next steps?

*The teacher will:*

* Clarify learning intentions
* Generate and provide clear success criteria in student-friendly language
* Frame and solicit meaningful open-ended questions that lead to deeper understanding of the learning intentions
* Provide ongoing feedback
* Provide opportunities for ongoing self-assessment

Grades are a collaboration between the course teacher (Ms. Spindlove), the sponsor teacher, and the student’s self-reflection on their learning.

**Learning Resources:**

• Maslow’s Hierarchy of Needs

• Gardner’s Multiple Intelligences Theory

• Aboriginal Worldviews and Perspectives in the Classroom