Locally Developed/Department Authorized Course Framework Template

Developed by: Trevor Hale and Chris Stacey (YFNED)	**Date Developed:** June 9th, 2021
School Name: Porter Creek Secondary	**Signature of Superintendent:**
Committee Approval Date: November 2, 2021	**Committee Chair Signature:**
Course Name: Mentorship 11	**Grade Level of Course:** 11
Number of Course Credits: 4	**Number of Hours of Instruction:** 30 hours of direct instruction. 90 hours of practicum.

Department Authorized Prerequisite(s):

Students will be required to have an interview with a school counsellor prior to entering the course.

Special Training, Facilities or Equipment Required:

None.

Course Synopsis:

Mentorship 11 is a course that seeks to develop the skills and knowledge required to be tutor, role model and contributing member of the school community. The Mentorship 11 course offers the opportunity for students to explore and recognize how people, including themselves, learn. Students then are able to apply learning theory, including Yukon First Nation pedagogy, in a practical mentorship context. Students will work under the supervision of a teacher or mentor to provide assistance to students as individuals and/or in small groups. In this role, mentors will personally engage and build connections with their fellow students, with the ultimate aim of enriching the academic, social and cultural context of the school. Students will be provided opportunities to develop skills in pedagogy, an understanding of how to serve diverse learning styles, manage interpersonal relations, communicate effectively, work on a team and teach. Students will also learn the value and complexity of cultural diversity in approaches to learning, while acquiring an appreciation of the importance of lifelong learning.

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As part of this course, students complete 90 hours in a practicum context, working as mentors with individuals or small groups. Mentorship 11 provides a comprehensive undertaking of all the core competencies. Communication, creative and critical thinking, personal/social connection, and identity are explored. Mentorship 11 also provides an opportunity for students to consider future career pathways in Early Childhood Education, Teaching and/or Culture and Heritage roles.
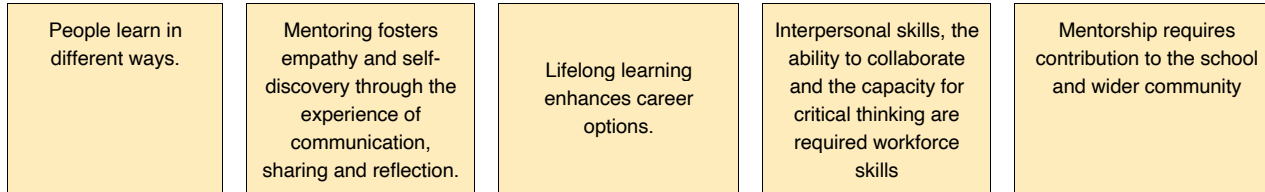
Goals and Rationale:

To enable students to learn how people learn, to gain experience working with students, to contribute to their school and community and to explore connections to the world of work.

Yukon First Nations Ways of Knowing, Doing and Being:

- Learning ultimately supports the well-being of the self, the family, the community and land. This course seeks to build self-awareness, while also providing opportunity for contributing to the community.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). This course enables students to consider the different aspects of teaching and learning. It seeks to educate students holistically.
- Learning and mentoring requires intergenerational engagement and collaboration.
- Mentorship 11 involves recognizing responsibilities to others and the broader community.
- Learning involves understanding generational roles and responsibilities.
- Learning is embedded in memory, history and story. All learning is built on a foundation of history and stories of previous events. It is important for students to engage with Yukon First Nations Oral Traditions.

Commented [CS1]: This doesn't quite read correctly . . .

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BIG IDEAS

People learn in different ways.	Mentoring fosters empathy and self-discovery through the experience of communication, sharing and reflection.	Lifelong learning enhances career options.	Interpersonal skills, the ability to collaborate and the capacity for critical thinking are required workforce skills	Mentorship requires contribution to the school and wider community

Learning Standards

Curricular Competencies	Content
Students are expected to do the following:	*Students are expected to know the following:*
How People Learn • Demonstrate the skills required to work in collaboration with a teacher • Demonstrate a variety of tutoring techniques such as modelling, active listening, direct instruction, questioning, demonstrating etc. • Develop and present learning activities **Communication Skills** • Demonstrate effective listening skills • Demonstrate appropriate ways to provide feedback to learners • Demonstrate enthusiasm, commitment and encouragement for learning • Use effective conflict resolution skills • Practice effective strategies for mediation • Demonstrate empathy for other learners • Use appropriate language • Develop an awareness and respect of individual – cultural and gender differences in terms of proximity, language and eye contact **Independence and Employability Skills**	**How People Learn** • Various learning styles and patterns • Their own learning styles and patterns • Their own learning strengths and learning challenges • Current learning theory as it relates to their tutoring context **Communication Skills** • The different ways people communicate verbally and non-verbally • Ways to practice active listening • Appropriate verbal and non-verbal feedback strategies • Conflict resolution skills • Effective strategies for mediation • The term empathy and its application in the tutoring process **Independence and Employability Skills**

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- Demonstrate punctuality, regular attendance and appropriate protocols for absences in keeping with employability skills necessary for success in the workplace
- Demonstrate problem solving and critical thinking skills in relation to tutor responsibilities
- Act in an ethical manner and respect confidentiality
- Meet the expectations of the specific learning environment
- Demonstrate self-direction and initiative
- Follow direction and assist the teacher in classroom routines
- Identify the importance of ethics and confidentiality
- Identify their personal strengths in relation to the mentoring context
- Explore career opportunities related to their mentoring strengths

Teamwork and Collaboration
- Demonstrate effective teamwork and collaboration skills
- Establish positive working relationships with other students and the mentor teacher

Mentorship
- Examine mentoring skills and strategies
- Examine how social responsibility, community involvement and mentorship enhance scholarship opportunities, post-secondary admission and employability

- Employability skills necessary for the workplace such as attendance, organization, dress, communication etc.
- Problem solving, critical thinking and conflict resolution skills

Teamwork and Collaboration
- The roles and responsibilities of each team member in a mentorship context.
- The skills to be an effective member of a team
- The protocols for referring behaviour and child protection concerns to teacher and other professionals
- Identify safety and behavioral issues that might occur in school situations

Mentorship
- How social responsibility, community involvement and mentorship enhance scholarship opportunities, post-secondary admission and employability

Big Ideas – Elaborations

Mentorship role: identifying the purpose of your mentoring, your mentoring values and choosing your leadership style

Curricular Competencies – Elaborations

Reflect on their knowledge and experience of how they and others learn
Analyze the effectiveness of tutoring techniques for specific groups or individuals
Describe their experiences, set goals and reflect on their individual growth as a tutor and mentor
Set goals for growth in communication skills
Analyze the effects of good communication on the learning situation
Self-evaluate critical thinking and problem-solving skills
Reflect on successes and challenges in working as a team member
Set goals to improve teamwork and relationship skills
Reflect on their contributions to the school and community
Describe and evaluate effective mentoring and tutoring strategies

Content – Elaborations

Show evidence of the application of current learning practices
Consider connections of personal learning style to career choices
Identify real life communication problems and consider strategies to correct those
Describe and reflect on organizational strategies used in their tutoring activities
Analyze teamwork and collaboration skills
Illustrate connections between teamwork skills and career choices
Reflect on how improved leadership and social responsibility will enhance post-secondary choices

Recommended Instructional Components:
- Introduction to how people learn, learning styles, formative assessment

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- Various tutoring strategies will be demonstrated and practiced before students are placed into one-to-one and small-group tutoring situations
- Students are assigned to work one-to-one and/or with small-sized learning groups, with students who need support with their learning as they practice concepts previously taught by the classroom teacher, and following the directions given by the teacher (s)
- Lead teacher work with other school staff to find appropriate tutor placements.

Recommended Assessment Components: Ensure alignment with the Communicating Student Learning E-book and the Principles of Quality Assessment

Daily Log Book by student

Reflective Journal by student

Self-Assessment

Observation – anecdotal, checklists

Performance Assessment

Checklists - teacher made

Peer Assessment – tutee of tutor

Learning Styles Inventory

Research Projects

Written Assignments

Additional forms of Assessment as determined by the tutoring context

Learning Resources:
- Mentor training materials
- Resources selected by the teacher, determined by mentoring context

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