



ROLE OF THE STUDENT SUPPORT FACILITATORS

- * Be a mentor to students – i.e.
 - be an advocate, personal advisor and role model;
 - help develop positive self concepts in students;
- * Be a member of the Student Services Support Team in the school;
- * Establish, in collaboration with the team, the needs and goals for each student identified as being at risk;
- * Assist in designing and delivering the program required in order to provide success in learning;
- * Be a liaison between students and teachers, students and parents, parents and teachers;
- * Meet with students individually on a regular basis;
- * Maintain records for each student in the program;
- * Be involved in Individual Transition Plans from school to life for students as well as transition from one grade level or school to the next;
- * Prepare regular reports for administration;
- * Participate in personal professional development and training sessions when available;
- * Promote The Mentorship Program at every opportunity.

S T U D E N T

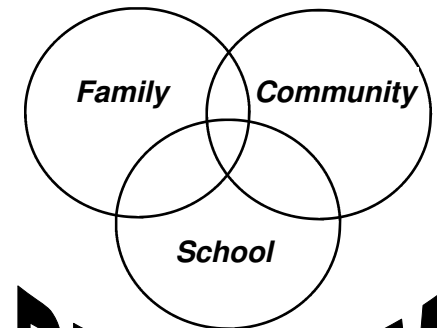
- A**wareness of students' needs, their learning characteristics and individual strengths, and a positive attitude about their potential
- D**emonstrating successful strategies and skills that work effectively with students and enhancing their performance in classrooms and other activities with their peers
- V**oicing positive support for modifications and accommodations that promote the participation of students in all activities
- O**ffering personal support for students to advocate for themselves whenever the need arises, and showing them positive and acceptable ways to do so
- C**ommunicating the belief that all students have the potential to be successful
- A**ccentuating the positive in all staff and social contacts, when the topic of students arises
- T**reating others with respect, acknowledging that their views may be different from yours
- E**stablishing respect for what you believe about positive outcomes for students

*The mind is not a vessel to be filled
but a fire to be kindled.*

- Plutarch

STUDENT SUPPORT FACILITATORS

MENTORSHIP



PROGRAM

BACKGROUND

The STEMS (Support Team for Education in Minnedosa Schools) program began in February, 1992 through funding from the Stay-in-School initiative of the federal government (Employment and Immigration, Human Resources Development Canada).

In 1994-95 the program was extended to the four collegiates in Rolling River Division due to the recognized success of the Minnedosa program. Funding from the Division, Small Schools, Student Support, and HRDC made this possible.

Coordinators were hired to develop and carry out the program in collaboration with school administration and staff, students, parents, community agencies, and business people.

The program has evolved and has been renamed The Mentorship Program.

PURPOSE

To contribute to the overall goals and objectives of the Rolling River School Division by improving opportunities for all young people to fully develop the academic, social and healthy life skills needed to succeed in and transition from high school and to lead productive lives.

The Student Support Facilitators have become mentors to students in grades 7 to grade 12, who do not see the importance in school or who do not feel good about how they are progressing in school.

Overall, the program is meant to provide students with the supports they need to experience success, stay in school, and become more prepared for life after school.

The mentorships that develop between the Student Support Facilitators and the students fill a gap that previously existed in the system.

PROGRAM COMPONENTS

Academic Support

- tutoring
- study skills techniques and strategies
- set goals and timelines
- organization, work habits
- preparation for tests and exams
- basic skills review
- relate to real-life
- homework

Self-Esteem Building

- one-on-one mentoring
- how to resolve conflicts
- decision making
- anger management
- coping strategies
- provide encouragement and motivation

Collaboration

- with classroom teachers and resource teachers
- with school counsellors and school psychologist
- with community service providers and agency personnel
- with school and divisional administration
- with Career Preparation and Exploration personnel

Transition

- from grade 6 to Junior High
- from grade 8 to Senior High
- from one school to another
- from school to life
- identifying Individual Strengths—to assist students in exploring their learning styles.

MENTORING/MENTORSHIPS

Mentoring is:

- * a one-to-one relationship;
- * a relationship between two people differing in age;
- * a supportive relationship;
- * directed toward the development or mental growth of the younger member;

A mentor.....

- * cares about others;
- * listens without judging;
- * is an advocate, personal advisor and role model;
- * helps to develop positive self concepts;
- * advises without preaching;
- * respects the right of others to make their own choices;
- * accepts and values individual, social, and cultural differences;
- * provides reinforcement for appropriate behaviours;
- * is an agent for social, cultural, athletic, and occupational growth;
- * is willing to acknowledge the validity of viewpoints other than her/his own;
- * is patient, sees that the process of change may take time;
- * is sufficiently confident and self-aware so that the opinions and feelings of others pose no threat to her/his self-image;
- * communicates on a level the student understands;
- * is reliable and responsible;
- * is prepared to make a commitment;
- * sees a problem as a barrier to get past rather than as a stop sign;
- * is flexible and open, even to the point of changing her/his attitudes, viewpoints, or behaviour as a consequence of the relationship.

The secret in education lies in respecting the student.

- Ralph Waldo Emerson