

Mentorship @ TDChristian 2017-18

The Mentorship Program was launched in 2009-10 and is designed to connect each Grade 11 student with an adult (or mentor) from the broader community. The mentor will serve as a guide, resource, and contact to the student during a three to five day work experience during the week of January 26 to February 1 (with prior approval, and sound reasons, students may do it during the Christmas break or at an alternate time instead). This experience offers students a chance to reflect on the role of work in their lives and in society by learning about a job or career in an intimate and experiential manner. It also allows them to make potentially significant connections in the work world. Generally, students have found their mentors to be positive and helpful individuals.

What to look for in a mentor:

- ⤴ Someone in a career, volunteer, hobby, or area of interest that the student would like to learn more about. It can be very broad, or very specific, depending on how confident students are about their interests or future plans.
- ⤴ Someone who will, at minimum, commit to being interviewed by the student and then be willing and able to interact with the student for three to five days (20 hours minimum) in a Mentorship Placement (i.e. a job-shadowing or work experience) during the week of January 26 to February 1.
- ⤴ Someone who shares Christian values.

What needs to be done by students for their mentorship:

Semester 1: Grades will be applied to first semester Grade 11 Period 1 course (approx. 3% per course) for:

- Areas of Interest Form
- Mentorship Placement Approval Form
- A one to two page report on the initial "Get-to-Know-Each-Other" Meeting with their mentors.

Semester 2: Grades will be applied to second semester Grade 11 courses (approx. 5% per course) for:

- At least three Mentorship Placement Daily Journals for the mentorship days (January 26 to February 1)
- Mentorship Placement Completion Form – filled out by the mentor and submitted by the student
- A presentation that students are ready to present on Monday, February 12 (Note: Presentations last approximately ten minutes and are done in a second semester class. Often experiences are so profound and presentations so well done that some students present them to other classes or at a school event.)

How to find a mentorship:

Each student in Grade 11 needs to find a mentor and complete the mentorship placement. Many students find mentorship opportunities through family friends, teachers, employers, and youth pastors. Parents and guardians are encouraged to help connect students with people they believe will be a good fit. If requested, the school can assist students by suggesting mentors to pursue from our list of willing parents and community members.

If you have questions about the Mentorship Program, please e-mail Sean Van Eerden at vaneerden@tdchristian.ca

Many of our parents and alumni serve as mentors. We desire mentors from all walks of life. If you wish to be considered as a mentor, please send an email to vaneerden@tdchristian.ca

Mentorship @ TDChristian: Time Line 2017 – 2018

First Semester (Period 1 classes – 3% of the grade)

All assignments should be given to your Period 1 teacher

Sept. 15 *Student Meeting to Show and Explain the Time Line*

Oct. 13 Mentorship Possibilities -
(Requires a parent's or guardian's signature.)

Nov. 17 Mentorship Placement Approval Form is due
(Requires a parent's or guardian's signature.)

Jan. 10 One page report of "Get to Know Your Mentor Meeting" is due.

Second Semester (All classes – 5 % of each course)

Jan. 26 – Feb.1 Mentorship (minimum 3 days and 18 hours)
Complete and submit a minimum of 3 daily journals

Feb. 12 – 15 Presentation (as arranged with your assigned teacher on one of those days)

Notes: Check Edsby for this sheet and all relevant details for the Mentorship, including forms, rubrics, exemplars, and requirements.

Questions or concerns--talk to your first semester Mentorship teacher (your period two teacher) or email vaneerden@tdchristian.ca

MENTORSHIP 2017 for MENTORSHIP 2018

The goal of Mentorship is that you find a mentor by making calls and contacts on your own. However, if you are in a situation where you don't know anyone in a specific field, but are very interested in getting that type of work experience, you may find this list useful. Below you will find a list of many of the placements that students were in for 2017. If one of these placements interests you, contact Mr. Van Eerden at vaneerden@tdchristian.ca and I will work to put you in touch with these experienced mentors.

Location /Placement:

Immaculate Conception School	Graziani and Corazza Architects Inc.
Natural Wellness Advocate/Nurse	VanderBurgh Flower and Gifts
Mansfield Ski Club	Trillium Health Centre
Neighbors Fine Foods	Price Water House Coopers
Simple Tech	Deqing People's Hospital
WSP Canada Inc	Sport and Exercise Medicine Institute
Nobleton Physiotherapy	Missionary Health Institute/ Ministry of
Bayview Glen Church	Health Institute
Nobleton Physiotherapy	Diamond Tree Care
Kleinburg Christian School	Coherent Path, Inc.
JJL Overseas Education Consulting Service	King Christian School
CD. Ltd.	WBEZ Chicago Public Media
A+L Plumbing and Heating	Sick Kids Hospital
Ruifenglzing Company	St. Joseph's Health Care Hamilton,
Vaughan Food Bank	Pharmacy Dept
Cranberry Golf Resort	Automated Logic
Lapienis Optomistrist	ManuflexTech
Atlantic Packaging Products	KickStart Therapy Inc
Barristor and Solicitor	MidValley Gardens

MENTORSHIP: MENTORSHIP POSSIBILITIES

Name:

Date Due: October 13, 2017

PLEASE HAND THIS IN TO YOUR PERIOD 1 TEACHER

ASSIGNMENT RATIONALE: The purpose of this assignment is to help you get started on the process of finding a mentor. With your parents and guardians, please think about three mentorship possibilities available to you. Many students find mentorship opportunities through family friends, teachers, employers, and youth pastors.

In the area below, please list three people. Include their name, phone number, email address, place of employment, and a brief description of the job you would hope to be doing there.

You must include a signature of a parent or guardian to let us know that they are involved in the process and that they know and approve of who you might be seeking for a mentor.

If you are seeking a mentorship in a sensitive area like health care, police work, teaching, you are advised to do research as quickly as possible to find out the paper work that might be required.

Possibility 1:

Possibility 2:

Possibility 3:

Parent's or Guardian Approval: I have spoken with my child about his or her choices and I approve.

Parent's/Guardian's Name: _____ Signature: _____

NOTES:

1. Many of our parents and alumni serve as mentors. We desire mentors from all walks of life. If you wish to be considered as a mentor, please send an email to vaneerden@tdchristian.ca

2. Volunteer Hours may be earned by having a student intern at your work (2 hours) or being a mentor (6 hours). Contact vaneerden@tdchristian.ca

GRADING SUMMARY:

LEVEL	
4 (5)	The student has included all the relevant details for three different people. They have a signature.
3 (4)	The student has included most of the relevant details for three people. They have a signature.
2 (3)	The student has included most of the relevant details for two people. They have a signature.
1 (2 or 1)	The student has included most of the relevant details for one person. They have a signature.

This assignment cannot be accepted without a signature of a parent or guardian.

Mentorship Approval Form

DATE DUE: November 17

Name:

Mentor and/or Supervisor: _____

Contact Information: _____

Placement (address, phone number)

Planned Dates, Times and Activities of the Internship (minimum of 3 days and 18 hours between semesters)

Example:

Day 1: January 27 from 9 a.m. to 3 p.m. (6 hours). Shadowing my mentor in the office. Possibly doing some administrative work.

Day 1:

Day 2:

Day 3:

Day 4:

Day 5:

Mentor's Notes (if any):

Mentor's Signature of Approval: _____

Parent's or Guardian Approval: I have spoken with my child and the mentor and I approve. All transportation to and from the internship will be arranged by the family.

Parent's/Guardian's Notes (if any):

Parent's/Guardian's Name: _____ Signature: _____

PLEASE HAND THIS IN TO YOUR PERIOD 1 TEACHER

Rubric for Mentorship Approval	yes	no	Points
Name/Contact information			/2
Placement address			/2
Mentors signature			/1
Parent/guardian signature			/1
3 days plan			/4
Total points out of 10			/10

GET-TO-KNOW YOUR MENTOR:

ASSIGNMENT RATIONALE: The purpose of this assignment is so that you can get to know your mentor a little bit before you go to your placement. This will allow you to find out a little more about your mentor's career in terms of educational requirements, day-to-day tasks, safety concerns, and your mentor's basic expectation for you and what you will be doing at your placement.

SPECIFICS: Email, call, or ideally, meet your mentor in person. Ask your mentor some questions (sample questions are provided if necessary). Write down what they say. Write a short report detailing the things your mentor told you.

This should cover areas like:

- Educational Requirements
- What a day in the life of your mentor looks like
- Challenges of the job
- Future outlook or prospects of the industry
- Any safety concerns, clothing requirements, other paperwork (like a police check for example)
- Your mentor's basic expectations of you

You should write in sentences and paragraphs for longer than one page, but less than two pages, double spaced.

GRADING SUMMARY:

LEVEL	
4 (9 or 10)	The student has covered a number of key areas; they have written well; they have used some direct quotes and paraphrased other parts; their paragraphs have clear topics to which all the details are related; they have written for more than a page, but less than two.
3 (7 or 8)	The student has covered a number of key areas; they have written well, though they have a number of areas; they have no direct quotes, but have paraphrased the whole piece; their paragraphs have clear topics to which all the details are related; they have written for more than a page, but less than two.
2 (5 or 6)	The student has not covered enough of the topics; they have written well, though they have a number of areas; they have no direct quotes, but have paraphrased the whole piece; their paragraphs are somewhat disorganized; they have written for more than a page, but less than two.
1 (1, 2, 3, or 4)	The student has not covered enough of the topics; their use of language and grammar detract from understanding; they have no direct quotes, but have paraphrased the whole piece; their paragraphs are disorganized; they have written less than a page.

Date Due: January 10, 2018

PLEASE HAND THIS IN TO YOUR PERIOD 1 TEACHER

“Get to Know Your Mentor Meeting” Possible Questions: A Primer and Guide.

The purpose of the interview, January 10, is to understand the process and steps it took your mentors to get to their places in their current work. You need to ask questions that help your mentors explain how such things as their thought process, course decisions, education, volunteering, and previous job choices helped them on their career or job journey.

PLEASE DO NOT JUST GIVE YOUR MENTOR ALL THESE QUESTIONS AND ASK THEM TO ANSWER THEM OVER EMAIL.

You may ask some or all of the following questions in your interview. Feel free to write or ask some of your own, as well.

Use the interview time to gain insight into your mentor's career path and to establish a positive connection with your mentor. Having a good conversation is important. Be ready to answer questions and share your thoughts and hopes for the mentorship with your mentor, as well.

Before you get into the questions, make sure your mentors know who you are, what your main hopes for the mentorship time are, and that you are thankful for their willingness to help. Also, ask them to tell you about themselves.

Remember to enjoy the time. Remember to write some notes. It is a time to learn. Be yourself.

Choose from the following sample questions, in an order you feel comfortable. Feel free to change the order or the questions as you go through the interview.

- a) What is your job title? Please describe what you do. How did you arrive at the place you are with your current job?
- b) How much formal education was needed in your field? What special certificates, training, diplomas, degrees or experiences were required or helpful?
- c) What kind of experience do employers want, in general? What specific experiences are good for your work?
- d) What kind of skills, talents, or work habits does a person need to go into this field?
- e) What kinds of volunteering, part time jobs, or other jobs could I be doing to gain experience for any type of work? Are there ones that are especially important for your field of work?
- f) What personal skills, attributes, or personal qualities are needed to be successful in work? What are the most important ones for your field of work?
- g) Describe the organization or company for which you work. What are its goals, size, structure, and how does it work?

- h) What type of initial training was required, if any, and what ongoing training do you have to do?
- i) How many hours are you expected to work per week? Do you go over/under?
- j) What are expectations of you outside of working hours/office hours? How much time is expected, if any?
- k) What are the most satisfying/frustrating aspects of your work?
- l) In what ways is your job stressful?
- m) How did you find your first job after high school?
- n) How important is it to know someone in the industry in order to find work?
- o) How did you get into this field, was someone or something central or significant in directing you on this path?
- p) Are there ways you stay current or grow in your field regularly?
- q) If you were to start all over would you follow this path again? What things would you do differently? What advice would you give to someone starting in your field?
- r) If your job were suddenly eliminated, what other kinds of work would you do?
- s) How does your faith/worldview/beliefs play out in your career? Does it help, hinder or change how you do your work? What advice can you give for how to share your faith/worldview/beliefs in your work?

At the end, remember to thank your mentor.

Note: Some of the questions were modified versions of questions from a Lake Forest College Mentorship Program: Interviewing a Mentor. Lake Forest College. (17 Dec 2012)

<http://new.lakeforest.edu/images/userImages/cacuser/Page_7750/Interviewing%20your%20Mentor!.pdf>

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Expectations for the Mentor

Dear Mentor,

We, at TDChristian High School, appreciate that you have considered being involved with the Mentorship program as a mentor. Mentorship Week runs from Thursday January 26 to Tuesday February 1, 2018.

Businesses and organizations who wish to have TDChristian students work with them should be aware of a few important details:

- Students are to shadow a mentor for a total of 18 hours over 3 to 5 days. This is a good opportunity for students to learn the particulars of your field or work. Please give students insight into your journey.
- The opportunity may include project-based or experiential learning; time during which students may be involved in completing work.
- Your role as a mentor will be to help the student understand more about your business, workplace or organization and its infrastructure (strengths, challenges, opportunities)
- This is an unpaid position. Students may not earn money during their mentorship.

The student, being supervised by a mentor, must:

- complete an interview (about an hour in length) with the mentor
- check in on Mentorship days and complete a journal for each day,
- submit a Mentorship Placement Completion Form that is filled out by the mentor (see next page)
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We request that the Mentor spend 30 minutes with the student at the end of the mentorship to provide advice and feedback. Using the Mentorship Placement Completion Form as a guide for the conversation may be helpful.

Please note that students are insured through TDChristian High School. If you would like to know or read about our insurance details please email Meg Cate at cate@tdchristian.ca.

Remember, if you are a mentor, you qualify for volunteer hours. For being a mentor directly, you qualify for 6 hours; for inviting a student into your workplace and connecting them with one of your colleagues, you qualify for two hours. Please submit your request for volunteer hours to Meg Cate at cate@tdchristian.ca

Thank you very much for considering taking the time and energy to invest in our students. We especially appreciate your willingness to be part of the Mentorship Program. It is an invaluable opportunity for students to venture into a workplace that might be their own one day.

If you have any questions, please e-mail vaneerden@tdchristian.ca

CHECKLIST FOR THINGS THAT **NEED TO BE HANDED IN ON** **THE DATE OF THE** **PRESENTATION**

- **Presentation Rubric**
- **Mentorship Journals**
- **Mentorship Completion Form**

TDChristian High School Mentorship Placement Completion Form

Student's Name: _____

Mentor and/or Supervisor: _____

Contact Information: _____

Placement (address, phone number): _____

Dates and Hours of Placement

Include the date and the number of hours spent at the placement. Place n/a where needed.

Day 1: _____ Day 2: _____ Day 3: _____

Day 4: _____ Day 5: _____ Total Hours _____

Feedback: *Please circle the response that best describes the intern's performance:*

Positively Engaged	Always	Mostly	Sometimes	Rarely	n/a
Punctuality (on time, ready)	Always	Mostly	Sometimes	Rarely	n/a
Gets along with other	Always	Mostly	Sometimes	Rarely	n/a
Was an effective worker	Always	Mostly	Sometimes	Rarely	n/a

Overall Assessment/Rating of the Student's Work/Shadowing

____ Outstanding (would hire the student) ____ Good (would interview the student for a job)
(Mentor must email mentorship@tdchristian.ca with at least two paragraphs stating why the outstanding is warranted.)

____ At present, not a good fit ____ We had a tough time

Comments. *Feel free to email mentorship@tdchristian.ca with other comments about the student or program.*

Volunteer Hours Claim: (name, hours) _____, _____

Supervisor's/Mentor's Verification

All the information on this form is accurate _____ Date: _____
Signature of Supervisor or Mentor

Date Due: February 12 to 16 (hand it in when you do your presentation)

MENTORSHIP JOURNAL

Assignment: For each day you are at your mentorship, please write a short reflection. Each reflection should be about 200 words long. Your journals should answer some of the following questions:

- What did you do?
- Was it interesting?
- What did you learn today?
- Are you enjoying yourself?
- Would you be interested in doing this as a job?
- What are the joys and pitfalls of this type of work?

Rubric:

5 – The journal entry is 200 words and it answers some of the above questions.

4 – The journal entry is somewhat shorter than required, but it answers some of the questions

3 – The journal entry is quite a bit shorter than required, it still answers some of the questions

2 – The journal entry is minimal

0 – The journal entry is incomplete.

DATE DUE: February 12 to 15 (Please hand this in when you do your presentation)

MENTORSHIP PRESENTATION

Assignment: Present your experiences at your mentorship placement to the class.

Specifics:

- Have a slide show
- Include pictures you have taken
- Include graphs, charts, maps to help you explain your mentorship
- Speak for 5 minutes
- Avoid too many words on the slide
- Prepare well to avoid reading from your notes
- Include a prop

Things to Include:

Your mentorship presentation should have three basic sections:

1. You should spend some time talking about the career in general. Include information about the educational requirements you might need, perhaps some related careers, colleges or universities you might attend, salary situations, and what the job prospects look like for the future.
2. You should talk about what you did at your mentorship. This should NOT be a day-to-day detailed description of everything you did. But, instead, you should think about three or four interesting experiences to tell the class about.
3. You should give some reflections on the experience and whether or not you think this would be a career you'd be interested in pursuing.

This is a suggested idea for what you should include. How you do this, where you put things, and how much attention you give to each section is up to you. Also, if your mentorship doesn't quite fit these patterns, feel free to go a slightly different route. And, above all, ask me vaneerden@tdchristian.ca if you have any questions.

DATE DUE: February 12 to 15

RUBRIC FOR PRESENTATION ON MENTORSHIP

NAME: _____

LEVEL/CATEGORY	Information about Career (Knowledge)	Preparedness (Thinking)	Presentation Style (Communication)	Personal Involvement (Application)
4 (8-7)	The presentation included a good deal of information about the career including educational requirements, work place environment, salary, job prospects	The speaker was well prepared. They had obviously practised their presentation, they didn't rely heavily on notes, they didn't need to print things off at the last minute, there were no long and awkward pauses.	The speaker was engaging with the audience. They made eye contact with a variety of people, spoke loudly and clearly, spoke at a reasonable pace, used their slide show effectively (referencing pictures, graphs, maps, charts, and so on).	The presentation included details about what they did on their mentorship; it included pictures they took; they also provided opinions about whether or not they would like to pursue this kind of career in the future. The student included a prop taken from their experience.
3 (6-5)	The presentation included a fairly surface level coverage of career information regarding educational requirements, work place environment, salary, job prospects	The speaker was prepared. They seemed practised, but they had to read more from their notes than they should have. However, their slide show was well put together and they had everything printed before their presentation.	The speaker was engaged with the audience. They made eye contact, spoke loudly and clearly, at a reasonable pace, but they could have used their slide show more effectively.	The presentation included some details about what they did on their mentorship, but it didn't include any personal photos. They reflected a bit on their personal opinions on the future of this career.
2 (5-4)	The presentation did mention some information about the career, but this section was short and incomplete.	The speaker mainly read from notes, and seemed unsure as to what was coming next. If they weren't reading it seemed like they didn't have very much to say for each slide. They didn't always know They were running around doing last minute things.	The speaker didn't fully engage the audience, for one or more reasons related to eye contact, speaking, reading, and not using their slide show effectively	The presentation was relatively void of personal commentary and opinions.
1 (3-0)	The presentation mentioned one bit of information about the career.	The speaker was reading the entire time; if they weren't reading, they were able to only give a few random phrases about each slide. They might not have a slide show at all.	The speaker was only reading, never engaging the audience. Maybe they didn't even have a slide show.	There were no personal thoughts at all.

Final Mentorship Activities

Mentorship is about making positive connections with adults in the professional world. They have taken time out of their lives to include you and give you a glimpse of their working lives. Take some time out of your life to:

- Thank you mentor. Send an email or a letter to thank you mentor for the time they spent on your mentorship project.
- Make sure, if your mentor has children at the school, that you make sure that they have their volunteer hours recorded.
- Pass along your experience to other younger students.
- Provide critique and feedback on the mentorship program. Send these notes to Mr. Van Eerden at vaneerden@tdchristian.ca

These final activities are not graded, you should do them as good practice.

Thanks very much for your participation in the mentorship program!