

Grade 11 Mentorship @ TDChristian 2019-20

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 **Wednesday, January 22 to Tuesday, January 28** (with prior approval through Mr. VanEerden, students may do it during the Christmas break or at an alternate time no later than January 28). All Grade 11 students are expected to be back in school for the first day of the semester on **Wednesday, January 29**. Mentorship 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 provides opportunities to make 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 (18 hours minimum) in a Mentorship Placement (i.e. a job-shadowing or work experience) during the week of January 22 to 28.
- Ideally someone who is a Christian or shares Christian values, though this is not a prerequisite.

What needs to be done by students for their mentorship:

Semester 1: Grades for the *tentative* assignments listed will be part of a first semester Grade 11 course (3%):

- Mentorship Possibilities 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 for the following *tentative* assignments will be applied to **all second semester Grade 11 courses** (4% per course):

- Three or more Mentorship Placement Daily Journals for the mentorship days (normally Jan. 22 to 28)
- Mentorship Placement Completion Form – filled out by the mentor and submitted by the student
- A presentation that of the Mentorship Week experience (Note: Presentations usually last approximately five to seven 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 placement:

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.

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. For your participation in this program, you will qualify for up to 18 hours of volunteer time

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

Mentorship @ TDChristian: Overview 2019 – 2020

Mentorship is connected to the Career Education section of the Ontario Curriculum under Considerations for Program Planning. From this document, we have drawn the learning goals attached to this program.

Learning Goals:

1. We are learning to apply skills in work-related situations
2. We are learning to explore educational and career options
3. We are learning to express our learning in writing and presentations
4. We are learning to be self-directed learners

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

All assignments should be given to your Period 1 teacher

Sept. 13 *Student Meeting to Show and Explain the Time Line*

Sept. 26 Mentorship Possibilities -
(Requires a parent's or guardian's signature.)

Oct. 29 Mentorship Placement Approval Form is due
(Requires a parent's or guardian's signature.)

Nov. 1 One page report of "Get to Know Your Mentor Meeting" is due.

Second Semester (All classes – 4 % of each course)

Jan. 22 – Jan. 28 Mentorship (minimum 3 days and 18 hours)
Complete and submit a minimum of 3 daily journals

Feb. 10 – 14 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, success criteria, exemplars, and requirements.

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

Ten Pieces of Advice Collected from Students Who Have Gone Through the

Mentorship Program Before You

1. Start thinking about possible mentors right away. Don't leave any of the assignments until the last minute because potential mentors are busy and not everyone responds immediately to emails or phone calls.
2. Don't be afraid to be persistent. If someone doesn't get back to you in a week, try again.
3. Have a back-up plan. Although this program is designed for you to check out dream jobs, sometimes it doesn't work out. Having a back-up plan will make it easier as the due dates approach.
4. Any emails should be written in professional language. Address people professionally, write in complete sentences, and be polite.
5. Remember, your mentor is doing you a huge favor. Make sure to respect their time and thank them for the effort they put in.
6. While at your placement, take notes, photos, and get a prop. You'll need them later as you put together your presentation.
7. Careers where there might be privacy concerns, like police work, nursing, psychology, and teaching, can be hard to arrange and may need some extra paperwork. If you are looking at these jobs, you'll really need to think ahead.
8. Use the resources available to you. Talk to your parents, your aunts, uncles, homestay parents and guardians.
9. Try to find places where you will actually be able to do something.
10. Even if you end up disliking the work, there is still value in the experience as it helps to clarify what type of work you will like and what types of careers you will be interested in pursuing.

MENTORSHIP: MENTORSHIP POSSIBILITIES

Name:

Date Due: September 26, 2018

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 and exploring educational and career options. 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

SUCCESS CRITERIA:

Checklist for Success:

- Three different mentorship possibilities
- Addresses, phone numbers and emails are included for each
- Parental Signature

Level/Category	4	3	2	1
Thinking	The student has fully explored the possibilities that are available to them. As self-directed learners, they have paid attention to the checklist and collected the appropriate requirements	The student has explored the possibilities that are available to them. As self-directed learners, they have paid attention to the checklist and collected most of the appropriate requirements	The student has partially explored the possibilities that are available to them. As self-directed learners, they have paid attention to the checklist and collected some of the appropriate requirements	The student has completed limited exploration of the possibilities that are available to them. As self-directed learners, they have paid attention to the checklist and collected few of the appropriate requirements

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

Mentorship Approval Form

DATE DUE: October 29

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 22 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

Learning Goals: We are learning to explore educational and career options and we are learning to be self-directed learners.

Checklist for Success: (things to include)

- Name and contact information
- Placement Address
- Mentors signature
- Parent/Guardian Signature
- Plans/Hours for each day

SUCCESS CRITERIA:

Level/Category	4	3	2	1
Thinking	The student has fully explored the possibilities that are available to them. As self-directed learners, they have paid attention to the checklist and collected the appropriate requirements	The student has explored the possibilities that are available to them. As self-directed learners, they have paid attention to the checklist and collected most of the appropriate requirements	The student has partially explored the possibilities that are available to them. As self-directed learners, they have paid attention to the checklist and collected some of the appropriate requirements	The student has completed limited exploration of the possibilities that are available to them. As self-directed learners, they have paid attention to the checklist and collected few of the appropriate requirements

GET-TO-KNOW YOUR MENTOR:

Date Due: November 1st, 2019

LEARNING GOALS: We are learning to explore educational and career options and express our learning in writing

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. Write down what they say. Write a short report detailing the things your mentor told you. NOTE: Please DO NOT email your mentor a list of questions and ask them to fill it out. Your job is to take what your mentor says and turn that into cohesive paragraphs. DO NOT hand in a transcript of your dialogue with your mentor.

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.

SUCCESS CRITERIA:

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.

Mentorship @ TDChristian 2019-20

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 Wednesday January 22 to Tuesday January 28, 2020.

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)

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 up to 18 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)

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

Comments. *Feel free to email vaneerden@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 10 to 14 (hand it in when you do your presentation)

LEARNING GOALS: We are learning to apply skills in work-related situations

SUCCESS CRITERIA:

Level/Category	4	3	2	1
Thinking	The student has effectively applied their skills in work-related situations. As self-directed learners, they have paid attention to the checklist and collected the appropriate requirements	The student has often applied their skills in work situations. As self-directed learners, they have paid attention to the checklist and collected most of the appropriate requirements	The student has occasionally applied their skills in work situations. As self-directed learners, they have paid attention to the checklist and collected some of the appropriate requirements	The student has rarely applied their skills in work situations. As self-directed learners, they have paid attention to the checklist and collected few of the appropriate requirements

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?

Checklist for Success:

- Each journal entry is at least 200 words long
- Each journal entry answers some of the above questions
- Each journal entry is written according to the conventions of grammar

SUCCESS CRITERIA:

Category/Level	4	3	2	1
Communication	The student has effectively communicated his experience in writing.	The student has communicated their experiences, with limited depth, with some errors in grammar	The student has communicated their experiences with basic depth, and several errors in grammar	The student has done little to communicate their experiences.

DATE DUE: February 10 to 14 (Please hand this in when you do your presentation)

MENTORSHIP PRESENTATION

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

Learning Goals: We are learning to express and reflect on our learning in a presentation. The presentation will also demonstrate an exploration of educational and career options.

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.

Success Criteria:

Please see the attached success criteria

DATE DUE: February 11 to 15

SUCCESS CRITERIA 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!