**Mentorship Portfolio**

**Term One**

**Preamble**

Now that we are heading towards end of term, it is time for you to think about your short-term and long-term goals for this class and take stock about how you are doing with them.

**Term Meeting**

Before the end of term, you will be meeting with your esteemed leader (me) to discuss your progress in the class. To prepare for this meeting, think about how you are doing and provide as much evidence as possible in the following areas:

**Assignments 50%** (Portfolio, assignments, journal, reflections, theoretical learning, etc.)

**Participation 50%** (Class, school, community engagement, seizing opportunities, service/volunteer

contributions, etc.)

**Learning**

Include all the assignments in chronological order you have completed in Term One and be prepared to discuss your **learning and effort** for each of them. Learning may include any or all of the following:

* Self-Awareness and Personal Growth (What are my values/strengths?)
* Goal setting (short-term and long-term)
* Understanding importance of connection (to each other and learning) and what prevents it
* Effective study skills
* How to plan, execute, and reflect upon the success an effective lesson
* How to plan, execute, and reflect upon the success of a workshop
* Learning theories and styles (Multiple Intelligences) and are they real?
* Effective communication (including public speaking skills)
* Classroom Management tips
* How to plan/run an event (including marketing, budgeting, approvals, finances, etc.)
* Collaboration and effective teamwork
* Problem-solving
* Certifications and training
* Positive impacts on community

**Participation**

**List and provide evidence** all the ‘above and beyond’ ways you have contributed to:

Our mentorship class School community Burnaby community Beyond

**Personal Growth**

Include evidence of your personal growth in the following areas:

1. **Reliability**: be in mentorship class (and tutorial class), on time, learning what you need to learn to be able to help your junior students.
2. **Good communication**: with your teacher(s), your classmates and your mentors
3. **Authenticity**: make a genuine connection with your students and be positive in your relationship with them as a mentor. For it to be a meaningful and trusting relationship, you need to care about what they learn and how they are doing.
4. **Open-mindedness**: You will be asked to share your existing knowledge and skills; however, you will also be poked and challenged to learn more. We ask that you offer a willingness to learn, take risks and ‘stretch and grow in this course this year. This includes **all in class and out of class activities**.

**Format: How to Put it All Together**

Term One your portfolio must include ALL of the following, TYPED, 12 font, space and a half, stapled (see me to discuss if you would like the format to be different):

1. REFLECTION: One-page reflection on term one, how it went, how you have grown as a mentor, your contributions, connections with your students, your learning, successes and challenges. Explain why you have been a benefit to your grade 8s and how you have been a positive influence/resource for them.
2. PARTICIPATION: List of all of the events/duties/activities you have been involved in and the extent of your involvement
3. ASSIGNMENTS: All assignments attached
4. VISUALS: Pictures/visuals you may have taken related to the class
5. OTHER EVIDENCE: Any other evidence you may have accumulated this term (eg. Certifications)
6. COMPARISON: Compare how you are doing in Term One at the end compared to the beginning. What goals were you working on and how successful have you been?
7. TERM TWO: List the goals you will be working on for Term Two
8. GRADE and WORK HABIT: include what you feel you deserve and explain WHY

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| **Student Leadership Competencies** |
| Demonstration of Knowledge |
| * Demonstrate understanding of various theories of leadership and their strengths and weaknesses * Demonstrate understanding of group dynamics and how they can be applied to effective group work. * Demonstrate procedural knowledge associated with planning, organizing and running events (including marketing, budgeting, getting required approvals, financial responsibility, etc.) |
| Demonstration of Leadership Skills |
| * Communication   + Demonstrate confidence and poise in clear, effective communication (verbal, written et al.) with teacher, other individuals, small groups and in front of large groups. * Goal Setting   + Sets and achieves thoughtful realistic and challenging goals * Influencing skills   + Demonstrates the ability to actively engage others in a task or activity.   + Motivate and support others in achieving goals and participating in tasks   + Demonstrate the ability to organize and run teams of people in accomplishing a goal. * Collaboration   + Demonstrate the ability to work effectively with others on a common task; taking actions which respect the needs and contributions of others; contributing to and accepting the consensus; negotiating win-win solutions to achieve the objectives of the team. * Organization   + Makes effective use of organizational systems to keep work organized and keep track of upcoming deadlines, and assignments (ie. keeps an organized binder and uses planner, etc)   + Materials are kept in an organized manner and can be accessed easily so that they can be added to a demonstration portfolio for term and year end assessments. * Time management   + Demonstrates ability to set and meet realistic deadlines   + Is consistently focused on the task and uses time well throughout the class or project to ensure things get done on time.   + Assists group with planning, focus and time management. * Problem solving / decision making   + Demonstrates abilities to recognize and define problems, identify and assess strategies to address the problems, implement solutions and assess results. |
| Service |
| * Volunteers frequently for extra responsibilities and tasks in the classroom and school. (examples: parent teacher evenings, student council events, assemblies and other school functions) * Takes initiative and works actively, willingly and consistently to contribute to and improve the community (examples: volunteering at elementary schools, seniors’ centres, food banks, etc.) * Uses service to practice, reinforce and implement lessons learned in class. |
| Self-awareness / Commitment to Personal Growth |
| * Reflects on and clarifies personal values and uses this understanding to develop personal leadership style and strategies. * Demonstrates awareness of own abilities, strengths and limitations * Searches for opportunities by seeking innovative ways and challenges to change, grow, and improve. * Reflective: both in action and on action.   + In action: actions taken are done so in a thoughtful, goal oriented and purposeful manner.   + On action: demonstrates thoughtful reflection on actions taken (ie. What, so what, now what summaries) |

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| **Student Leadership Competencies** |
| Leadership behaviours |
| * Consistently demonstrates behaviour and character associated with effective and positive leaders. This includes:   + Trustworthiness     - Be worthy of confidence; dependable; honest; genuine…   + Respect     - Treat others with respect. Is consistently tolerant of differences.     - Be considerate of the feelings of others.     - Deal peacefully with disagreements.   + Responsibility     - Do what you are supposed to do and always do your best. Use self-control and self-discipline; consider the consequences of decisions and behaviour. Be accountable for your choices and actions.   + Citizenship     - Understands and abides by classroom expectations and norms (ie. meeting deadlines, maintaining a clean work space, respecting the materials etc)     - Frequently **s**hares ideas and participates cooperatively and collaboratively with whole class and other students.     - Willingly helps others without being asked.     - Actively and independently seeks ways to contribute to the success of the class, of the projects and of the school in general     - Demonstrates leadership by participating in and promoting school events and functions (lead by doing)   (Adapted from R. Rolph 2016) |