

Mentorship Program for Students in School by Teachers as Mentors

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Abstract- This journal article explores the effectiveness of a mentorship program implemented in schools, with teachers as mentors for students. The study investigates the impact of the program on student development, academic performance, and overall well-being. It examines the benefits of personalized attention, guidance, and support provided by teachers, and highlights the various activities and initiatives undertaken within the mentorship program. The article concludes with insights on the positive outcomes observed and the potential for long-term success.

Keywords: orientation session, mentorship program, learning styles, valuable insights, new possibilities, transformation

Aim of the program/ activity:

1. To extend support and guidance to students facing academic and time management challenges.
2. To improve their overall performance and engagement in school related activities /tasks

Objective of the program:

To narrow down the gap between teaching and learning, mentee and his/her performance by providing congenial atmosphere by ensuring individual attention to each child of the class and to develop class level competency required at each grade by building confidence, developing resilience, or raise aspirations, rather than to develop specific academic skills or knowledge only.

INTRODUCTION

I had the opportunity to witness the implementation of a mentorship program in our school, where teachers acted as mentors for students. It was a remarkable initiative aimed at providing support, guidance, and inspiration to those students who somehow couldn't manage the pace of class along with other children. Here in this program, class teachers select 4-5 under-performers of their class and hand each one of them to their mentors for the whole session. Mentors take up the responsibility of regularly counselling the students, contacting parents, helping the child in completion of all the subject work and personally counselling the child whenever the need arises. We are maintaining documents of the same to ensure regularity by all the teachers and to compare the performance and result of mentees from time to time.

Method:

The mentorship program began with a well-structured orientation session, where the goals and expectations were clearly communicated to both mentors and mentees. This helped create a shared understanding and a sense of purpose among all participants.

Detailed Procedure:

At the beginning of the new session, new class teachers after receiving the class list of her new students meet previous class teachers to discuss their anecdotes and tries to find out students with academic or behavioural changes. In addition to this, class teacher also observes her class for at least two months to record her observations and also consider results of periodic test 1 to support her claims. After the deep analysis, class teachers begin the selection process and select at least 4-5 students depending upon their overall performance as mentees and a lot them to different subject teachers teaching them as their mentors. A subject teacher teaching 5 sections get minimum 3 and maximum 5 students to mentor in a session. Once the allotment finishes, class teachers inform the respective parents about the same and give brief details about the program. Now the mentors begin their mentoring by first having a brief session with the child to build trust in the child about the mentor and then mentor selects a peer shadow from the same class to help identify incomplete work in various subject areas and other issues that child faces in class. Mentors counsels the child regularly and write her weekly observations/ suggestions/ideas implemented/ conversations with the parents and status of other changes in the mentorship register along with the dates. At the end of the session, mentors prepare result analysis of the mentees and find out which strategy worked better and which we need to ponder upon in different cases depending upon the situations. Same anecdotes are then get shared with next class teacher, to keep progressing the academics or behaviour of the child.

Responsibilities of the mentors:

1. To guide mentees regularly.
2. To regularly update the record of progress made by their mentees.
3. To contact and keep in touch with the parents on regular basis
4. To encourage mentees emotionally and psychologically

Record Maintenance:

A mentor documents all his conversations, steps or efforts in a mentor register.

Conclusion:

The mentorship program implemented in the school for underperformers is a great initiative to help struggling students. The program pairs each student with a mentor who provides individualized guidance and support. Mentors work with students to identify their strengths and weaknesses, set achievable goals, and develop strategies for success. The program has shown significant improvements in academic performance, confidence, and overall well-being of the students. Through regular meetings with mentors, students are able to develop important skills such as time management, self-discipline, and critical thinking.

Other key benefits of this mentorship program is the personalized attention and support that students receive from their mentors. Teachers, who already have a deep understanding of their students' strengths, weaknesses, and learning styles, are able to tailor their guidance to meet individual needs. This personalized approach fosters a sense of trust and creates a safe environment for students to seek advice and share their concerns. Overall, the mentorship program is a valuable resource for underperforming students and helps them reach their full potential

Throughout the day, I observed mentors engaging in meaningful conversations with their mentees. These interactions covered various aspects, including academic progress, goal setting, career aspirations, and personal development. The mentors actively listened to the students' concerns, provided valuable insights, and encouraged them to think critically and explore new possibilities. Not only did the mentorship program enhance academic performance, but it also had a positive impact on the mentees' self-confidence and motivation. Students felt valued and supported, leading to increased engagement in their studies and extracurricular activities. It was truly inspiring to see the transformation in their attitudes and their willingness to take on challenges.

Another noteworthy aspect of this program was the mentorship activities outside the classroom. Mentors organized workshops, seminars, and field trips, exposing students to real-world experiences and expanding their horizons. These activities not only complemented the academic curriculum but also helped students develop essential life skills such as teamwork, problem-solving, and effective communication.

Mentors felt a great sense of fulfilment in making a difference in their students' lives, while mentees appreciated the guidance and support they received.

In conclusion, the mentorship program for students in our school, with teachers acting as mentors, has proven to be a resounding success. It has created a nurturing environment where students thrive academically, personally, and socially. The program has strengthened the bond between teachers and students, fostering a culture of collaboration and continuous growth. I am optimistic that this mentorship program will continue to inspire and empower our students for years to come.

REFERENCES:

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