



Learner Mentoring Policy

Preamble

St Mary's College is committed to enable the learners to access support mechanisms to meet their academic desires. This policy will cater to the needs of advanced and slow learners. The mentoring policy applies to all mentors and mentees who take part in the programme. It aims to ensure that learners have the opportunity to work with a mentor who will offer support and guidance on academic issues. Thus, a purposeful professional relationship is created for better understanding of the student's aspiration, strengths and weaknesses. The College is dedicated to regularly reviewing the effectiveness of the Learner Mentoring Policy and procedures and making adjustments as and when necessary in response to the needs of those involved.

This Policy is underpinned by the following key principles:

- The learners must be supported to achieve their potential while at College, in an environment where their wellbeing is fulfilled
- Learners who are at-risk of drop-out and slow learners will have the opportunity to work with a mentor whose role will be to provide them with additional support in academic issues. Focus will be given to advanced learners as well for academic deliberations.
- There is an evaluation process for assessing the effectiveness of mentors and mentoring program and also for identifying the possible challenges.
- Sharing of mentee Information- In case the mentor leaves, the information about the mentee needs to be shared with the new mentor. There is a handing over form which needs to be signed by both the new and the old mentor.

Responsibilities of a Mentor:

- Each student is to be allocated a faculty mentor at the time of admission.
- A mentor will provide support to 10 mentees.
- The mentors should try to understand their mentees and help their mentees settle well in the new environment.
- The mentor will act as a guide, coach and role model for the trainee.



- The mentor should interact periodically with the trainee to review experience gained and set objectives for the next period
- The mentor will play a critical role in the mentees' Internship and Placements by helping them prepare for the professional competence programme.
- All mentors should keep a confidential data sheet about their students which records a report of mentoring done by the teachers.
- These reports should be periodically evaluated by a team of senior teachers and its effectiveness should be monitored by a committee consisting of the Principal, Vice-Principal and the IQAC.

Responsibilities of a Mentee:

- Mentees should be regular and punctual for meetings with the mentor.
- They must adhere to the Mentoring Programme procedures.
- They must attend training as directed by the mentor.

This Learner mentoring policy will be amended from time to time as per the requirements.



About Mentoring

In education, mentoring is a complex and multi-dimensional process of guiding, teaching, influencing and supporting a beginner. It is generally accepted that a mentor teacher leads,

guides and advises the students for the holistic development. Mentoring is the process of serving as a mentor, someone who facilitates and assists another's development. The process includes modelling because the mentor must be able to model the messages and suggestions being taught to the beginning teacher (Gay, 1995). Also, as indicated, the mentor must be able to serve as a model of the teacher's role in education.

The mentoring process includes coaching as an instructional technique used in endeavourssuch as sports or apprenticeship at the work place. In addition, it includes “cognitive coaching,” a term gaining wider familiarity in education. To be effective, the mentor must be able to demonstrate a range of cognitive coaching competencies, such as posing carefully constructed questions to stimulate reflection, paraphrasing, probing, using wait-time, andcollecting and using data to improve teaching and learning. Mentoring, like coaching, is a collaborative process (Gay, 1995). However, as a function—a special duty required of a person—mentoring has considerably more dimensions than coaching or modelling. Therefore, it is more complex and demanding (Head, Reiman and Thies-Sprinthall, 1992).The institution aims at the holistic development of the students.

Essential qualities of Mentor teachers:

1. A range of interpersonal skills to fit a variety of professional encounters and situations.
2. Good working knowledge of a repertoire of teaching methods, alternative modalities of learning, and styles of teaching and learning that affect student achievement.
3. Ability to use coaching processes that foster increased self-direction and self-



responsibility of the beginning teacher.

4. Effective communication skills that facilitate the growth of the new employee and accommodate the employee's emotional, social and cognitive needs.
5. Understanding the stages of teacher development within the context of how adults learn

Learner- Mentoring Policy (Key Points)

Responsibilities of a Mentor:

- Each student is to be allocated a faculty mentor.
- A mentor will provide support to 10 to 30 mentees.
- The mentors should try to understand their mentees and help their mentees settle well in the new environment.
- The mentor will act as a guide, coach and role model for the mentee.
- The mentor should interact periodically with the trainee to review experience gained and set objectives for the next period
- The mentor will play a critical role in the mentees' Internship and Placements by helping them prepare for the professional competence programme.
- All mentors should keep a confidential data sheet about their students which records a report of mentoring done by the teachers.
- These reports should be periodically evaluated by a team of senior teachers and its effectiveness should be monitored by a committee consisting of the Principal, Vice-Principal and the IQAC.
- The mentors can arrange virtual meeting to guide the mentees.



Responsibilities of a Mentee:

- Mentees should be regular and punctual for meetings with the mentor.
- They must adhere to the Mentoring Programme procedures.
- They must attend training as directed by the mentor.

Prerequisites

1. Letter to be issued by the Management with the name of the students and Mentor.
2. Create a whatsapp group for instant communication to mentees and general information
3. Create database of mentees by circulating a Google form
4. Maintain an individual File (Preferably Excel Sheet)
5. Mentee can take consultation from mentor virtually on a regular basis (Minimum once in fortnight)
6. If necessary, Mentor can arrange virtual group meetings once in three weeks (Once in a month is mandatory)
7. Each Mentor need to submit a report to the Autonomous Cell (Half Yearly –December, June)



Annexures

1. Details required in the Database

2. Google form Details Required

3. Name

4. Class and Section

5. Father's Name

6. Mother's name

7. Contact No of the Father

8. Contact No of the Students

9. Email id

10. % of Marks secured in 10th Class

11. % of Marks secured in 12th Class

12. % of Marks secured in the last exam

13. Areas of interest -

14. Any other information-



2. Mentor-Mentee Meeting Report (Maintained by the Mentor preferably in Excel Sheet for each mentees)

SI No	Details	Remarks
1	Report No	
2	Name of the Mentee	
3	Date of Meeting	
4	Points Discussed/Suggestions Given	
5	Any Comments from Mentee	
6	Any other Observation	



St. Mary's- Learner Mentoring Programme

Progress Report of Mentoring

Sl No	Details	Remarks
1	Name of the Mentor	
2	Department	
3	No: of Mentees Allocated	
4	Class and Section	
5	Time Period	July to December/January to June
6	Description of Work Done	


Director
(Fr. Selvichan John)


Signature of the Mentor with Date