

LEARNING MENTOR

POSITION DESCRIPTION

Last amendment	August 2019
Version	2.1

Position Summary

The Learning Mentor program is founded on the idea that students learn best when they are healthy, safe, welcomed, valued and feel that they belong to a connected school community.

Each Learning Mentor is the first point of contact for families and teachers of the students in their Learning Mentor group. This is a critical element of the role and the ongoing development of these relationships will ensure the success of the program.

Child Safety	<ul style="list-style-type: none"> • Be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety. • Assist in the provision of a child-safe environment for all students • Demonstrate duty of care to students in relation to their physical and mental wellbeing
Elements of the Program	<ul style="list-style-type: none"> • Learning Mentors develop a relationship with a group of about 14 students. This relationship is based on understanding each student as a person and supporting them to understand themselves better as learners and individuals. • In Learning Mentor, staff monitor and support each student with an emphasis on improving educational outcomes through encouragement and support. • Learning Mentors work in partnership with another Learning Mentor and a group of approximately 28 students to foster a sense of connectedness in the school. This group will meet each morning for 8 minutes and for a 72-minute session weekly in order to support the students both educationally and pastorally. • Each Learning Mentor group will consist of students from Years 7 to 12 and belong to one of six Learning Communities
RESPONSIBILITIES	<ol style="list-style-type: none"> 1. Know the student's name and get to know them – Use Learning Conversations to find out about each of your student's strengths, weaknesses, and interests throughout their time at CCW. 2. Be the first and regular point of contact for teachers and parents to discuss student progress, achievements, concerns, absences, and subject selections. 3. Advocate for students when necessary but also encourage them to take responsibility for their own learning and to become more engaged in their school experience. 4. Assist students with their individual school experience. Learning Mentors will assist students in accessing the Learning Diversity Team, Wellbeing Support, Behavioural Support and extra-curricular programs of interest to them, while being vigilant about protecting confidential information. 5. Be part of your learning community. Mentors are as much a part of their learning communities as their students and model active community participation.



ESSENTIAL DUTIES	
Daily	<ul style="list-style-type: none"> Greet students by name, read Daily Reflection/Messages and check-in with students. Check uniform and report according to the school's uniform procedure. Model effective communication and problem solving strategies for students, with a particular emphasis on learning (communication skills, using a timetable, seeking teacher assistance etc.)
Weekly	<ul style="list-style-type: none"> Speak with each student about how classes are going (and interests outside school if known/appropriate) and acknowledge their successes. Use SIMON to monitor all students' progress in classes (attendance, submission of work, behavioural incidents). Follow up any specific issues in a conversation with the student. Use time allocation (one period per week) to attend to any specific student issues - may include parent, teacher or Learning Community Leader (LCL) contact.
Termly	<ul style="list-style-type: none"> Engage in at least one Long Learning Conversation with each student and record on SIMON as an assessment task. Make sure students are aware of the LM planner and any specific events that they can participate in/prepare for. Contact families to build and maintain relationships.
Semester	<ul style="list-style-type: none"> Students will reflect on Learning Mentor and classroom teacher comments.
Annually	<ul style="list-style-type: none"> Assist students in making decisions about courses for the following year, as guided by the school's Career Advisor and Learning and Teaching team.
Other	<ul style="list-style-type: none"> Respond to communication from teachers and parents about your students in a proactive and prompt manner, making notes on SIMON. Attend set community meetings to remain up-to-date with LM program. Refer any concerning behaviour or work-submission patterns to LCL for support. Refer students to Wellbeing, Careers and Learning Diversity services, as required. *You never need to counsel students or do work that you are not qualified to do. Follow referral procedures and/or Mandatory Reporting procedures if you are concerned about a student. Attend Parent Support Group (PSG) meetings with students who are identified and work with the Learning Diversity team as required.
Further guidance & Information	<ul style="list-style-type: none"> Learning Community Leaders Deputy Principal Student Development Learning Community