

Studentmentors of Rotterdam
Mentoring for Schoolsucces

Mentors of Rotterdam

European Mentoring Summit

Leeuwarden, 18-20 mei 2022



**Kenniscentrum
Talentontwikkeling**

Mentoring for Schoolsucces

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Student mentors for Rotterdam

Goal

To improve schoolsuccess and career development of Rotterdam South youth

Means

One on one mentoring through cross age peer coach: student

Focal point of program

> > >

win-win combination

Youth

Receive extra guidance, tuition and coaching from students (role models)

Students

Students receive training to coach one on one and get grass roots experience of working in environment of super diversity

Schools

Need the extra coaching and the breath of fresh air

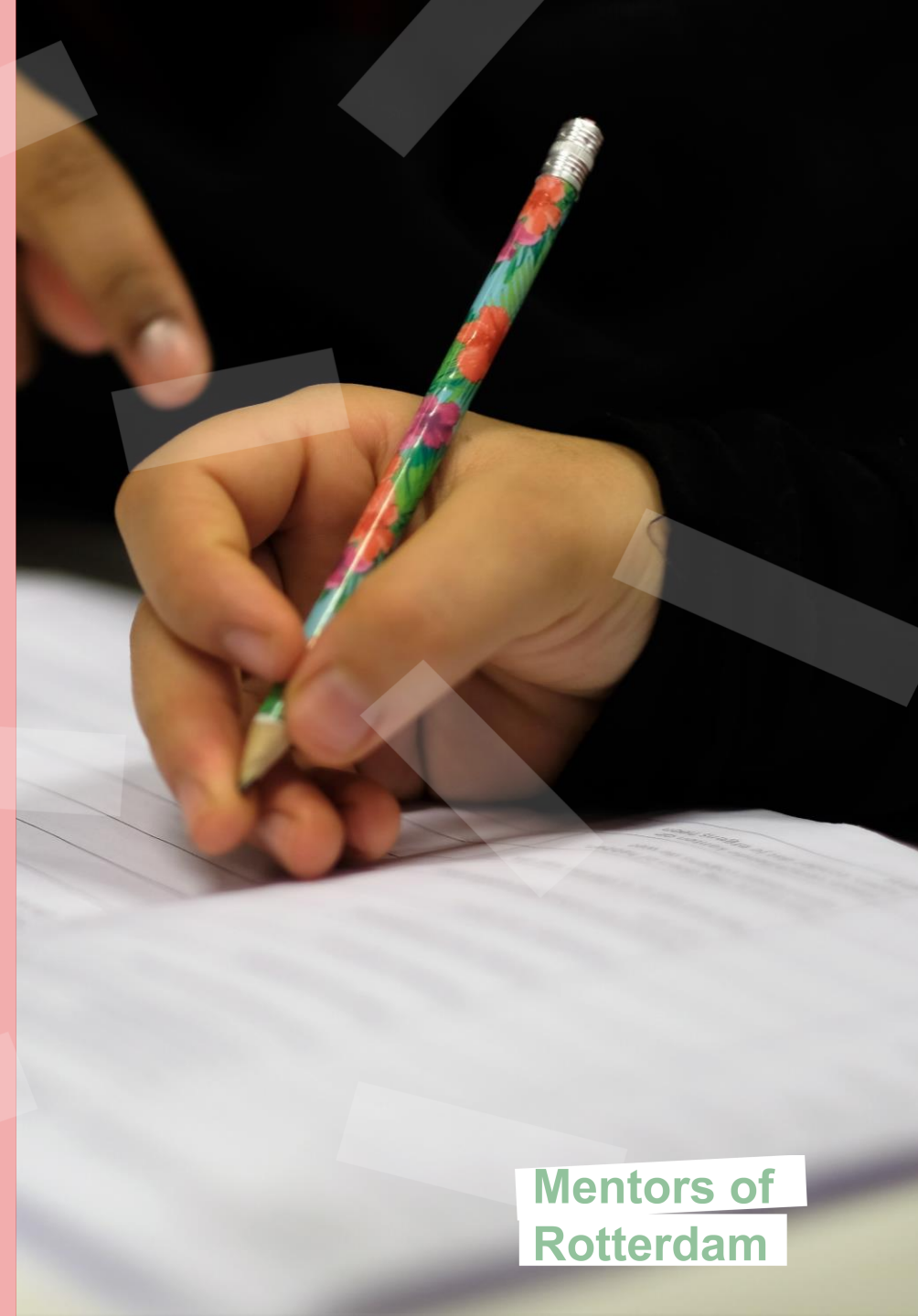
RUAS

Public value and social responsibility for Rotterdam

**Mentors of
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Research into...

1. The association between relationship quality and career orientation of mentees
2. Optimizing Mentors of Rotterdam program targeted at supporting mentees' self-regulated learning



2. Career orientation - Relevance

Career orientation:

- self-insight in interests and abilities
- exploration of study and professional possibilities

Why important:

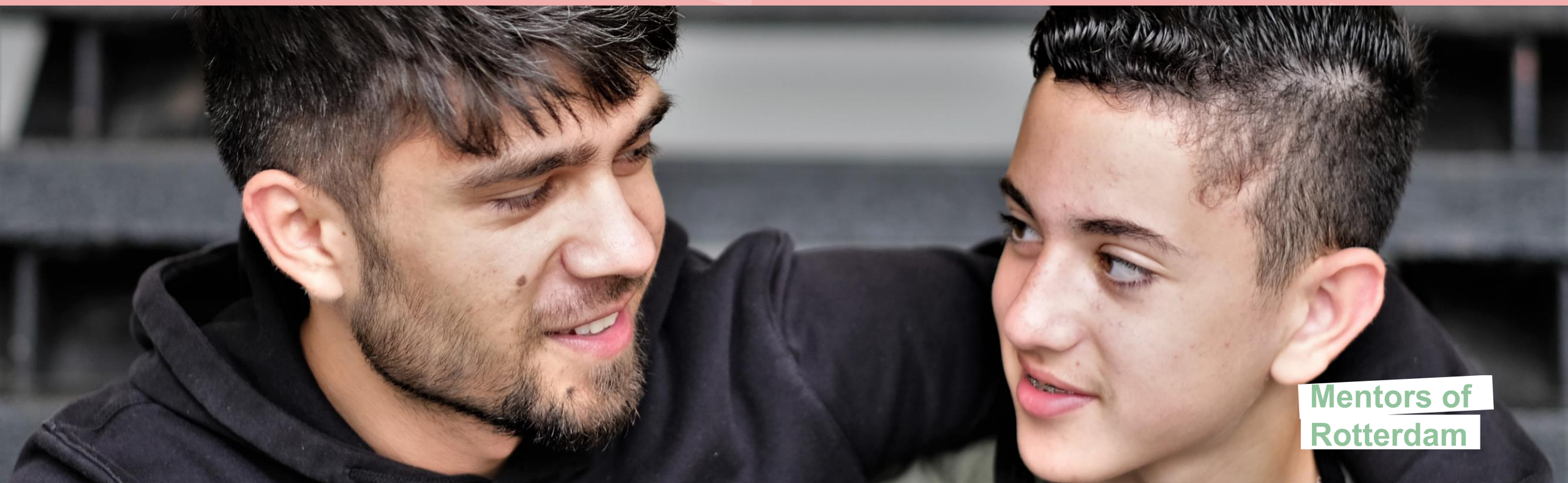
- support and guidance in transition to further education
- increases students' motivation

Inequality:

- home environment and social network

2. Career orientation - Mentoring

How do you think that a student mentor can contribute to career orientation of mentees?



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2. Career orientation - Mentoring

Student mentors can contribute to career orientation of mentees by providing:

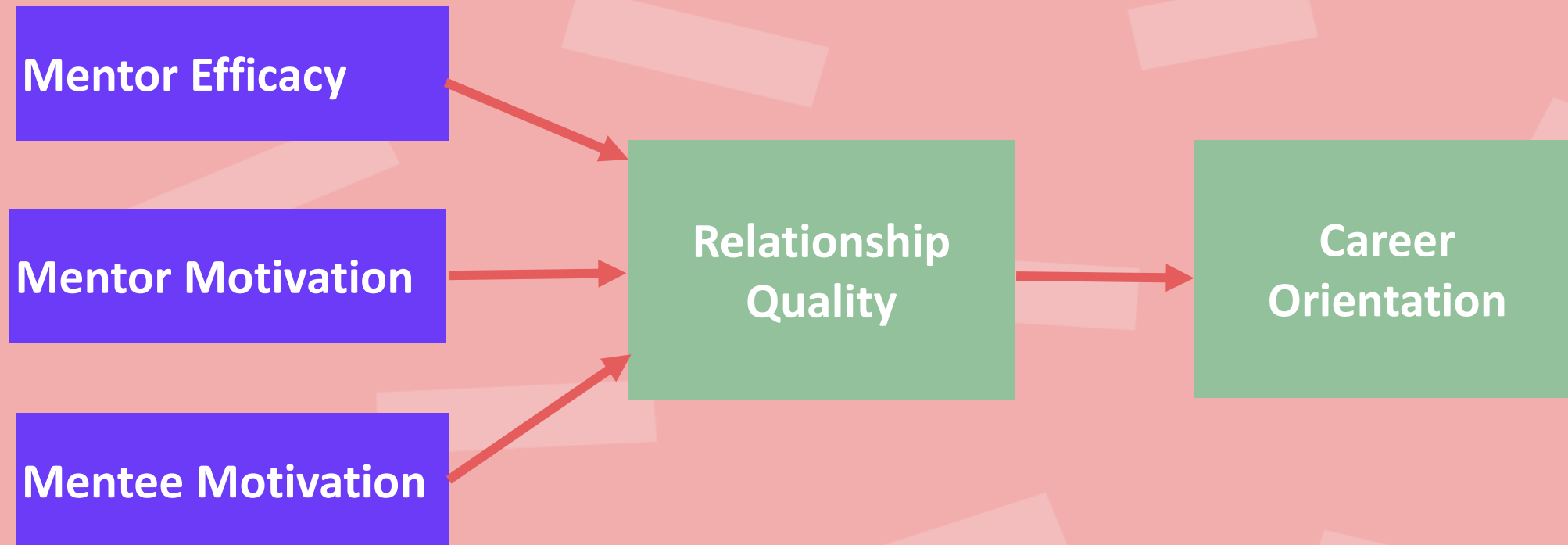
- 1) understanding of the school system, requirements and possibilities
- 2) understanding of own abilities, strengths and challenges
- 3) a positive representation of oneself in the future (Rhodes, 2005; Hagler, 2019).

2. Career orientation - Conditions

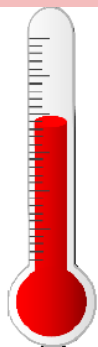
Three conditions

- 1) Relationship Quality (Rhodes, 2005; Kao et al., 2020).
- 2) Mentee motivation (Herrera & Karcher, 2013).
- 3) Mentor motivation and sense of efficacy (Karcher et al., 2005).

2. Career orientation – Conceptual model



2. Career orientation – Toolkit



Motivation Thermometer

Aim	The Motivation Thermometer is used to gain insight into the processes that raise or lower the motivation of a pupil and into the steps that the pupil can take to ultimately reach their goal.
Activity	With the help of the Motivation Thermometer, mentor and pupil put into words their motivation for change in the context of: Necessity, Desire and Possibilities
Needed utensils	<p>Draw a “thermometer” with a scale division of 0-10, for example on:</p> <ul style="list-style-type: none">- a large sheet of paper, minimum size A2- the board in the classroom, or- on a piece of a roll of wallpaper (or two large sheets next to each other). In this case, draw the thermometer large enough for the pupil to be able to walk across the sheets to get from one end of the thermometer to the other. <p>It is a good idea to use various colours of pencils, pens or markers when answering the questions</p>

Method	<p>Ask the five questions stated below.</p> <p>With each question, the pupil puts a symbol (cross, dash or dot) on the thermometer.</p> <p>After each question, you ask the pupil to explain the answer they have given</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. How do you assess your motivation at this moment? Choose a position on the thermometer by putting a symbol on it, or by standing on the spot of your choice. 2. Look at the 0 spot. What would you like to do or see differently? 3. Look at the 0 spot. Between the 0 and your own position lies everything you master already. What have you already achieved in life? 4. Look at the 10 spot. What would your life or future look like if your motivation were perfect? Describe this as clearly and concretely as possible. 5. Pretend to take one step towards the 10 position. What is the first step that you can take to reach your ultimate goal?
Tips	<p>Don't let only the pupils answer the questions, but answer them yourself as well. This way, the pupil gets to know you better and you can show how motivated you are to, for instance, work hard to make a success of your studies. This can give a boost to their own motivation.</p>
Source	http://www.persoonlijke-leerstijl.com/gratiswerkvormen.html
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Research into...

1. The association between relationship quality and career orientation of mentees
2. Optimizing Mentors of Rotterdam program targeted at supporting mentees' self-regulated learning



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Supporting mentees' self-regulated learning

- It is critical that we teach our students what Bjork, Dunlosky, and Kornell (2013) have labeled the “**ultimate survival tool**,” namely, how to learn.
- Mentoring may help mentees to teach the knowledge and skills needed to become **sophisticated as a learner**.
- However, research on the Mentors of Rotterdam program are somewhat **disappointing** in this respect.

📌 Moving from instrumental mentoring to a **targeted mentoring approach** (Rhodes, 2020).

Mentors of Rotterdam as a targeted mentoring approach

- Optimizing Mentors of Rotterdam by **capitalizing** on what we know about **improving pupils' self-regulated learning**.
 - A distinctive feature of self-regulated learners is that they take initiative, show perseverance and adaptively shape their learning process by employing a **combination of metacognitive, cognitive, motivational and behavioral strategies**.
- 📌 Several meta-analyses have shown that self-regulated learning has a **major impact on students' academic achievement and learning motivation**

Effectively improving mentees' self-regulated learning

- Involves an **integrated and adapted approach** in which cognitive, metacognitive, motivational and behavioral SRL strategies are **explicitly instructed** (Dignath & Veenman, 2020).
- In our research we will **develop, implement and evaluate an evidence-informed Mentors of Rotterdam** approach targeted at effectively improving mentees' self-regulated learning.



Effectively improving mentees' self-regulated learning

🔗 Collaborative design-based research investigating how our optimized Mentors of Rotterdam approach **contributes to mentees' self-regulated learning** and **academic achievement**.



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