



AGENCY IN LEARNING

WHO CAN? YOU CAN...

Active Agents- Peer mentoring

Aim: To bring forward and make visible the understandings, skills and dispositions that each student has to share and is willing to act as a mentor for others. The resource has been developed to provide differentiated options for the reflection process. Students can choose both the reflection process and the amount of scaffolding they would prefer connected to developing peer mentors.

Subject links: Any subject, discipline or learning community

Included in the resource:

- Ideas for use and background information
- Three types of reflection process
 - Graphic organizers with and without guided questions (including the Freya model)
 - Learner Profile focused reflections (Four types from the very guided to student driven open choice)
 - Six thinking hat routine (Whole class, paired or individual reflections with guiding questions or open ended reflections)
 - Options for display board and mentor statements.

Teaching resources that move [Beyond Conventional Wisdom](#).

Our resources are designed to support student choice, voice and agency. The resources are ideal for all teaching styles, but particularly suited to inquiry (*constructivist*) teaching.

Our aim is to move beyond conventional teaching tools, consultancy and training by creating tailored resources, strategies and training opportunities that enable teachers to implement supportive, differentiated, challenging and innovative learning experiences.

Every member of a learning community has something that they can mentor others in. The mentoring might be connected to a skill such as skipping, developing a good search phrase for research or staying calm in the face of difficulties. Learners might have different abilities such as being a “quiet” learner, feeling comfortable working in teams, great at organizing time or materials, or developing innovative ideas.

Some of these skills, abilities, dispositions or perspectives will be seen as constructive and useful in different leaning spaces, some will fall into the shadow of not being a popular or pleasing construct, depending on the powerful voices and meaning-makers in any given group.

It is important that all members of a learning community have space and are valued for the ideas, skills, understandings, etc. that they feel they can share with others in the role of mentor.

What the mentors have to offer will depend on their age, identity claims and previous experiences. By providing a space and voice for peer mentoring, teachers are setting up the scaffold needed to support action-based agency.

Use the resources in this product to set up an “Active Agents- Peer Mentoring” board. Or just use the ideas and let the students create their own board. Alternatively share the idea behind the board with the members of the leaning class and leave it open to how they create a peer mentoring system.



DEVELOPING A PEER MENTOR SYSTEM

Invite the students to select a reflection strategy and have them reflect on the things about themselves that they are most proud and would like others to know about. Encourage them to think beyond just the academic to broader aspects of themselves. You may even model some of your own ideas about yourself.

The reflections should be personal and don't need to be shared with others. By doing this, there is reduced pressure 'to get it right' and more opportunity and scope for each student to think about aspects of themselves that they really like.

Once the students have had a fair time to reflect, ask them to look at the ideas they generated and select one or two of the things from their ideas list that they would like to mentor others in, either inside or beyond the classroom.

If the school is more structured and less open to free choice, use the PYP learners' profiles as a framework for students to reflect on who they want to be as mentor and what they can offer in this role.

From here, invite the students to create a mentoring statement to add to the peer mentor board.
e.g. *I am really good at..., I can mentor you..., If you would like to..., Let me share with you...,*

DEVELOPING A PEER MENTOR SYSTEM

Students can represent their mentoring opportunities in words or pictures, depending on age, ability, interest and preferred way of expressing themselves. The other option is to photograph the student modelling what they would like to offer others by way of mentoring.

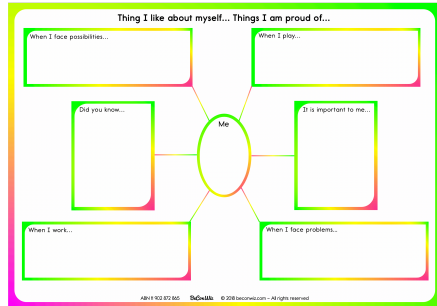
Learning communities can be as creative, detailed, or simple in the creation of their mentor board. There can be different sections such as skills, interests, attitudes, or inside the classroom, outside the classroom, learning styles, for work or for fun. It would be up to each learning community to decide on how to organize on the board.

Once the board is set up, it can act as a reference point for students to call on their peers for help and mentoring. Students can add or change their mentoring ideas at any point during the inquiry, term, year. It would be advisable to re-visit the mentoring board at regular intervals during the school year. It might be at the beginning, during the middle and/or after an inquiry is complete. This way students can see that skills, dispositions, etc. can change and so can what they offer as a mentor.

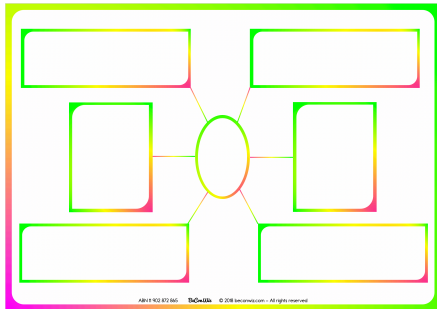
Mentor Reflections

Reflect on who you could be as a mentor? Reflect on what you might have to offer as a mentor?

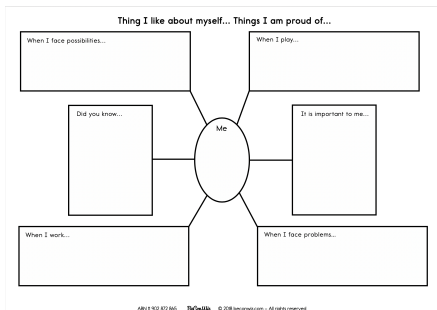
The following are open reflections on graphic organizers. There are six choices.



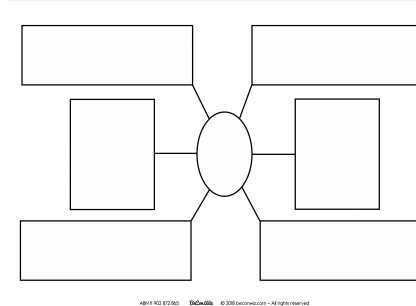
Coloured graphic organizer with guiding questions, that invite students to think about what they bring to mentoring and what they offer as a mentor.



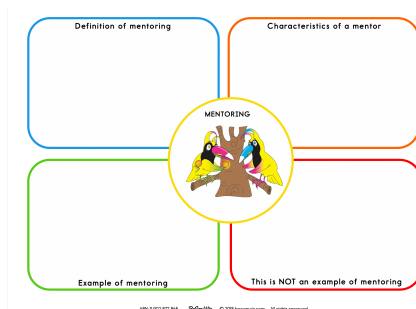
Coloured graphic organizer, no questions. Open ended reflection for class or student to have agency in how or what they reflect on as a mentor.



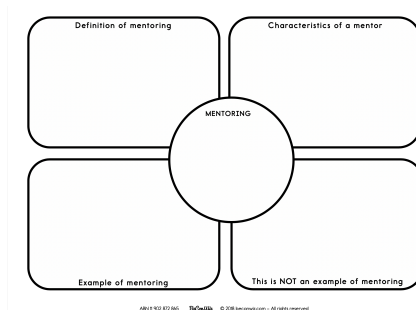
Black and white graphic organizer with guiding questions that invites students to think about what they bring to mentoring and what they offer as a mentor.



Black and white graphic organizer, no questions. Open ended reflection for class or student to have agency in how or what they reflect on as a mentor.

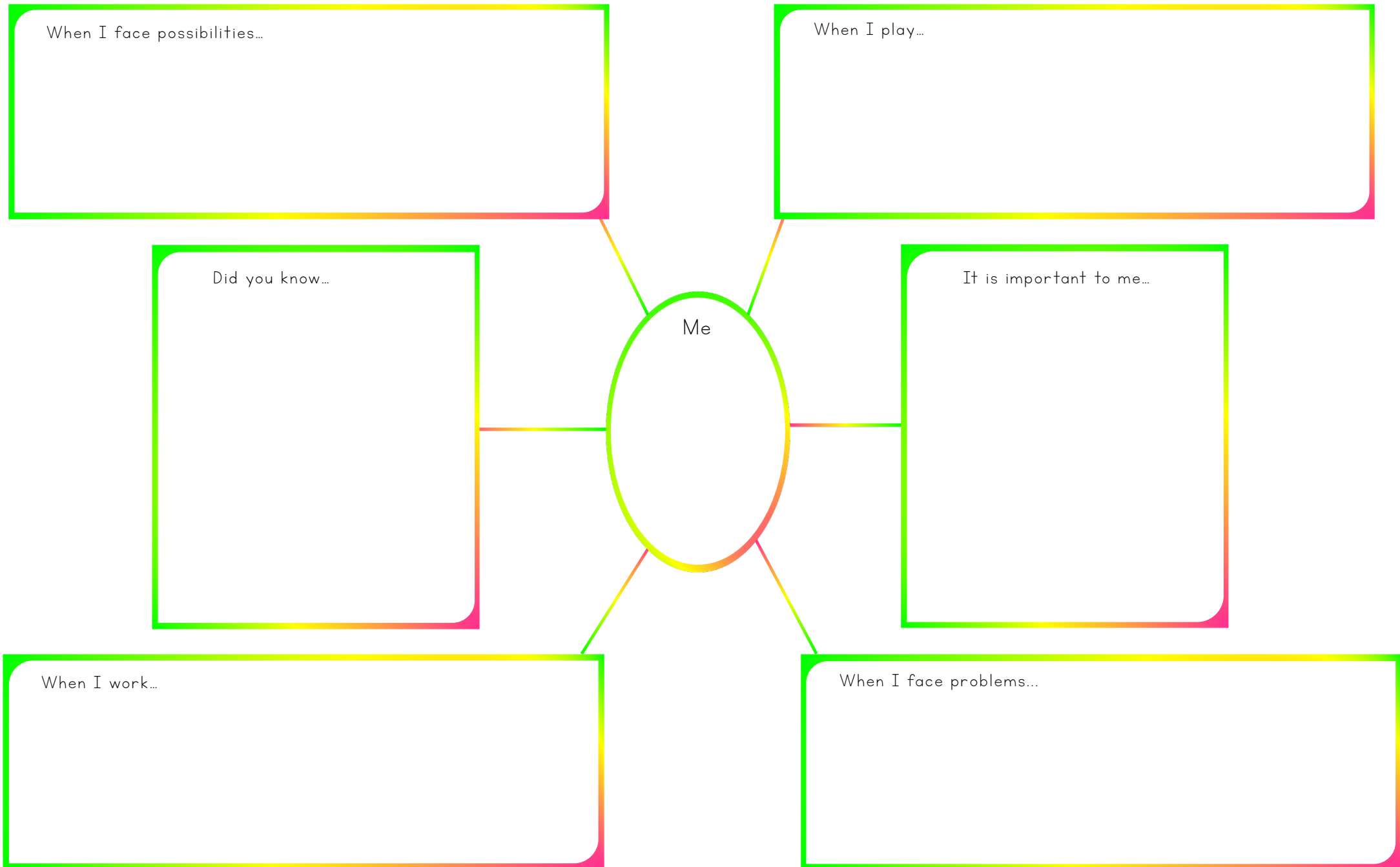


Coloured or black and white Freya model graphic organizer that invites students to think about mentoring, what being a mentor is and isn't, and developing a definition that helps guide mentors and the choices they make. From this students could collaborate and develop an essential agreement about the choices a mentor and an apprentice have in the mentoring process.

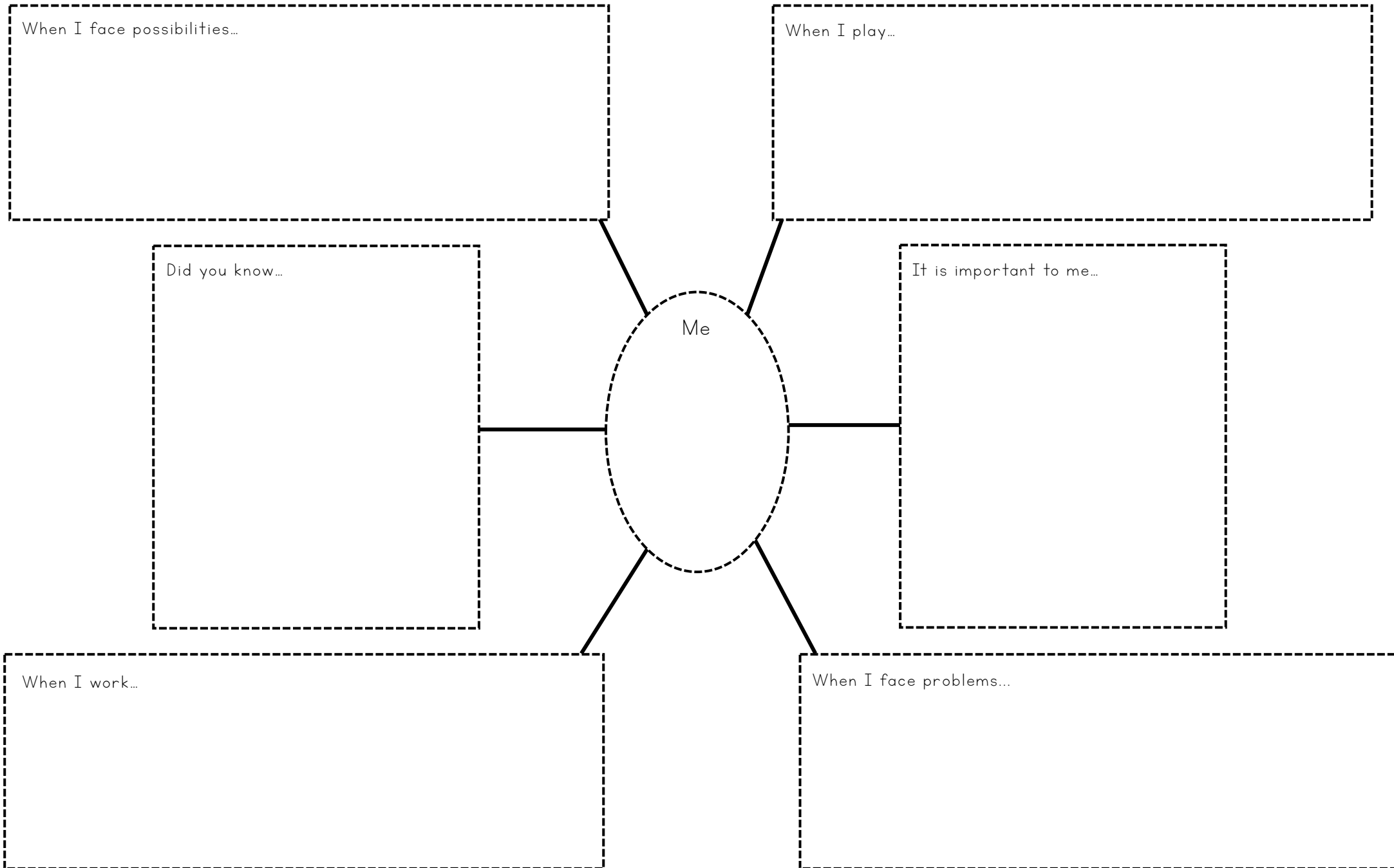


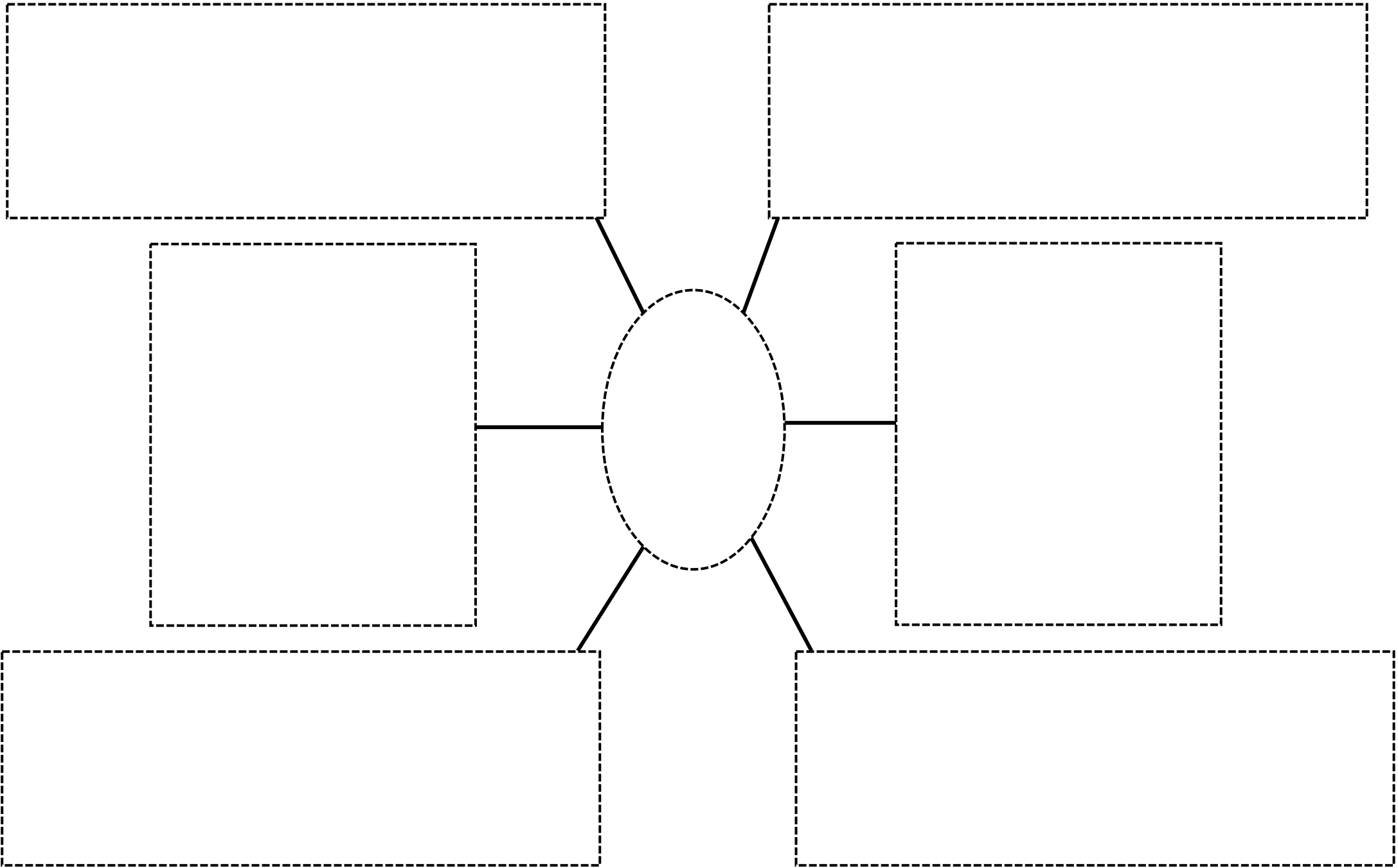
Other sites of agency in the reflection process include the students generating the reflection questions or developing their own graphic organiser. For classes new to agency, there could be more choice provided in the types of graphic organisers available or access to a variety of different reflective thinking routines.

Thing I like about myself... Things I am proud of...



Thing I like about myself... Things I am proud of...





Definition of mentoring

Characteristics of a mentor

MENTORING



Example of mentoring

This is NOT an example of mentoring

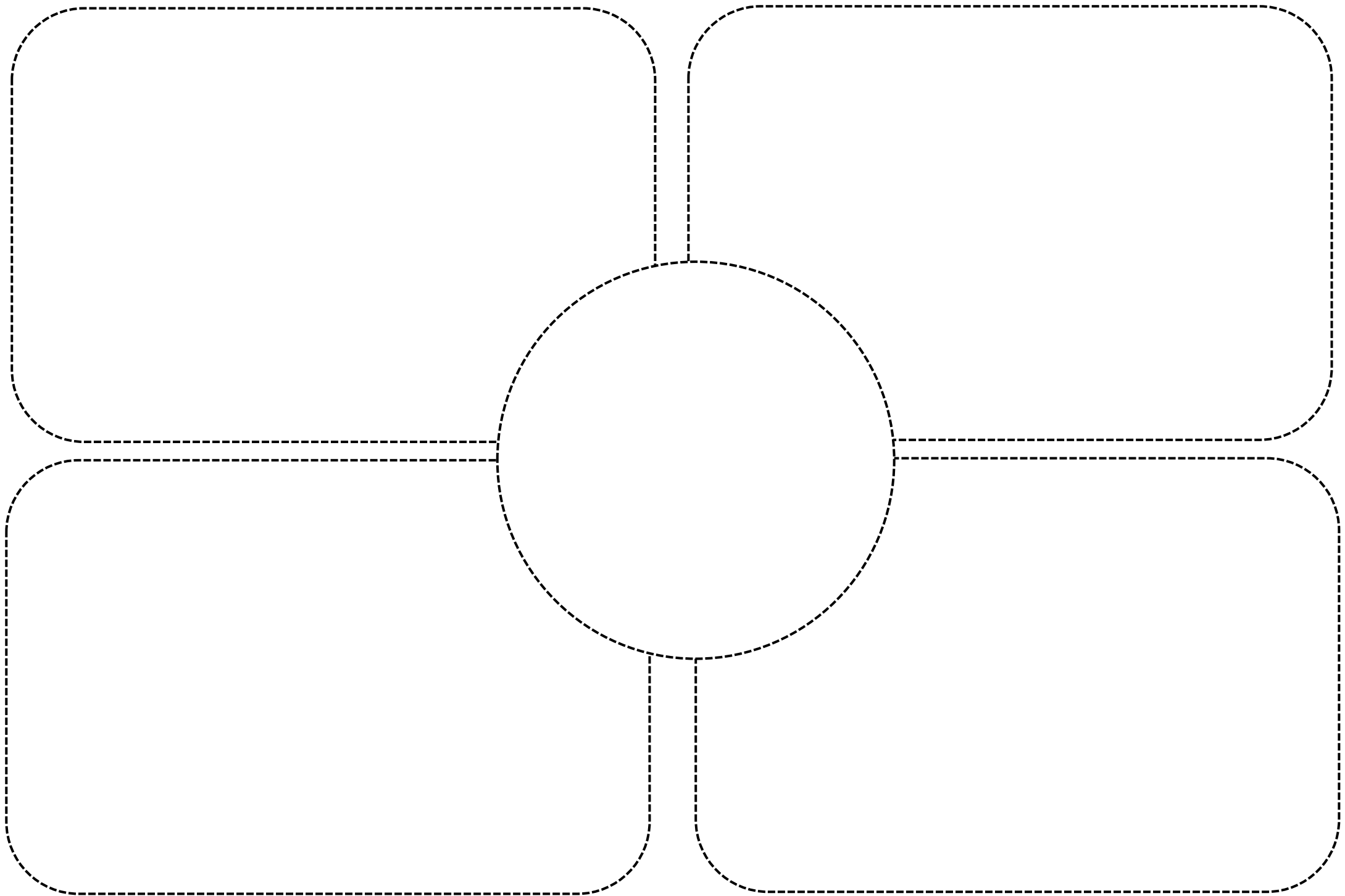
Definition of mentoring

Characteristics of a mentor

MENTORING

Example of mentoring

This is NOT an example of mentoring



Mentor Reflections

Reflect on who you could be as a mentor. Reflect on what you might have to offer as a mentor.

The following are reflections based on the PYP learner profiles. There are three types of reflection processes for each position in the learner profile. The three types of reflection processes are scaffolded from very guided to more open, thus allowing for differentiation and student choice in what aspects of the the learner profile or mentoring they want to focus on. For more open ideas see the next page.

BALANCED

I can be a balanced mentor and help people.

When I am a balanced mentor I:

I am balanced in my own life when:

I would like to have a mentor to help me with:

ABN II 902 872 865 BeConWiz © 2020 beconwiz.com - All rights reserved

Coloured graphic organizer with guiding statements based on a learner profile position that invites students to think about what they bring to mentoring and what they offer as a mentor. (Very guided)

BALANCED

How might a balanced mentor choose to act?

How are agency and balance connected?

What does being balanced mean?

How is being a real-life choices and being balanced connected?

What do you have to offer as a mentor?

ABN II 902 872 865 BeConWiz © 2020 beconwiz.com - All rights reserved

Black and white graphic organizer with open questions that invite students to think about the connection between the learner profile position, agency and mentoring, real life and the classroom. (Less structured)

BALANCED

Agency

Mentoring:

Other words, feelings or ideas connected to being balanced.

Other thoughts

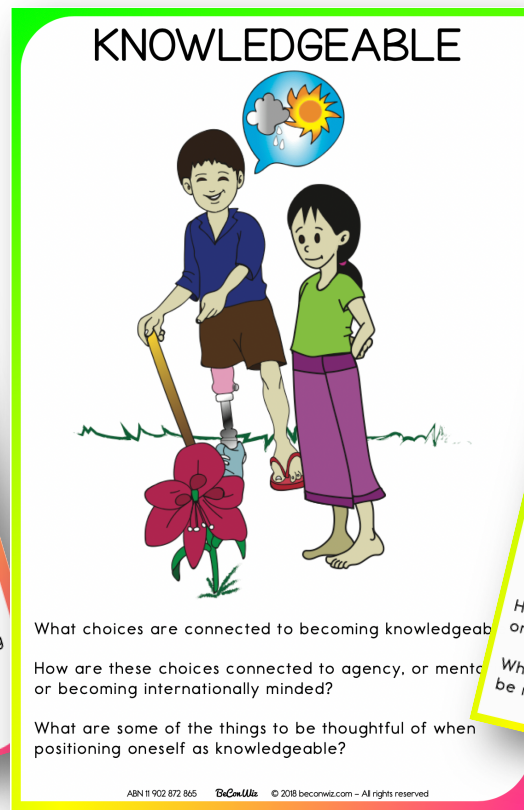
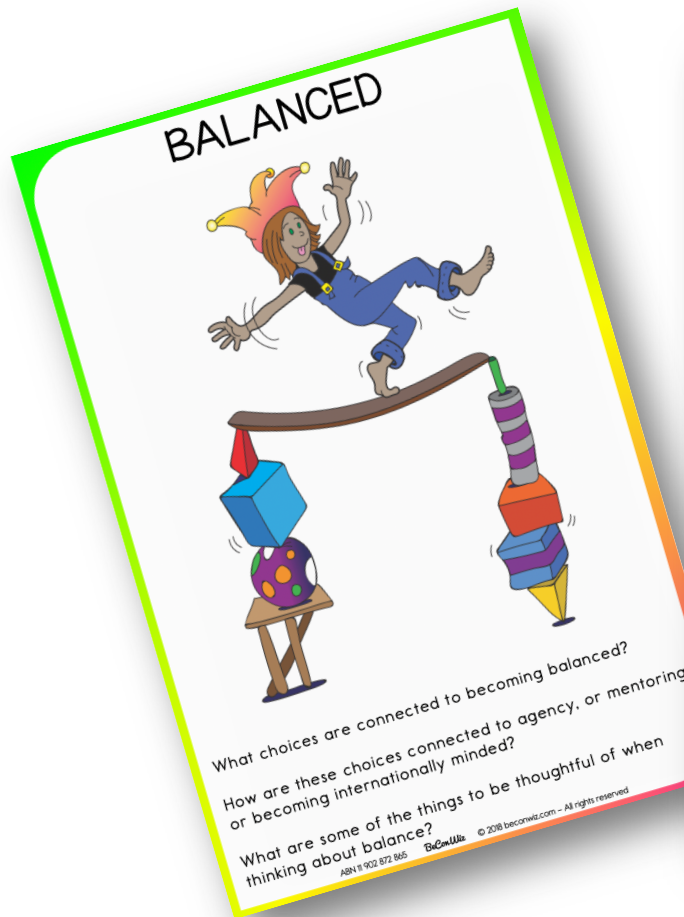
ABN II 902 872 865 BeConWiz © 2020 beconwiz.com - All rights reserved

Black and white graphic organizer with with some key word prompts to invite students to brainstorm , reflect, wonder and predict how the learner profile position is connected to agency, mentoring and their own ideas. (Open with some structure)

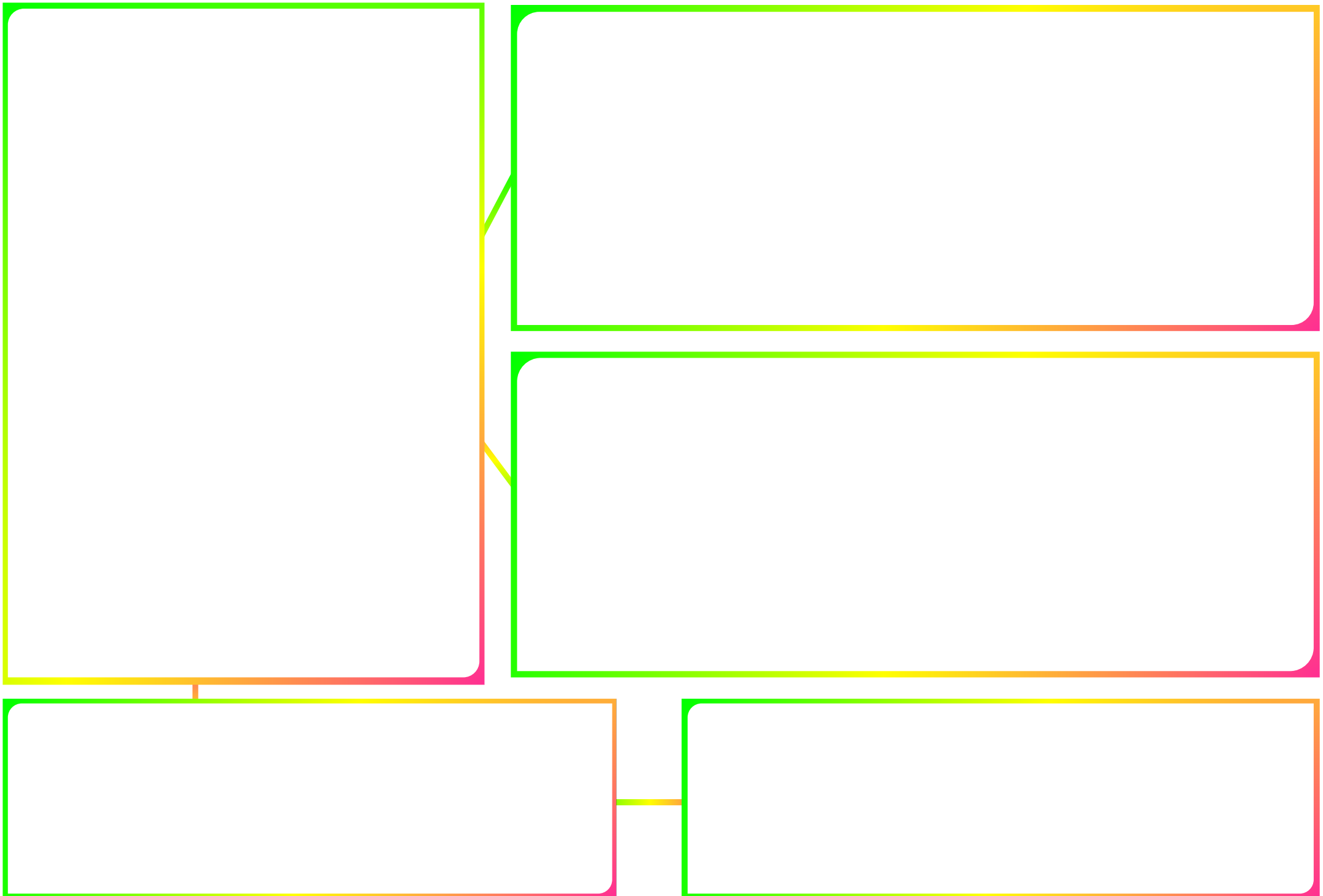
Mentor Reflections

Reflect on who you could be as a mentor? Reflect on what you might have to offer as a mentor?

Students can also develop their own reflection based on the positions in the learner profile. They can use the name and the information they have, know or believe about the positions one could take as part of the learner profile. The students can choose how they reflect, record and share these ideas.



Each learner profile position has a card with an image to prompt thinking and start discussions or debates. There are some guiding questions that can be used or students can generate their own questions to use as part of the reflection processes.



BALANCED



I can make choices that balance how I feel, what I think and what I do. I understand that living and non-living things are interconnected, and that people need to make choices to protect and look after the balance between all things.

I can be a balanced mentor who can help people...

When I am a balanced mentor I...

I am balanced in my own life when...

I would like to have a mentor to help me with...

BALANCED

How might a balanced mentor choose to act?

What does being balanced mean?

How are agency and balance connected?

How is being are real-life choices and being balanced connected?

What do you have to offer as a mentor?

BALANCED

Agency

Mentoring...

Other words, feelings or ideas connected to being balanced...

Other thoughts...

BALANCED



What choices are connected to becoming balanced?

How are these choices connected to agency, or mentoring or becoming internationally minded?

What are some of the things to be thoughtful of when thinking about balance?

CARING



What choices are connected to becoming caring?

How are these choices connected to agency, or mentoring or becoming internationally minded?

What are some of the things to be thoughtful of when choosing to be caring?

CARING



I am respectful and I think about my own and others feelings. I try and act in ways that are kind. I try and make a difference that is helpful to others and myself. I check to see what might be helpful to others or myself.

I can be a caring mentor who can help people...

When I am a caring mentor I...

I am caring in my own life when...

I would like to have a mentor to help me with...

CARING

How might a caring mentor choose to act?

What does being caring mean?

How are agency and caring connected?

How is being are real-life choices and being caring connected?

What do you have to offer as a mentor?

CARING

Agency

Mentoring...

Other words, feelings or ideas connected to being balanced...

Other thoughts...

COMMUNICATOR



I am can share ideas clearly and I take time to understand other people's ideas. I can use lots of different ways to communicate ideas, feelings and skills. I can share and listen to ideas in lots of different situations.

I can be a mentor who uses different forms of communication to help people...

When I am an expressive mentor I...

I am a communicator in my own life when...

I would like to have a mentor to help me with...

COMMUNICATOR

How might mentor who is a communicator choose to act?

How are agency and communication connected?

What does being a communicator mean?

How is being are real-life choices and being a communicator connected?

What do you have to offer as a mentor?

COMMUNICATOR

Agency

Mentoring...

Other words, feelings or ideas connected to being balanced...

Other thoughts...

COMMUNICATOR

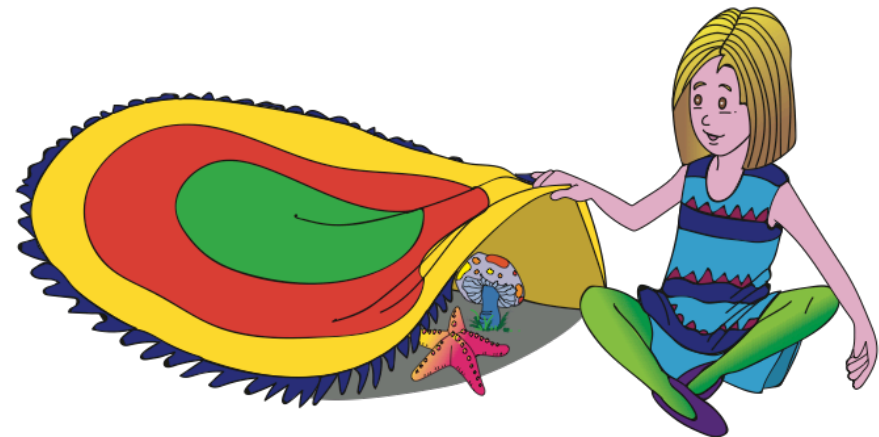


What choices are connected to becoming a communicator?

How are these choices connected to agency, or mentoring or becoming internationally minded?

What are some of the things to be thoughtful of when choosing to be a communicator?

INQUIRER

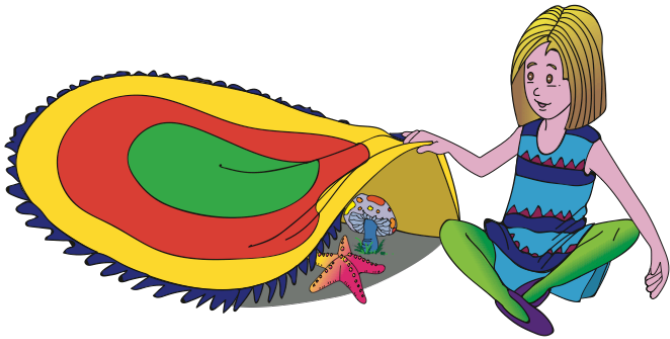


What choices are connected to becoming an inquirer?

How are these choices connected to agency, or mentoring or becoming internationally minded?

What are some of the things to be thoughtful of when choosing to inquire?

INQUIRER



I am curious and I like discovering new ideas, skills or perspectives. I try and learn by myself or in a groups. I try and discover new things in the classroom and in the real world. I find learning and discovering exciting.

I can be an inquiring mentor who can help people...

When I am mentor who is curious and likes to inquire I...

I am an inquirer in my own life when...

I would like to have a mentor to help me with...

INQUIRER

How might mentor who is an inquirer choose to act?

How are agency and inquiring connected?

What does being an inquirer mean?

How is being are real-life choices and being an inquirer connected?

What do you have to offer as a mentor?

INQUIRER

Agency

Mentoring...

Other words, feelings or ideas connected to being balanced...

Other thoughts...

KNOWLEDGEABLE



I explore ideas across all subjects. I use ideas that cross time and place to develop big ideas that I can use in the real world to problem solve, innovate and be creative with. I think and learn about ideas that are personal or connected to local and global communities.

I can be a knowledgeable mentor who can help people...

When I am a knowledgeable mentor I...

I am knowledgeable in my own life when...

I would like to have a mentor to help me with...

KNOWLEDGEABLE

How might mentor who is knowledgeable choose to act?

How are agency and knowledge connected?

What does being knowledgeable mean?

How is being are real-life choices and being knowledgeable connected?

What do you have to offer as a mentor?

KNOWLEDGEABLE

Agency

Mentoring...

Other words, feelings or ideas connected to being balanced...

Other thoughts...

KNOWLEDGEABLE



What choices are connected to becoming knowledgeable?

How are these choices connected to agency, or mentoring or becoming internationally minded?

What are some of the things to be thoughtful of when positioning oneself as knowledgeable?

OPEN-MINDED



What choices are connected to becoming open-minded?

How are these choices connected to agency, or mentoring or becoming internationally minded?

What are some of the things to be thoughtful of when positioning oneself as open-minded?

OPEN-MINDED



I am open and welcoming of ideas, perspectives and experiences that are different to my own. I am interested in reflecting on my own and other points of view. I can value and appreciate difference.

I can be a mentor who is open-minded, this means I can who can help people...

When I am an open-minded mentor I...

I am open-minded in my own life when...

I would like to have a mentor to help me with...

OPEN-MINDED

How might mentor who is open-minded choose to act?

What does being open-minded mean?

How are agency and being open-minded connected?

How is being are real-life choices and being open-minded connected?

What do you have to offer as a mentor?

OPEN-MINDED

Agency

Mentoring...

Other words, feelings or ideas connected to being balanced...

Other thoughts...

PRINCIPLED



I try and act fairly and honestly. I believe in making equitable and trustworthy choices. I believe all living things should be treated with respect and care. I try and make choices that are informed which mean that I respond and act thoughtfully.

I can be a principled mentor who can help people...

When I am a principled mentor I...

I am principled in my own life when...

I would like to have a mentor to help me with...

PRINCIPLED

How might mentor who is principled choose to act?

What does being principled mean?

How are agency and being principled connected?

How is being are real-life choices and being principled connected?

What do you have to offer as a mentor?

PRINCIPLED

Agency

Mentoring...

Other words, feelings or ideas connected to being balanced...

Other thoughts...

PRINCIPLED



What choices are connected to identifying oneself as principled?

How are these choices connected to agency, mentoring or becoming internationally minded?

What are some of the things to be thoughtful of when positioning oneself as principled?

REFLECTIVE



What choices are connected to becoming reflective?

How are these choices connected to agency, mentoring or becoming internationally minded?

What are some of the things to be thoughtful of when choosing to be reflective?

REFLECTIVE



I think back on experiences and ideas, I think carefully about what might happen in the future. I use this thinking and reflecting to help me make good choices and learn new things. I understand that reflecting helps me make informed choices.

I can be a reflective mentor who can help people...

When I am a reflective mentor I...

I am reflective in my own life when...

I would like to have a mentor to help me with...

REFLECTIVE

How might mentor who is reflective choose to act?

What does being reflective mean?

How are agency and being reflective connected?

How is being are real-life choices and being reflective connected?

What do you have to offer as a mentor?

REFLECTIVE

Agency

Mentoring...

Other words, feelings or ideas connected to being balanced...

Other thoughts...

RISK TAKER



I am interested in trying and doing new things. I understand that mistakes can be a launch-pad for new learning. I am resourceful and resilient when faced with change, challenges or possibilities.

I can be a mentor who is courageous and take risks, I can can help people...

When I am a couragous mentor I...

I am a risk-taker in my own life when...

I would like to have a mentor to help me with...

BALANCED

How might mentor who is balanced choose to act?

What does being balanced mean?

How are agency and being balanced connected?

How is being are real-life choices and being balanced connected?

What do you have to offer as a mentor?

RISK TAKER

Agency

Mentoring...

Other words, feelings or ideas connected to being balanced...

Other thoughts...

RISK TAKER



What choices are connected to identifying oneself as a risk taker?

How are these choices connected to agency, mentoring or becoming internationally minded?

What are some of the things to be thoughtful of when positioning oneself as a risk taker?

THINKER

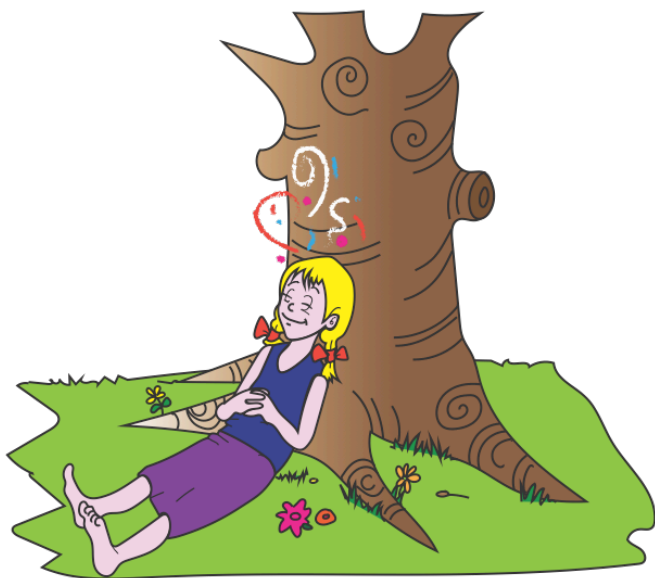


What choices are connected to identifying oneself as a thinker?

How are these choices connected to agency, or mentoring or becoming internationally minded?

What are some of the things to be thoughtful of when positioning oneself as a thinker?

THINKER



I use critical and creative thinking to explore, understand and reflect on ideas, experiences and perspectives. I use careful thinking when taking action. I am thoughtful of the ideas of others ideas and thinking.

I can be a mentor who thinks carefully and can help people...

When I am a mentor who takes time to think I...

I am a thinker in my own life when...

I would like to have a mentor to help me with...

THINKER

How might mentor who is a thinker choose to act?

How are agency and being a thinker connected?

What does it mean to be a thinker?

How is being are real-life choices and being a thinker connected?

What do you have to offer as a mentor?

THINKER

Agency

Mentoring...

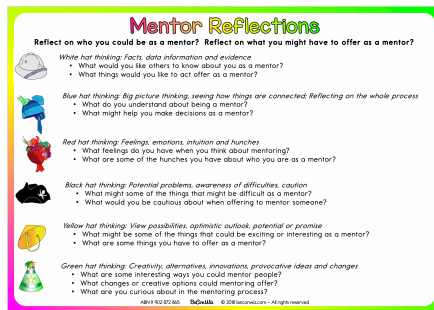
Other words, feelings or ideas connected to being balanced...

Other thoughts...

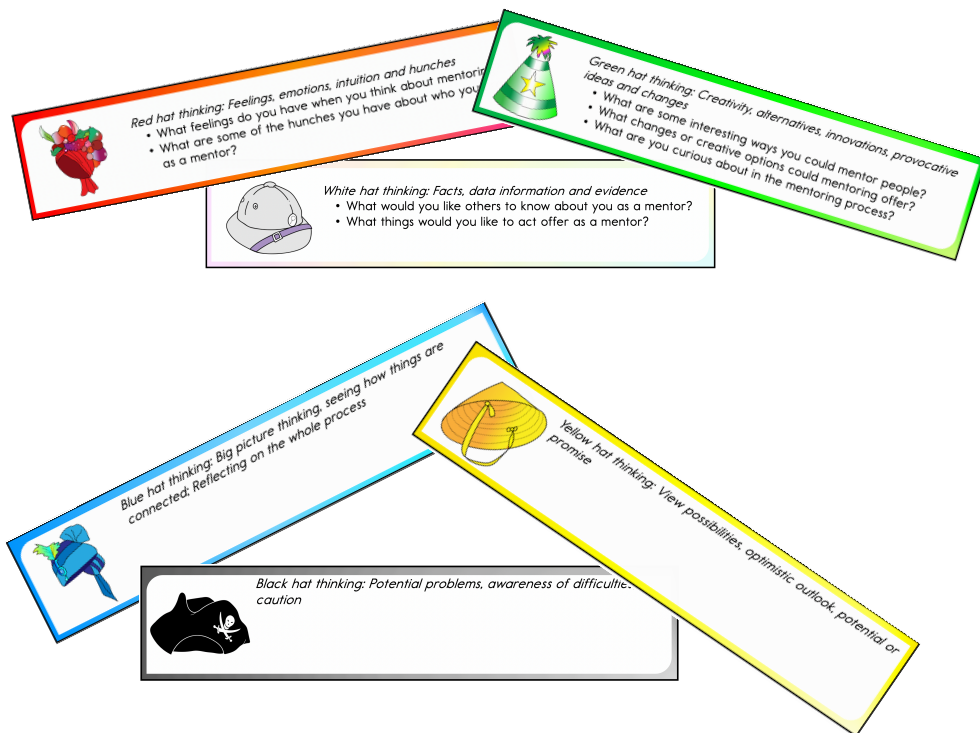
Mentor Reflections

Reflect on who you could be as a mentor. Reflect on what you might have to offer as a mentor.

Students can use de Bono's six thinking hats to reflect on what they have to offer as a mentor and what it means to be part of the mentoring process. There are three resources to choose from in this reflection process.



A small group or whole class poster or slide, with some guiding reflection questions. Student can choose how they respond, record and share their ideas, thus supporting agency in how they learn and what they focus on.

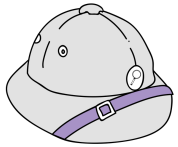


Thinking hat cards for individual or paired grouping reflections. These cards have guiding reflection questions. Student can choose how they respond, record and share their ideas, thus supporting agency in how they learn and what they focus on.

Thinking hat cards for individual or paired grouping reflections. These cards have some information about the type of thinking connected to each hat and students can generate their own questions or reflections based on these points. Student can choose what they focus on, how they respond, record and share their ideas, thus providing greater agency on the learning and reflection process.

Mentor Reflections

Reflect on who you could be as a mentor. Reflect on what you might have to offer as a mentor.



White hat thinking: Facts, data information and evidence

- What would you like others to know about you as a mentor?
- What things would you like to offer as a mentor?



Blue hat thinking: Big picture thinking, seeing how things are connected; Reflecting on the whole process

- What do you understand about being a mentor?
- What might help you make decisions as a mentor?



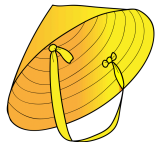
Red hat thinking: Feelings, emotions, intuition and hunches

- What feelings do you have when you think about mentoring?
- What are some of the hunches you have about who you are as a mentor?



Black hat thinking: Potential problems, awareness of difficulties, caution

- What might some things that might be difficult as a mentor?
- What would you be cautious about when offering to mentor someone?



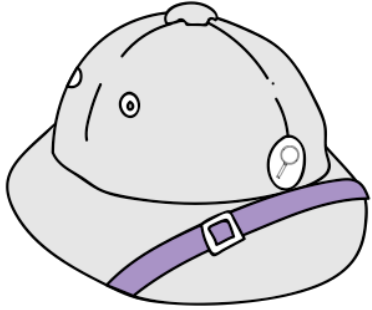
Yellow hat thinking: View possibilities, optimistic outlook, potential or promise

- What might be some things that could be exciting or interesting as a mentor?
- What are some things you have to offer as a mentor?



Green hat thinking: Creativity, alternatives, innovations, provocative ideas and changes

- What are some interesting ways you could mentor people?
- What changes or creative options could mentoring offer?
- What are you curious about in the mentoring process?



White hat thinking: Facts, data information and evidence

- What would you like others to know about you as a mentor?
- What things would you like to offer as a mentor?



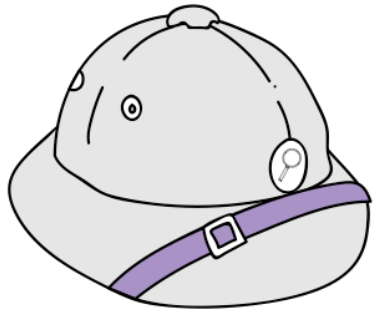
Blue hat thinking: Big picture thinking, seeing how things are connected; Reflecting on the whole process

- What do you understand about being a mentor?
- What might help you make decisions as a mentor?



Red hat thinking: Feelings, emotions, intuition and hunches

- What feelings do you have when you think about mentoring?
- What are some of the hunches you have about who you are as a mentor?



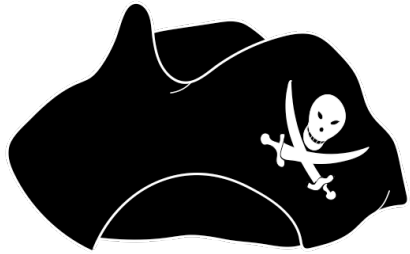
White hat thinking: Facts, data information and evidence



*Blue hat thinking: Big picture thinking, seeing how things are connected;
Reflecting on the whole process*

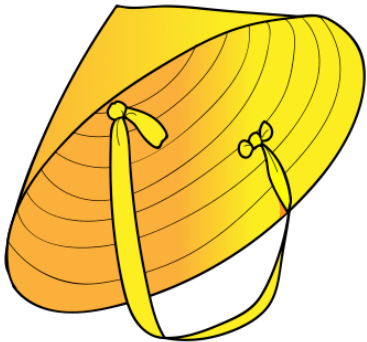


Red hat thinking: Feelings, emotions, intuition and hunches



Black hat thinking: Potential problems, awareness of difficulties, caution

- What are some of the things that might be difficult as a mentor?
- What would you be cautious about when offering to mentor someone?



Yellow hat thinking: View possibilities, optimistic outlook, potential or promise

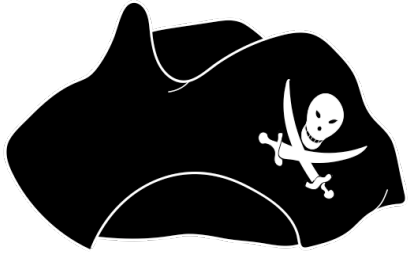
- What might be some things that could be exciting or interesting as a mentor?
- What are some things you have to offer as a mentor?



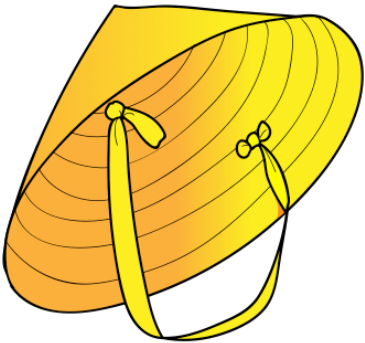
Green hat thinking: Creativity, alternatives, innovations, provocative ideas and changes

- What are some interesting ways you could mentor people?
- What changes or creative options could mentoring offer?
- What are you curious about in the mentoring process?

Black hat thinking: Potential problems, awareness of difficulties, caution



Yellow hat thinking: View possibilities, optimistic outlook, potential or promise



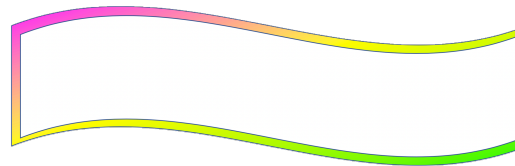
Green hat thinking: Creativity, alternatives, innovations, provocative ideas and changes



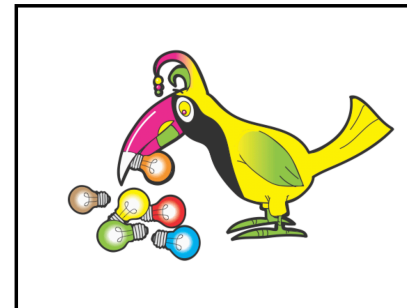
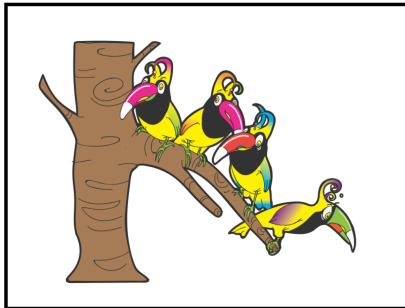
DISPLAY BOARD

Invite the students to create a display so that they can share what they have to offer as peer mentors.

Students can use the images provided in this resource or alternatively create their own display board using their unique talents and skills. Included in the display section of this resource is...



A variety of heading banners



Four display board images

Mentor Statement



ABN 11 902 872 865 BeConWiz © beconwiz.com 2018 All rights reserved

Mentor Statement



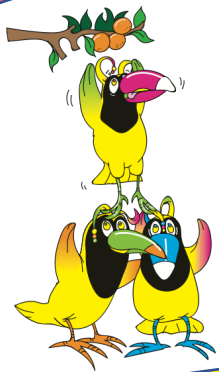
ABN 11 902 872 865 BeConWiz © beconwiz.com 2018 All rights reserved

Mentor Statement

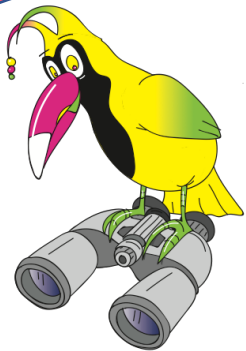


ABN 11 902 872 865 BeConWiz © beconwiz.com 2018 All rights reserved

Templates for mentor statements



ACTIVE

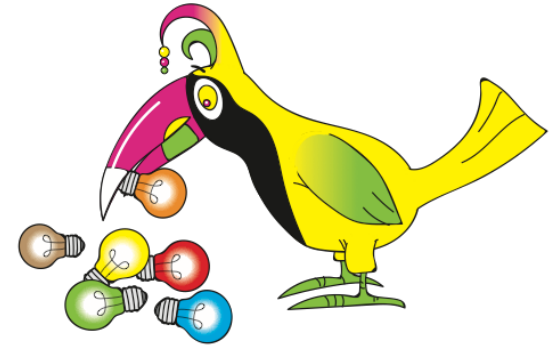


AGENTS





PEER



MENTORS





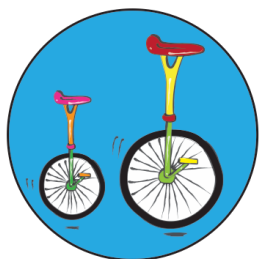








Mentor Statement



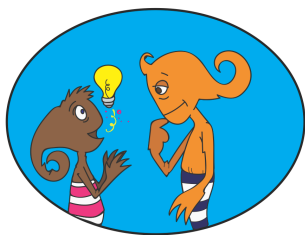
ABN 11 902 872 865 *BeConWiz* © beconwiz.com 2018 All rights reserved

Mentor Statement



ABN 11 902 872 865 *BeConWiz* © beconwiz.com 2018 All rights reserved

Mentor Statement

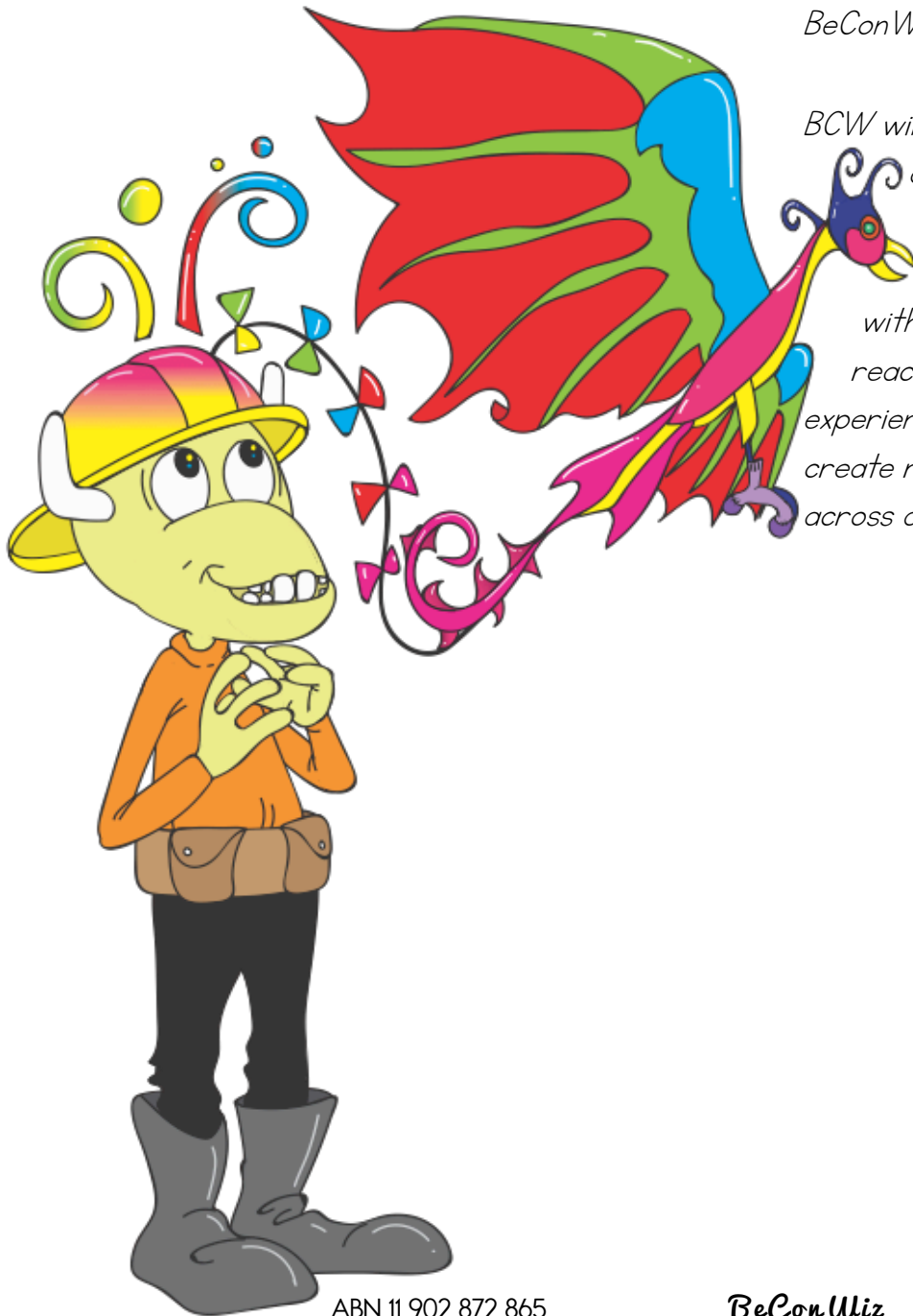


ABN 11 902 872 865 *BeConWiz* © beconwiz.com 2018 All rights reserved

BeConWiz's commitment to equitable and ethical practices

BeConWiz, will be referred to as BCW in this document.

BCW will now use 'they - themselves' as a singular, gender-neutral pronoun in all material and resources generated. Just as the use of 'he - man' disappeared women's voice and identity, use of the binary 'she - he' and related pronouns has disappeared and rendered voiceless marginalised groups that do not identify with the 'he -she' pronouns. Until some wider grammatical agreement has been reached about what pronouns will be used to embrace the diversity of gender experience, in text we will use 'they - themselves' in our materials. Given that words/language create reality, using language that is acknowledging and inclusive of all people who identify across a wide gender spectrum is an issue of power, politics, respect and visibility. "





TERMS AND CONDITIONS

LICENSE TO USE PURCHASED INDIVIDUAL CLIP ART

The clipart purchased on this site may only be used for personal or class use. It can not be used in the production or publication of any materials, resources or other related goods that are to be sold onto others or for commercial use.

Schools wishing to buy clip art for across school use or in school publications must contact the BeConWiz team for a price for this option.

LICENSE TO USE PRODUCTS

Any products purchased from BeConWiz are purchased by you for your personal use and not for distribution or resale.

BeConWiz download resources are able to be printed for personal use by the purchaser (a given single educator) only. They can be used to teach your of students and are intended to be used in this way. *Schools wishing to use product packages or negotiate tailored deals or teaching teams must contact BeConWiz directly and negotiate separate terms and conditions.*

Any workshop or consultancy work will be negotiated and tailored to meet individual client needs and as such, the terms and conditions of such purchases or contracts will be issued and delivered in separate documentation.

ELECTRONIC DOWNLOAD DELIVERY

Download products are immediately available to holders of a product package of BeConWiz. If you have any problems with an immediate download, please contact us at beconwiz@beconwiz.com

DOWNLOAD PRODUCTS AND MATERIALS

We provide no guarantee that you will be able to use school computers to download BeConWiz materials. We will endeavor to do our best to ensure downloadable material is accessible on a variety of computers, tablets or devices. If you are experiencing issues with download or printing of materials please contact us, so we can improve our service to you.

"BCW will now use 'they - themselves' as a singular, gender-neutral pronoun in all material and resources generated. Just as the use of 'he - man' disappeared women's voice and identity, use of the binary 'she - he' and related pronouns has disappeared and rendered voiceless marginalised groups that do not identify with the 'he -she' pronouns. Until some wider grammatical agreement has been reached about what pronouns will be used to embrace the diversity of gender experience, in text we will use 'they - themselves' in our materials. Given that words/language create reality, using language that is acknowledging and inclusive of all people who identify across a wide gender spectrum is an issue of power, politics, respect and visibility. "



class