



PEER MENTORING AND ITS IMPACT ON HOLISTIC DEVELOPMENT IN LOWER PRIMARY CLASSES

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Abstract

Peer mentorship targets several areas of a child's development, including social, emotional, and academic aspects. It takes a holistic approach to developing well-rounded persons. This study investigates how peer mentorship is used in our educational system and how it can benefit primary school students. We are gathering data on satisfaction in this research report. Peer mentorship is a popular sort of school-based support. However, peer mentoring strategies can vary significantly, and evidence of the efficacy of such support is varied. Participants in 'More than Mentors' participated as either mentors or mentees, and completed standardized measures to investigate changes in their well-being, resilience, and mental health over time. A qualitative subsample was also collected. A multi-level survey analysis found that mentors and mentees improved in their performance.

Keywords - Holistic, Mental health, Educational system, Primary school, Multi-level, Investigates, Standardized, Mentees, Qualitative.

Introduction:

“Mentoring is a structured and trusting relationship between a youthful person and a caring existent who offers guidance, support and stimulant”. This tool is intended as an preface to peer mentoring for seminaries. Peer mentoring is an substantiation- grounded way to produce positive issues and make social capital among youthful people, including those with increased vulnerability. Peer mentoring may be appertained to as ‘ musketeers ’ or ‘ Big Family, Big Family’ arrangements. This tool outlines what mentoring involves and the benefits to those sharing in mentoring connections.

The information contained in this tool will be helpful to seminaries considering designing and enforcing a peer mentoring program. Mentoring involves a person (the tutor) supporting someone who has lower experience in any given area or who requires guidance and support (the mentee). Instructors are good part models and excellent listeners offering support, counsel, fellowship, formative feedback, and underpinning. Mentoring may be delivered in one- to- one, group or online arrangements still one- to- one mentoring is especially effective and easiest to apply in seminaries.

Objectives of Peer mentoring:

Peer- grounded programs are different but they partake some common objects

- To give a safe space and literacy terrain for youthful people without fear of judgment, misreading, or embarrassment.
- To increase social connectedness and produce a sense of belonging within probative peer networks.
- To give positive part models, positive peer influences, and openings that help youthful people to develop a positive tone- conception, tone- acceptance, and high tone- regard.
- To help the onset or farther development of internal health problems including depression, anxiety or instability.
- To increase confidence and to develop and enhance communication and social chops.

3. IDENTIFICATION OF MENTEE AND MENTOR IDENTIFICATION OF MENTEE

Learners have different literacy capabilities, strengths, and sins. Difference in learning capacities among learners can further lead to learning gaps, where some learners are unfit to keep up with the rest of the class. It's the schoolteacher's responsibility to identify and break literacy gaps to ensure that every pupil is making progress.

Five Types of Learning Gaps

- Knowledge Gaps: learner lack the necessary knowledge or weren't given the proper information.
- Skills Gaps: Children lack the expertise required to acquire basic abilities.
- Motivation Gaps: Learners lack the motivation to improve their knowledge or abilities.
- Environmental Gaps: There's a lack of a learning environment for students. • Communication Gaps: There are communication problems among learners and teachers.

How Can a Teacher Identify a Learning Gap?

Identifying your students' learning gaps can appear to be an intimidating task, but there are practical, methodical ways to achieve it.

Assessment Data

preceptors can determine which kids are floundering in which courses by examining test results, grades, and other data. Not all preceptors can engage with children one-on-one enough to identify literacy gaps as class figures increase. They examine standardized examinations taken by scholars throughout their academy rather.

They compare the test results of the current scholars with those of the former academic time's kiddies. To demonstrate the influence of online literacy sweats on scholars' current understanding of grade-position content, numerous preceptors have specifically compared current scores to those from the 2018-2019 academy time.

Observation

Observing scholars during class and gathering necessary pupil information can also help preceptors identify learning gaps. By paying attention to how scholars engage with the assignment, how they respond to questions, and how they share in class conversations, preceptors can get an idea of which scholars may be **floundering**.

One-On-One Meetings

Meeting with scholars one-on-one is an effective way for preceptors to identify literacy gaps. When preceptors have fresh time left for similar meetings, they can ask scholars about their understanding of the assignment, which motifs they find delicate, and what kind of support they need to ameliorate by using a comprehensive pupil information system and literacy operation system.

Self-Reflection

scholars' self-reflection is another system, in addition to data from standardized assessments, for detecting gaps. Learners constantly identify when they do not understand a conception that their peers do. Just asking for backing may be too shocking or disturbing. preceptors can make a brief questionnaire or exit ticket on the subjects that a pupil might be having trouble understanding. To fully understand the pupil's requirements, this data can be used in confluence with other data. While relating and closing literacy gaps can be delicate for preceptors, it's possible with the correct approaches. The strategies listed over will help seminars in bridging the pupil learning gap. But for any strategy to be effective, it must be enforced well and constantly estimated. The prosecution of these approaches must be successful for all stakeholders involved, and seminars must concoct a system to track their effectiveness.

4. IDENTIFICATION OF MENTOR

QUALITIES OF A MENTOR:

- A "Good Mentor" is someone who:
 - Engages in a positive relationship with the child.
 - Gives attention to the child.
 - Has a positive self-esteem about himself/herself.
 - Good behavior
 - Listens well.
 - Communicates on a level that the child can understand.
 - Is stable.
 - Provides leadership.
 - Is a positive role model.
 - Cares about helping a child.
 - Is not a judgmental person.
 - Is committed.
 - Nurtures a relationship that respects the child's dignity.

- Accepts responsibilities.
- Reinforces student's success.

The Four Primary Tasks of a Mentor Establish a positive, personal relationship with mentee:

- Establish mutual trust and respect;
- Maintain regular interaction and consistent support; and
- Work with your mentee to accomplish specific goals (e.g., achieving eligibility and being involved in tasks assigned); and
- Developing life skills. Behave politely and (Respect toward his or her peer mentee and teachers.)
- Be a role model for a mentee or other students in a class room.

5. Process:

Audile system- In this strategy, a tutor helps a mentee understand generalities by verbally repeating written information. audile learners learn from harkening to a variety of knowledge sources. It means that a pupil learns most effectively by harkening. They would prefer harkening to a lecture over reading a text, or hearing the instructions for a design rather of figuring it out hands- on. audile learners like to hear effects in order to reuse the information stylish, which is frequently a good option for classroom literacy.

These styles are used as helping aid while tutoring literacy process.

1. Identifications of the words
2. Completion of the tasks
3. Reading the words audibly
4. Recalling the conception

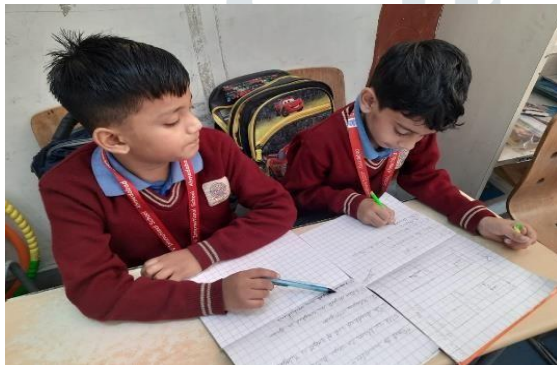


Image 1



Image 2

(Source: Peer Mentoring -D.A.V International School, Ahmedabad)

B.Kinesthetic literacy –

Kinesthetic literacy refers to a literacy style that involves whole- body movement and tactile engagement. Kinesthetic learners process information best when they're physically engaged during the literacy process For example activities like- Arrange the words and frame sentences, use whole body to make a letter, create collage sentences, Scavenger hunt,doing role play.

These activities -

- allow students to stand or move while learning.
- allow learning with real life objects.
- Help in memorizing the words fast.
- Help in framing the sentences.
- Help in developing communication skills.
- Build self-confidence

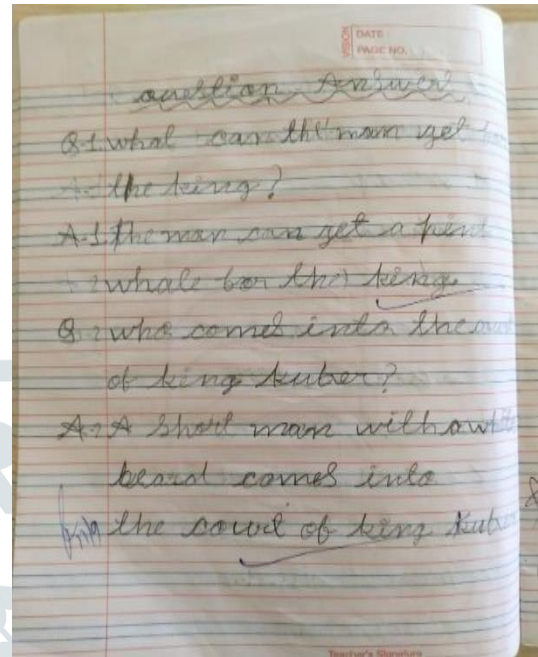
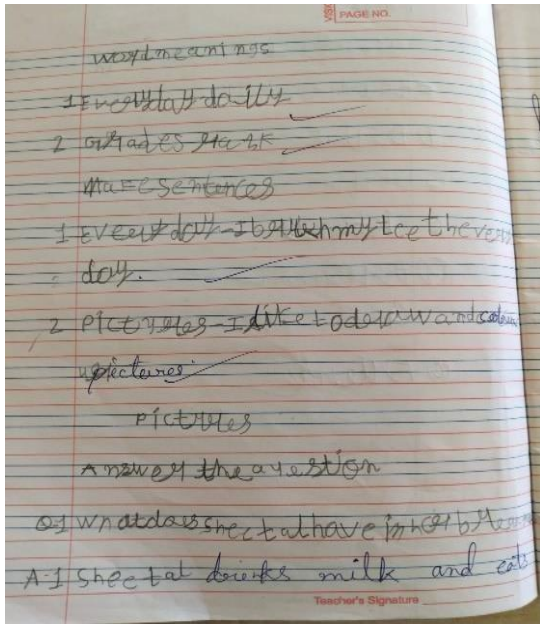
Research Says-

An early study by Dunn and Dunn(1978) set up that 20- 30 of academy- age children are audile learners, 40 visual learners, and 30- 40 are tactile/ kinesthetic learners. Comparatively, a study by Muneera Spence(2006) set up that visual learners regard for around 30 of the population, audile learners regard for around 25 of the population, and kinesthetic learners may regard for as important as 45 of the population.

Images of evidence-

Before

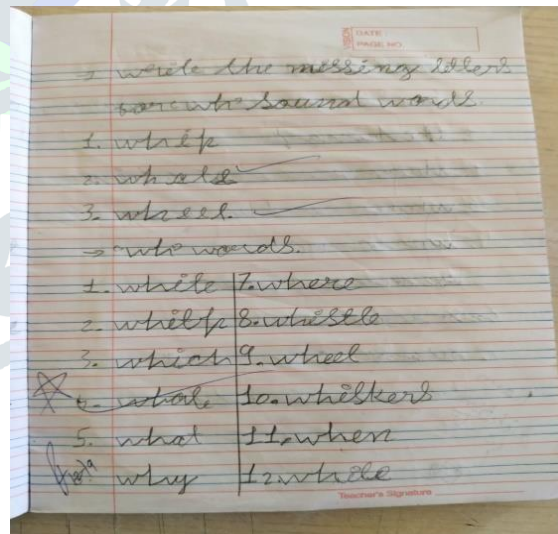
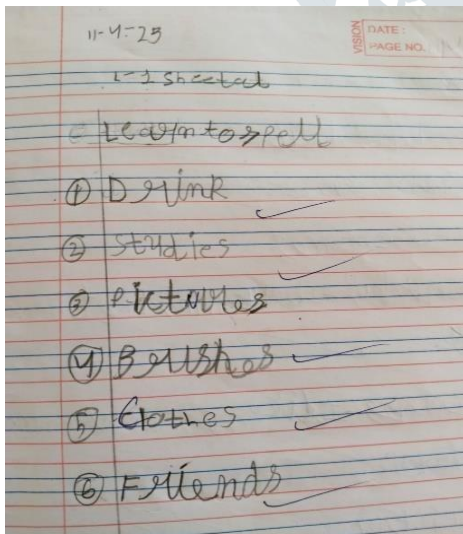
After



Evidence 1

Evidence 2

(Source: Evidences -D.A.V International School, Ahmedabad)



Evidence 3

Evidence 4

(Source: Evidences -D.A.V International School, Ahmedabad)

Table1: Survey of Mentee's Parents:

Student's Name	Class and Division	1. Confidence in his/her studies.	2. Knowing ways to tackle his/her studies.	3. Feeling positive about attending classes.	4. Positive relationship with mentor.	5. Value the support of mentor.	6. You have marked improvement in your child handwriting skill.
Md. Faiz	2 C	Agree	Agree	Agree	Agree	Agree	Agree
Meetraj Masani	2 B	Agree	Agree	Agree	Neutral	Neutral	Agree
Md. Tasik Shaikh	2 E	Agree	Disagree	Agree	Agree	Agree	Agree
Neel Limbachiya	2 D	Agree	Agree	Agree	Agree	Agree	Agree
Sidhik Nayak	2 F	Agree	Agree	Agree	Agree	Agree	Agree

Table2: Survey of Mentor's Parents:

Student's Name	Class and Division	1. You have found healthy relationship between your ward and mentee.	2. Are activities useful that your child has been involved in with peer mentoring partner?	3. Enjoying the peer mentoring program.	4. Positive impact of the peer mentoring program on your child.	5. Able to enhance your child's greatest qualities and strengths	6. Able to enhance leadership quality.	7. Child feels confident handling the challenges of being a mentor.
Juraina Chisti	2 C	Agree	Agree	Agree	Agree	Agree	Agree	
Moubani Roy	2 F	Agree	Agree	Agree	Agree	Agree	Agree	
Twisha Patel	2 E	Agree	Agree	Agree	Agree	Agree	Agree	
Shreya Saanvi	2 B	Agree	Agree	Agree	Agree	Agree	Agree	
Udit Chaurasia	2 D	Agree	Agree	Agree	Neutral	Agree	Agree	

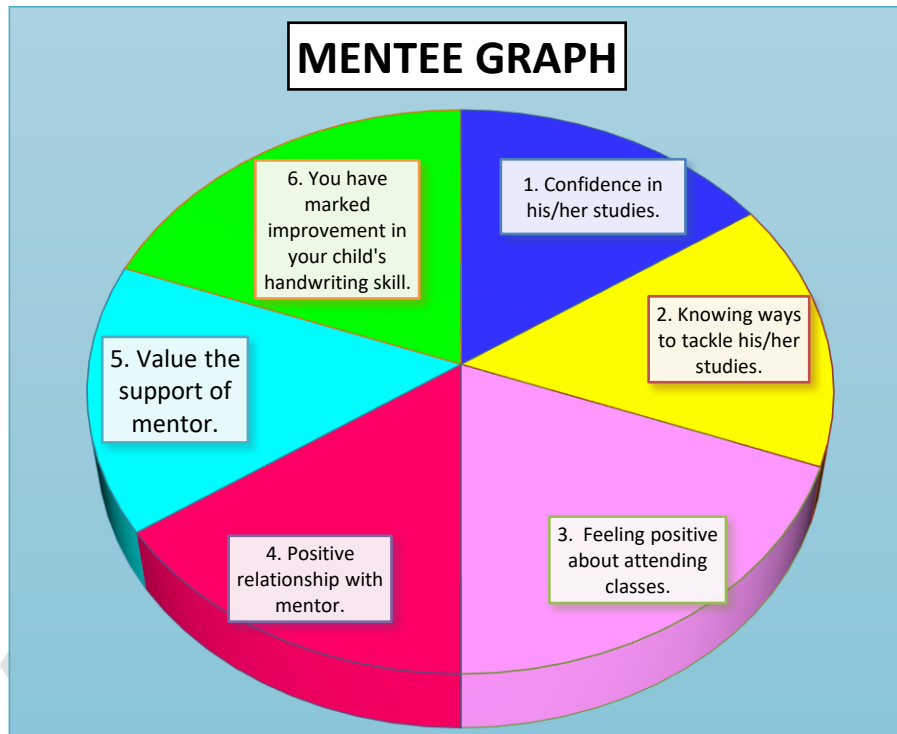
Table3: Survey of Teachers:

Student's Name	1. You have identified student's weaknesses.	2. You have observed the weakness of student into strength.	3. Mentor - mentee rapport is good.	4. Mentor helps and shares his/her own experiences.	5. Mentee gets enough space to express himself/herself in front of mentor.	6. Mentor - Mentee shows respect against each other.	7. You found any improvement in handwriting.	8. Eye-hand coordination is positive.
Nipa Shah	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree
Rupa Madia	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree
Anisha Mallek	Agree	Agree	Agree	Agree	Agree	Agree	Neutral	Agree
Rakhi Jha	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree

Trupti Majumdar	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree
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Feedback

Mentee’s Parent survey feedback



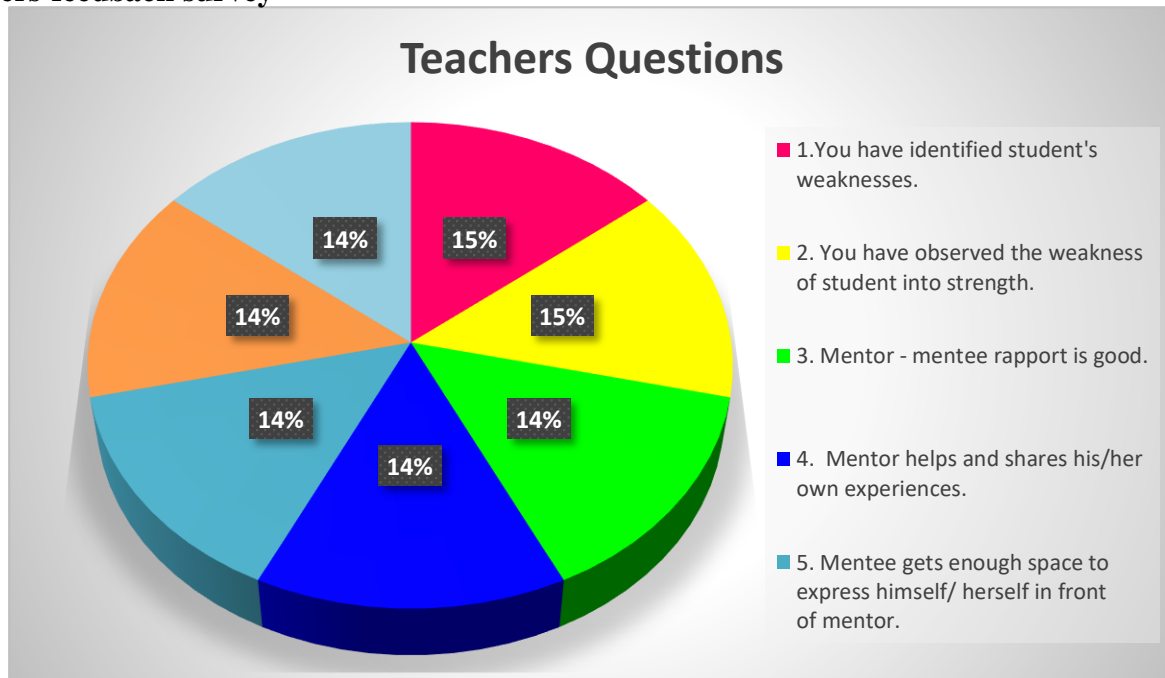
**Mentee’s Parent survey graph
Image 1**

Mentor’s parent feedback survey



**Mentor’s parent feedback survey graph
Image -2**

Teachers feedback survey



Teachers feedback survey graph
Image 3

Conclusion: -. In essence, the choice of peer mentoring stems from recognition of its potential to positively impact various aspects of a child's development while also contributing to the creation of a supportive and enriching learning environment. Peer mentoring teaches essential life skills like effective communication, conflict resolution, and accountability. These abilities are not only necessary during childhood, but also lay the groundwork for success in adulthood.

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