Mentoring Urban Talent

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Why underrepresented students face downgrading and How mentoring could prevent this

Today’s Presentation

- Why - The research: downgrading
- How - The praxis: mentoring
- What - The pupil: profiles
- What’s Next - The Toolkit: didactics
WHY
Mentoring
Urban
Talent
Why Mentoring

• Large number of pupils for migrant and low socio-economic background being downgraded to lower educational tracks in the third and especially the fourth grade

• Loss of Urban Talent

• Student-to-peer mentoring as possible solution
Why Mentoring: reasons of downgrading

• Lack of adequate support system (Bourdieu, social capital theory)

• Lack of identity capital (Coté, identity capital theory)

• Self-regulatory learning issues

• Motivation and effort discrepancy

• Feeling of belonging versus feeling alienated

• Extrinsic study choice motivations

• Micro aggressions and stereotype threat theory
Why Mentoring: reasons of downgrading

Dittrich 2014:

• Difficulties in organization skills like planning and completing homework
• Lower score in motivation
• Higher score on performance anxiety
• Difficulties with concentrating at home and class
• Less support with homework
• They prefer lessons outside the regular school lessons
Why Mentoring: reasons of downgrading

Olwzewsku-Kubilius and Clarenback 2012:

- Combo giftedness and low SES and minority status
- Psycho-social factors especially important relating to hybrid identities: stereotype threat theory, choice between affiliation versus achievement (acting white) and dual identities
Why Mentoring: solutions

• Feelings of alienation and belonging by deep similarly approach (Mitchel et al. 2015) and empathetic witnessing (McLeod)
• Bridging three spheres: school, home, street (El Hadioui)
• Proper and sufficient support in self-regulatory learning skills to bridge the achievement gap
• Potential approach in stead of deficiency approach
Why Mentoring: solutions

• Aspire pupils in stead of remediate them
• Working with significant others: student mentoring, peer to peer
• Exploring intrinsic, extrinsic motivation and relation to effort (intercultural dialogue)
• Exploring identity capital by narrative pedagogy
• Pupil tailored individual approach (Rhodes 2007)
MUT Research

• Prevent and reduce downgrading (Crul, Keskiner & Lelie 2017) from a social justice perspective
• To address the gaps in literature, the specific reasons of downgrading (preliminary outcomes 16 qualitative interviews)
• Analyzing the gap regarding the effects of student-to pupil mentoring (challenges): is is due to matching (deep similarity approach)
• Effects of mentoring on mentors (increased self-esteem and communication skills)
HOW:

PACT

Pilot Project
Mentor –Mentee cases

PACT Pilot 2018-2019

- 16 weeks mentoring
- Student-pupil one-on one mentoring
What:
profiles of downgraded pupils
Overall Reasons

Structural components pre-academic trajectory

- Work load: many courses, many tests
- Core courses (math, Dutch, English)
- Individual tasks versus groups work
- Fastness/pace
Overall Reasons

Downgrading as solution to repeating a grade

- Pupils don’t want to repeat a grade
- School doesn’t want pupils to repeat a grade (retention versus completion rates are higher when students are being downgraded)
- Taking the right profile at the lower track: matching their competencies but colliding with extrinsic motivations
Overall Reasons

Learning strategies

- Lacking self-regulatory learning skills
- Self-efficacy: knowing what goes wrong/not knowing how to intervene
- Underestimate, failure, giving up pattern
- Effort: little effort versus substantial motivation...
Overall Reasons

Social capital and significant others

- Lack of recourses: navigational capital and social capital to cope with challenges
- Support: parents/siblings...
- School-support: no match between counselor and pupil
Overall reasons

Alarming signals...

- Downgrading as solution to ‘manipulate’ retention rates
- Pupils are informed incorrectly (with a different profile they could have stayed)
- Self-regulatory learning skills and the lack of proper support
Next steps

toolkit
Implementing learning's in design

- Working with a potential approach
- Expectation management
- Addressing beginning situation
- Making a didactical analysis
- Four dimensions

1. Goal Setting
2. Social Networking
3. SWOT and GOLD
4. Study Skills
5. Tutoring
challenges

Design and Reality

- Recruiting mentors
- Target group policy
- School engagement
- Mentor-training (didactical skills)
- School-based versus out of class mentoring