

WELL-INTEGRATED NURTURING & GUIDANCE – WING

No One Flies Without Wings

P-P-T's approach to flexible, individualized skills development for Interculturalists includes lots of layers of support. We call our Peer Mentoring approach WING. It's an internal buddy system that provides benefits at many levels.

The Benefits to the Instructor Level Apendiz

- Additional supports for general questions and orientation
- Intentional matching of Apendiz with a Wing with complementary or matching characteristics – perhaps an older person with another older person for comfort and familiarity; or a shy person with an outgoing person to provide balance for the challenges someone might experience
- Immediate, noticeable modeling of P-P-T PDXs philosophy of Supportive Communication
- Frequent affirmative feedback which matches our in-class approach of massive positive feedback
- Always-Ready emotional grounding for the difficulties that people experience when developing intercultural skills
- Someone who has the designated responsibility of just caring for each and every newcomer
- The WING also can help determine when further intervention is needed for the apprentice, or for another area of the program



The Benefits to English for the Community Certificate

We have very open program structures. This allows for frequent misconstrued interpretations alongside a totally valid stretching of our approach. The unpredictability of every classroom session adds to the wide variation in technique. If peer mentoring models are a great idea for training systems which are well defined, they are essential for training systems in constant development – *where the process is the curriculum*. WING provides these enhancements to our practicum programs:

- Solidifies a “reach out and inquire” ethic, and encourages more connection between Apendices

- Provides the individualized support that Instructor-level Apprentices need
- Allows for staff to focus on more structural support issues as well as outlying interpersonal work that really needs high level attention
- Creates organizational capacity and flattens the organization
- Ensures that basic concepts will spread throughout the system more quickly
- Creates more pull towards group events and “Office Hours” but people will be coming there to meet their WING not just to talk to staff
- Hones in on challenge areas more quickly, with more support nodes involved
- Provides the direct connection and support that has always been a part of the Facilitator level, but has not really had any consistency
- Provides a stronger leadership/accountability/support model all around

The Coordinator of Apprentices will assign a WING at sign up. This WING will always be Facilitator level or above. Ideally they will not be staff, but they could be an Oficio who has graduated the program. A WING may work with more than one Instructor.

The WING will:

- Reach out by phone or face to face as soon as assigned, and make a plan to get to know them and find out about them
- They will check in immediately after each of their classes to see how things went
- They will review lesson plans and give tips throughout the Instructor phase
- They will provide a “Try My Recipe” experience if possible
- They will communicate with the Coordinator of Apprentices about any thoughts or concerns that come up
- They will meet face to face at least once, hang out in the same class at least once. Meeting at “Office Hours” at least once is ideal but not quite required.

For more reading:

<http://educationnorthwest.org/sites/default/files/building-effective-peer-mentoring-programs-intro-guide.pdf>