

The purpose of Maryvale’s Advisory Program is to:

- 1) Help students adjust to school, particularly the entering grade;
- 2) Build community among students; encourage a sense of belonging and respect while decreasing anonymity and alienation;
- 3) Advise and coach students academically;

The Maryvale Advisory Program provides opportunities to bridge the divide between healthy development and academic success.

The Advisory Program creates stronger bonds among young women outside of their regular social groups. It is an ideal setting to teach and practice important life skills. In addition, the Advisory Program encourages students to voice their opinions on school-wide issues. Finally, it establishes a forum for academic, college and career coaching as well as advising across subject areas. Adolescents learn best when they have a sense of community and connection, when they feel heard and known and when they feel safe enough to take risks. The program will help break down anonymity and foster a sense of belonging at Maryvale.

The Maryvale Advisory Program will be consistent with the vision, mission and values of the school and is not intended to change the school environment, but to enhance it.

The goals of Maryvale’s Advisory Program are divided into five sections:

1) Connection

- Advisees will be known and feel known consistently by one adult.
- Advisors will get to know advisees as learners and people.
- Advisees will feel a sense of belonging to a peer group.

2) Academic Advising/ Coaching

- Advisees will have easy and regular access to academic advising from an advisor who actively monitors their progress.
- Advisees will engage regularly in goal setting and self-assessment.
- Advisees will develop study and organizational skills.
- Advisees will learn to advocate for themselves and deal effectively with adults.

3) New Grade Levels

- Advisees will adjust to Upper School or Middle School and to new grade levels with specific time spent with schedules, projects and rules.
- Advisory groups will provide advisees with opportunities to learn about extra-curricular activities and encouragement to participate in them.

4) Interpersonal/ Intrapersonal Skills

- Advisees will learn to be more self-aware, self-managed and self-directed.
- Advisees will develop cooperation and teamwork skills.
- Advisees will offer and find peer support
- Advisees will contribute in a positive way to the school's climate.
- Advisees will develop constructive peer relationships.

5) Parent/ Guardian Contact

- Advisors will be the primary and consistent contact for parents and guardians.
- The Advisory Program will strengthen parents'/guardians' awareness of, involvement in and support of school.
- Advisors will develop partnership with parents and guardians to encourage their daughter's progress.

Advisor vs. Guidance Counselor: An advisor's role is much different than that of the counselor. Advisors are not counselors. The Director of Counseling has specialized training in a variety of areas. When working with a small group, the advisor may often be the first person to notice that an advisee needs counseling. The advisor should not give psychological or crisis counseling at any time.

Community Building: is a time when students can engage in peer interviews, group exercises and service projects. This is an opportunity to encourage student participation in order to build a strong practice of discussing important topics with peers.

Individual Advising: Individual contact each week for 10-15 minutes, plus occasional longer blocks and private meetings. This individual time will be used to check in with each student to discuss course selections and grades. Each week, teachers can have two-minute check-ins with all of the students. The longer blocks or private meetings could be about successes, study tips or other pertinent topics.

Leadership: Building on the topics defined in the book **Training Camp**, students will investigate and define their own personal strengths and skills. Discussion will center on applying these skills both in academic and extracurricular areas. Students will come to understand how the application of these skills enhances their own life and the community at large.

Life Skills: Reinforcement of basic skills that are used on a daily basis. Topics could include courtesy, proper addressing of other individuals, how to make an announcement at Community Homeroom, proper use of the iPad and cell phone, making a budget for expenditures, interview skills and preparing a résumé.

Class Meetings: Pertinent topics that require full participation of the grade will be addressed. Depending on the calendar, this time could be used for activities such as

Gym Meet planning and practice, Ring Day program, Eighth Grade Celebration,
Sophomore Pin Ceremony and Graduation.