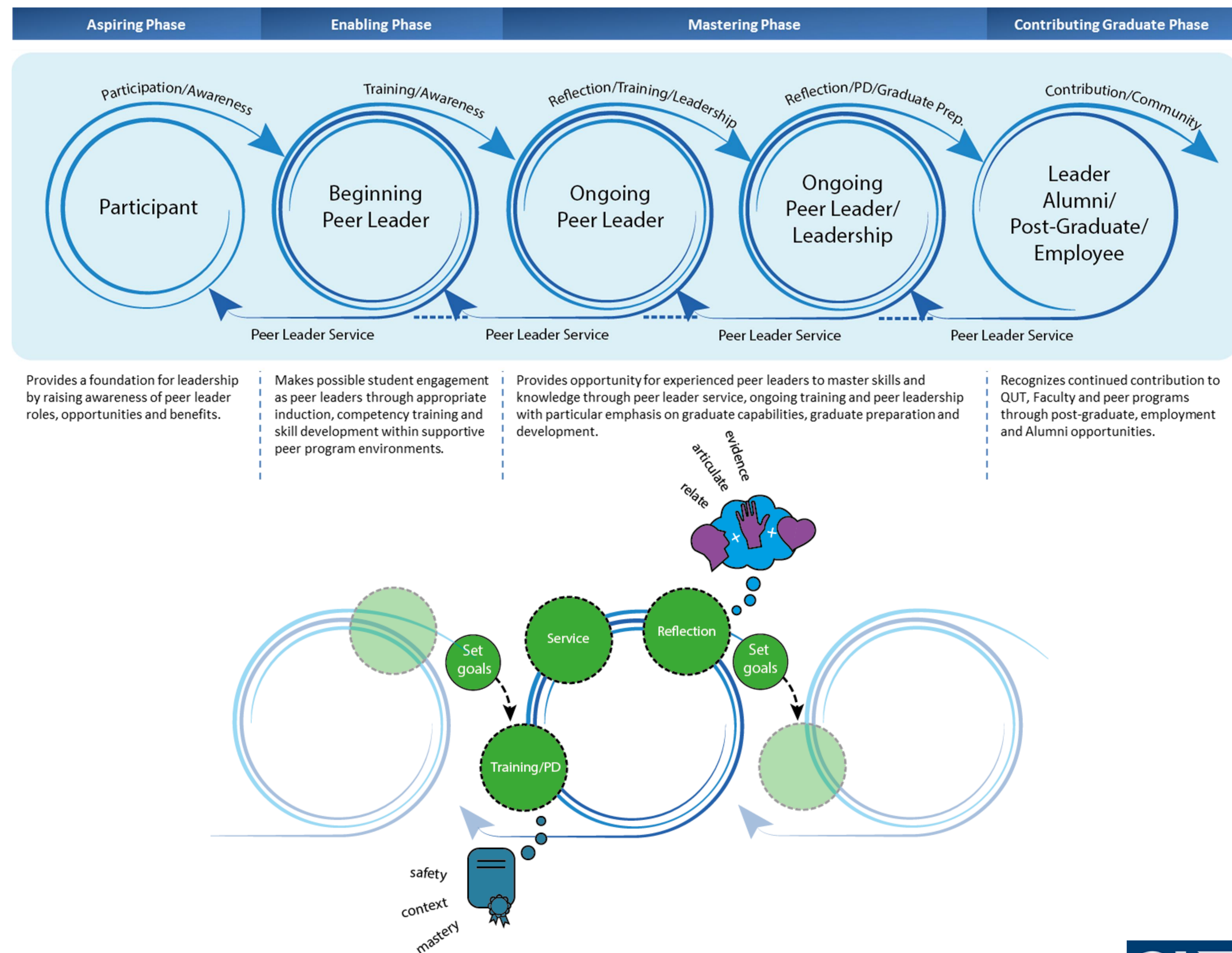


The Peer Leader Capacity Building Model: A Student Learning Journey

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The benefits of peer leader experiences in building graduate skills and capabilities, is well documented and recognised in the higher education sector (Ender & Kay, 2001; Lindsey, Weiler, Zarich, Haddock, Krafchick, & Zimmerman, 2014; Shook & Keup, J., 2012). While benefits are acknowledged, responsibility for identifying, structuring and recording the learning experiences and learning outcomes is charged to the student. This poster describes a framework 'The Peer Leader Capacity Building Model' that purposefully structures the peer-leader's learning journey providing: timely training, moments of critical reflection and goal setting. The model articulates the fundamental interplay of learning and peer leader service which forms the peer 'learnership'. The journey begins with the 'aspiration' phase where students come to understand their leadership opportunities, progressing through 'enabling' and 'mastering' phases where students shape their learner-leader experience, and finally, to the 'contributing graduate' phase where students emerge as competent graduates able to confidently participate in their communities and workplaces. In shifting from a program centric approach that prioritises the needs of the mentees, the Peer Leader Capacity Building Model focuses on the individual as a peer leader encouraging the student to shape their individual 'learnscape' through consciously navigating both their curricula and co-curricular learning experiences.

The Peer Leader Capacity Building Model



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