YOUTH MENTORING:
AN ADVICE MANUAL FOR
MANUKAU & BEYOND



Making Education Work for Manukau







TE WERO: THE PATHWAYS CHALLENGE

OUR VISION

Students in Manukau schools will successfully make the transition from school to tertiary education and/or work because:

- Schools and business understand each others' needs and work together
- Students have good careers/pathways advice
- Students have positive support networks from families, peers, mentors and schools

- There is community support for students of diverse cultures and needs
- Students are motivated to achieve the qualifications they need for economic participation
- The student's transition from school to tertiary education and work is tracked and documented so supporting mechanisms can be quickly applied where needed

"It is the philosophy behind the partnership – a philosophy of engaging the whole community in the process of making all of us better citizens."

Making Education Work for Manukau

FOREWORD



He aha te kai o te Rangatira?

He korero, he korero, he korero.

What motivates the challenged mind?

It is choices, it is options, it is knowledge.

- (Whakatauki, Injury Prevention)

The city is vitally interested in educational outcomes – providing support for programmes that will improve education is part of the city's strategic direction. An education strategy was developed in the mid-1990's and out of that has come the establishment of the City of Manukau Education Trust. More recently a major strategic plan for the city has identified education as one of the five key areas for attention in making Manukau a prosperous, educated and knowledgeable community.

And there is much to do! Each year 20% of school leavers leave school with few or no qualifications — this is about 800 people each year, many of whom are from Maori and Pacific Islands communities. In 1997, Ernst & Young found that youth unemployment cost Manukau City \$223.2m each year.

The Te Wero: the Pathways Challenge project (facilitated by COMET) aims to help turn these statistics around through helping schools establish quality partnerships and so open up opportunities for young people to see a purpose and focus for their work.

This manual is part of that project. The manual has been prepared to supplement but not duplicate important work that has already been done for mentoring development in New Zealand. For example, in June 2001 the NZ Business Council for Sustainable Development published their booklet Successful Business and School Partnerships, which gave key information on the Fletcher/Tangaroa partnership model which involved mentoring; and the work of the First Foundation and Project K.

Our challenge, our wero, is about how we can mentor our young people to build a brighter future for themselves and for our communities. Although this manual was developed from experience and work in Manukau and uses examples from wider Auckland, it is our hope that it will be useful for schools and community organisations throughout NZ who are interested in expanding Youth Mentoring as a pathways service for our rangatahi.

I commend all those who have contributed to this project and to this excellent publication which is evidence of a job well done and a commitment that goes beyond any objectives that are put on paper. Particular thanks go to Ann Dunphy, and her "reference group" from the Auckland Youth Mentoring Association. I thank them for the work they have done for our young citizens.

Stuart Middleton Chairperson City of Manukau Education Trust



AN INTRODUCTION



Many people have asked me, as I have developed mentoring expertise over the years, about why mentoring is such an important instrument for support for students. Supporting students through the school transition is about helping those young people who are at risk of not managing the process well, to move to positive destinations in their lives.

But it is my opinion that those who to try to apply the input/output product model to human growth are on the wrong track. We are not talking about evangelical conversion processes. "Gritty statistics" can often mislead about the real outcomes for mentoring.

Mentoring is an **investment** model in human growth, with the aim of building resilience and measurable success through qualifications. Mentoring is not a deficit view of young people, but a belief in their potential and a personal adult commitment to offer time and skills to maximise this.

This manual is designed to support the development in schools of mentoring models which meet measures of success which are focused, but broad. Today's pathways for young people are much more complex than previously, and there are large numbers of young people who lack the family skill base to show them how to proceed successfully. Mentoring arises out of a **community response** to the needs of our young people. We recognise that large-scale social change has fallen most heavily on those with the fewest resources.

We hope that the experience - and evaluated support - of local practitioners will encourage schools to adopt mentoring programmes that meet the needs of student retention, better attendance, the gaining of qualifications credits, and tertiary uptake. Anything less is not effective use of our energies.

Relationships driven by **altruism** and **mutuality** are at the heart of mentoring. Understanding the need for these and seeing the effectiveness of them inspires our investment.

Kia kaha.

Ann Dunphy
Project Manager



THE SOCIAL CONTEXT

He moana pukepuke e ekengia e te waka.

A choppy sea can be navigated.

- Maori proverb

In 2001, the percentage of Manukau school leavers with less than 12 credits at level one or no formal qualifications at all had reached 20%. In the same year, 41% of Maori school leavers and 29% of Pacific school leavers had less than 12 level one credits.

In March 2002, the Ministry of Social Development published statistics about Manukau City, which revealed that:

- 67% of Maori job seekers have no formal gualifications
- Only 16.5% of Maori job seekers have more than three School Certificate passes
- 60% of Pacific job seekers have no qualifications
- Only 23% of Pacific job seekers have more than three School Certificate passes.

In July 2002 Manukau City Council's Social Outcomes Report found that the city had a significantly higher rate of unemployment (7.1%) compared to the New Zealand average (5.3%), and that a lack of education contributes to this.

Mentoring can help to turn these statistics around. Research¹ has found that the likelihood of a young person ending up in a stable job or not, is influenced by a wide range of factors. The most significant of these, is the presence or absence of adult mentors. Where an adult role model is present, a young person is more likely to consider the struggle for qualifications and steady employment as worthwhile.





WHAT IS MENTORING?

"Mentoring is not about telling or judging, but caring, listening, exploring, seeing how things could be different. In this relationship of mutuality, ideas and thoughts can be safely tested."

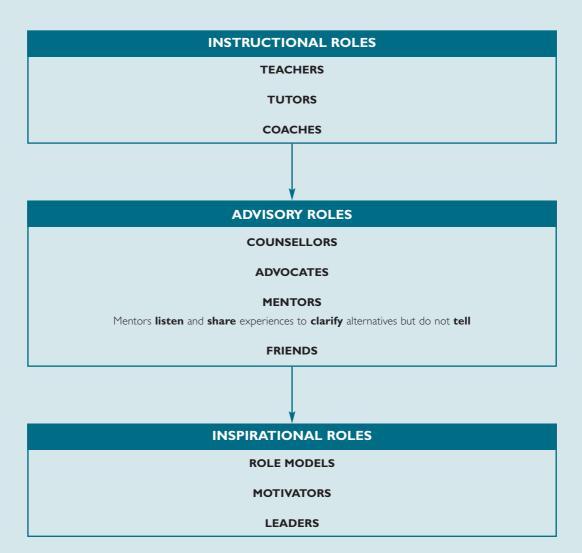
- Pat Tetley, Auckland College of Education

Mentors help people to establish a sense of identity in the larger society so that they can grow and flourish to their full potential. At the heart of a mentoring relationship is reciprocity and a deep respect for one another as human beings – it is not based on dependency but on empowerment.

For some young people, mentors are a natural part of life. But many others need help with finding a mentor who is a reliable, positive and trustworthy guide.

Mentoring is about making an investment in the future of our young people. It's about helping our young people to develop positive aspirations for the future and a sense of purpose.

HOW MENTORING FITS IN THE ROLE CONTINUUM

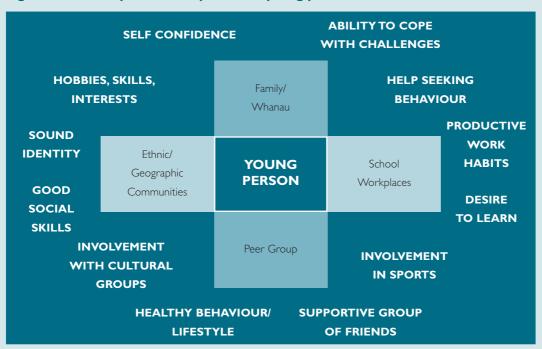


Mentoring addresses deficits in COMMUNITY CONNECTION. It operates in the school/community interface.





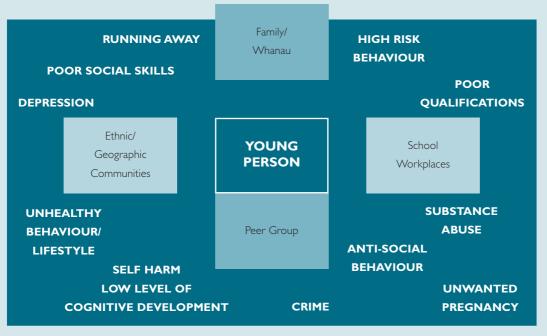
Figure 1. Positive youth development - a young person who is 'connected'



Young people who are doing well feel they belong within these social environments. The results of this 'connectedness' are illustrated by the words around the four environments in Figures 1.

Young people who are struggling can be helped if these social environment connections are understood and ways are found to strengthen them.

Figure 2. A young person who is 'disconnected'



The behaviour and activities of these young people who are 'disconnected' are often dangerous for young people and can be disruptive to the wider community (as illustratred by the words in Figure 2).

Positive adult mentors and role models are particularly important in helping to reconnect them with other, more supportive environments.

Ministry of Youth Affairs



WHO NEEDS MENTORING?

Young people fall into four categories: secure, resilient, 'at risk' and 'in risk'. These groups have a strong correlation to socio-economic status, with people in the 'at risk' and 'in risk' groups most often being in schools with a decile rating of one or two.

Mentoring is best-targeted to the 'at risk' group where a lack of knowledge and networks mean that many fine young people will otherwise underachieve. They are people with potential, who need extra support to realise that potential.

It's expected that mentoring this group will have the biggest impact on reducing the number of Manukau's young people who are leaving school without adequate qualifications.

The aim of mentoring this group is to help them to move into the resilient category, so that they're better equipped to beat the odds that may be stacked against them.





"Young people are often stuck. They cannot see anything beyond their current dilemmas. The future is scary and very unclear. It is a huge liberation to realise that they do have options."

- Pat Tetley, Auckland College of Education

KEY CHARACTERISTICS OF 'AT RISK' STUDENTS

At risk students are usually easy for teachers and schools to identify. The characteristics of these students in Years 10 and 11, include:

- Possible emerging truancy
- Poor homework records or low study skills
- Some successes in school subjects but borderline overall
- Likely to be of Maori or Pacific Islands ethnicity
- General non-involvement in school extra-curricular activities
- In a peer situation where non-achievement is okay
- Don't know what they will do when they leave school
- Their parents may be interested in school progress, but are not generally skilled at supporting their children's learning. They're likely to have low educational levels themselves.



What is the best age for mentoring?

Although this manual concentrates on the secondary sector and school-based programmes, the information and tools provided will work well for students of all ages. Many specialist providers prefer to work with Year I I students because the academic requirements of that year allow progress to be measured more easily. Mentoring is also valuable with younger children and can form part of the career guidance requirements for children in Years 7 and 8, outlined in the National Education Guidelines and National Administration Guidelines.

Mentoring is also offered to individuals and groups of senior students by tertiary providers and organisations such as the First Foundation, but these programmes lie outside the scope of this manual.

FOUR CAT	TEGORIES OF YOUNG PEOPLE
Secure students	With families who have tertiary qualifications. Already have a vision of post-school possibilities. Actively explore post-school options. Already understand the importance of academic achievement. Likely to attend a higher-decile school.
Resilient students	Academically and socially able. Will succeed despite personal setbacks. Although limited in ability or in a statistical risk category, will have family or community or personal support systems which help them to move to a positive post-school destination. Tend to be 'involved' in extra-curricular or community activities.
At risk students	The underachievers. Likely to leave school early. Likely to fail to gain sufficient qualifications to enrol in tertiary education. Tend to be of Maori or Pacific descent. No career plan. Limited post-school options with no vision of the possibilities. No purpose for academic achievement. Most likely to attend a lower decile school. Rely on peers for support.
In risk students	Require special interventions to succeed. Likely to come from dysfunctional homes. May have alcohol or drug-related difficulties. May have mental health problems. High truancy or socially mal-adapted. Not likely to be able to respond positively to mentoring support.

Recommendation: It is our strongest recommendation that the school and community focus mentoring efforts on the 'at risk' group.



Some tips for working with 'at risk' students

'At risk' students are less accepting of deferred gratification and this affects their ability to achieve long-term goals and academic success. Instead they tend to be focused on the developmental tasks of adolescence that bring immediate rewards, such as being seen as being popular with their peers and having fun. For mentoring programmes to succeed, it's essential that mentoring is seen as 'cool'. Team mentoring works well to achieve this — team-based activities (such as music, sport and dance) enhance the fun and camaraderie of being part of a group.

'At risk' students fear failure and wish to fulfil their family's expectations of success at school. NCEA provides a good framework for mentors to work within, helping students to build the skills they need to gain credits. It is a source of motivation and is a useful way of measuring success.

WHO CAN MENTOR?

"Do not look at the wrinkles on our faces, think of the wisdom in our heads." – Mentor, Penrose High School

Mentors from the wider community are particularly valuable for students who want to extend their horizons and struggle to find harmony, when there is competition between the world views of home and school.

- relationship building
- leadership
- communication
- dispute resolution
- programme coordination and management
- report writing
- maturity
- motivation
- being a team player







TYPES OF MENTORING

There are many types of mentoring used in New Zealand schools. These include peer support programmes, teachers as mentors, specialist providers and partnerships with business or the community. Examples of these are already happening in the Manukau community:

Peer support		
Examples	Most schools have peer support induction. Maclean's College and Edgewater College have long term programmes. De la Salle College 'Brothers in Action' programme.	
Advantages	Leadership opportunity for senior students. Peer support for all students, usually in Year 9. Can include after-school Homework Centre activities with ex-students (eg. Tangaroa College)	
Disadvantages	Variable results as a consequence of working with large groups and limited training. Mostly short-term.	
Teachers as ment	ors	
Examples	Tangaroa College programme for Maori students:Te Roopu Tika Tamariki Maori Edgewater College	
Advantages	More simple to operate. Minimises training and supervision. Opportunity to include other school adults such as support staff.	
Disadvantages	Potential for role conflict: a mentor is an advisor, not an authority figure. Extra work for teachers who may be already overloaded.	
Specialist provide	rs	
Examples	Project K. Te Wero pilot with Affirming Women. He Ara Tika.	
Advantages	A 'mentor rich' environment is created: additional input from people from the community with specialist skills needed by students. Professional support.	
Disadvantages	Requires a financial investment from the school. Requires liaison work between school and provider.	
Business/community partnerships		
School examples	Tangaroa College and Fletcher Bell Gully. Sir Edmund Hillary Collegiate Otara and Ernst & Young.	
Advantages	Input from committed community volunteers. Widens mutual understanding and good will.	
Disadvantages	Complex to organise. External facilitation <i>plus</i> an active school project driver is essential.	

Two types of programmes targeted for 'at risk' students are Te Wero – The Pathways Challenge Prototype and the Penrose Prototype. These are explained in more detail on pages 10-13.



MODEL 1: TE WERO THE PATHWAYS CHALLENGE PROTOTYPE

This model was used as part of a mentoring pilot held at Otahuhu College and initiated by the Manukau Employment Consortium as part of Te Wero. The pilot demonstrated how a broker can support links between schools and community.

In this model, the school 'contracts out' mentoring support to a specialist provider or community group. This model can be used for group mentoring or one-to-one mentoring. During the pilot, the Consortium found that Maori and Pacific students in Manukau preferred small group mentoring rather than one-to-one mentoring. This ties in with UK research on young people as 'social actors' and needing a type of mentoring that is woven into the realities and contexts of their lives.²

THE PEOPLE INVOLVED

The *project manager* is independent of the contractors, and supports the capacity of the contractors (generally community organizations) to develop the special skills and mechanisms required to operate effectively with schools.

The transition support people (TSPs), are ideally young people of similar cultural backgrounds to the students to be mentored. As 'significant adults' TSPs are not teachers, but are likely to have youth development skills and tertiary educational qualifications.

The *broker* facilitates the development of partnerships and funding supports; contracts the services of the Project Manager; and provides for school funding to be matched with contributions from other parties (infrastructure support).

The school liaison person is critical in smoothing the interface between school and TSPs, identifying issues from the school perspective, making data for monitoring available, and communicating with staff about processes.

SOME ADVANTAGES

- Schools do not have to develop the training and support networks for the contractors, or the 'programme of work'.
- Group mentoring is cost-effective when people resources for mentoring are limited.
- The mentoring work can be tied to outcomes aligned with city and government objectives through the broker service.
- Funding costs can be shared.

SOME DISADVANTAGES

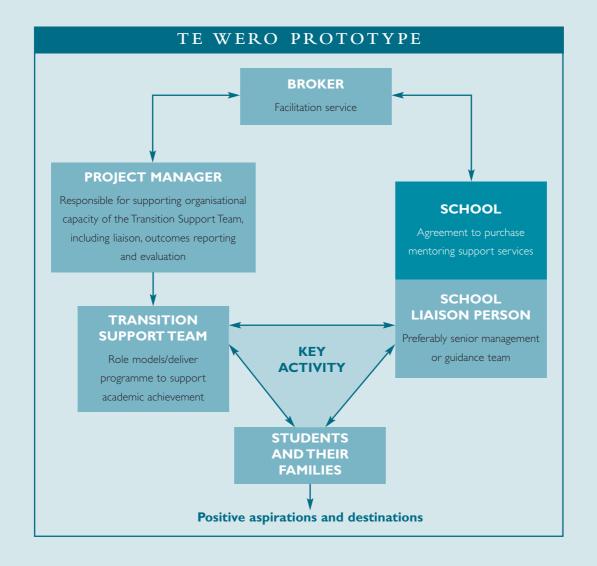
- School liaison time is still required.
- TSPs need professional high-level support to be able to work with schools effectively. It's not costeffective or efficient for schools to fund this individually.
- Requires a financial commitment from schools.





SOME COMMENTS FROM THE PILOT EVALUATION

- Clearly identifiable project management ensures that focus on the goals is maintained.
- **Family inclusion** is important to support academic goal-setting the family's active involvement in supporting the programme contributes to the programme's success.
- A project driver within the school, with responsibility for facilitating the mentoring arrangements, will help to promote the programme and to enlist support where necessary. It's vital that this person is attractive to students and has the authority and understanding to 'bend the rules' a little to make the students feel special. They can also play an important role in resolving any issues that may arise.
- **Young role models from the Manukau**community have potential for great effectiveness as mentors where students can identify with the experiences and background of their mentor, a significant mentor relationship is more likely to develop. At the same time, these mentors need support in their role.
- Regular progress reports of mentoring activities, goals and outcomes are valuable and require good record-keeping systems. Not only do these reports provide a written record of progress that can be used with schools, teachers and parents, they also increase the credibility of the programme with these stakeholders.
- Consistent and positive messages to students and families about the value of tertiary education will help students to make the transition from school to further education.



MODEL 2: PENROSE PROTOTYPE

This model has been used at Penrose High School for 7 years. It involves a partnership between the school and a community organisation — the type of partner organisation determines the type of mentors and the training necessary. This model differs from Model I in that contact between the mentor and the student takes place mainly under direct school supervision. At Penrose High School, the partner is the local Rotary Club.

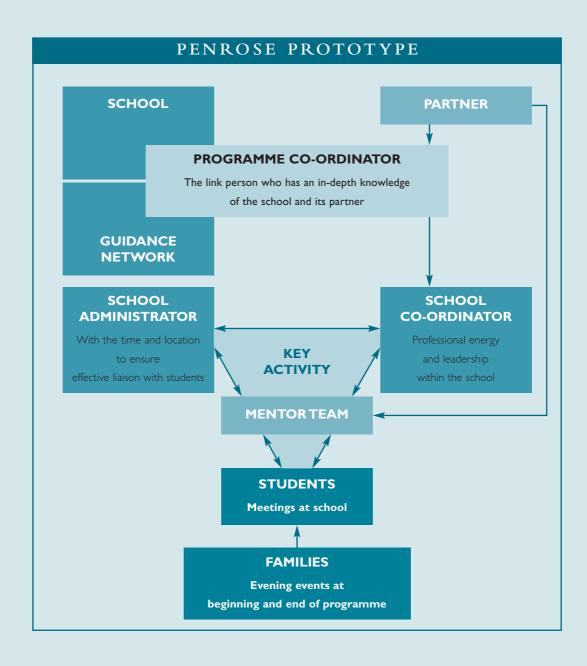
Two Manukau schools have mentoring partnerships with large companies; tertiary institutions and churches are also mentor sources.

THE PEOPLE INVOLVED

The *programme co-ordinator* facilitates the partnership; and ensures that the goals for the programme are delivered by the partner organisation and the school. This person does not necessarily need to be located within the school but needs to be familiar with the school and its systems; they also need to have credibility with both parties.

The school co-ordinator is the in-school driver, often a senior management person.

Administrative support is required: there is a lot of communication required to ensure that everyone is in the right place at the right time for the right reason.





SOME ADVANTAGES

- The mentor team helps to build links between the school and the community.
- The mentor team donates their energy, enthusiasm and time to individual students.
- A personal one-to-one or small group relationship is created.
- The mentor team can be as large or as small as the resources allow.
- The model takes advantage of the existing structural and organisational capability of schools to support relationship development with community organisations.

SOME DISADVANTAGES

- Mentor training is important and this is a separate management task that needs to be arranged.
- A detailed programme manual is valuable; however this takes time to develop to be tailored to the particular needs of the group.

SOME COMMENTS FROM AN **EVALUATION OF THIS MODEL**

Model 2's continued success can be attributed to the following factors:

- Commitment to the programme by all involved: Rotarians, the Rotary mentors, students, and the school administration.
- A shared understanding of the system's constraints.
- A belief by all involved in the value of the programme.
- Operating as a developmental model, using feedback to adopt best practice.
- The programme director's institutional knowledge of both organisations.
- All participants got something from their involvement in the programme - mutuality, respect, and growth have been significant consequences.







"An act of adult kindness can be a key turning point in a young person's life. I remember the boy who told me that when he was walking home one wet afternoon, the deputy-principal stopped and gave him a ride. That simple action made him believe he was a worthwhile person and he went on to complete a university degree." – Gil Laurenson, Principal, Tuakau College



TOOLS FOR MENTORING PROGRAMMES

Introducing mentoring at your school

Making mentoring happen successfully, involves thinking about the purpose of the programme, the different groups involved and the resources required. Here's a checklist of the types of things to consider when introducing a mentoring programme.

"The greatest curriculum, the best teacher, the most beautiful school building in the world cannot make up for the lack of a caring adult." — Sid Gardner, California

Assess the current situation	Do similar programmes already exist at your school? How could these be leveraged or developed? What can you learn from similar schools with mentoring programmes in place? Which organisations or groups would be interested in taking part? What's your timeframe? What are your expectations?	
Be clear about the young people you plan to target	Is there a particular ethnic or age group that you want to focus on? How will you identify the ones that will benefit most? How will you attract them to take part in the programme without them feeling uncomfortable that they have been singled out from the rest of their peers?	
Decide which programme type will best suit your needs	Take into account your resources (time and money) and the potential commitment required by those involved.	
Recruit adequate support	Generally, a mentoring programme requires the committed input of two leaders to make it happen. Choose people who have prestige amongst students as well as staff.	
ldentify your stakeholders	Who are the stakeholders? Students, families, teachers and mentors. How will you get their buy-in? How will you maintain their interest It's important that teachers and families recognise the value of the programme and regard it as a priority along with the student's family and school commitments. The family's active support of the programme has a big impact on its success.	
Recruiting and training mentors	What policies and procedures need to be in place for recruiting and training mentors? Think about professional codes of conduct, sensitivity in youth issues, and cultural matters.	
Matching people together	How will students and mentors be matched? What information do you need to do this successfully?	
Ensure the communication lines are open	Are the roles and relationships clearly defined? Will written contracts add clarity? How will achievements be recognised? How will complaints be handled?	
Framework	What kind of timetable do you need for the programme? A framework will help establish a sense of purpose and structure.	
Evaluation	How will you evaluate the programme? What will you evaluate? The programme, students' progress, mentors' work?	



TOOLS FOR MENTORING PROGRAMMES

Offering mentoring services to schools

Community groups often underestimate the tasks required to interact with schools. And schools often underestimate the strength of their community's resources. Community groups who often seek to work with schools include service organisations (such as Rotary or Lions), church groups and youth organisations.

If your organisation would like to offer mentoring services to a school, these are some of the things you need to consider:

"As more and more pressure is brought on schools to increase achievement, there is an increasing realisation that schools simply cannot do it all alone."

- Joan Wynn, University of Chicago

- Why would you like to offer mentoring?
- Who's available to be mentors and to what extent?
- What kind of students would you like to mentor?
- What works and what doesn't?
- How will you get buy-in from the school and its board?
- Who's available to act as a contact point between your organisation and the school?

Some tips about working with schools

"These partnerships are difficult to negotiate which is precisely why schools have maintained boundaries for so long."

— Joan Wynn, University of Chicago

I. BUILD A LIAISON RELATIONSHIP

A project manager is crucial. This person needs to be someone who understands schools and systems, has credibility with the school and can problem-solve. Think of this person as a 'marriage guidance counsellor' between the two organisations. Your community organisation will also need a regular liaison person within the school who is responsible for making sure students are available when needed.

2. ESTABLISH ROUTINES

School timetables are not very flexible and punctuality is important. Once a strong relationship with the school is established, it may be possible to negotiate variations to routine. Remember, that time out of class is generally regarded negatively in terms of making academic progress. The programme needs to balance in-class time activity with activities out of class time.

3. COMMUNICATE REGULARLY

Informal regular communication is important. It is not enough to only establish the mentor-to-student relationship.



Policies and procedures for mentoring

4. WRITTEN REPORTING

Written reports help the school and your organisation keep track of progress towards goals. These reports may identify issues to be resolved and clarify outcomes, as well as record progress.

5. SAFETY ISSUES

Most schools have sign-in procedures for visitors. Providing your own name badges is a useful way of helping school staff to easily identify mentors.

Policies and procedures are crucial. The safety of students is paramount. The policies and procedures should be developed to match the programme's goals and expectations.

Project K, which has run one-to-one mentoring with Year 10 students since 1996, has developed a comprehensive set of policies and procedures. This list shows the possible range of topics to cover. Contact Project K or the Auckland Youth Mentoring Association, for more information.

PROJECT K'S POLICY LIST

Selection of mentors

Screening

The interview

Criminal record check

Contracting mentors

Codes and standards of behaviour

Relating with the student's family

The role of the mentor

In loco-parentis

Mentor manual

Assisting students to achieve their goals

Student disclosure and confidentiality

Respecting student privacy

Communicating with students

Dealing with suspected abuse or harassment of students

Dealing with harassment or abuse by the student

Dealing with difficult student behaviour and negative attitudes

Student smoking and substance use

Student dishonesty

Reporting and meeting attendance

Reporting incidents and accidents

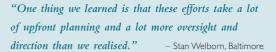
Committing Project K to any expense

Acknowledgement of mentors

Ongoing training

Probation period

Mentor smoking and substance use





DEFINING SUCCESS

Broad measures of success help to assess whether the goals are being achieved. There are two kinds of data which are relevant to organisations that provide funding.

Outputs describe the activities completed (for example, contact hours, family liaison). **Outcomes**

describe the relationship the activities have to the goals set (for example, qualifications achieved or attendance).

Both types of data are important for assessing the effectiveness of your mentoring programme. Spreadsheets are useful for recording and measuring this data.

Sample spreadsheet used with year 11 students in Te Wero: The Pathways Challenge model

Outputs	Student I	Student 2	Student 3	Student 4
Number of formal mentor interactions				
Home visit completed				
Camp attendance				
Number of tertiary visits				
Study support sessions attended				
Number of work-place visits				
Motivational session				
Whanau evening				
Careers interview				
Explaining NCEA session (with or without far	mily)			
Outcomes	Student I	Student 2	Student 3	Student 4
Report: attitude grades				
NCEA credits achieved				
Truancy rate (unexplained absences)				
Enrolment year 12				
Family attendance at parent evenings				
Suspension/stand-downs				

These spreadsheets show data that is specific to the type of mentoring programme, and is added up at the end of the programme.

While visits to the family, workplaces or tertiary institutions are recommended, not all programmes will include these. Other output data could be related to records kept by mentors or their students; or by the programme organiser.

It's a good idea to decide what data you want to collect *at the beginning* of the programme so that accurate records can be kept. It also helps with planning the content of the programme.



FOUR STAGES OF MENTORING³

These stages develop during the relationship, but not always in a linear way.

	INITIATION
	The checking out stage, building bonds of trust and entering the young person's context through demonstrating care and respect.
	MENTORING SKILLS
	Genuineness, listening, acknowledging, warm, open and non-controlling
	communication.
	CULTIVATION
	Developing a clear and distinct role, separate from other significant adults.
	MENTORING SKILLS
	Assisting with critical analysis of situations.
	Consideration of options, consequences, possible solutions.
	Empathy for student experiences, but also their feelings and emotions.
	Keeping the student at the centre of decision-making and growth.
	TRANSFORMATION
	When the student starts taking responsibility for actions and is able to reflect
3	with the mentor about the effectiveness of decisions.
	MENTOR SKILLS
	Feedback and goal-setting.
	Encouraging the self-belief that motivates planning for a future.
	SEPARATION
	The art of helping the student 'let go' by acting independently on their learning
	without a sense of rejection.
	MENTOR SKILLS
	Making learning explicit, by noting specific progress.
	Expressing pride in what the student has achieved.



COMMUNICATION SKILLS FOR MENTORS⁴

- **ACTIVE LISTENING:** showing involvement and understanding
- **ENCOURAGING:** through empathetic sounds and body language
- **OBSERVING:** paying attention to unspoken messages and hints
- **MIRRORING:** summarising what has been expressed in feelings and words
- **ASKING QUESTIONS:** for clarification and more information
- **DECENTRING:** seeing things from a student's point of view
- **SHIFTING CONTEXT:** showing how things can be different
- **FOCUS:** on basic principles and fundamental truths

"Recognising the needs of a person adapting to change and responding appropriately is the mentor's challenge.

"Mentoring is largely the art of making the most of a given situation. People who care enough about others can fill in the cracks in our self-belief and comprehension of the complex problems we face.

"A primary role of a mentor is to provide genuine confidence building insights and experiences."

– Gordon F. Shea (from Mentoring, 1992, Crisp Publications)





A POSSIBLE FRAMEWORK FOR THE SCHOOL YEAR

TERM	ACTIVITY
	PLANNING AND PREPARATION Make contact with families and start home visits. Possibly hold a group activity during the holidays.
2	GETTING STARTED Hold a social event to introduce the programme and ensure all stakeholders have the chance to meet one another. Start to establish a regular pattern of contact. Check the success of matching mentors to students. First evaluation held at the end of the second term. Celebrate any milestones reached. Term 2 holidays are often a good opportunity to visit workplaces or tertiary providers, develop team-building and study skills through camps, etc.
3	MATURITY Review goals set for the year to date. Clarify the Individual Mentoring Plan (IMP). Help retain focus with a motivational speaker in the early part of the term. By this stage, mentoring relationships are well-formed and are freely negotiated by the partners to meet individual needs.
4	EVALUATION A prize-giving and final family evening is often a highlight. Follow-up with decisions about how to stay in touch.

Suggested activities for mentoring

- Visits to tertiary institutions
- Home visits
- Understanding the NCEA
- Developing a positive team spirit through joint fun activities
- Study support activities
- Tutoring in specific subjects
- Workplace visits
- A camp



[&]quot;A mentor offers young people the opportunity to test ideas with an experienced, neutral, dedicated, generous adult. It also improves their understanding of how parents see the world."

MENTORING BASED ON RESILIENCY

(From material in Peters & Thurlow 2002)

People often focus on the risk factors when working with students who are disadvantaged or from an adverse environment. In contrast, resiliency building is based on the belief that all young people have strengths and can act on them.

Mentors who adopt a 'resiliency perspective' focus on nurturing and strengthening 'protective factors'. These factors are the essential elements of resiliency building, and they can mitigate negative and stressful experiences and enable young people to overcome adversity. They transcend ethnicity, cultural difference and socio-economic class and make a profound impact on the lives of young people who grow up under adverse conditions. They are about meeting the basic human needs for caring, belonging, respect and self-determination.

PROTECTIVE FACTORS THAT ENABLE INDIVIDUALS TO FOSTER RESILIENCY⁵

Relationships	Able to form positive relationships
Service	Gives self in service to others and/or a cause
Life skills	Uses skills including good decision-making, assertiveness and conflict resolution
Humour	Has a good sense of humour
Perceptiveness	Has insight into understanding people and situations
Independence	Able to distance from unhealthy people and situations
Positive view of personal future	Confident of ability to achieve goals
Flexibility	Able to adjust to change and cope with situations
Love of learning	Has capacity for, and connection to, learning
Self-motivation	Has internal initiative and positive motivation
Competence	Is 'good at something'
Self-worth	Has feelings of self-worth and confidence
Spirituality	Has personal faith in something greater
Perseverance	Keeps on despite difficulty/not giving up
Creativity	Expresses through artistic endeavour

"As kids become more resilient, schools become safer and more orderly." – Mary Vagner, Missoula, USA

FOR MORE INFORMATION

ASSOCIATIONS

THE AUCKLAND YOUTH MENTORING ASSOCIATION

This group was established in 2000 to network and promote best practice in youth mentoring. It runs information-sharing meetings three times a year, provides seminars on demand, and keeps in contact with all members by email. Meetings are held at the Auckland College of Education, Gillies Avenue, Auckland.

For more information:

Telephone 09 623 8899 ext 8549 or 8480

Email peters@globe.net.nz

a.dunphy@xtra.co.nz

THE YOUTH MENTORING ASSOCIATION OF AOTEAROA NEW ZEALAND

This is a national body for mentoring providers and users. Conferences were run in 2000 and 2001.

Contact Russell Beal
Telephone 03 477 7115

Email russellb@psotago.org.nz





ORGANISATIONS

Mentoring service providers for groups in secondary schools

PROJECT K

Project K is dedicated to building self esteem and giving life-direction to 13 to 15 year olds who are not reaching their potential. Project K provides the framework, tools, support and training to enable community groups and organisations to offer mentoring programmes. Operates community franchises.

Contact Robin Cox, National Mentor Manager

Telephone 09 379 2778

Email rbcox@xtra.co.nz

Web www.projectk.org.nz

AFFIRMING WOMEN

A Pasifika Social Service Agency based in Manukau and offering a range of programmes to schools and community groups. These include mentoring programmes for youth.

Contact Emeline Afeaki
Telephone 09 278 6064
Email a-w@xtra.co.nz

HE ARA TIKA

A national mentoring programme for Maori students, funded by the Ministry of Education and operating out of the Auckland University of Technology.

 ${\sf Contact} \qquad {\sf Lou\,Thompson,\,National\,Training\,\,Manager}$

Telephone 09 849 4180

Email ljthompson@xtra.co.nz

MENTORING AND TUTORING EDUCATION SCHEME (MATES)

Pacific Foundation works with the University of Auckland to offer the Mentoring and Tutoring Education Scheme (MATES) – currently running in three Auckland secondary schools.

Contact Lesley Max
Telephone 09 377 5384
Facsimile 09 377 3553

Email lesley.max@xtra.co.nz

pacificfoundation@xtra.co.nz

MENTORING SUPPORT SERVICES

FRONTLINE SOLUTIONS

A commercial organisation offering computer based services for mentoring analysis and measurement.

Contact Doug Cowie

Telephone 09 815 5900 / 021 912 295 Email frontline@maxnet.co.nz

PARTNERS NZ TRUST

A national organisation with a regional network that provides partnership building services between schools and businesses. The Manukau regional co-ordinator is Valley Wandstraat, and she can be contacted through COMET.

Contact Elizabeth Deuchrass
Telephone 03 357 1034
Email elizd@es.co.nz

Web www.partnersnz.co.nz

WEBSITES

NEW ZEALAND AND AUSTRALIA

www.projectk.org.nz www.comet.org.nz http://mentoring.unitecnology.ac.nz www.mentoring-australia.org

US AND UK

www.mentoringworks.org
www.tutormentorconnection.org
www.nwrel.org
www.mentoring.org
www.nnv.org
www.resiliency.com
www.neer.ca
www.nmn.org.uk

RECENT PUBLICATIONS

BUILDING RESILIENCY IN SCHOOLS by Jim Peters and Ian Thurlow (publ. 2002)

A practical guide for implementing resiliency-building programmes and incorporating activities that can be used in professional development workshops.

Cost \$29.95 plus \$3 delivery and handling.

Email order orders@erpublishers.com

Postal order Freepost 14052, Essential Resources Ltd

Box 5036, Invercargill.

The authors are available to run seminars.

YOU CAN DO IT

An Australian mentoring resource for ages 12 to 18 years.

Cost \$125 with a 14 day right of return

Phone order 09 373 5218
Email order ycdibinns@xtra.co.nz
Postal order Education Resources

Box 893 Shortland St, Auckland







ABOUT COMET

The City of Manukau Education Trust (COMET) was established by the Manukau City Council in October 1999. Its purpose is to provide educational leadership and advocacy services to the council and it responds to educational issues that are relevant in Manukau City.

COMET has five areas of focus:

- 1. Increasing literacy across the community.
- 2. Promoting life-long learning.
- 3. Supporting compulsory education.
- 4. Supporting early childhood education.
- 5. Establishing links between school and work.

As well as facilitating the *Te Wero: the Pathways*Challenge project, COMET leads other major projects such as Principal for a Day® and the Manukau Family

Literacy Development Project. COMET has also sponsored mentoring projects pilots in various schools within Manukau City.

Contact Bernardine Vester Telephone 09 968 8773

Address Private Bag 94006, Manukau City

Email bvester@manukau.ac.nz Web www.comet.org.nz









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