Guide to Effective and Safe Practice in Youth Mentoring – The Big Picture

NZ **YOUTH MENTORING** NETWORK

GUIDE TO EFFECTIVE AND SAFE PRACTICE IN YOUTH MENTORING

AOTEAROA NEW ZEALAND

2ND EDITION

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Panel Members

Hilary Dutton - Doctoral candidate and research assistant, University of Auckland

Dr Kelsey Deane - Lecturer in the School of Counselling, Human Services and Social Work, Faculty of Education and Social Work, University of Auckland

Nicki McDonald - General Manager, New Zealand Youth Mentoring Network

The Guide – an overview

- A ready reference guide for the youth mentoring sector

- A 'one stop shop' for effective and safe practice in youth mentoring

- Equally useful and adaptable for any youth mentoring programme in any setting

- Primarily focused on formal youth mentoring programmes

- Will not answer all questions but offers pointers to further information

The Guide – features

- Whakatauki

- Voices from the field

- Checklists at the end of chapters

- 'Roadmaps' to help navigate the Guide

- Figures and tables summarising key points

- Fact sheets

- Recommended publications

Youth Mentoring - Effective Practice Model

The model encapsulates the content of the Guide

Mentor/ Mentee Relationship

Programme Design

Programme Planning

Programme Management

Programme Evaluation

Recruitment

Selection and Safety Checking

Orientation and Training

Matching
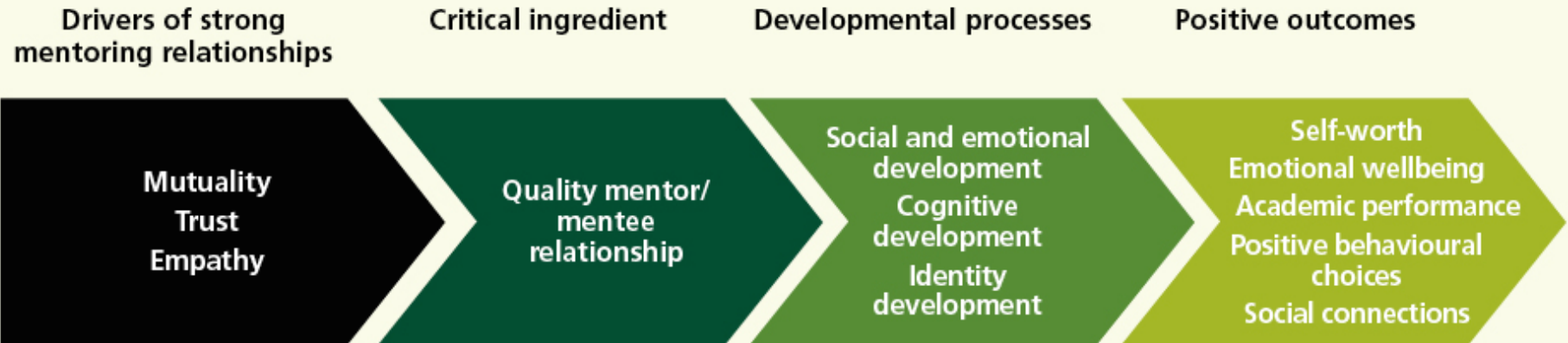
Monitoring and Support

Closure

A single *Guide* for Aotearoa New Zealand that seamlessly promotes safe and effective practice that will help ensure positive outcomes for young people.

The Mentoring Relationship

"One good relationship can transform a life; it can become the means by which a young person connects with others, with teachers and schools, with their future prospects and potential"

(Rhodes, 2002)

Youth Mentoring – A Model

Drivers of strong mentoring relationships	Critical ingredient	Developmental processes	Positive outcomes
Mutuality Trust Empathy	Quality mentor/mentee relationship	Social and emotional development Cognitive development Identity development	Self-worth Emotional wellbeing Academic performance Positive behavioural choices Social connections

Influencing factors:

Mentee specific: Interpersonal history, social competencies, developmental stage, family and community context

Mentor specific: Interpersonal history, social competencies; cultural competencies; skills and experience
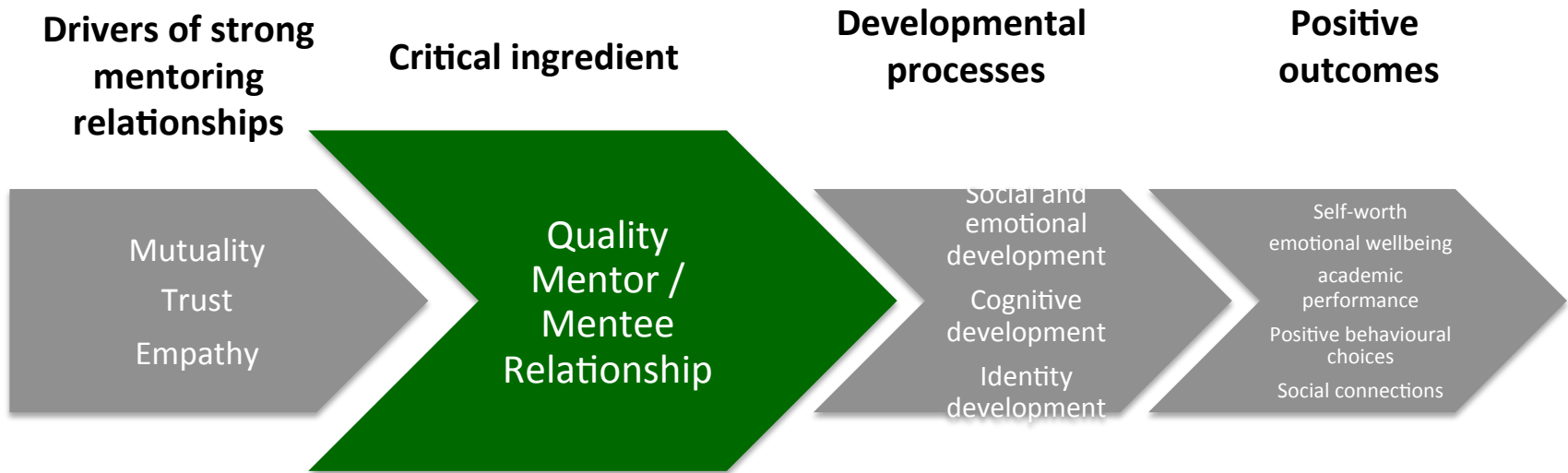
Programme specific: Dosage of the mentoring relationship i.e., duration, frequency and intensity of contact; and programme practices (mentor and mentee screening, matching, mentor and mentee training, monitoring and supervision).

Adapted from Rhodes, J. and DuBois, D. 'Model of Youth Mentoring', (2008)

The vital ingredient to effective mentoring is a close, trusting and enduring relationship between the mentor and mentee.

Youth Mentoring: A Model

Drivers of strong mentoring relationships

Critical ingredient

Developmental processes

Positive outcomes

Mutuality
Trust
Empathy

Quality Mentor / Mentee Relationship

Social and emotional development

Cognitive development

Identity development

Self-worth
emotional wellbeing
academic performance
Positive behavioural choices
Social connections

Adapted from Rhodes, J. and Dubois, D. ' Model of Youth Mentoring', (2008)

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Youth Mentoring – a ribbon of relationships
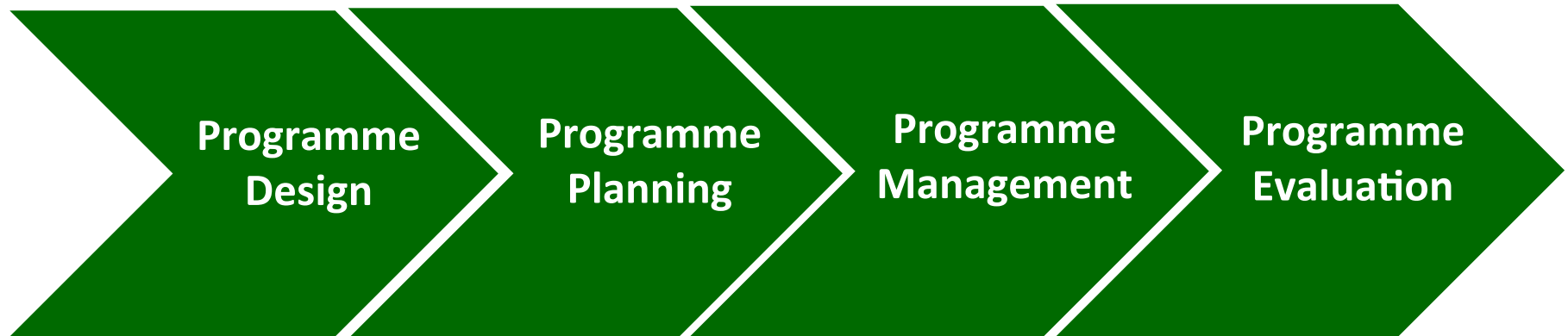*Reconnecting the social and cultural worlds of a young person*

Tena ko te toa mahi kai e kore e paheke.

A warrior who works hard at growing food will not fail.

Programme Development

Programme Design	Programme Planning	Programme Management	Programme Evaluation

Programme Design
- Needs assessment
- Theory of change
- Programme scope
- Operational elements
- Logic model

Programme Planning
- Support plans
- Policies and procedures
- Legislative requirements

Programme Management
- Governance
- Implementation
- Staffing
- Data collection and information management
- Monitoring and process improvement

Programme Evaluation
- Focus on quality evidence
- Consider different types of evaluation
- Dissemination and action

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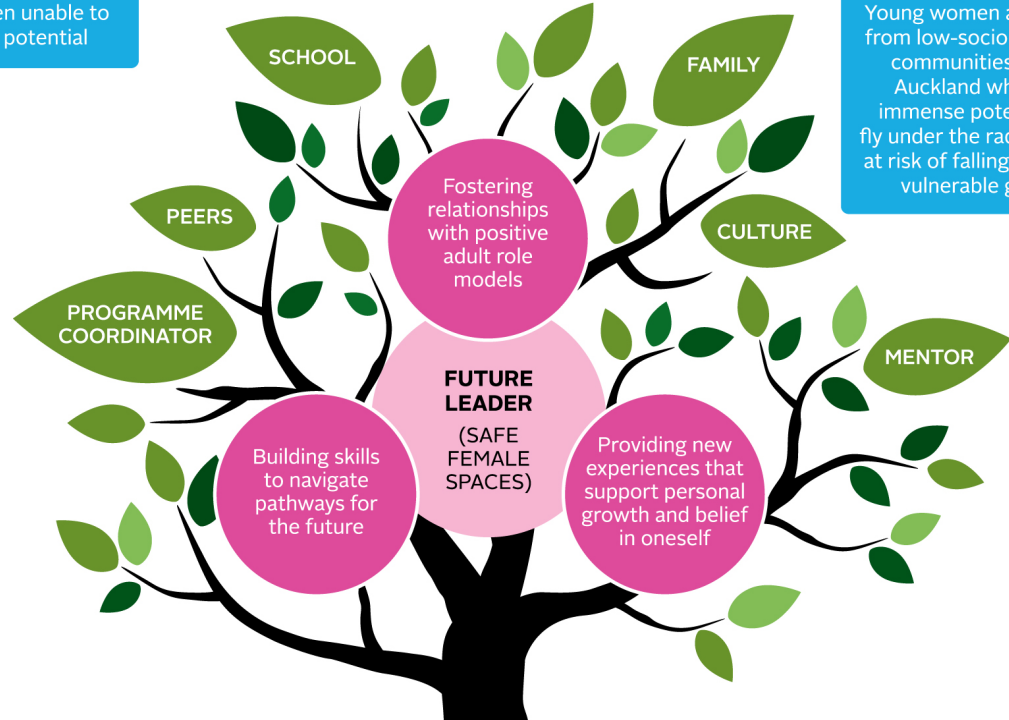- Policies and procedures
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Theory of Change

The mentoring programme framework.

Infuencing every decision made.

FUTURE LEADERS' PROGRAMME THEORY OF CHANGE

Antecedent Condition
Young women unable to fulfill their potential

Participant Profile
Young women aged 14-18 from low-socio economic communities across Auckland who have immense potential but fly under the radar and are at risk of falling into more vulnerable groups

SCHOOL

FAMILY

PEERS

CULTURE

PROGRAMME COORDINATOR

MENTOR

Fostering relationships with positive adult role models

FUTURE LEADER
(SAFE FEMALE SPACES)

Building skills to navigate pathways for the future

Providing new experiences that support personal growth and belief in oneself

CRITICAL LEADERSHIP OUTCOMES

Strengthened community connections and access to needed resources

Increased ability to achieve one's self-determined goals

Increased self-confidence

Strong network of positive relationships with female role models

ULTIMATE OUTCOME
Empowered and resilient young women who have clear goals and pathways for their future and knowledge of the resources to help get them there

Programme Evaluation
Resources

Aotearoa New Zealand Evaluation Association (ANZEA)

www.anzea.org.nz

What Works website

www.whatworks.org.nz

The Core Elements of Effective Mentoring

He waka eke noa.

We are all in this together.

Core Elements of Effective Practice
The first three

Recruitment	Selection and Safety Checking	Orientation and Training

- Mentor recruitment plan
- Mentee recruitment plan
- Mentee referral process
- Recruitment materials
- Recruitment methods

- Mentor selection criteria
- Mentor safety checking
- Mentee selection criteria
- Mentee screening process

- Mentor orientation and training
- Mentee orientation and training
- Guidance for parents/caregivers
- Post-match training
- Programme staff training

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Core Elements of Effective Practice
The final three

| Matching | Monitoring and Support | Closure |

- Matching criteria
- Matching process
- Preparation for initial match meeting
- Initial match meeting
- Match agreement

- Monitoring the relationship
- Assessing the relationship
- Supporting the relationship
- Feedback on the relationship
- Acknowledgement

- Preparing mentors/mentees for closure
- Handling unplanned closures
- Rematching procedures
- Closure activities

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Core Elements of Effective Practice
The final three

Matching ⟩ **Monitoring and Support** ⟩ **Closure**

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Matching Mentors and Mentees (pg 47)

- Effective mentoring relationships require a good 'fit' between the mentor and mentee.

- Evidence suggests matching based on shared interests should take priority

- Mentors and mentees should have a say in the match

- Programmes need a step-by-step process for matching

Matching Criteria

- Preferences and goals of the young person, mentor and parents / caregivers

- Similarities and shared interests

- Similarities in personality and temperament

- Age, gender, ethnicity

- Geographic closeness

- Other logistical matters

Matching Process

Matching is not a science – sometimes the best matches are not what you expect – need to be open-minded.

Process will vary depending on programme's goals and desired outcomes.

- Group events

- 'Voice and choice'

Preparing for the initial Match Meeting

- Investing time to prepare all parties for this meeting is time well spent

- Get to know young people and the mentors

- Share information about potential match with all parties prior to meeting

- Give parents / caregivers opportunity to express concerns – helps to achieve buy-in.

Initial Match Meeting

Things to consider:

- What are the goals for the first meeting?

- How will the meeting be organised to help achieve these goals?

- Who will be present?

- Where will it take place?

Match Agreement

Agreements typically cover:

- Programme requirements eg. duration and frequency

- Roles, Responsibilities and expectations of all participants

- Boundaries of the relationship and confidentiality

"E le sili le ta'I ilo le tapuai"

One cannot achieve without the help of many

www.youthmentoring.org.nz