Training and Guidelines for Effective Mentoring Schemes

Mentoring for Improved Performance for Students in High Schools

Alan Evans

Senior Research Consultant
Learning and Development Unit
School of Social Science
Cardiff University

3 December 2015

MENTORING MAKES A DIFFERENCE

► Effective mentoring can empower young people from all walks of life (class, ethnicity, gender, religious belief, disability) to believe the world is their oyster

► Mentoring can open doors, raise aspirations and help young people to align their qualities, talents and abilities to the requirement of an advanced, knowledge-rich, technological society

► Mentoring can help young people be better organised, resilient, resourceful and imaginative and to prosper in the most unpropitious of circumstances

► *What a child can do today with assistance, he/she will be able to do by him/herself tomorrow*

► *It is through others that we develop into ourselves*

Vygotsky

PROF ANNA VIGNOLES, LONDON INSTITUTE OF EDUCATION (TEACHING AND LEARNING RESEARCH PROGRAMME)

- *"Studies suggest 20% of the difference between pupil attainment in secondary school can be explained by schools they attend (i.e. added value of the school)."*

- *"The rest of the difference relates to family; neighbourhood; community and possibly mentor accidents."*

WHAT ARE THE FEATURES OF EFFECTIVE MENTORING?

- Mentoring is a one-to-one relationship, where the central ethic is improving the educational performance and raising the aspiration of the students

- Mentoring takes place in the school (outside the classroom) or in a community centre in a quiet and confidential setting

- The character and scope of mentoring is the improvement of the students' learning

- The prime emphasis of the working session is mentoring, with an element of tutoring where appropriate.

KEY DEVELOPMENTS IN MENTORING IN THE UK PHASE 1

National Mentoring Pilot Project 1999-2004

- The project was funded by the Department of Education and Employment

- Involved 23 universities, 120 schools, over 1,000 university undergraduate mentors and 4,000 mentees from schools and colleges

- The funding included a bursary for each mentor

- Accredited training was provided for the mentors

- Guidelines were produced for schools, universities and mentors

- Funding was provided for each university to establish and run a mentoring office

- The project was coordinated by Cardiff University

KEY DEVELOPMENTS IN MENTORING IN THE UK PHASE 2

National Mentoring Scheme 2005-2007

- Involved 31 universities, 180 schools and over 1,500 mentors, 6,000 mentees

- Part-funded by Government and by universities

- Coordinated by Cardiff University

- Project was evaluated by HE MentorNet

KEY DEVELOPMENTS IN MENTORING IN THE UK PHASE 3

Aimhigher Associates (Mentoring) Scheme
2008-2011

- Established by the Department of Education and Skills
- Funding of £21million across three years of the scheme
- Involved 100 universities, 800 schools, 4,000 mentors, 20,000 mentees
- The scheme was coordinated by Cardiff University

Central Quality Features
- The National Training Standard
- The National Training Manual
- The Associates (Mentors) Handbook
- Administrative handbook for schools and universities

SPECTRUM OF DEVELOPMENT RELATIONSHIPS

- Tutoring

- Coaching

- Mentoring

- Counselling

- Befriending

WHY IS IT IMPORTANT TO TRAIN MENTORS?

- ▶ Stakeholders underestimate the skills and knowledge required to be a good mentor – they think they know

- ▶ Many schemes brief the mentors, rather than training them

- ▶ Any training involved tends to focus on befriending, counselling and tutoring, not mentoring

- ▶ Mentors do not therefore develop the skills needed for effective mentoring

- ▶ Effectiveness of the mentoring scheme is therefore compromised

NATURE OF THE TRAINING REQUIRED

Good training for mentors involves:

- Knowledge

- Skills

- Protocols

It brings together

- Essential knowledge

- Understanding

- Interpersonal skills

- Rules and protocols

WHAT MENTORS SHOULD BE CAPABLE OF DOING FOR THEIR MENTEES (1)

► Help to empower mentees, engendering the belief that they can manage their learning better

► Encourage mentees to develop a language about learning and to be more successful in academic work

► Encourage mentees to participate actively in their own learning

► Encourage mentees to develop critical and creative thinking

► Encourage mentees to build on incremental success to reach their potential

WHAT MENTORS SHOULD BE CAPABLE OF DOING FOR THEIR MENTEES (2)

▶ Encourage the mentees to be prepared to work at the edge and not just the centre of their capacity

▶ Work with the mentors to encourage them to reframe ideas

▶ Encourage the mentees to see connections between different situations and ideas

▶ Encourage the mentees to stretch themselves

WHAT MENTORS SHOULD BE CAPABLE OF DOING FOR THEIR MENTEES (3)

The mentor promotes the learning of students by:

- Listening and discussing anything of importance to the mentee
- Asking good, open and probing questions
- Assisting the mentee to set clear and effective long-term goals and shorter-term targets
- Reviewing progress made against targets and goals
- Assisting the mentees in drawing up appropriate action plans and providing support, encouragement, guidance and motivation

FULLAN (2001) FIVE COMPONENTS FOR SUCCESSFUL LEADERSHIP OF CHANGE

▶ Moral purpose

▶ Understanding change

▶ Relationship building

▶ Knowledge creation

▶ Coherence-making

A NATIONAL TRAINING PROGRAMME (1)

- The initial training course should normally be run over two consecutive days
- It should involve a minimum of 14 hours of training, excluding refreshment breaks
- It should cover the four categories of core competencies required by mentors to carry out their role effectively:
  1. Understanding the mentoring programme, schools and students
  2. Understanding ethics and procedures
  3. Developing emotional intelligence, one-to-one and group facilitation skills
  4. Planning, delivering and reflecting on mentoring meetings.

A NATIONAL TRAINING PROGRAMME (2)

- Duration of training – two days
- 80% interactive, 20% descriptive and explanatory
- Groundrules
- Building a relationship/developing rapport
- Skills of one-to-one mentoring
  - listening and questioning
  - giving and receiving feedback
  - action planning and target setting
  - emotional intelligence and resilience
- Countering barriers to learning
- Case Studies
- Assessment exercise.

A NATIONAL TRAINING STANDARD

Essential elements of a national training standard

- **Appropriate Recruitment/Selection process**
- **Planning of Training Programme**
- **Logistics**
- **Facilitation (trainers facilitating training sessions need to be trained and to understand the NTS)**
- **Process**
- **Assessment**
- **Evaluation**

HANDBOOK FOR MENTORS

- Aims and objectives of the scheme
- The role of the mentor
- The benefits of the scheme for mentors and mentees
- Model Ethical Code of Practice for mentors
- The roles of the University and School mentoring coordinators
- The process, interpersonal skills and protocols of mentoring

HANDBOOK OF GOOD MENTORING PRACTIVE FOR UNIVERSITIES

- Aims and objectives of the scheme
- The role of the university mentoring coordinator
- Recruitment, interviewing, deployment and joint responsibility matching of mentors and mentees
- Initial training of mentors and provision of CPD opportunities
- Planning of mentoring commitments with school coordinators
- Monitoring that mentors are fulfilling their commitments to their mentees
- Termly and annual review of the mentoring scheme

HANDBOOK OF GOOD MENTORING PRACTICE FOR SCHOOLS

- Aims and objectives of scheme
- The role of the school mentoring coordinator
- Identify learners who would benefit from the scheme
- Ensure awareness and understanding of mentoring scheme in the school as a whole
- Designated appropriate venues for mentoring meetings
- Obtain general feedback from the mentees and mentors
- Review the effectiveness of the scheme in the school
- Annual review of the effectiveness of the scheme with the university coordinator.

EVALUATION OF EFFECTIVENESS OF THE SCHEME

▶ The scheme should be evaluated against its aims and objectives

▶ Qualitative and quantitative data must be collected in order to assess the impact of the scheme

▶ Qualitative data can be collected via questionnaires and surveys, interviews of key players (including mentors and mentee) and focus groups

▶ Decisions on the quantitative data to be collected should be made at start of the scheme and collected in the course of the scheme

QUALITY ASSURANCE

▶ Decide which key features of mentoring scheme should be subject to QA

▶ Recruit, train and deploy QA assessors

▶ Set remit for QA assessors (e.g. fidelity to National Training Standard, effectiveness of university-school collaboration, etc)

▶ Prepare report on quality assurance findings on key features of the scheme

Alan Evans

Senior Research Consultant
Learning and Development Unit
School of Social Science
Cardiff University
Wales, UK

November, 2015