

THE GUIDE TO EFFECTIVE PRACTICE IN YOUTH MENTORING NZ - 2ND EDITION

DRAFT OUTLINE OF REVISED GUIDE

1. DOCUMENT PURPOSE:

The purpose of this document is to provide a **draft outline** of the 2nd edition of The Guide to Effective Practice in Youth Mentoring New Zealand (*The Guide*). The document includes:

- An introduction and background to The Guide
- The proposed scope of The Guide (who will use it and for what purpose?)
- The primary objectives of The Guide, and
- The proposed framework and 'table of contents' for The Guide.

2. INTRODUCTION AND BACKGROUND TO THE GUIDE

The first edition of The Guide to Effective Practice in Youth Mentoring New Zealand, published in 2008 was a benchmark document commissioned by the Ministry of Youth Development. It drew together essential knowledge for this emerging sector, providing an informative local resource for all who were interested in mentoring young people and in enhancing the role of mentoring in the wider youth development sector. In subsequent years NZYMN has been able to use the guide as a basis for comprehensive national training programmes - which have brought the mutual benefit of widening understanding of effective practices, along with growing the national picture of the range of youth programmes in which mentoring is a significant component. Government interest has now grown beyond the Ministry of Youth Development to the Ministries of Health, Education and Justice who all bring important perspectives.

A key priority for NZYMN is to therefore produce the 2nd edition of The Guide. The second edition will be refreshed and updated with the latest evidence-based mentoring practice, as well as safe workforce regulations¹ and voluntary worker safety guidance documents². The revised guide will incorporate essential information from the Safe Practice Guidelines published by the Children's Action Plan and the NZ Youth Mentoring Network in 2013. The outcome will be the promotion of a **single guide** to effective and safe practice for mentoring that can be utilised by funders and providers. It will cover a variety of mentoring models, from stand-alone programmes through to mentoring within wider youth development programmes; from targeting lower through to higher risk young people, and from volunteers to paid mentors.

The Guide will include examples and case studies that demonstrate the various mentoring models that are applied with specific populations - in particular Maori and Pacific young people. The Guide will be designed as an accessible, ready reference document, closely aligned with the context under which it is likely to be used.

¹ *Vulnerable Children's Act 2014*

² *Safer Recruitment Safer Children, and Safer Organisations Safer Children*

3. GUIDE - SCOPE

To define the scope of the 2nd edition, it is helpful to confirm who will use The Guide (its key audience groups), and for what purpose?

Addressing these questions in turn, we have identified **five key audience categories**:

1. mentoring programme providers,
2. youth development programme providers,
3. social services agencies,
4. peer mentoring programmes in schools / teachers mentoring students, and
5. government agencies and other funders.

What purpose will The Guide serve for each of these audience categories?

For the first four categories listed above, The Guide will serve as a ready reference manual that offers practical advice and guidance on how best to approach the provision of high-quality mentoring in day-to-day operations. These audience groups will want to understand the key elements of effective practice for mentoring and may be seeking advice on how to build a new programme or strengthen an existing one.

In particular, The Guide will assist them to:

- understand the core elements that build successful high-quality mentoring relationships;
- implement effective programme practices, procedures and protocols;
- have adequate support in place for both mentors and mentees; and
- identify safety-related aspects of their programme that require further development.

For **government agencies** and other funders, the primary role of The Guide is to assist them as purchasing agencies. Government agencies have expressed interest in a ready reference guide that details the set of standards required for the provision of safe and effective mentoring practice. The Guide will help ensure a clearer understanding of expected quality standards and help achieve the necessary level of consistency across agencies. It should also enable these agencies to determine the suitability of mentoring programmes to meet expected outcomes.

Note: The Guide **will not** attempt to provide specific information and advice for individuals who are mentoring a young person. Whilst these individuals may find The Guide of value, we think information on the NZYMN Website would better serve their specific needs.

4. GUIDE - PRIMARY OBJECTIVE

The primary objective of The Guide is to establish a consistent set of evidence-based guidelines that are equally useful and adaptable for any mentoring programme in any setting, including agencies that incorporate mentoring as part of a broad-based positive youth development programme. As stated in the introductory paragraphs, the outcome will be a **single guide** to effective and safe practice for mentoring that can be utilised by funders and providers. It will cover a variety of mentoring models, from stand-alone programmes through to mentoring within wider programmes; from targeting low through to higher risk young people, and from volunteers to paid mentors.

5. GUIDE – FRAMEWORK and TABLE OF CONTENTS

Following a brief introductory section, it is envisaged that The Guide will be divided into two main sections that align with the core elements of effective practice in youth mentoring³, from planning and designing a programme, to successfully closing the match at the conclusion of the mentoring relationship. There will also be a number of supporting appendices. Each section is summarised below

- **Section one** will cover the six core element of effective practice. These elements cover the aspects of mentoring programmes that directly support the mentoring relationship:
 - recruitment
 - screening
 - training
 - matching
 - monitoring and support, and
 - closure
- **Section two** will include guidelines for Programme Planning and Management, offering practical advice and recommendations on designing and strengthening youth mentoring services. It will comprise three main topics:
 - programme planning and design
 - programme management, and
 - programme evaluation.

Table one below provides a summary of the proposed Table of Contents / Framework for The Guide, and **Table two** provides a further breakdown of the two main sections of The Guide as outlined above.

³ *Elements of Effective Practice for Mentoring, 3rd Edition (USA)*

TABLE ONE: summary of the proposed Table of Contents / Framework for The Guide

TABLE OF CONTENTS / FRAMEWORK FOR THE GUIDE	
MIHI	
Foreword – Minister for Youth – Hon. Nikki Kaye	A message that supports and endorses mentoring as an effective intervention to help young people be the best that they can be....
About the guide <ul style="list-style-type: none"> - Guide overview - Primary objective - Target audience - How to use the guide 	
Introduction to Youth Mentoring <ul style="list-style-type: none"> - A definition of youth mentoring - The value of youth mentoring - The youth mentoring landscape in NZ 	<p>In this section we will define mentoring and state the case for mentoring including the difference it can make in a young person’s life. We will draw on international research that has shown young people who have had a mentor are less likely to become involved in criminal activity, engage in risk behaviours such as drug and alcohol abuse or leave school early. Instead they are more likely to have improved academic performance and have better relationships with their teachers and family compared to their peers who are not mentored.</p> <p>We will also provide a brief introduction to the mentoring landscape in NZ to provide context for the main body of The Guide.</p>
<p>Section One: Core Element of Effective Practice for Youth Mentoring:</p> <p><i>There are six core elements of effective practice that directly support the mentoring relationship:</i></p> <ol style="list-style-type: none"> 1. Recruitment of mentors and mentees 2. Screening of mentors and mentees 3. Orientation and training of mentors and mentees 4. Matching mentors and mentees 5. Monitoring and supporting the match 6. Closing the match. 	<p>The layout for each of the six sub-sections will comprise:</p> <ul style="list-style-type: none"> - a section overview, - effective practice guidelines, - voluntary worker safety guidelines and safe workforce regulations (if applicable), - a case study highlighting effective practice - relevant research, - further readings and reference materials and - a checklist (must do / encouraged to do). <p>NOTE: REFER TO TABLE TWO BELOW FOR FURTHER DETAILS ON WHAT WILL BE COVERED IN EACH SUB-SECTION</p>

<p>Section Two: Programme Planning and Management:</p> <ol style="list-style-type: none"> 1. Programme Planning and Design 2. Programme Management 3. Programme Evaluation 	<p>The layout for each of the three sub-sections will be:</p> <ul style="list-style-type: none"> - section overview, - guidance on recommended practices, - relevant research, - further readings and reference materials and - checklist (must do / encouraged to do). <p>NOTE: REFER TO TABLE TWO BELOW FOR FURTHER DETAILS ON WHAT WILL BE COVERED IN EACH SUB-SECTION</p>
<p>Appendix A: Core principles of Youth Mentoring Relationships</p>	<p>This appendix outlines a set of core principles that applies to both the work of the individual mentor and the programme as a whole and should be considered at every stage of the youth mentoring relationship:</p> <ul style="list-style-type: none"> - promote the welfare and safety of the young person, - be trustworthy and responsible, - act with integrity, - promote justice for young people, - respect the young person’s rights and dignity, - honour youth and family voice in designing and delivering services and - strive for equity, cultural responsiveness and positive social change.
<p>Appendix B: Special Youth Population groups Additional advice for mentoring special youth population groups.</p>	<p>This appendix will include additional advice to programme providers when working with special youth population groups, including:</p> <ul style="list-style-type: none"> - Maori youth, - Pacific youth, - new migrants, - young people who have offended, - teenage parents, - children of prisoners, - young people with special education needs, - young people with disabilities and - peer mentoring programmes
<p>Appendix C: Fact sheets</p>	<p>This appendix will include a series of fact sheets on the topics identified. These fact sheets will address frequently asked questions (FAQs) and emphasize key points on the topic areas:</p> <ul style="list-style-type: none"> - community based mentoring, - school based mentoring, - mentoring evaluations and - mentoring relationships
<p>Appendix D: Glossary of Terms</p>	<p>This appendix will include definitions for terms used throughout The Guide, including:</p> <ul style="list-style-type: none"> - mentoring, - mentoring programmes, - programme model, - programme setting and - evidence-based practice, etc.

TABLE TWO: This table provides a further breakdown of the two main sections of The Guide.

SECTION ONE – CORE ELEMENTS OF EFFECTIVE PRACTICE	
1. Recruiting mentors and mentees	This sub-section will include guidance on: <ul style="list-style-type: none"> - mentor recruitment strategy, - mentee (young person) recruitment strategy, - mentee referral process, - information packs for mentors and mentees that clearly, outlines expectations of the mentoring relationship, - programme fact sheets, - mentor role descriptions and - recruitment processes.
2. Screening mentors and mentees	This sub-section will include guidance on: <ul style="list-style-type: none"> - mentor selection criteria, - mentor application process, - mentor screening process, <ul style="list-style-type: none"> o referee and character checks o police vetting o proof of identity o interviewing applicants - mentee selection criteria, - mentee screening process, - parent / guardian consent for young person to participate, - a process for informing successful and unsuccessful mentors and - a process for informing successful and unsuccessful mentees.
3. Orientation and training of mentors and mentees	This sub-section will guidance on: <ul style="list-style-type: none"> - orientation and training for mentors to adequately prepare them to perform their role; - orientation for young people to adequately prepare them to participate in mentoring; and - parental / guardian involvement guidelines.
4. Matching mentors and mentees	This sub-section will include guidance on: <ul style="list-style-type: none"> - matching criteria to prioritize the developmental needs of the young person; - matching processes to find the most suitable match, again focusing on the developmental needs of young people; - match agreement between mentor and young person and parent / guardian (if appropriate); - briefing of key stakeholders (parents / guardians, case manager, teachers) to address any concerns and engage their support of the match; - code of conduct and

	<ul style="list-style-type: none"> - match policies and procedures.
5. Monitoring and supporting the match	<p>This sub-section will include guidance on:</p> <ul style="list-style-type: none"> - monitoring and supporting the mentoring relationship with ongoing advice, problem-solving support and training opportunities for the duration of the mentoring relationship; - programme staff's role in monitoring and supporting the mentoring relationship; - policies and procedures to respond to match developments; - privacy and confidentiality policy and procedures; - frequency of contact by programme staff at the start of the match and as it progresses; - appropriate documentation to be captured about each mentor / mentee contact; - ongoing training and support for mentors; - support and advice for young people in response to their identified needs; and - acknowledgement and regular feedback to mentors and mentees.
6. Closing the match	<p>This sub-section will include guidance on:</p> <ul style="list-style-type: none"> - formal match closure policies and procedures covering various scenarios: <ul style="list-style-type: none"> o a relationship that reaches the end of the set period o early termination either by the young person or the mentor o early termination by the programme due to a breach of policy o re-matching - clear guidelines regarding possible ongoing relationships at the conclusion of the formal programme; - exit interviews - notification to all key stakeholders; - support for young people to define next steps to continue achieving personal goals; and - acknowledgement and celebration of the successful mentoring relationship.

SECTION TWO: PROGRAMME PLANNING AND MANAGEMENT	
1. Programme Design and Planning	This sub-section will include guidance on: <ul style="list-style-type: none"> - community consultation /needs analysis; - programme objectives and desired outcomes; - programme design considerations, including programme focus, setting, model, duration and frequency; - programme theory of change and a formal logic model (inputs, outputs, mediators and moderators, short and long term outcomes that result from implementing the programme), - potential mentor sources, - programme staffing and budgetary considerations, - programme implementation processes; and - programme policies and procedures.
2. Programme Management	This sub-section will include guidance on: <ul style="list-style-type: none"> - governance – advisory group / board role; - management and staffing to administer the programme; - facilities to administer the programme and deliver mentoring; - management of programme documentation; - legislation relevant to the organization and the mentoring programme; - finance and funding requirements to ensure the programme’s ongoing success; and - promotional activities to raise awareness of the programme.
3. Programme Evaluation	This sub-section will provide guidance on: <ul style="list-style-type: none"> - measuring the effectiveness of programme processes; - measuring expected programme outcomes (impact on young people); - measuring the effectiveness of mentoring relationships; - continuous improvement process based on evaluation data and feedback; and - dissemination of evaluation findings to key stakeholders.