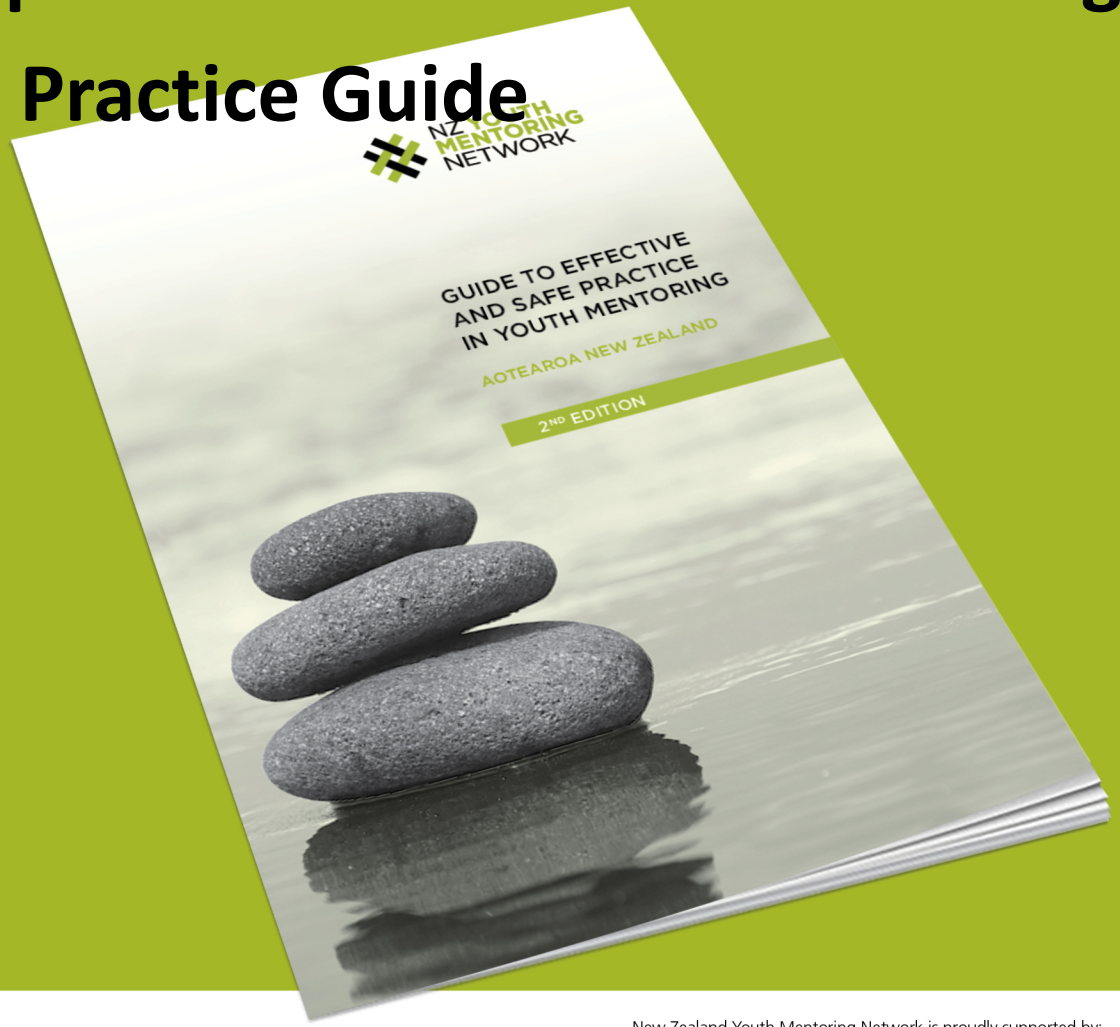
SHARING THE KAUPAPA

Regional workshops on the new Youth Mentoring Effective and Safe Practice Guide



NZ YOUTH MENTORING NETWORK

New Zealand Youth Mentoring Network is proudly supported by:

MINISTRY OF YOUTH DEVELOPMENT
TE MANATŪ WHAKAHIATO TAIOHI
Administered by the Ministry of Social Development

Introductions…

- Jump into a group with 2 – 3 people you don't already know
- Take 2 – 3 minutes to introduce yourself: your name, where you are from and a bit about you
- Your organisation/role/work with young people
- What you hope to get out of today's workshop.

Housekeeping ✔

- Water, tea and coffee
- Morning tea and lunch
- Breaks
- Smoking area
- Toilets
- Emergency procedure

WORKSHOP PURPOSE

- Introduce the Guide to you to make it easy for you to use back at your work.
- Build awareness of effective and safe practice in youth mentoring.
- Meet with others in your region, learn together, and build stronger regional networks.

TIP: Please remember to share your *Guide* with your peers, Managers and networks. The *Guide* can be downloaded from our website.

Ground rules!

- Respect: Listen to each other, respect our differences
- Punctuality
- Phones off or on silent
- Confidentiality
- Full participation with the right to pass
- Learn lots
- Have fun

Feedback on Guide

“The Guide is both comprehensive and easy to read.

I particularly enjoyed how it contextualised contemporary society by addressing historical discourse, especially concerning Māori and Pasifika communities.

I highly recommend this Guide to anyone who currently works, or plans to work, with young people.

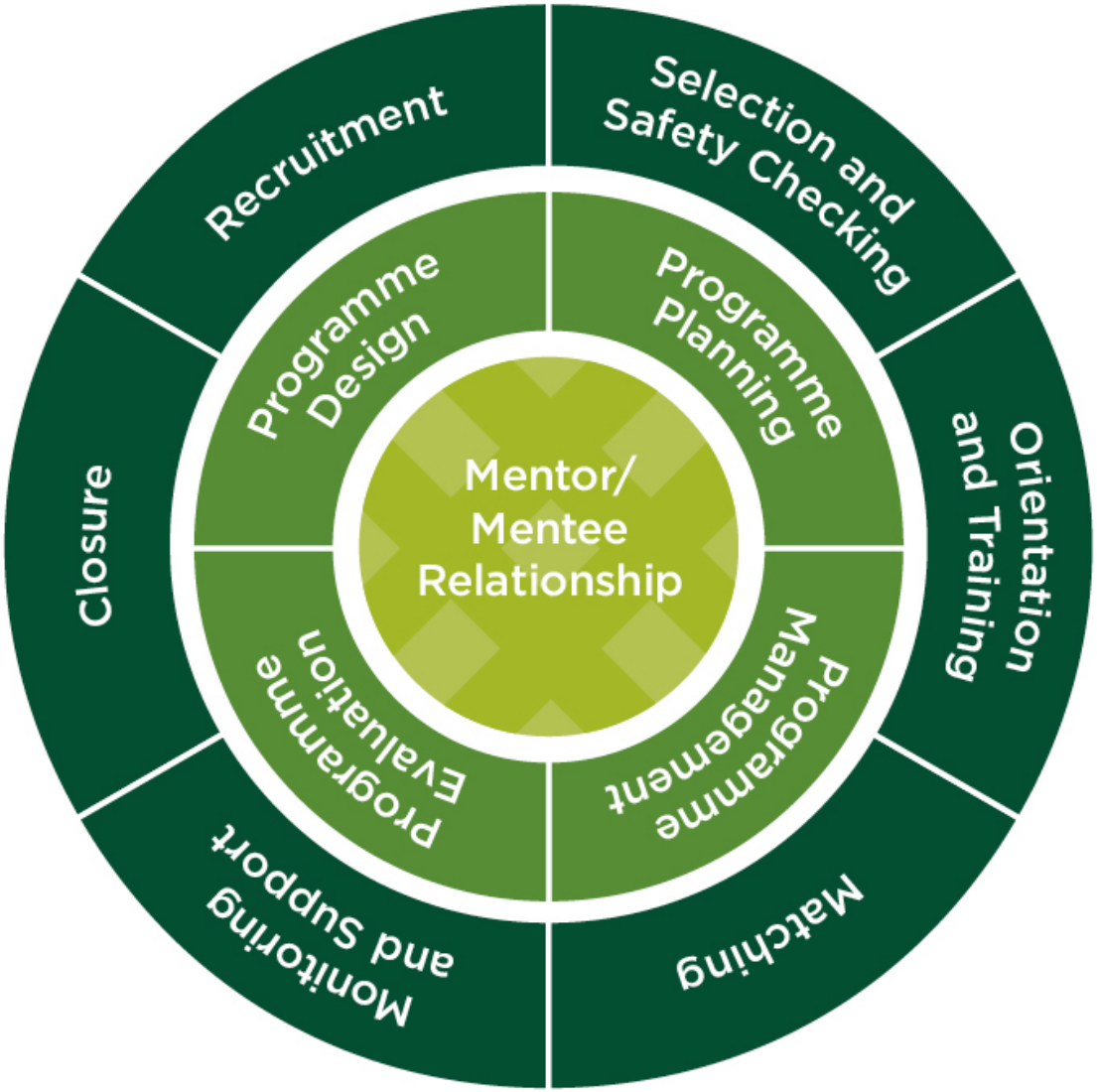
I also found the case studies were well placed and illustrated how some of the theories and ideas that were expressed throughout each chapter could look in practice. They also provided a more humanised and personal view of working with young people and their communities.”

Reviewed by Jono Selu, Information Resources Specialist at the Mental Health Foundation.

WORKSHOP PROGRAMME

Time	Session focus
9.00 - 9.30am	Registration
9.30 – 10.00am	Mihi Introductions Workshop overview
10.00 – 10.30am	**Session one** Guide section 1 - Introduction to Mentoring
10.30 – 10.45am	Morning tea
10.45 – 11.45am	**Session two** Guide section 2 – Mentoring Maori and Pasifika youth Guide section 3 - The mentoring relationship
11.45 – 12.30pm	**Session three** Guide section 4 – Programme development: - programme design and planning
12.30 – 1.15pm	Lunch
1.15 – 1.45pm	**Session four** Guide section 4 continued – Programme evaluation
1.45 – 3.15pm	**Session five** Guide section 5– Core elements of effective practice
3.15 – 3.30pm	Reflection on the day and close

Youth Mentoring - Effective Practice Model



Guide page 8

SESSION ONE: 10am – 10.30am

GUIDE SECTION 1: INTRODUCTION TO MENTORING

In this section of the *Guide*:

- A definition of youth mentoring
- Forms of youth mentoring
- Youth Mentoring and Positive Youth Development (PYD)

Guide page 9 - 12

"Mentoring aims to provide a purposeful, structured and trusting relationship, that brings young people together with caring individuals who offer guidance, support and encouragement".

FORMS OF YOUTH MENTORING

Informal mentoring

- Natural mentors
- VIPs

Formal Mentoring

- Standalone programmes
- Youth development programmes

TYPES OF YOUTH MENTORING

One-to-one Mentoring

Group Mentoring

E-Mentoring

Team Mentoring

Peer Mentoring

YOUTH MENTORING AND PYD

PYD is about ensuring all young people have access to resources that promote their health and well-being.

Mentors can be a most helpful resource, if young people see them as genuinely filling this role.

All young people have internal strengths, which can be maximised by positive experiences in their social environment and interactions with others.

The caring, continuing support of a mentor, is focused on helping young people recognise and grow their strengths.

Young people need to be active agents in their own development, making choices to enhance their lives and future opportunities.

The mentor role is not telling young people what to do, but providing guidance and support which helps them decide on their own pathway.

He aha te mea nui o te ao? He tangata! He tangata! He tangata!

What is the most important thing in the world?

It is people! It is people! It is people!

Reference: http://www.tetaurawhiri.govt.nz/learning-maori/tikanga-maori/whakatauki-en-nz/

‘VOICES FROM THE FIELD’

A positive community of support – Te Ora Hou, Christchurch

Page 12 of the Guide

Key point from the story:

CORE ELEMENTS – Care, consistency, fun and challenge, whanau and “paying-back”

"Youth is happy because it has the capacity to see beauty. Anyone who keeps the ability to see beauty never grows old."

Franz Kafka

Reference: http://www.goodreads.com/quotes/tag/youth

SESSION TWO: 10.45am – 11.45am

GUIDE SECTION 2: MENTORING MAORI AND PASIFIKA YOUTH

In this section of the *Guide:*

- Historical context
- Contemporary Māori and Pasifika youth
- Concepts and practices for mentoring Māori and Pasifika youth
- Three contemporary insights into Te Ao Māori
- Summary of key concepts and effective practices

Guide page 13 – 19

TE WHARE TAPA WHĀ (THE FOUR-WALLED HOUSE)

Conceptual framework - Professor Mason Durie's (1994)

Taha Tinana (physical health)

Taha Wairua (spiritual health)

Taha Whānau (family health)

Taha Hinengaro (mental health)

TE WHEKE (Octopus) MODEL

Conceptual model: Rangimarie Rose Pere

Information and image sourced from : http://www.health.govt.nz/our-work/populations/maori-health/maori-health-models/maori-health-models-te-wheke

The concept of Te Wheke, the octopus, is to define family health.

- The head of the octopus represents te whānau
- The eyes of the octopus as waiora (total wellbeing for the individual and family)
- Each of the eight tentacles representing a specific dimension of health. The dimensions are interwoven and this represents the close relationship of the tentacles.

Te whānau – the family
Waiora – total wellbeing for the individual and family
Wairuatanga – spirituality
Hinengaro – the mind
Taha tinana – physical wellbeing
Whanaungatanga - extended family
Mauri – life force in people and objects
Mana ake – unique identity of individuals and family
Hā a koro ma, a kui ma – breath of life from forbearers
Whatumanawa – the open and healthy expression of emotion

FONOFALE MODEL

Conceptual model: Fuimaono Karl Pulotu-Endemann (1995)

Information and image sourced from
http://www.hauora.co.nz/resources/Fonofalemodelexplanation.pdf

FONOFALE MODEL

The Fonofale model is a dynamic model

All parts of the model are related and interact with each other

The Fonofale model draws together many values and beliefs that Samoans, Cook Islanders, Tongans, Niueans, Tokelauns and Fijians had told Fuimaono Karl during health workshops in the 1970's through to 1990's in his research for the Ministry of Health.

La ifo le fuiniu i le lapalapa
As to each coconut leaf belongs
a cluster of young nuts, so each individual belongs to his family.
SAMOAN PROVERB

Reference: http://www.cyf.govt.nz/documents/about-us/publications/reports/pacific-peoples-plan.pdf

Youth Mentoring – a ribbon of relationships

Reconnecting the social and cultural worlds of a young person

Guide page 15

‘VOICES FROM THE FIELD’

Expanding Māori and Pasifika youth horizons – Great Potentials Foundation

Page 19 of the Guide

Key point from the story:

SERVING OTHERS – activities and conversations that open up pathways to success and build the confidence to see what is possible.

SESSION TWO continued: 10.45am – 11.45am

SECTION THREE: THE MENTORING RELATIONSHIP

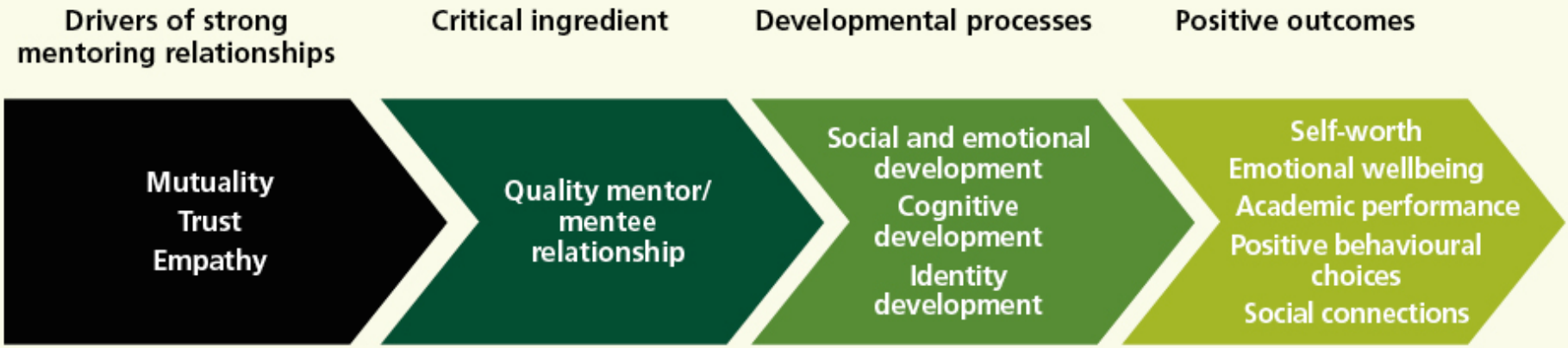
In this section of the *Guide:*

- A model of youth mentoring
- An overview of research about mentoring relationship quality, and how mentors, mentees, and programmes can facilitate effective mentoring relationships.
- The link between relationship quality and duration, frequency and intensity of mentoring relationships
- A summary of the core principles of youth mentoring relationships.

Guide page 20 - 24

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

Youth Mentoring – A Model



Influencing factors:

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

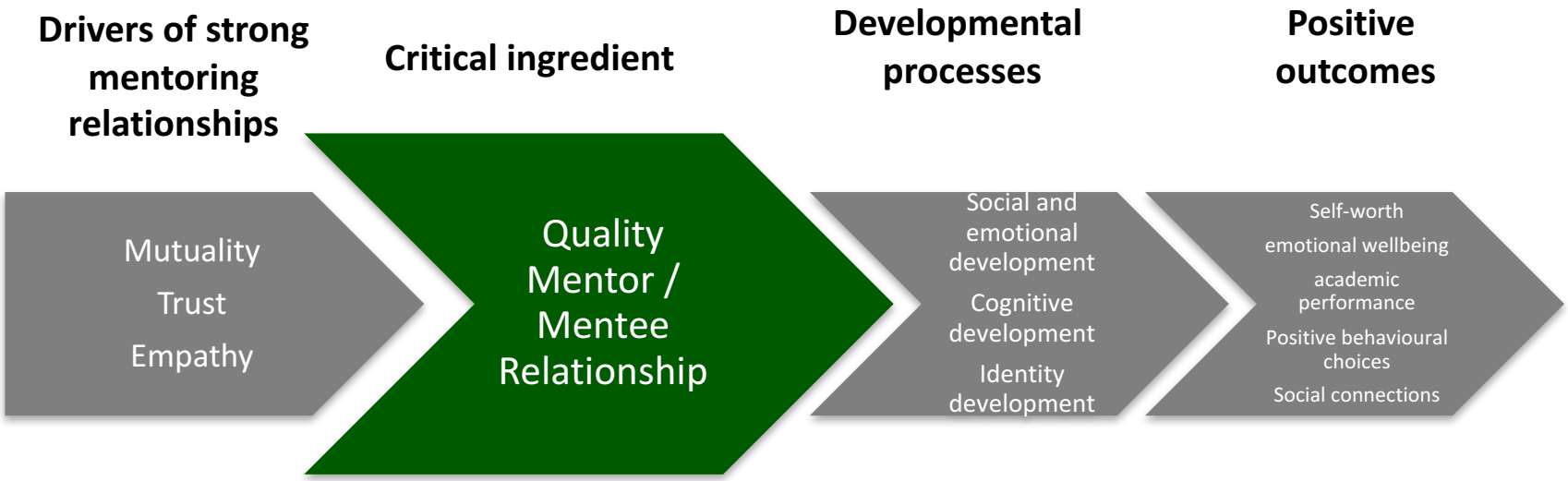
Mentor specific: Interpersonal history, social competencies; cultural competencies; skills and experience

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)

Guide page 21

Youth Mentoring: A Model



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

‘VOICES FROM THE FIELD’

The Power of One Positive Adult – Rock Solid programme, Dunedin

Page 24 of the Guide

Key point from the story:

MENTORING ENDURES and is remembered. The power of one positive adult.

.

“E rima te’arapaki, te aro’a, te ko’uko’u te utuutu, ’iaku nei. ” Under the protection of caring hands there’s a feeling of love and affection.”

COOK ISLAND PROVERB

Reference: http://www.cyf.govt.nz/documents/about-us/publications/reports/pacific-peoples-plan.pdf

SESSION THREE: 11.45am – 12.30pm

SECTION 4: PROGRAMME DEVELOPMENT

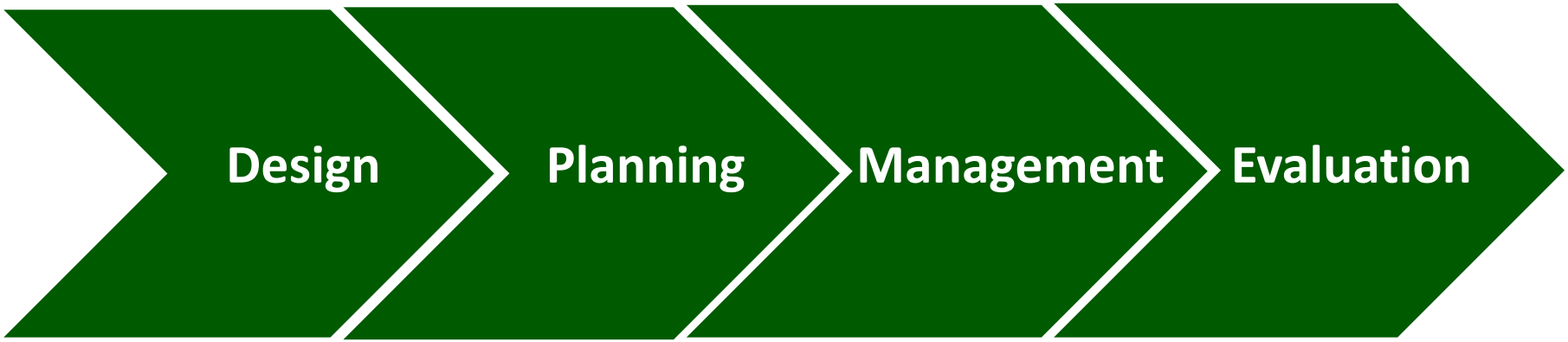
A high quality effective mentoring programme requires proper planning and preparation.

In this section of the *Guide* we outline the Four key stages of programme development and their core components:

- Design
- Planning
- Management
- Evaluation

Guide page 25 - 33

Programme Development



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

- Support plans
- Policies and procedures
- Legislative requirements

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

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

NZ YOUTH MENTORING NETWORK

Programme Design
Stage one (Guide page 26)

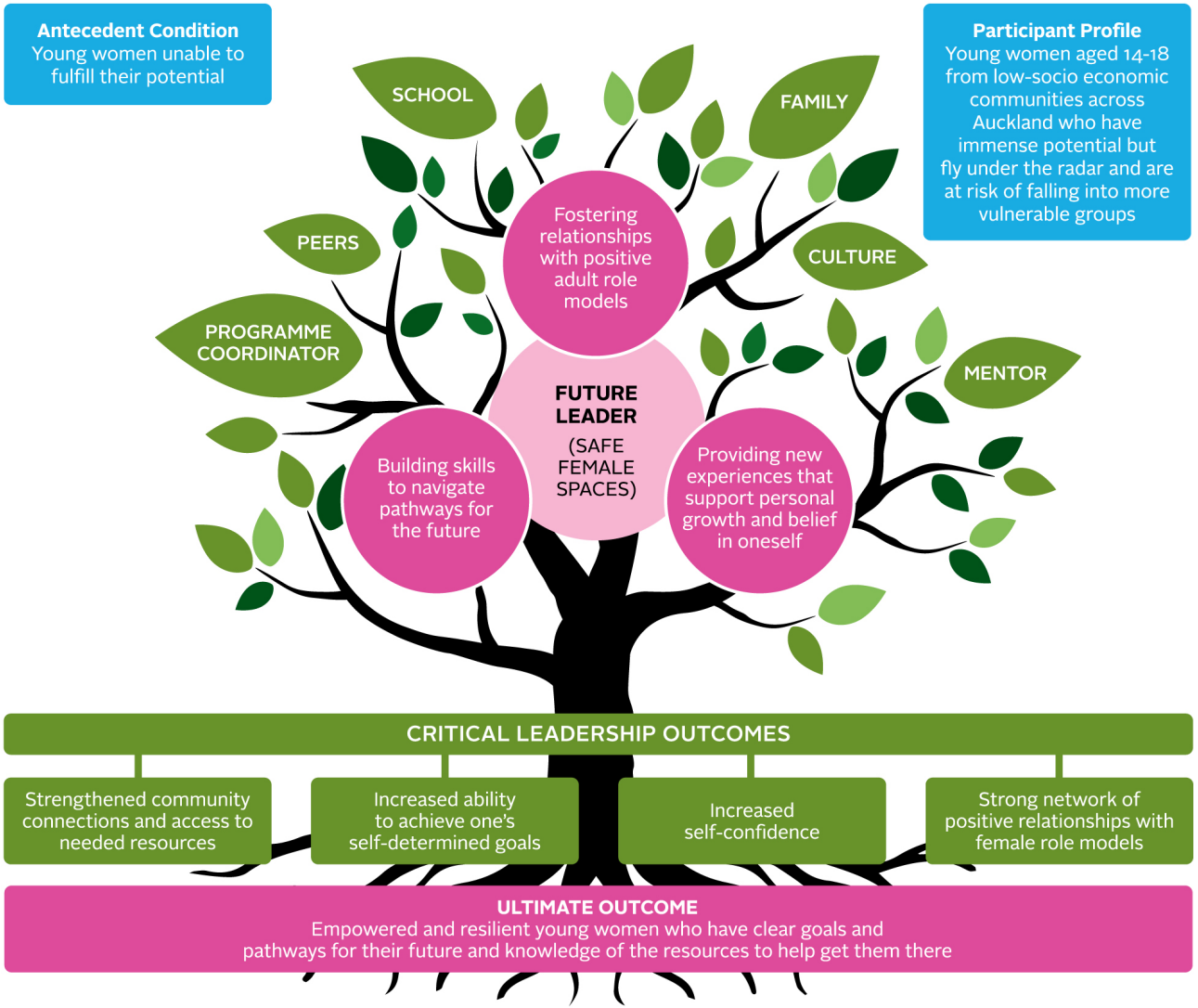
These activities will help ensure your programme has a clear sense of direction and purpose:

- Complete a community needs assessment
- Define programme outcomes and theory of change (TOC)
- Establish programme scope
- Design programme operational elements
- Build a programme logic model

Theory of Change

The mentoring programme framework.

Influencing every decision made.



ACTIVITY

Write down the key **programme goals** and associated **measureable outcomes** for your mentoring programme.

If you aren't sure of these, start out by identifying key words that describe what it is that your mentoring programme is trying to achieve.

*Fakamalolo ke he tau amaamanakiaga, ke mafola ai e tau m**a**takainaga. Strengthen all endeavours and the community will benefit.*

NIUE PROVERB

Reference: http://www.cyf.govt.nz/documents/about-us/publications/reports/pacific-peoples-plan.pdf

Programme Planning
Stage two (Guide page 29)

Programme Planning

Thorough programme planning will help ensure your programme is delivering high quality and effective mentoring:

- Develop plans to support the programme
- Develop a policies and procedures manual
- Consider relevant legislative requirements

“Naku te rourou nau te rourou ka ora ai te iwi.

With your basket and my basket the people will thrive.”

Reference: http://www.maori.cl/Proverbs.htm

Programme Management
Stage three (Guide page 31)

Programme Management

Following these practices will help you achieve ongoing growth, sustainability and reliability in your mentoring programme:

- Programme governance
- Programme implementation
- Programme staffing
- Data collection and information management
- Monitoring and process improvement

SESSION FOUR: 1.15Pm – 1.45pm

SECTION 4 CONTINUED: PROGRAMME EVALUATION

Programme evaluation provides the opportunity to think critically and reflectively about what works and what can be improved.

It is a way to check that your programme is robust and effective at serving young people.

Guide page 32

Programme Evaluation

Stage four (Guide page 32)

Programme Evaluation

- Quality evidence
- Types of programme evaluation
- Dissemination of evidence and action

“One of the great mistakes is to judge policies and programs by their intentions rather than their results.”

Milton Friedman

Reference: http://www.cyf.govt.nz/documents/about-us/publications/reports/pacific-peoples-plan.pdf

Programme Evaluation
Resources (Guide page 33)

Aotearoa New Zealand Evaluation Association (ANZEA)
www.anzea.org.nz

What Works website
www.whatworks.org.nz

SESSION FIVE: 1.45Pm – 3.15pm

SECTION 5: CORE ELEMENTS OF EFFECTIVE PRACTICE

The six core elements outlined in this section of the Guide are built around the life cycle of a mentoring relationship:

- Recruitment of mentors and mentees
- Selection and safety checking
- Orientation and training
- Matching mentors and mentees
- Monitoring and support
- Closure of the mentoring relationship

Guide page 34 - 55

Recruitment

Element one (Guide page 36

Recruitment is about attracting and engaging mentors, mentees and their parents/caregivers who are going to be a good fit with your programme's aims and expected outcomes:

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

‘VOICES FROM THE FIELD’

Using local talent as mentors, it works – Pacific youth mentoring programme, Wellington

Page 38 of the Guide

Key point from the story:

HE WAKA EKE NOA - We are all in this together. Community and family engagement maximises programme effectiveness.

Selection and Safety Checking
Element two (Guide page 39)

Selection and Safety Checking

Effective safety checking practices ensure the safety of all participants, particularly the young people involved in a programme. These practices are designed to increase the likelihood that all participants are suitable and committed to making the mentoring relationship a positive experience:

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

‘VOICES FROM THE FIELD’

Confidentially and disclosure: Pillars Children of Prisoners Mentoring Programme, Christchurch

Page 43 of the Guide

Key point from the story:

The crucial nature of TEAMWORK. “Teamwork makes the dream work” - Stevie Wonder.

Orientation and Training
Element three (Guide page 44)

Orientation and Training

Before commencing a mentoring relationship, prospective mentors, mentees and their parents/caregivers will need training in the basic knowledge, attitudes and skills required to ensure a safe and effective relationship:

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

‘VOICES FROM THE FIELD’

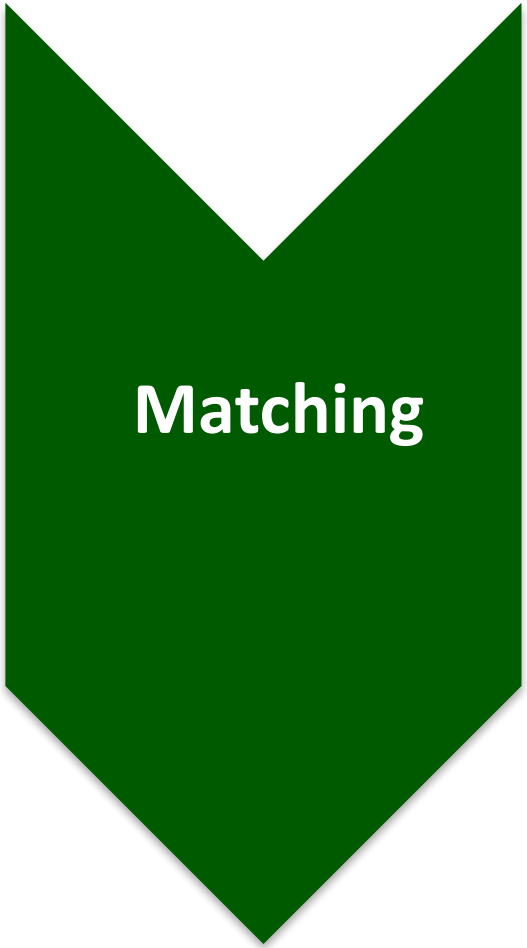
Tuilaepa Youth Mentoring Service (TYMS), West Auckland.

Page 46 of the Guide

Key point from the story:

PARTNERSHIP with family and community ensures education is seen as the key pathway to success.

Matching
Element four (Guide page 47)



For a mentoring relationship to be effective it requires a good 'fit' between the mentor and mentee. Programmes need to establish a process for making these matches:

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

‘VOICES FROM THE FIELD’

Otago Youth Wellness Trust – ‘Johnny Depp was the connection’, Dunedin

Page 48 of the Guide

Key point from the story:

INTERPERSONAL CONNECTION is crucial – and can be surprising.

‘VOICES FROM THE FIELD’

Challenge for Change – the matching process, Wellington

Page 49 of the Guide

Key point from the story:

CARE AND FUN in a clever matching model.

Monitoring and Support
Element five (Guide page 50)

Monitoring and Support

Consistent and frequent monitoring and support of the relationship helps ensures the safety of the young person; assess the quality of the relationship being formed, and alert programme staff to specific needs and / or challenges being encountered in the relationship that may cause it to falter:

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

‘VOICES FROM THE FIELD’

The whole of youth is so important – Solomon Group Youth Services Programme, Auckland

Page 51 of the Guide

Key point from the story:

COLLABORATION AND COMMUNICATION - When the whole of the youth’s world is looked-after, the young person is more likely to succeed.

Closure
Element six (Guide page 53)

Closure of the mentoring relationship is about looking back and reviewing accomplishments, looking forward to areas of continued growth and goals, and saying goodbye:

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

‘VOICES FROM THE FIELD’

Seeking happy endings – Otago Youth Wellness Trust, Dunedin

Page 55 of the Guide

Key point from the story:

MANAGING ENDINGS – an essential life-skill.

Reflections …

- *Something I learnt …*
- *Something that challenged me …*
- *Something that made me feel happy …*
- *Something I will put into practice straight away …*

“E le sili le ta’I ilo le tapuai”

One cannot achieve without the help of many

www.youthmentoring.org.nz

THANK YOU TO OUR SUPPORTING ORGANISATIONS

EDUCATION AND SOCIAL WORK

Vodafone New Zealand Foundation