The Bishops' High School Old Students' Association collaborated with the Bishops' High School to pilot a mentoring programme for third form students during the 2002-03 academic year. Because of its success, a programme was introduced for first form students at the Bishops' High School and Tutorial High School during the 2005-06 academic year and was supported by UNICEF.

The programme is suitable for implementation by other secondary schools and is endorsed by the Ministry of Education.

Documents to facilitate implementation of the programme are:

- Establishing and Managing a Mentoring Programme
- Becoming a Mentor: Role, Activities and Possible Outcomes
- Introducing the Mentoring Programme (Brochure)
- Now Your Child is in Secondary School: A Booklet for Parents/Guardians
- The Changing World of the Secondary School Student

The documents are available from the school office, the Programme Coordinator and www.bhsosa.org.gy.

Prepared by:
The Bishops' High School Old Students' Association
(BHSOSA)
Guyana
2007

MENTORING PROGRAMME

FOR

SECONDARY SCHOOL STUDENTS

Establishing and Managing
a Mentoring Programme

Table of Contents

Boxes

Articles

A selection of articles is available on the website bhsosa.org.gy. Other articles which may be of interest are:

◇ Fouracre, S. (1993). Pupil's expectations of the transition from primary to secondary school. Research in Education, 53. w w w . s c r e . a c . u k / r i e / n l 5 3 / nl53fouracre.html
◇ Howard, S. & Johnson, B. Transition from primary to secondary school: Possibilities and paradoxes. (See www.bhsosa.org.gy)
◇ Kasprisin, C. A., Single, P.. B., Single, R. M. & Muller, C. B. (2003). Building a better bridge: Testing e-training to improve e-mentoring programmes in higher education. Mentoring & Tutoring, 11(1), 67-78. www.uvm.edu/ ~pbsingle/pdf/2003Single.pdf
◇ Mason, C. Briefing session for mentors and mentees. University of St. Andrews. www.st-andrews.ac.uk/ media/Mentoring_Handout_05-06.pdf.pdf
◇ RSA Young Leaders Award Mentoring Programme. http://www.rsa.org.uk/acrobat/mentoring2.pdf
◇ Zeleke, P. (n.d.) Adolescent Mentoring. (See www.bhsosa.org.gy)
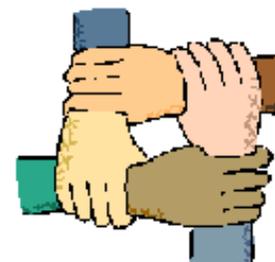
Useful Resources

Programme Material

The website of the BHSOSA (www.bhsosa.org.gy) is the repository of the documents which support the implementation of the Secondary Schools Mentoring Programme. It includes booklets for different participants (see back cover) and reports such as the following:

◇ Mentoring Programme for Third Form Students: Evaluation of the Pilot Project 2002-2003, May 2004
◇ Report: Workshop for Parents, April 8, 2006
◇ Report: Workshop for Parents & Mentors, May 13, 2006

Local Organizations

◇ Guyana Responsible Parenthood Association, 70 Quamina Street, Cummingsburg; ☎ 225-0739
◇ Help & Shelter, Homestretch Avenue ☎ 225-4731; Hotline (talk about any issue) ☎ 227-3454,
◇ Volunteer Youth Corps, 146 Crown Street, Queenstown; ☎ 223-7404

Websites

◇ www.mentoring.org provides useful information on elements of a mentoring programme, experiences, ementoring
◇ www.hiv.gov.gy provides information on the activities of the National AIDS programme and other agencies offering related services.
◇ www.businessballs.com provides guidelines on the establishment of a mentoring programme
◇ www.scottishmentoringnetwork.co.uk provides the results of research and programme experiences, including information on establishing a mentoring programme.
◇ www.edmentoring.org/online_res.html, the U.S. Department of Education Mentoring Resource Center with links to online resources, guidebooks, and evaluation tools.

Introduction

The new secondary school student enters a world which is different from that experienced in primary school. He/she encounters a system of education which places more responsibility on the student than ever before. He/she is on the brink of many changes, including different expectations of parents and teachers, cultivating a new group of friends and the impending reality of adolescence.

The Mentoring Programme offers the student an opportunity to interact with an adult who can provide additional guidance and support. It can help to ease the bumps encountered during the transition from primary to secondary school as well as adjustments which occur as the student moves through secondary school. It also introduces the student to the concept of service as demonstrated by the involvement of the mentor.

This booklet describes the purpose and elements of a mentoring programme. It is intended to assist secondary schools in Guyana to introduce and manage mentoring programmes in collaboration with partners of their choice, for example, Old Students' Associations, Parent-Teacher's Associations (PTA) and service organizations.

Background to the Mentoring Programme

This model of mentoring draws on the experience of a pilot project introduced through collaboration between the Bishops' High School (BHS) and the Bishops' High School Old Students' Association during the 2002-03 academic year. At that time, 33 alumni of the BHS served as mentors for 34 students. The programme proved beneficial for all parties involved, having a positive impact on the students in particular.

The programme was extended to the Tutorial High School in collaboration with the Tutorial High School Old Students' Association during the 2005-06 academic year. This afforded direct benefit to the two groups of students as well as to cross-fertilization through joint activities for mentors and parents/ guardians.

Objectives of the Programme

The mentoring Programme is designed to achieve the following objectives:

◇ To foster development of positive values, attitudes and behaviours of the student;
◇ To promote development of a healthy self-esteem and self-image;
◇ To explore the nature and limits of relationships;
◇ To encourage the student in the selection/identification of a role model; and
◇ To facilitate exploration of goals, visions, wants and needs.

Description of the Programme

The mentoring programme pairs an adult with a student. It enables the adult to give guidance and support to the student with a view to helping the student develop a rounded personality and achieving a high level of academic performance.

The adult (mentor) and the student (mentee) may interact in a face-to-face manner as well as through the use of electronic and other media. They may explore a range of topics and participate in a diversity of activities with the support of the mentee's parents/guardians.

The programme prepares the participants to perform their roles.

Programme Activities

The programme may offer a variety of activities for mentors, mentees and parents/guardians. These may include:

◇ Orientation session for each group of participants: This allows for the introduction to the programme and to other participants. It may entail discussion of the nature of mentoring, the expectations, role and responsibilities of each partner, clarification of questions and the building of a sense of community.

◇ Attend a meeting at which the mentor, mentee and parents/guardians will initiate the relationship. The mentor and mentee will begin discussion of the parameters of the mentoring relationship.

Managing the Programme

A Management Committee will have overall responsibility for implementation of the programme. It will consist of representatives of the bodies which are collaborating with the school on the programme e.g., Old Students' Association and PTA, the Headteacher, the Staff Liaison, the Programme Coordinator and any other person deemed an asset. The Programme Coordinator may serve as the Secretary.

The Committee will approve the list of mentors, requesting a reference should this be deemed necessary.

This Committee should meet quarterly to review progress. It will have responsibility for garnering resources for sustaining the programme.

Evaluating the Programme

The Management Committee should commission an annual evaluation of the programme. The evaluation should solicit the views of a representative sample of mentors, mentees , parents/guardians Management Committee members as well as the Headteacher, Staff Liaison and the form teachers.

The Selection Process

Selection of the Mentee

The Programme Coordinator and the Staff Liaison will consider all the completed parent/guardian application forms in the order in which they are received. They will process the application forms according to the preferred form of mentoring, i.e., face-to-face mentoring and ementoring. Consideration may be given to involving the proportion of girls to boys reflective of their representation in any given class.

The number of mentees selected will depend on the number of mentors available.

Selection of the Mentor

The Programme Coordinator, the Staff Liaison and a representative of the Management Committee will consider all completed mentor and ementor application forms. They will take into consideration preferences which the mentor or parent may express, for example, sex or area of residence of mentee.

Matching Mentors and Mentees

The Programme Coordinator, the Staff Liaison and a representative of the Management Committee will be responsible for identifying persons to serve as mentors for students selected.

Preparation for Participation

Once selected to participate in the Mentoring Programme, the mentor, the mentee and the parent/guardian will:

◇ Participate in an orientation session at which the purpose, scope and operation of the programme is discussed;
◇ Receive a booklet which sets out guidelines for participation as well as information intended to help the mentee's development; and

◇ Introductory meeting for the establishment of mentoring relationships: This facilitates the initiation of interaction between the mentor, the mentee and the parents/guardians.
◇ Individual activity: This entails the writing of essays by the mentees on topics which give the mentors a glimpse into their thoughts and writing skills.
◇ Quarterly review meetings of mentors: These enable the sharing of experiences, assessment of progress and challenges, examination of resource material related to adolescent development, for example.
◇ Workshops for parents/guardians solely or with mentors: These allow parents/guardians to provide feedback on the relationship as well as to examine issues related to adolescent development.
◇ Workshops for mentees and other students: These provide the opportunity for students who have no mentor to benefit from discussion of issues of interest within the framework of the mentoring programme.
◇ Group activities: These may take the form of outings to exhibitions, a picnic in the park and participation in indoor and outdoor games as well as workshops on topics of interest.

Sample Outline of a Student Workshop

Agenda

Welcome and Purpose of the Workshop
Icebreaker
Identification of personal positive and negative characteristics
Discussion of the experience of childhood
Evaluation
Closing

Methods

These may include individual activity, discussion in pairs or small groups, use of role play, examination or writing of poems and drawings.

Example of a Parent/Guardian Workshop

Mentees from the Bishops' High School and Tutorial High School discussed issues which they wanted to share with parents/guardians and planned role plays. They were supported by the Programme Coordinator and staff members in their preparation.

The 3-hour workshop for parents/guardians began with a review of the background to and purpose of the workshop and an activity which allowed participants to introduce themselves. The two groups of students then made their presentations.

The students raised issues such as differences between primary and secondary school e.g., an increase in the number of subjects studied and stricter school rules, balancing household chores and homework, peer pressure and the need for greater interaction between children and their parents/guardians.

The parents/guardians worked in groups to discuss the issues raised by the students as well as other issues of interest to them. The students met in mixed-school groups and held their own discussions. They prepared poems which they shared with the adults.

The parents/guardians found the workshop valuable since they gained new perspectives on their children's lives and their own behaviour and attitudes.

A report on the workshop is available at www.bhsosa.org.gy.

Team Members

The main relationship established is that between the mentor and the mentee. However, other persons in the mentee's life are involved in different ways.

Mentee

Mentor

Parents/guardians

Programme Coordinator

Headteacher

Staff Liaison
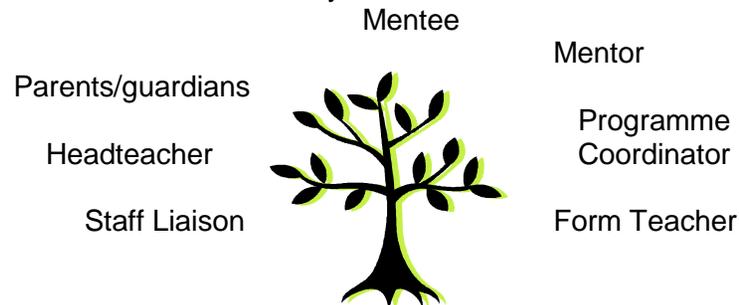
Form Teacher

The Form Teacher

The Form Teacher may report areas of progress or those in need of attention to the Staff Liaison. He/she should be available to be consulted on matters of concern.

Publicizing the Mentoring Programme

The Headteacher should decide on the method of informing parents/guardians of the opportunity to participate in the mentoring programme. He/she may choose to share information at the time of registration of the student, at a PTA meeting, via a letter, for example.

> NB: The extent to which the programme may be introduced depends on the number of mentors available.

The Application Process

Potential mentors and parents/guardians complete an application form and sign an agreement which lists the terms under which they are expected to participate in the programme. The potential mentee also signs an agreement.

Application forms should be available from the school office or may be downloaded from the Bishops' High School Old Students' Association website - www.bhsosa.org.gy.

Completed forms should be returned to the school office to be uplifted by the Staff Liaison or Programme Coordinator.

Ementors who reside outside of Guyana should return their application forms electronically to a designated email address. Their participation should be endorsed by an organization, such as the Chapter of an Old Students' Association, approved by the school or the collaborating organization.

◇ Recruit new mentors.
◇ Collaborate with the Staff Liaison on the selection and matching of mentees and mentors.
◇ Establish and maintain a recording and reporting mechanism.
◇ Liaise with mentors, individually on a monthly basis and collectively on a quarterly basis, at a minimum.
◇ Arrange meetings, workshops and other group activities for mentors, mentees and parents/guardians.
◇ Establish and maintain contact with potential referral agencies.
◇ Liaise with the Headteacher, Staff Liaison, parents/guardians and members of the Management Committee on the progress of the programme and on issues, as appropriate.
◇ Convene meetings of the Management Committee.
◇ Prepare quarterly reports and an annual report for submission to the Management Committee.

The Headteacher

The Headteacher must agree to the design and implementation of the programme. He/she identifies a Staff Liaison, encourages parents/guardians to participate, is available to be consulted on matters of concern, serves as a Member of the Management Committee and facilitates implementation of the programme generally.

The Staff Liaison

The Staff Liaison will carry out the following responsibilities:

◇ Communicate with the Programme Coordinator with respect to the identification of mentees;
◇ Participate in meetings as needed;
◇ Communicate with the mentees on problems which arise;
◇ Apprise the Headteacher of the performance of the mentoring programme; and
◇ Bring to the attention of the Headteacher issues of concern requiring his/her action.

Roles and Responsibilities

The Mentor

The role of the mentor is multifaceted. He/she serves as:

Listener   Friend

Observer   Facilitator

Role Model   Advisor
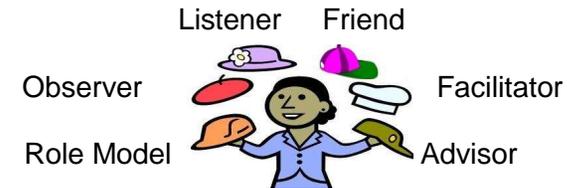
The mentor is expected to work towards establishing rapport with the mentee, with a view to developing an open and comfortable relationship. He/she should be willing to:

◇ Provide exposure to different experiences;
◇ Celebrate the mentee's successes;
◇ Support action to address shortcomings;
◇ Accept and respect the mentee and the mentee's family as they are; and
◇ Offer guidance for improved behaviour, attitude and/or academic performance.

He/she should work towards fostering the values of citizenship in the mentees, both in school and in the wider society.

The mentor is expected to perform the following functions:

◇ Participate in programme activities, including workshops and meetings;
◇ Establish contact with the mentee at least once per month;
◇ Listen to the mentee's opinions, hopes and fears;
◇ Maintain confidentiality, except where the mentee's safety and/or welfare may be in jeopardy;
◇ Support the mentee's academic and non-academic programme by enquiring about performance and directly or indirectly facilitating formal learning activities;
◇ Introduce the mentee to new and positive experiences, with his/her parent/guardians' permission;

◇ Seek advice/sharing information on issues of concern which may affect the well-being of the mentee;

◇ Prepare a profile of the mentee which reflects observations made over time; this is a confidential document which should be shared only with the Programme Coordinator, as deemed necessary; and

◇ Submit a brief quarterly report to the Programme Coordinator.

The mentor is expected to provide written feedback to the Programme Coordinator on the nature of activities undertaken, the frequency of meetings, the perceived benefits of the experience, challenges encountered, the strategies used to meet the challenges and the effectiveness of those strategies on a quarterly basis. He/she should offer suggestions for improving the mentoring programme. This will help in its refinement.

The booklet - **Becoming a Mentor: Role, Activities and Possible Outcomes** - provides a detailed description of the expectations and functioning of the mentor.

The Mentee

The mentee is expected to have an expressed interest in participating in the programme and be willing to invest time and effort in maintaining the relationship. He/she will participate with his/her parent/guardian's permission.

The mentee is responsible for:

◇ Making him/herself available for agreed upon meetings and to be on time.

◇ Trying new activities with the mentor.

◇ Informing his/her parent/guardian about and discussing programme activities.

◇ Communicating with the mentor on a change in appointment/plan.

◇ Agreeing with the mentor on the appropriate forms and conditions of communication. For example, if the mentor agrees that the mentee may call him/her at home or work or visit him/her at work, an appropriate time must be identified.

◇ Informing the Staff Liaison or Programme Coordinator immediately if a problem arises.

The booklet - **The Changing World of the Secondary School Student** - examines issues which the secondary school student may find of interest and describes the expectations of and possible benefits of the mentoring programme for the mentee.

The Parent/Guardian

The parent/guardian must agree to the mentee's participation in the mentoring programme. He/she is expected to carry out the following responsibilities:

◇ Attending programme meetings.

◇ Communicating with the mentor or the Programme Coordinator with respect to issues of concern as well as observations on the impact of the mentoring relationship.

◇ Providing support to the mentee.

◇ Discussing programme activities with the mentee.

◇ Not restricting participation in programme activities as punishment.

The booklet - **Now Your Child is in Secondary School: A Booklet for Parents** - examines topics intended to assist the parent of the secondary school student in supporting the child's journey through secondary school. It also describes the expectations of and possible benefits of the mentoring programme for the parent.

The Programme Coordinator

The Programme Coordinator is responsible for implementation and monitoring of the mentoring programme. He/she should perform the following functions:

◇ Serve as the overall manager of the programme.

◇ Institute a system for distribution, collection and processing of application forms and agreements.