

## WHAT A MENTOR AT SOUTH DIVISION LOOKS LIKE:

### **Responsible mentoring:**

- Is a structured, one-to-one relationship or partnership that focuses on the needs of mentored participants
- Fosters caring and supportive relationships
- Encourages individuals to develop to their fullest potential
- Helps an individual to develop his or her own vision for the future
- Is a strategy to develop responsible, respectful, and safe students throughout South Division High School

### **There are other ways mentors can sustain effective mentoring relationships, including these:**

- Maintain a steady presence in the mentee's life. That means showing up for scheduled meetings or, when that is not possible, telling the mentee in advance, in order to avoid any disappointment.
- Focus on the mentee's needs—not the mentor's own wants and needs. Mentors should look to improve the mentee's prospects while respecting the young person's life circumstances and perspective. This includes not trying to transform the mentee or impose the mentor's own values on the mentee.
- Get to know the mentee's family without getting over involved.
- Find things your mentee likes and support these passions and activities without taking over. Find things that your mentee does well and encourage him to pursue interests, activities, or hobbies that emphasize these skills
- Help your mentee see that the skills he or she has are portable, that they can be transferred into other areas where he or she feels not-so-skilled.
- Turn mistakes—whether trivial or serious—into teachable moments.
- Be especially attentive to obstacles that challenge female mentee's confidence. Confidence is likely to dip more for girls during early and middle adolescence.
- Increase youth social capital by connecting him or her to institutions and people to whom she might not otherwise have access.
- Provide opportunities for your mentee to make his own decisions—and, when you give him or her this opportunity, live with the decisions he or she makes.
- The times when our mentee treat us as if we're disposable may be when they need us the most. Hang back, wait for an opening to talk, and respond.
- Caring is contagious: caring mentors help develop caring teens. Model caring in your interactions with your mentee and in your school community.

## WHAT A MENTOR AT SOUTH DIVISION LOOKS LIKE:

### By contrast, less effective mentors: Research has demonstrated

- Do not meet regularly with the mentee
- Adopt an authoritative tone
- Put more emphasis on changing the mentee's behavior than on developing a warm relationship based on trust and respect
- Try to transform the mentee by imposing a set of values inconsistent with the mentee's life circumstances.

## WHY HIGH SCHOOL MENTORS ARE IMPORTANT FOR OUR YOUTH:

### Research has demonstrated that social support, such as the mentor relationship, can positively impact:

- Social-emotional functioning
  - Social competence
  - Academic achievement
  - Motivation and attendance
  - School engagement/connectedness
  - Parent/teacher relationships
  - Communication skills
- School based mentor meetings often occur in the presence of peers. Peer interactions provide the mentor with valuable insights into the child's social skills and relationships as well as opportunities to scaffold the child's peer-related development. Additionally, when a child's peers observe him or her being valued and appreciated by a mentor, it may influence how those peers view the child. (DuBois et al., 2002).
- The results from several studies suggest that school based mentoring does provide youth with important benefits. In particular, two recent, large-scale studies have provided the field with rigorous evidence that the program works. These benefits are mostly in school performance, attitudes, behavior, and peer relationships. (DuBois et al., 2002).
- A meta-analysis of school-based social and emotional learning programs involving more than 270,000 students in grades k-12 revealed that students who participated in these programs improved in grades and standardized test scores by 11 percentile points compared to control groups (Durlak et al., 2011)
- Several hundred well-designed studies have documented the positive effects of social and emotional learning programming on students of diverse background, from preschool through high school, in urban, suburban, and rural settings (Greenberg, 2004)