

Mentoring Volunteers - Presentation

How would you define mentor?

- Collins Dictionary: an advisor or guide.
- The Macquarie Dictionary: a wise and trusted counsellor (from *Mentor*, friend of Odysseus and guardian of his household when he went to Troy).

How would you define mentoring?

Mentors provide expertise, practical experience and support to facilitate the personal and professional growth of mentees.

Mentors support by:

- their knowledge and understanding of:
 - legal requirements,
 - professional requirements
 - operating skills
 - networking and ongoing support structures;
- probably most importantly, helping the new person to fit in - be part of the team.

Who are the mentors?

- ICCOREIS
- Denomination
- Local church
- Local ministers' association
- Coordinators.

Who are the mentees?

- Regional Coordinators
- Parish Coordinators
- SRE teachers
- SRE volunteers
- Clergy.

Mentoring in SRE

Support with expertise in:

- lesson preparation and use of the curriculum
- skills in teaching
- skills in classroom management
- school requirements
- legal requirements
- networking, resources, training and in-service
- coordination.

Mentor training

- Legal requirements
- SRE structures and guidelines
- Interpersonal skills
- Negotiation skills
- Communication with schools and other denominations
- Dealing with difficulties

Mentoring Volunteers - Presentation

The SRE volunteer

- A volunteer SRE teacher can feel isolated.
- They work with a complex range of departments – their parishes, schools, other churches, Child Protection, DET etc
- There are legal requirements
- They are volunteers in a professional setting
- Everyone needs to know they are appreciated

What happens if volunteers are not supported?

- Leave
- Share dissatisfaction with others affecting further recruitment
- May leave poor image with school/students
- May affect self esteem, self confidence

Mentoring a new SRE teacher

- Work alongside a competent volunteer
- Observe a normal classroom teacher
- Offer tasks as they gain confidence
- Only allow to teach alone when confident and competent
- Drop in regularly
- Be available for questions
- Sharing meetings and encouragement days

Mentoring a new coordinator

- Work alongside retiring coordinator
- Work alongside another coordinator
- Give tasks as they gain confidence during year
- Regional coordinator support

Recommendations

- Mentor training
- Clergy training
- When thrown into 'deep end' still need orientation
- It would be helpful if coordinators did not have to teach

Mentoring Volunteers - Group Discussions

Brainstorm

Morning Session - What is a Mentor?

- Someone who travels with another person to answer questions; support that person as they learn
- Someone who nurtures
- Someone who is available; stay with them for the long haul
- Someone who is experienced
- Mentoring is for the long term - over a long period of time
- Coordinated approach to mentoring
- Ongoing and positive experience
- Mentors need training to mentor
- Someone who has a pastoral approach
- Match mentor with mentee to ensure compatibility
- Hands on role; example to others
- New clergy need mentoring and support
- Know school rules and pass on
- Need orientation or induction and explain the basics.

Afternoon Session - What is a Mentor?

- guide
- counsellor, friend, accountable, confidante, walking side by side, leading into
- role model
- guru
- assisting those who are developing
- Mentor looked after Odysseus' son in his absence
- caring role.

How would you define 'mentoring'?

- Close relationship developing; friend in the faith; having someone develop skill and engagement through working with you; ie 'walk with me'.
- Mentoring - up (reverse mentoring with people in authority); down; and peer or mutual mentoring.

Organisation: discussion re regional support people.

What happens if volunteers are not supported?

- burn out
- person 'runs'
- can go off with their own agenda
- difficult to negotiate issues.

Group 1

- Orientation session to bring new people together: housekeeping, school policies, DET requirements, child protection etc.
- Identify the level of expertise of the person you are mentoring.
- Develop rapport with the person.
- Arrange demonstration lessons for new people according to their level of competency.
- Don't presume what you expect them to know.
- Have mentee observe different/variety of presentations in the class by different people.
- Encourage attendance at training courses.
- Get together, meet over coffee, group meetings.
- Mentor keeps regular communication, eg phone calls, updates, visit to school.
- Provide opportunities to share experiences in classroom and ideas.
- Ongoing support depending on person.
- Mentor is a pastoral role.

Mentoring Volunteers - Group Discussions

Group 2

- Invite to come and see classes.
- Give background information, eg school rules, expectations.
- Invite to be a helper, to team teach and then allow to teach alone.
- Need a willingness to work as a team.
- Listening is important for both mentor and mentee.
- Offer five positive comments to one negative.
- Need communication, understanding, appreciation, encouragement.
- Build relationships.
- Give mentee a feedback form.

Group 3 - Finding a Mentor

- Skills and knowledge.
- Consider compatibility.
- Someone who can give guidance, but who is able to let their mentee develop their own ministry style.
- Wisdom of knowing when to step in and when to step back; support and accountability opportunities given to mentor.
- Be trustworthy and trust mentee (includes confidentiality, understanding); provide training.
- Able to support mentee spiritually.
- Able to lead by example (sharing current or past experiences); provide pathways.
- Flexibility.
- Be a good (perceptive) listener.

Group 4 - Identify the Selection Criteria of a Mentor

- Identify gifts and strengths of new person.
- Identify role expectations.
- Identify needs of a new person.
- Ensure resources available.
- Provide consistent contact - be available, mutually agreeable.
- Negotiate long/short term goals and strategies; flexibility, don't overload.
- Determining level of support needed.
- Open two-way communication.
- Determine the level of involvement wanted by new person.
- Positive feedback.
- Share a prayer and cuppa periodically.

Group 5 - Mentoring a New Volunteer

1. Relationship
 - Invitation - developing relationship
 - Clear communication
 - Accompanying till independently able
 - Team mates
 - Prayer
 - Meals
 - Network support: where to go, who to go to, linking people with people
1. Processes
 - Orientation
 - Training
 - Welcome
 - Initiation

Discussion Comments

You have a new volunteer. What process will you use?

How would you mentor a new recruit?

- Teacher - develop the relationship to the point where they are independently able; from 'mentoring down' to a 'peer mentoring/mutual relationship'
- Identify potential and gifts and limitations
- Point to available resources
- Negotiate short and long term goals and strategies
- Small chunks initially; not too much asked
- Different needs of people
- Two way conversation
- Positive feedback
- Mentor: take compatibility into consideration
- Allow to develop their own style
- When to step back and when to step in
- Spiritual support
- Share by example
- Perceptive listening
- Training, support, accountability.

Mentors:

- Possibility as a non-teaching role?
- A recognised role in teams?