



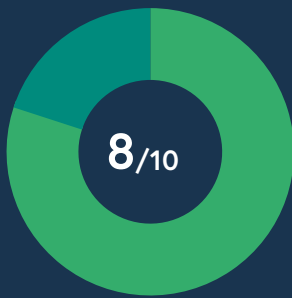
Peer Mentoring Programme

2022/23

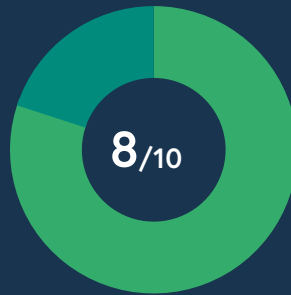


Key Insights

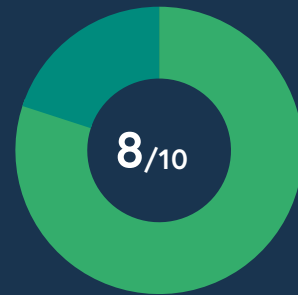
Y12 Mentors



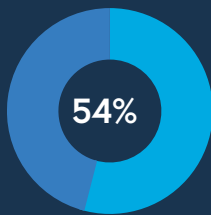
Average Programme Rating



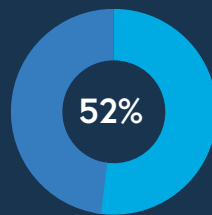
Strong relationships formed with Mentors



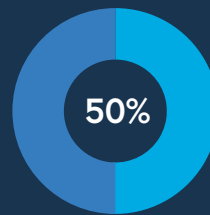
Perceived benefit of having a Mentor



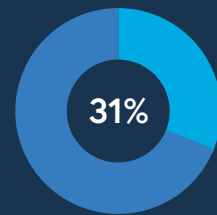
increase in supporting others



increase in determination to complete projects

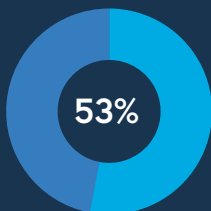


increase in speaking adaptively for listeners

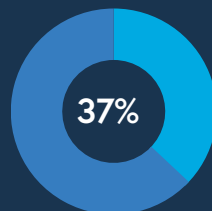


increase in understanding ideas taught to them

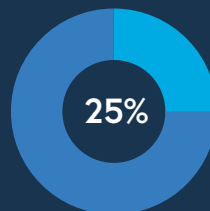
Y7 Mentees



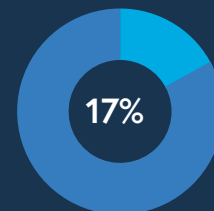
increase in ability to concentrate on long term projects



increase in confidence to speak clearly to strangers



increase in expectation to do well in school



increase in trying to help others

Context

Over the 2022/23 academic year, Oppidan Mentors provided training sessions to a group of Y12 Bobby Moore Academy pupils. The training took place over a series of workshops spread across two days. The workshops took place in two DRET school hubs. Following the training, each sixth-form mentor was paired with two Y7 mentees, with two-to-one peer mentoring sessions taking place throughout the Spring and Summer terms.

The program aims to foster reciprocal and supportive relationships between pupils from different year groups. These relationships aim to bridge the gap and overcome divisions that can exist in spaces where inter-year interaction is limited - building community and fostering positive relationships across year groups.

The initiative acknowledges the influential role that young people can have on each other within school environments. It seeks to leverage this influence to bring about positive changes in both the mentors and mentees.

Programme Aims

The project's primary objective is to facilitate meaningful conversations and communication between young people, enabling them to express themselves more effectively. This process aims to foster stronger bonds across year groups. Another important goal of the project is to provide pastoral leads with valuable insights. By closely studying the interactions between these groups through the peer mentoring relationships, the program aims to identify and address any existing issues.

For the Y12 pupils, the program aims to enhance their skills as they prepare for life beyond school. Simultaneously, for the Y7 pupils the program offers crucial pastoral support whilst increasing their confidence in their transition into secondary school.

An intended outcome of the program is an increased social and emotional awareness among pupils, leading to an improvement in the school community and more enjoyable experiences for all. The programme aims to endorse a certain type of leadership that focuses on and champions character, emotional support, a heightened awareness of others and the value of situational empathy.

Evaluation Methodology

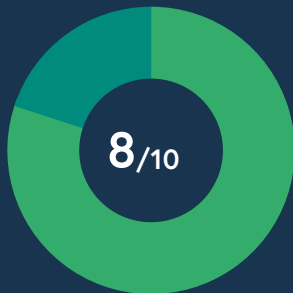
Captured longitudinally, the following data is taken from surveys sent to Y12 pupils at two-time points: before they completed their mentor training and upon completion of their peer mentoring sessions. For the Y7 mentees, the survey was completed before they began the programme and after their final mentoring session.

Survey data was collected using adaptations of the Basic Empathy Scale, the Harvard-Panorama Student Perception scale, the Skills Builder Framework, the Rosenberg Self-Esteem scale, MSLQ self-efficacy subscales, the Grit S Scale, as well as bespoke questions on independence, leadership, insight and reflection.

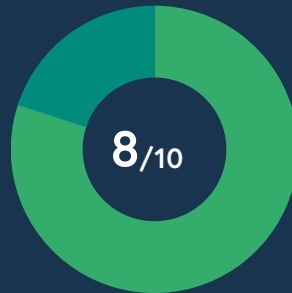
In order to harness student voice and gain deeper insights, qualitative focus groups were conducted, allowing for open-ended discussions and the exploration of individual experiences and perspectives.

The quantitative data collected through surveys has been combined with the rich qualitative feedback obtained from these focus groups, to form a mixed-method approach that puts student voice at the centre of impact analysis.

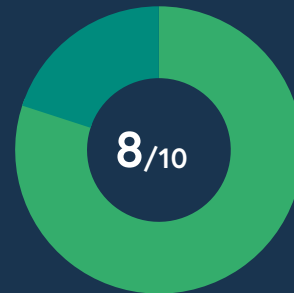
Y12 Mentors



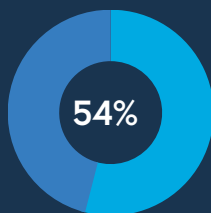
Average Programme Rating



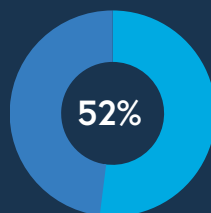
Strong relationships formed with Mentors



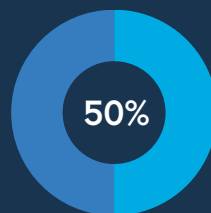
Perceived benefit of having a Mentor



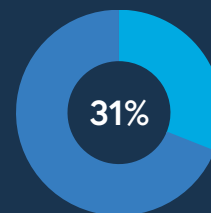
increase in supporting others



increase in determination to complete projects



increase in speaking adaptively for listeners



increase in understanding ideas taught to them

In the Y12 mentor data, notable improvements were observed in the areas of **resilience, communication, and self-efficacy**. Mentors participating in the program demonstrated significant growth in their resilience, developing the ability to bounce back from setbacks and maintain a strong work ethic. Additionally, the program facilitated an increase in mentors' self-efficacy, empowering them with a belief in their own capabilities and expectations of success. The mentors made remarkable progress in their **speaking and listening skills**, showing increased adaptability, engagement, and clarity in their **communication**. These notable improvements highlight the transformative effects of the mentoring program on mentors' personal growth and development.

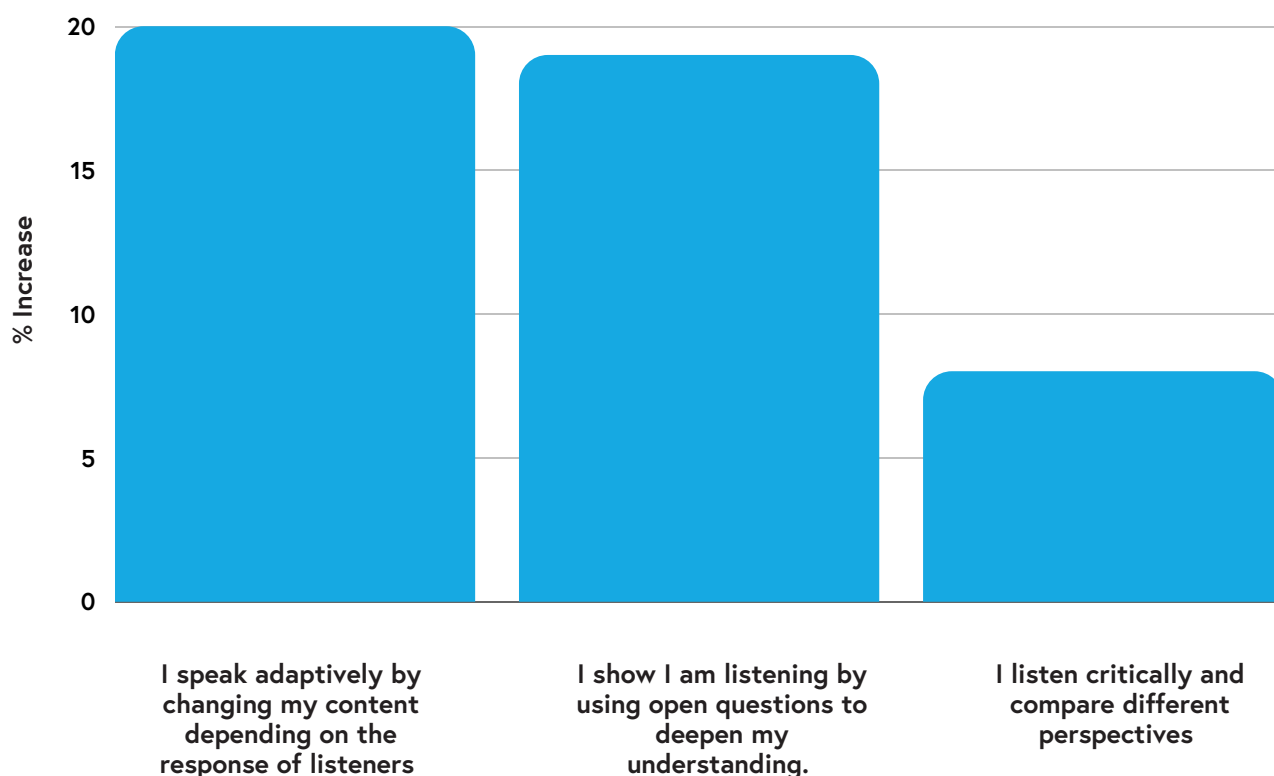
Y12 Communication

The evaluation has revealed significant improvements in mentors' communication skills. Analysis of the data indicates positive percentage increases across different aspects of speaking and listening ability.

Firstly, there is a significant 50% increase in mentors who reported speaking adaptively, adjusting their content based on listener responses. Mentors are exposed to diverse communication situations, fostering adaptability and flexibility in their speaking approaches.

Furthermore, the data revealed a 19% increase in older mentors' ability to employ open questions, contributing to a deeper understanding of the mentee's perspective. Studies have shown that open-ended questions promote active listening and facilitate a more comprehensive exploration of ideas – essential for connecting with a younger mentee.

The data also indicated a notable 8% improvement in the older mentors' skill to listen critically and compare different perspectives. This demonstrates their enhanced ability to analyse diverse viewpoints and consider alternative opinions. Mentoring environments foster the development of critical thinking skills, including the capacity to evaluate different perspectives. This increase in critical listening aligns with the overall improvement in listening skills observed among the mentors.

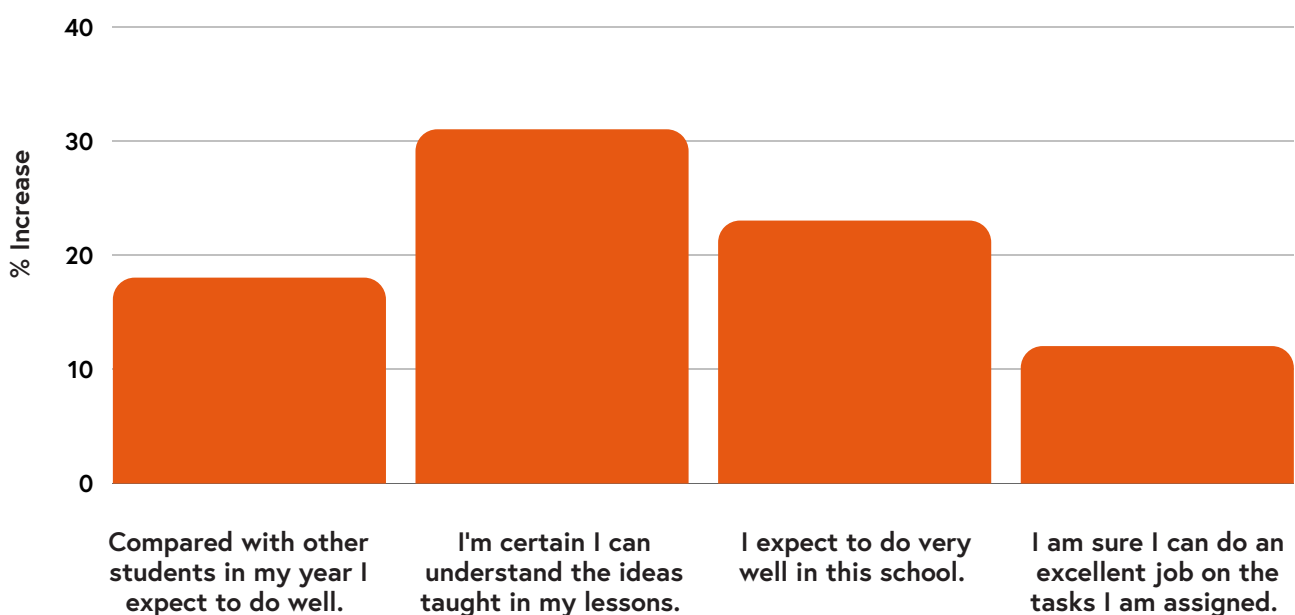


Y12 Self-Efficacy

Mentoring has been shown to significantly enhance self-efficacy in mentors, providing them with a sense of confidence and belief in their own capabilities. By taking on the role of a mentor and supporting younger peers, mentors are able to witness the positive impact they can have on others' lives. This firsthand experience of making a difference and contributing to the growth and success of their mentees fosters a greater belief in their own abilities. The act of guiding and assisting others in their learning journeys empowers mentors, strengthens their skills and knowledge, and cultivates a deep sense of self-assurance and competence. Mentoring provides mentors with the opportunity to see the tangible results of their efforts, leading to increased self-efficacy and a stronger belief in their potential to succeed.

There is an impressive 23% increase in mentors' expectations of success at school. As mentors engage in guiding and supporting their younger peers, they develop a stronger belief in their own capabilities and set higher standards for their academic achievements. Through their mentoring role, mentors gain a sense of responsibility and leadership, which enhances their confidence and self-perception.

Mentoring leads to a significant 31% increase in mentors' certainty of understanding lessons. By explaining concepts and providing guidance to their mentees, mentors reinforce their own comprehension of the subject matter. The act of teaching and supporting their mentees' academic challenges enhances mentors' grasp of the ideas taught in their lessons, resulting in a greater confidence in their own understanding.



This programme has been a great opportunity for me and I would love to continue mentoring my students for the rest of the year. It was a pleasure to get to know some of the year 7s as well build strong relationships with them. I hope to be able to do this again for a different year group or different students.

Y12 Mentor

It was a great way of developing my skills of listening and trying to understand others.

Y12 Mentor

It is a great programme because my Y7s felt like they had someone to talk to.

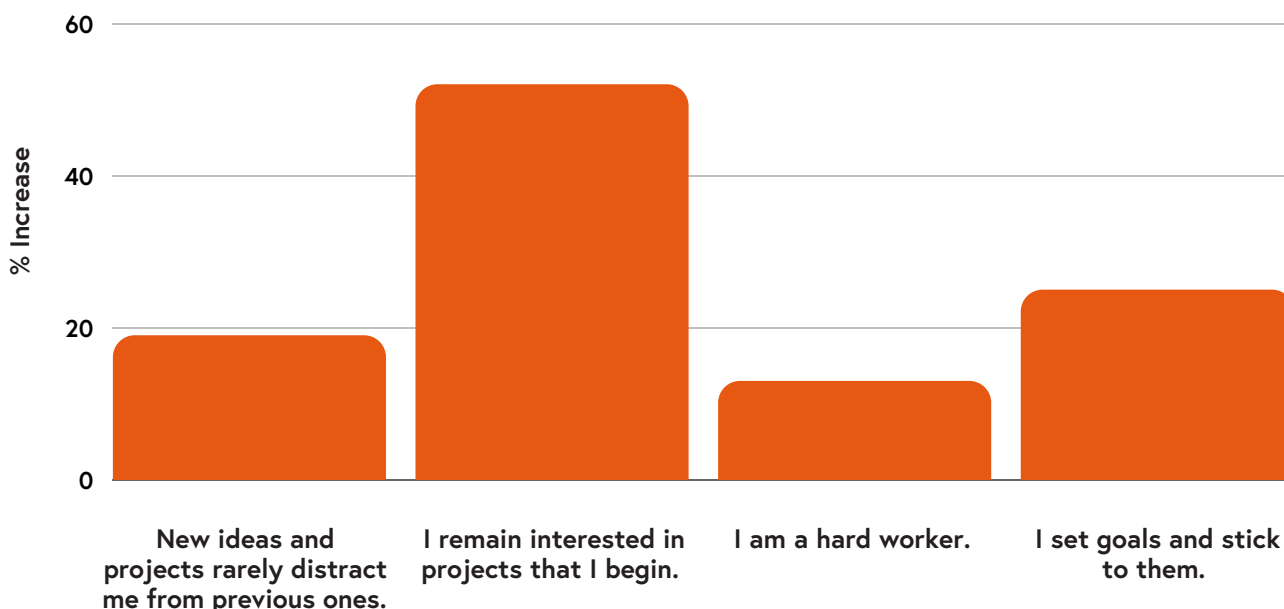
Y12 Mentor

Y12 Resilience

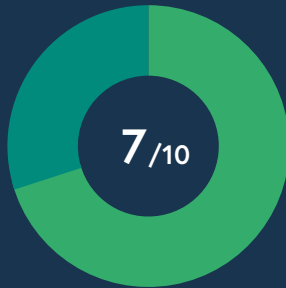
Mentoring serves as a catalyst for enhancing resilience skills among mentors, providing them with valuable experiences and opportunities for personal growth. As mentors engage in guiding and supporting their younger peers, they encounter various challenges and setbacks that require resilience and adaptability. The mentorship journey allows mentors to develop coping mechanisms, learn from adversity, and build a strong sense of perseverance. By navigating these obstacles alongside their mentees, mentors strengthen their own resilience, ultimately equipping them with valuable skills to overcome future challenges and thrive in their personal and academic pursuits.

Mentoring has also fostered a remarkable 52% increase in mentors' ability to maintain interest in ideas or projects. Through the process of mentoring, mentors are exposed to various concepts and projects, which stimulates their intellectual curiosity and engagement. This sustained interest is nurtured by the ongoing mentor-mentee interactions, as mentors witness the growth and development of their mentees, reinforcing their own enthusiasm and commitment.

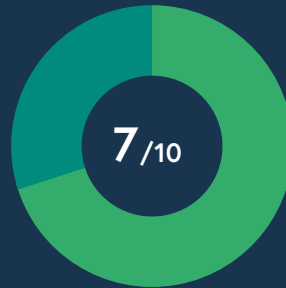
Mentoring also contributes to a 25% increase in mentors' ability to set goals and stick to them. Through their mentoring experiences, mentors engage in sustained and focused efforts to guide their mentees towards achieving goals that may span several months. This prolonged engagement enhances mentors' capacity to maintain their concentration and dedication to projects that require a longer-term commitment. This links to a 19% increase in mentors' inclination to stay focused on projects and ideas. Mentoring necessitates a sense of responsibility and follow-through, as mentors strive to provide consistent support and guidance to their mentees.



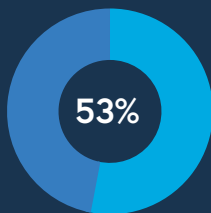
Y7 Mentees



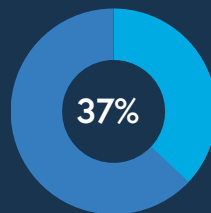
Average Programme Rating



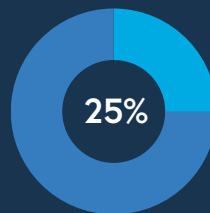
Perceived benefit of having a Mentor



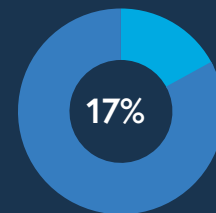
increase in ability to concentrate on long term projects



increase in confidence to speak clearly to strangers



increase in expectation to do well in school



increase in trying to help others

Post-mentoring results at Bobby Moore Academy revealed notable enhancements in mentees' resilience, communication, empathy, and pro-social behaviour. Mentoring fostered secure environments for mentees to refine their communication abilities, **empathise with others**, and develop a stronger sense of self. Reflective discussions and feedback contributed to increased resilience and informed decision-making in the face of challenges. Furthermore, mentoring instilled a belief in mentees' capabilities, empowering them to set and achieve goals with **determination**. Mentees actively embraced **pro-social behaviour**, making positive contributions to their communities. These outcomes align with existing research on the profound impact of mentoring on various aspects of personal and social growth.

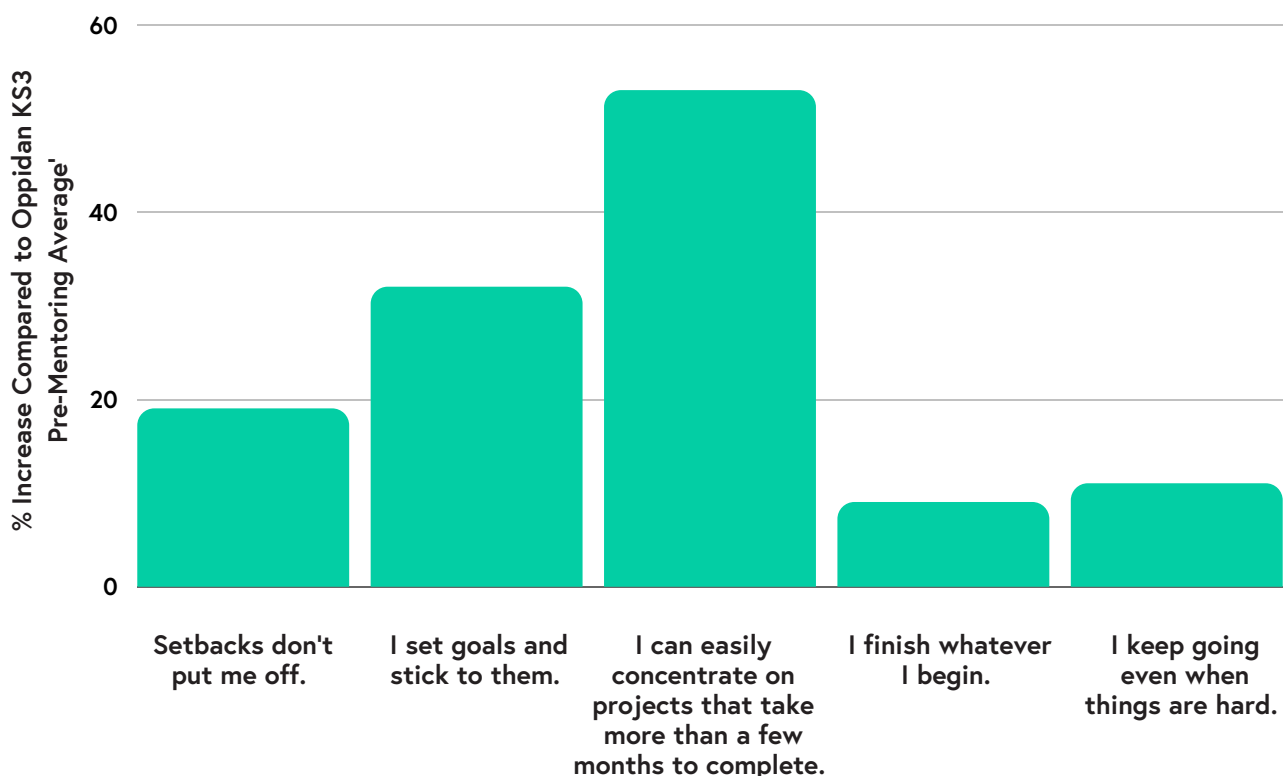
Y7 Resilience

This programme aims to improve mentees' resilience, as reflected in their ability to persevere, adapt, and maintain focus on their goals. The data provided indicates an increased capacity to remain committed, bounce back from setbacks, and demonstrate persistence.

Mentees reported a significant 53% increase in their ability to concentrate on long-term projects. Mentors can support mentees in developing sustained focus and persistence, crucial attributes for successfully completing complex and time-consuming projects.

There is a 32% increase in mentees who reported being able to set goals and stick to them. Mentoring can foster mentees' resilience by providing them with guidance and support to navigate distractions and stay committed to their goals. Mentees reported a 19% increase in their ability to bounce back from setbacks and not be discouraged. Mentoring can enhance mentees' resilience by offering them a safe space for reflection, encouragement, and problem-solving, which helps them develop coping strategies and a positive mindset in the face of challenges.

Through regular interactions, mentors can provide mentees with encouragement, feedback, and strategies to navigate setbacks and stay committed to their goals. Moreover, mentors can help mentees develop adaptive goal-setting skills, fostering flexibility and resilience in the face of changing circumstances.

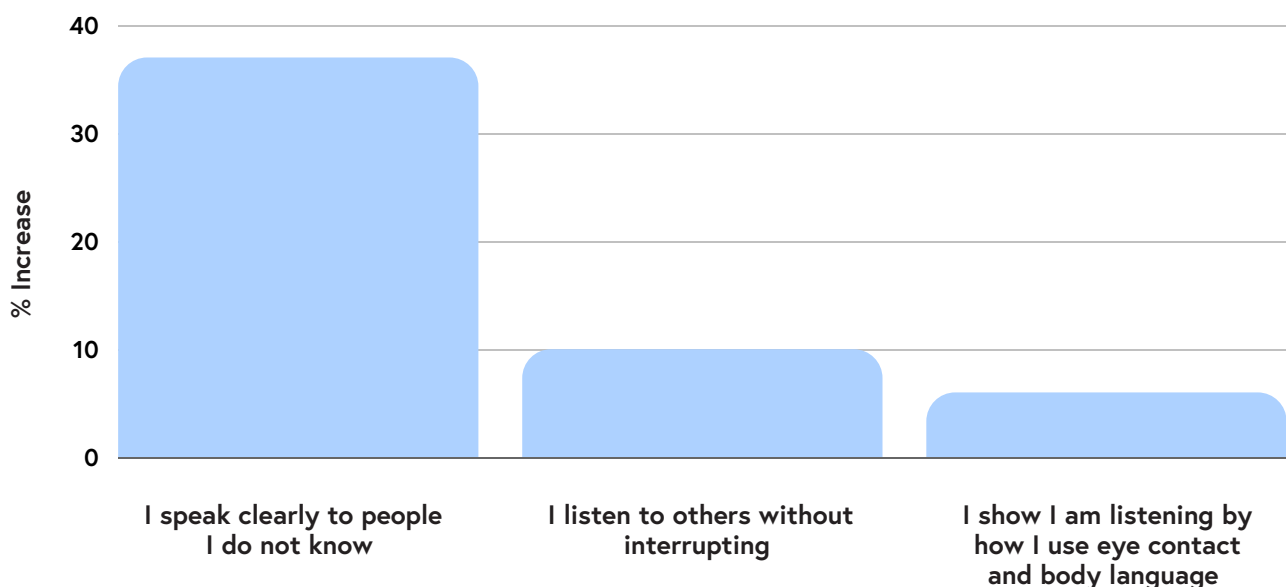


Y7 Communication

The Oppidan peer mentoring program aims to improve mentees' communication skills, specifically focusing on their ability to communicate clearly with others and engagingly listen. There is a 37% increase in mentees who reported speaking clearly to individuals they are unfamiliar with. Mentees are provided with opportunities for speaking practice, feedback, and guidance in articulating their thoughts and ideas effectively. Mentors can provide mentees with strategies to speak clearly and confidently, particularly to those they don't know. Confidence is vital for effective communication.

The data revealed a 10% increase in mentees' ability to listen to others without interrupting. Mentoring relationships create a safe space for the mentors to practice their listening behaviours. The mentees' candid responses and the guidance provided by program facilitators help mentors understand the importance of effective listening and encourage them to refine their techniques. This improvement in listening without interrupting can translate into better classroom behaviour and improved regulation. The use of eye contact and body language to display attentive listening showed a 6% improvement. Mentees can observe good practice from their mentors and mirror this in their own communication style.

Mentoring sessions offer mentees opportunities for informal conversations, allowing them to receive constructive feedback and refine their communication abilities. The ongoing mentor-mentee relationship fosters trust and rapport, creating an environment conducive to mentees taking risks and gradually building their confidence.



My experience has been good because I feel like it's good to talk to someone just to get your feeling and emotions out.

Y7 Mentee

It was very good because my mentor was giving me advice to help me in life.

Y7 Mentee

This was really good because I was able to understand my feelings better and my mentor gave me advice on how to focus on my work.

Y7 Mentee

It was a great opportunity to speak to someone that is not an adult yet and they can understand you.

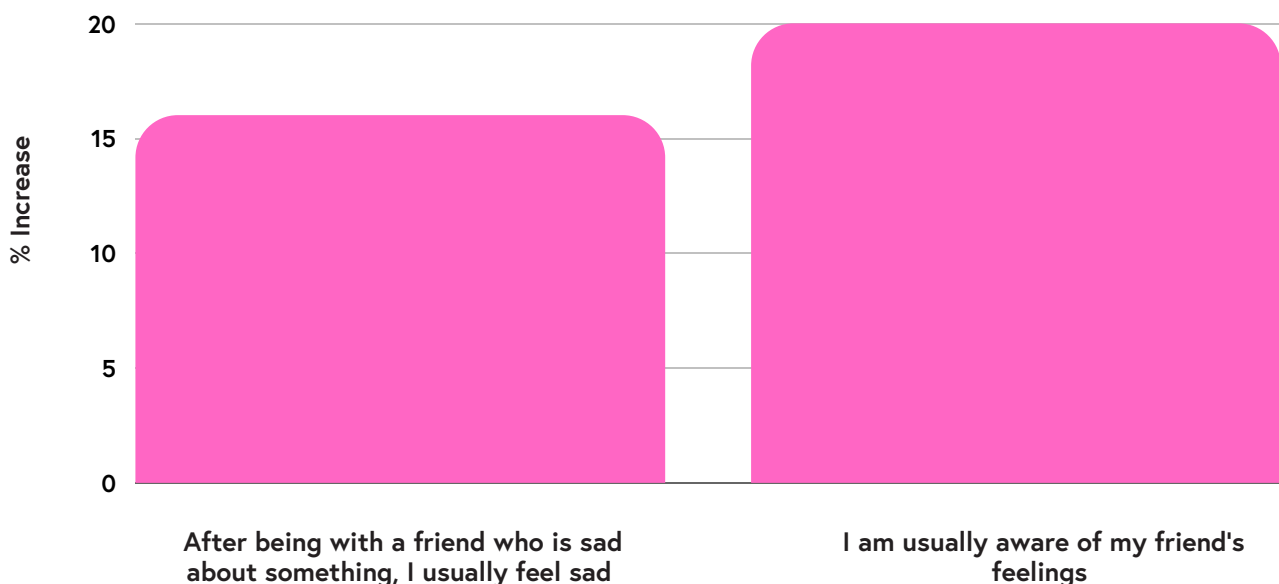
Y7 Mentee

Y7 Empathy

This programme has shown significant improvements in mentees' ability to empathise with others. There is a 20% increase in mentee's awareness of their friends' feelings. This increase suggests that mentoring fosters a heightened sense of emotional awareness and sensitivity towards others. Mentors serve as role models and guides, emphasising the importance of understanding and acknowledging the emotions of others. Through regular interactions and discussions with their mentors, mentees are encouraged to actively pay attention to and consider the feelings of their peers.

Additionally, there was a 16% increase in mentees reporting feeling sad after being with a friend who is sad about something. This increase in emotional mirroring indicates a growing capacity for empathetic resonance. Mentoring provides a supportive environment where mentees can openly express their emotions and receive validation and understanding from their mentors. Such validation helps mentees recognise and empathise with the emotional experiences of others, fostering a sense of shared emotions and connection.

The mentor-mentee relationship itself plays a vital role in enhancing empathy. Mentors provide mentees with a safe and trusting space to discuss and explore their own emotions. By engaging in meaningful conversations and reflection with their mentors, mentees can develop a deeper understanding of their own feelings, which in turn strengthens their ability to empathise with others. Mentors also offer guidance on perspective-taking, encouraging mentees to consider different viewpoints and understand the diverse range of emotions experienced by individuals.

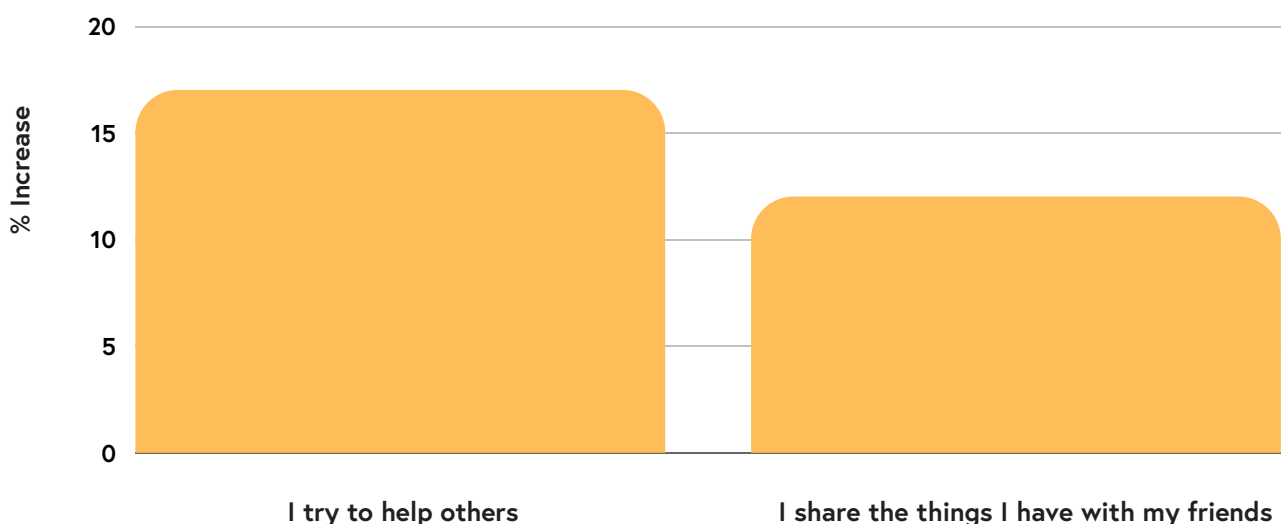


Y7 Pro-Social

The mentor-mentee relationship plays a crucial role in fostering pro-social behaviour. Mentors provide mentees with guidance and support, nurturing their understanding of the importance of kindness, compassion, and social responsibility. By sharing personal experiences and discussing real-life scenarios, mentors help mentees develop a broader perspective and a sense of social awareness. Mentors also encourage mentees to reflect on the impact of their actions on others, promoting a thoughtful and caring approach to interpersonal interactions.

There was a 23% increase in mentees who reported sharing the things they have with their friends. This increase indicates that mentoring relationships foster a sense of generosity and altruism in mentees. Mentors can emphasise the importance of sharing and caring for others, encouraging mentees to consider the needs and well-being of their friends. Additionally, the data shows an 11% increase in mentees reporting trying to help others. This increase suggests that mentoring relationships instil a sense of kindness and a desire to make a positive impact on others. Mentors can promote a pro-social mindset by highlighting the benefits of helping and supporting others in various contexts.

The increases observed in mentees' willingness to help others, share with friends, and spend time with lonely peers can be attributed to the presence of mentors who model pro-social behavior, provide guidance, and create a supportive space for mentees to practice compassion and empathy. Through their mentorship, mentors help mentees develop a sense of social responsibility, kindness, and a desire to make a positive impact on others, leading to increased pro-social behavior and the cultivation of a supportive and caring community.



Concluding Thoughts

Oppidan was delighted to work with Bobby Moore Academy. We would like to congratulate all mentors who took part in the training for their dedication, enthusiasm and hard work. We would also like to thank the teachers and members of staff involved for their continuous support.

The success of the programme lies in developing bonds between students across different years, thereby challenging a hierarchical status quo that can exist in school environments. The forging of mentor/mentee relationships aims to provide added support in the hope that year groups will bond and influence each other in positive ways. Looking at the data captured, there is a real strength to the project in terms of enabling greater open and honest conversation between young people, the content of which requires a developing set of skills (empathy – honesty – trust) to play out in the relationship.

The insights reflect the continuing role that mentoring plays in the context of school life and strengthening the sense of school community. The programme aims to better support the pupils through the development of empathetic and honest relationships.

Many thanks,

THE OPPIDAN TEAM

