



Malcolm Arnold
Academy

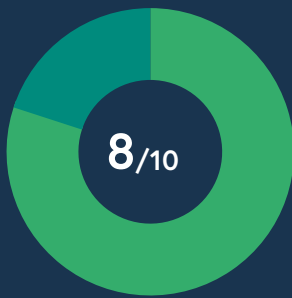
Peer Mentoring Programme

2022/23

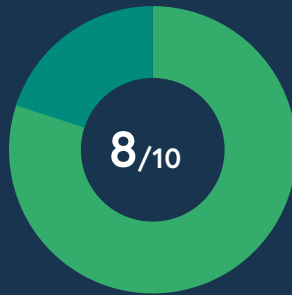


Key Insights

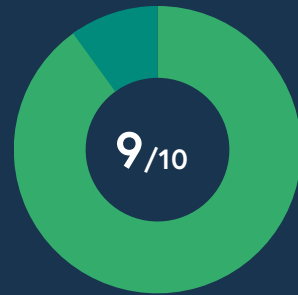
Y12 Mentors



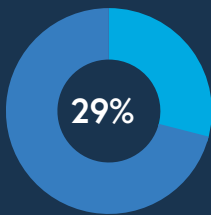
Average Programme Rating



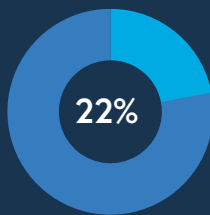
Strong relationships formed with Mentors



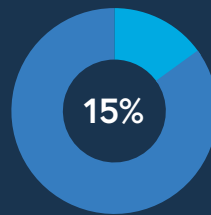
Perceived benefit of having a Mentor



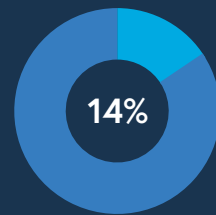
increase in awareness of friend's feelings



increase in feeling they matter to others at school

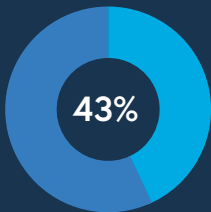


increase in speaking to people they do not know

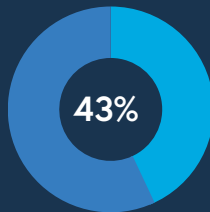


increase in ability to manage disagreements

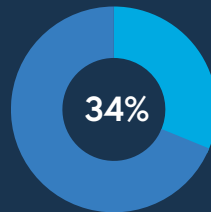
Y7 Mentees



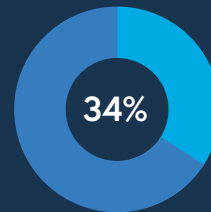
increase in understanding why they have behaved in a certain way



increase in knowing why they feel the way they do



increase in speaking clearly to people they do not know



increase in concentrating on long term projects

Context

Over the 2022/23 academic year, Oppidan Mentors provided training sessions to a group of Y12 Malcolm Arnold 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

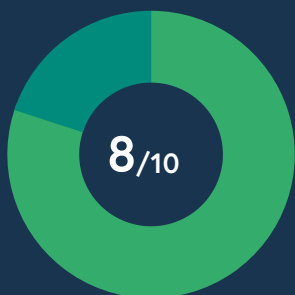
Captured longitudinally, the following data is taken from surveys sent to Y12 pupils at two-time points: before they completed their mentor training and upon completion of their peer mentoring sessions. For the Y7 mentees, the survey was completed before they began the programme and after their final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

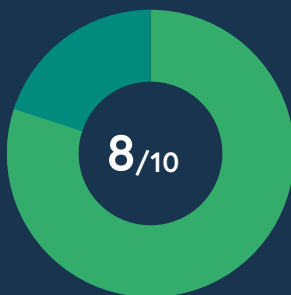
In order to harness student voice and gain deeper insights, qualitative focus groups were conducted, allowing for open-ended discussions and the exploration of individual experiences and perspectives.

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.

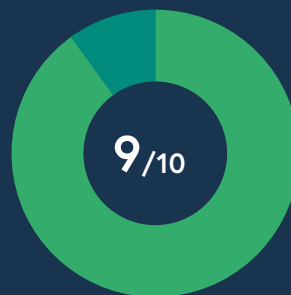
Y12 Mentors



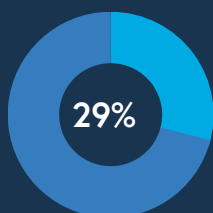
Average Programme Rating



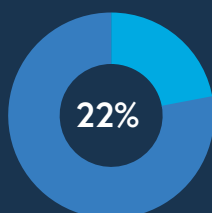
Strong relationships formed with Mentors



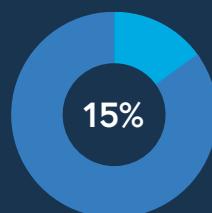
Perceived benefit of having a Mentor



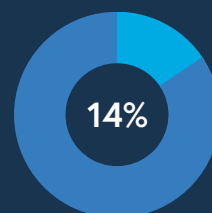
increase in awareness of friend's feelings



increase in feeling they matter to others at school



increase in speaking to people they do not know



increase in ability to manage disagreements

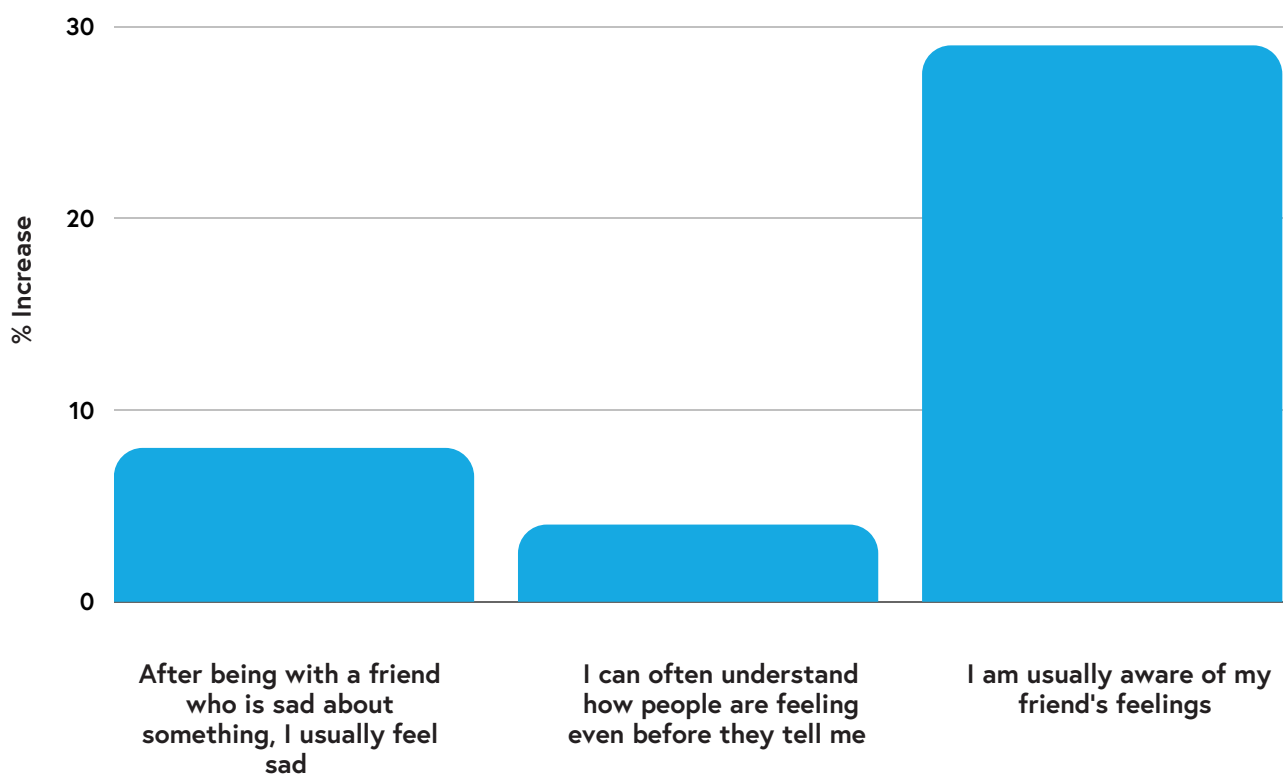
In the Y12 mentor data, notable improvements were observed in the areas of **empathy, community, communication, and self-efficacy**. The program facilitated an increase in mentors' self-efficacy, empowering them with a belief in their own capabilities and expectations of success. The mentors made remarkable progress in their **speaking and listening skills**, showing increased adaptability, engagement, and clarity in their **communication**. Mentors participating in the program demonstrated significant growth in their **ability to empathise**, gaining a clearer understanding of thoughts, behaviours, and emotions of others. These notable improvements highlight the transformative effects of the mentoring program on mentors' personal growth and development.

Y12 Empathy

The data highlights a remarkable increase in empathy among the older mentors participating in the peer mentoring program. Firstly, there was an 8% rise in the percentage of mentors reporting feeling sad after being with a friend who is sad about something. This increase demonstrates their heightened ability to connect with and share the emotions of others, showcasing a greater empathetic response.

Furthermore, the data reveals a 4% increase in mentors' capacity to understand how people are feeling even before they are explicitly told. This growth indicates a heightened level of emotional intuition and sensitivity among the mentors, allowing them to perceive and grasp the emotions of others more readily.

These findings demonstrate the effectiveness of the peer mentoring program in cultivating empathy among older mentors. Through regular interactions with their mentees, mentors gain exposure to diverse emotional experiences, fostering an environment that encourages active listening, perspective-taking, and emotional support. Ultimately, the growth in empathy witnessed among the mentors underscores the positive impact of the peer mentoring program on their ability to connect, empathise, and support their peers in times of emotional need.

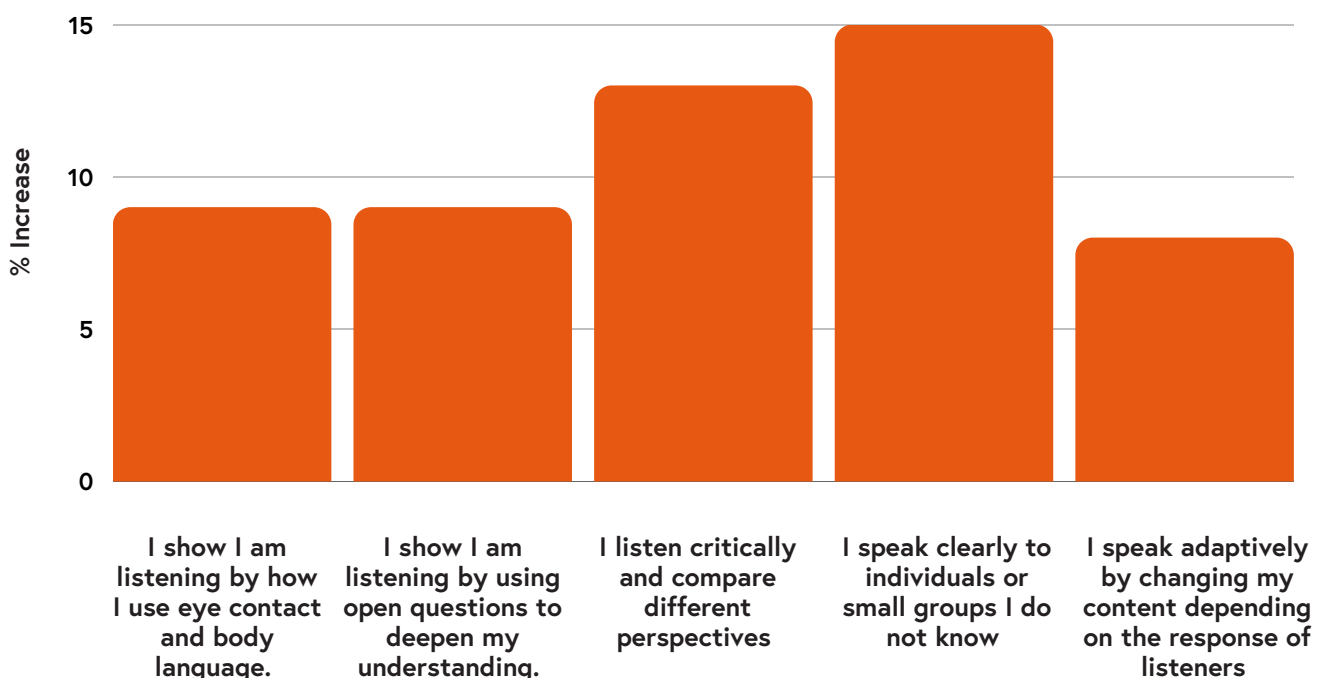


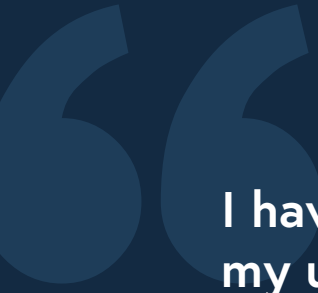
Y12 Communication

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 commendable 15% increase in mentors who reported speaking clearly to individuals or small groups they do not know, highlighting the program's effectiveness in enhancing articulation and communication. Research emphasises that mentoring relationships provide mentors with opportunities to practice and refine their speaking skills, leading to improved clarity in communication. The data also indicated a notable 13% 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.

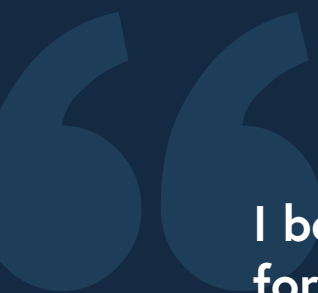
Furthermore, the data revealed a 8% increase in older mentors' ability to employ open questions, contributing to a deeper understanding of the mentee's perspective. Studies have shown that open-ended questions promote active listening and facilitate a more comprehensive exploration of ideas – essential for connecting with a younger mentee. There is an 8% 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.





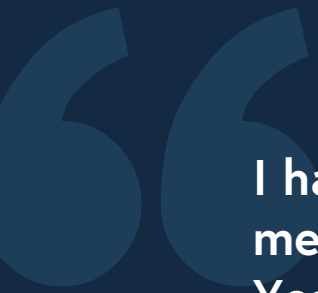
I have really enjoyed the program as it has opened my understanding of the need for having someone you can confide in when in need of help and advice. I think everyone should have the chance to take part as it has lots of benefits, I also believe that if I had the opportunity to take part in this program when I was in Year 7, my attitude towards school would have been different.

Y12 Mentor



I believe this experience has been incredibly helpful for me being able to develop and intensify my leadership and communication skills.

Y12 Mentor



I have developed a great understanding with my mentees and I believe this friendship will last in Year 8 too. Mentoring has been a great opportunity but it has some challenges as well and I now have some valuable experience in which I can develop my skills.

Y12 Mentor

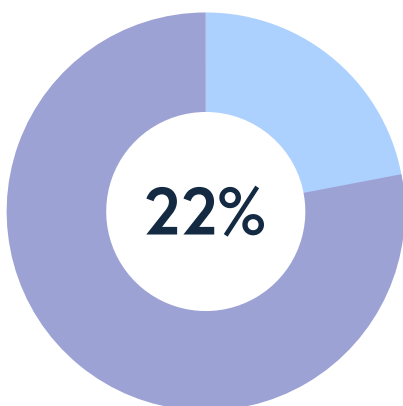
Y12 Community

The program aims to foster a sense of belonging and significance among mentors, as indicated by their perception of how much they matter to others at the school and their overall sense of belonging. The data collected highlights notable positive changes in mentors' perception of the school community resulting from their involvement in the peer mentoring program.

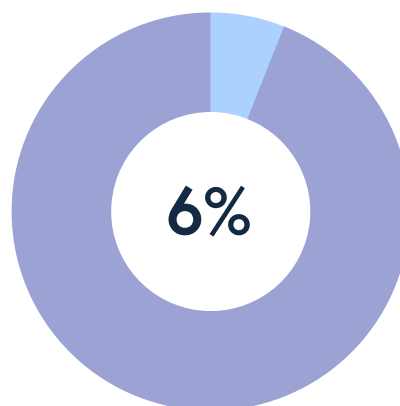
The data shows a significant 22% increase in mentors who reported feeling that they matter a tremendous amount to others at their school. This finding suggests that the peer mentoring program has positively influenced mentors' perception of their importance and value within the school community. Research indicates that a sense of mattering to others contributes to students' overall well-being and academic engagement.

There is a noteworthy 6% increase in mentors who reported feeling that they completely belong at their school. This finding indicates that the program has contributed to enhancing mentors' sense of belonging within the school community. Academic research by Osterman (2000) emphasises the importance of a strong sense of belonging for students' social and emotional development, as well as their academic success.

Research highlights the positive association between a positive school climate, students' sense of belonging, and their academic achievement. These outcomes highlight Oppidan's commitment to creating a supportive and nurturing school community, where mentors and mentees alike feel valued and connected.



How much do you matter to others at your school?



Overall, how much do you feel you belong at your school?

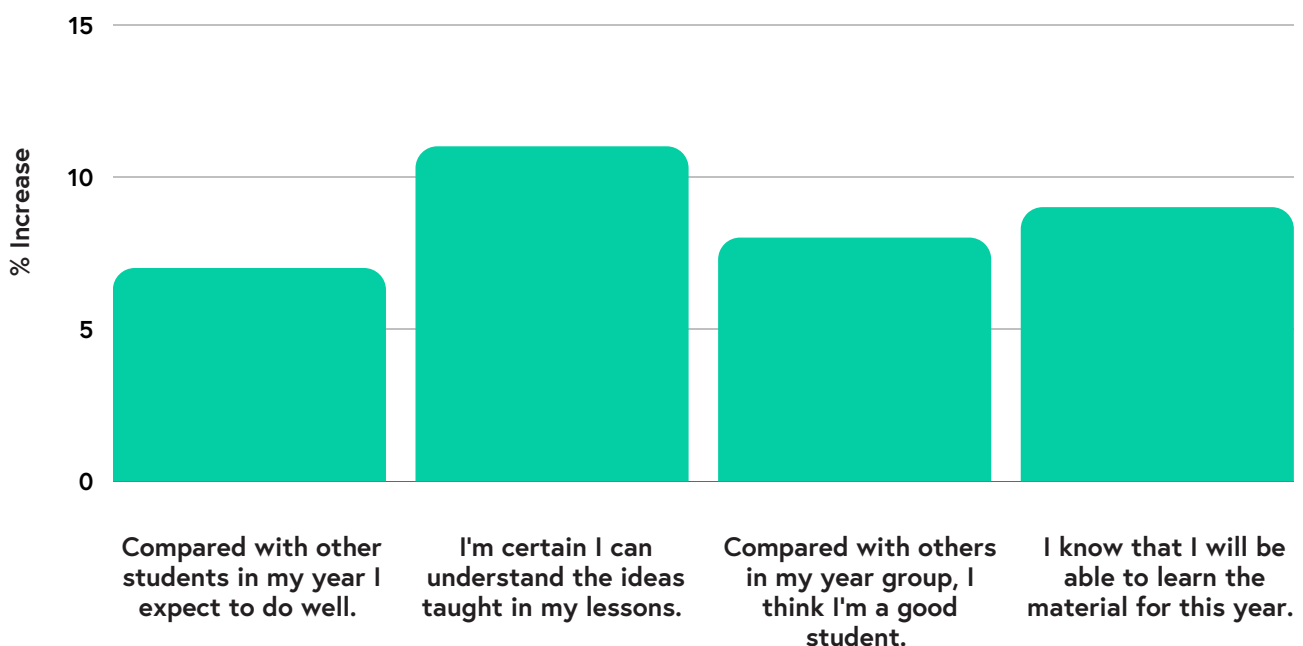
% Increase

Y12 Self Efficacy

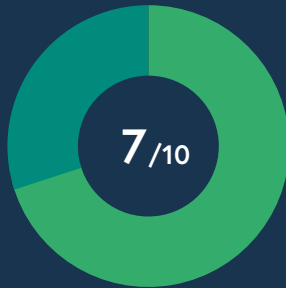
Mentoring has been shown to significantly enhance self-efficacy in mentors, providing them with a sense of confidence and belief in their own capabilities. By taking on the role of a mentor and supporting younger peers, mentors are able to witness the positive impact they can have on others' lives. This 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 leads to an 11% 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. It is noteworthy that mentors experience a 7% increase in their expectation of succeeding in the school, and 8% increase in belief that they are a good student.

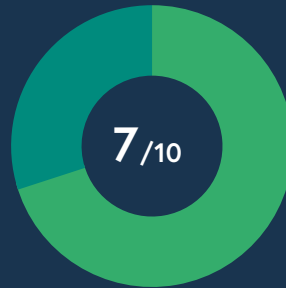
Overall, mentoring younger peers serves as a catalyst for personal growth and leadership development among mentors. These experiences contribute to increased self-efficacy as mentors gain confidence in their abilities, deepen their understanding of academic content, recognise their skills and knowledge compared to their peers, and develop a strong belief in their own academic success.



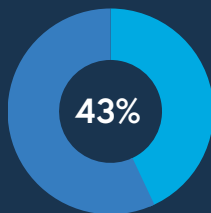
Y7 Mentees



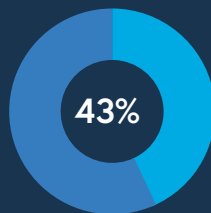
Average Programme Rating



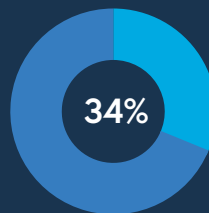
Perceived benefit of having a Mentor



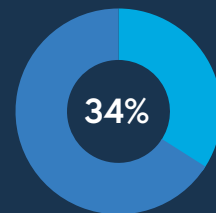
increase in understanding why they have behaved in a certain way



increase in knowing why they feel the way they do



increase in speaking clearly to people they do not know



increase in concentrating on long term projects

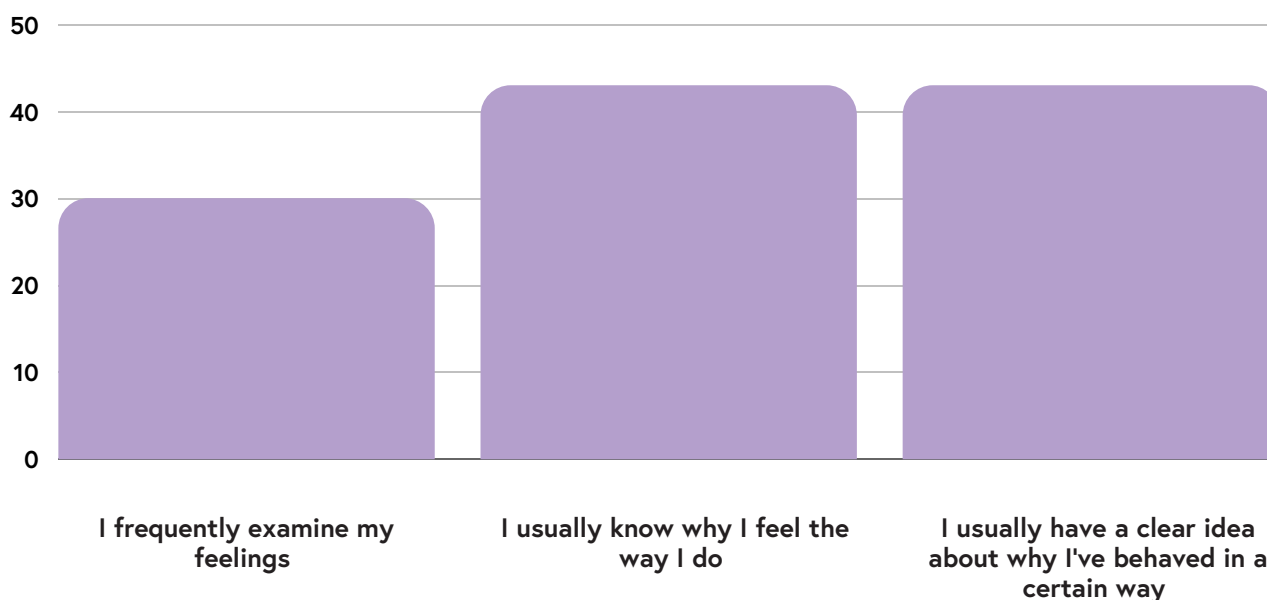
Post-mentoring results at Malcolm Arnold Academy revealed notable enhancements in mentees' self-awareness, self-esteem, empathy, and resilience. Mentoring fostered secure environments for mentees to **empathise with others**, and develop a stronger sense of self. Reflective discussions and feedback contributed 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**. These outcomes align with existing research on the profound impact of mentoring on various aspects of personal and social growth.

Y7 Self-Awareness

This programme has had a significant impact on improving mentees' self-awareness, as demonstrated by the data provided.

There is a noteworthy 43% increase in mentees having a clear idea about why they have behaved in a certain way. This increase suggests that mentoring fosters self-reflection and encourages mentees to examine their actions and motivations. Mentors provide a supportive space for mentees to discuss their behaviours, guiding them towards identifying underlying reasons for their actions. Through these discussions, mentees gain insight into their own behaviours and develop a greater understanding of their own motivations and intentions. Additionally, there is a 43% increase in mentees knowing why they feel the way they do. This increase suggests that mentoring relationships assist mentees in developing emotional literacy and insight into their emotional states. Mentors can provide mentees with frameworks and strategies to identify and understand their emotions. There is a significant 30% increase in mentees frequently examining their feelings. This increase in introspection indicates that mentoring relationships provide mentees with the tools and encouragement to explore their emotional landscape. Mentors can facilitate discussions about emotions, helping mentees identify and articulate their feelings.

The mentor-mentee relationship plays a crucial role in promoting self-awareness. Mentors serve as trusted guides and sounding boards, encouraging mentees to explore their thoughts, feelings, and behaviours. Through open and honest conversations, mentors can challenge mentees' assumptions, provide alternative perspectives, and offer constructive feedback, which helps mentees gain a clearer understanding of themselves.

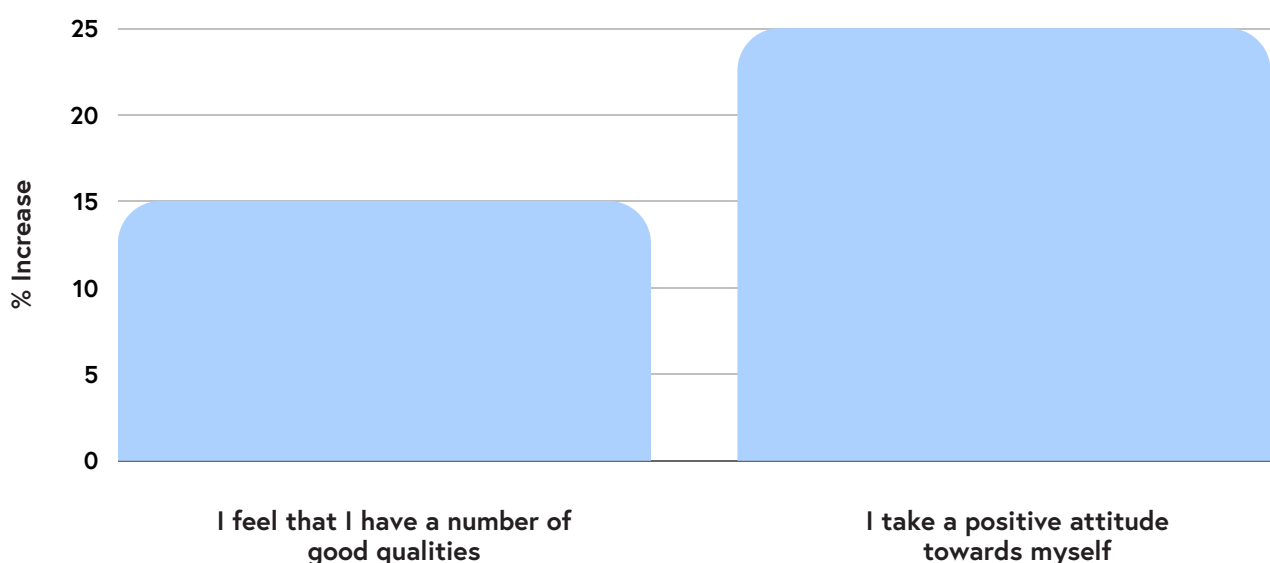



Y7 Self-Esteem

This mentoring program has demonstrated significant positive impacts on mentees' self-esteem, as evident from the data. There is a 15% increase in mentees who reported feeling that they possess a number of good qualities. This increase can be attributed to the support and encouragement provided by mentors. Mentors play a pivotal role in highlighting mentees' strengths and positive attributes, helping them recognise their potential and value as individuals. Regular feedback and constructive praise from mentors can foster a sense of self-worth and confidence in mentees, empowering them to embrace their unique qualities and contributions.

Furthermore, the data shows an impressive 22% increase in mentees who expressed taking a positive attitude towards themselves. This boost in self-affirming thoughts can be attributed to the nurturing environment that mentoring creates. Having a mentor who listens, understands, and provides non-judgmental support allows mentees to develop a more positive self-perception. As mentors offer validation and belief in their mentees' capabilities, the mentees become more adept at recognising their achievements and progress, leading to increased self-assurance and a positive self-image.

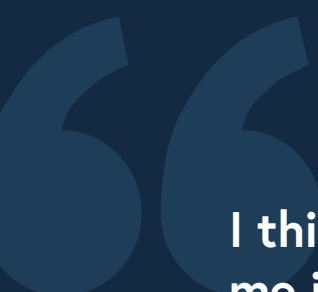
Mentoring proves to be highly beneficial for self-esteem because it offers young students a supportive and trusting relationship with an experienced and caring older person. Mentors act as role models, demonstrating acceptance, empathy, and genuine interest in the mentees' well-being. Moreover, the mentorship process often involves setting achievable goals and celebrating small successes, reinforcing a mentee's confidence in their abilities.





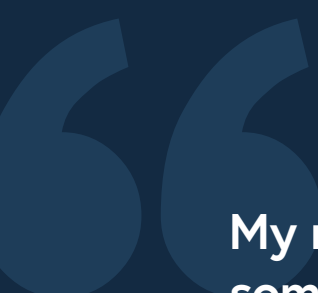
Having an older member of the school teach right and wrong, and how to stay on task, has helped me lots.

Y7 Mentee



I think that it's been a great project, it has help helped me in my rough patches with people, educated me to take better control with my emotions and feelings.

Y7 Mentee



My mentor has helped me so much, he's taught me some great lessons and was able to relate to me and I was able to get along with him really well.

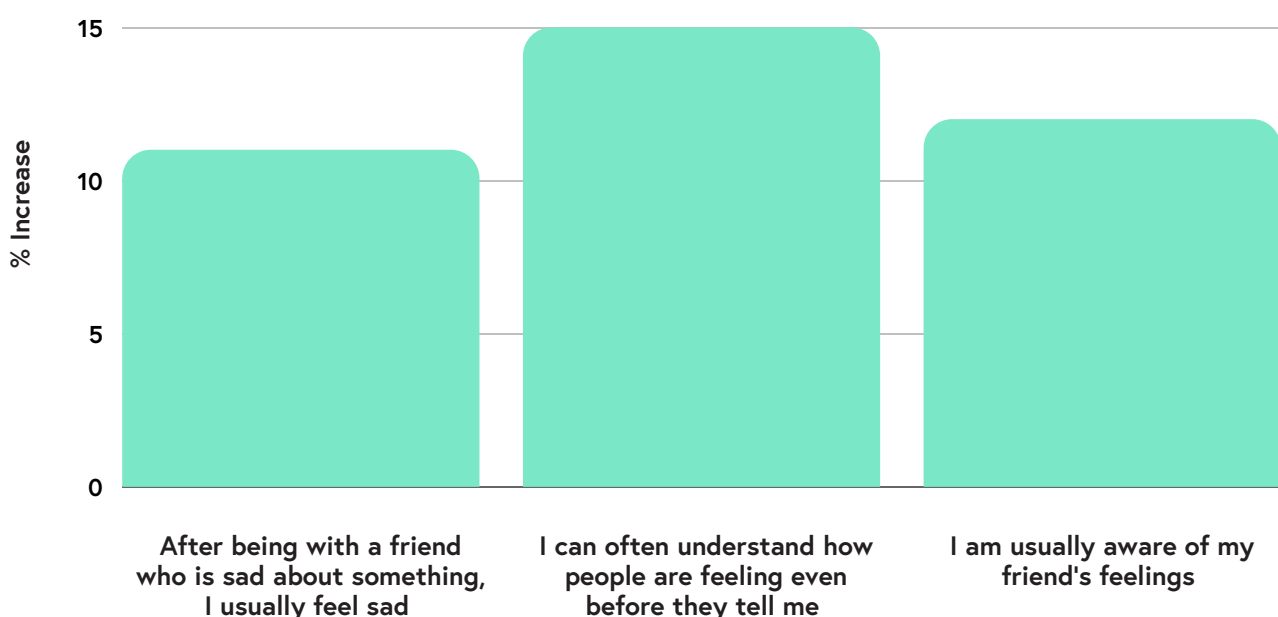
Y7 Mentee

Y7 Empathy

This programme has shown significant improvements in mentees' ability to empathise with others. There is a notable 15% increase in mentees being able to understand how people are feeling even before they are told. Mentoring relationships offer mentees the opportunity to observe and learn - mentors can model and demonstrate empathy in their interactions, helping mentees develop the ability to recognise and interpret nonverbal cues, body language, and other subtle indicators of emotions. This exposure to empathetic communication encourages mentees to become more perceptive and attuned to the emotional states of others.

There is a 12% 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. Additionally, there was a 11% 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.

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.



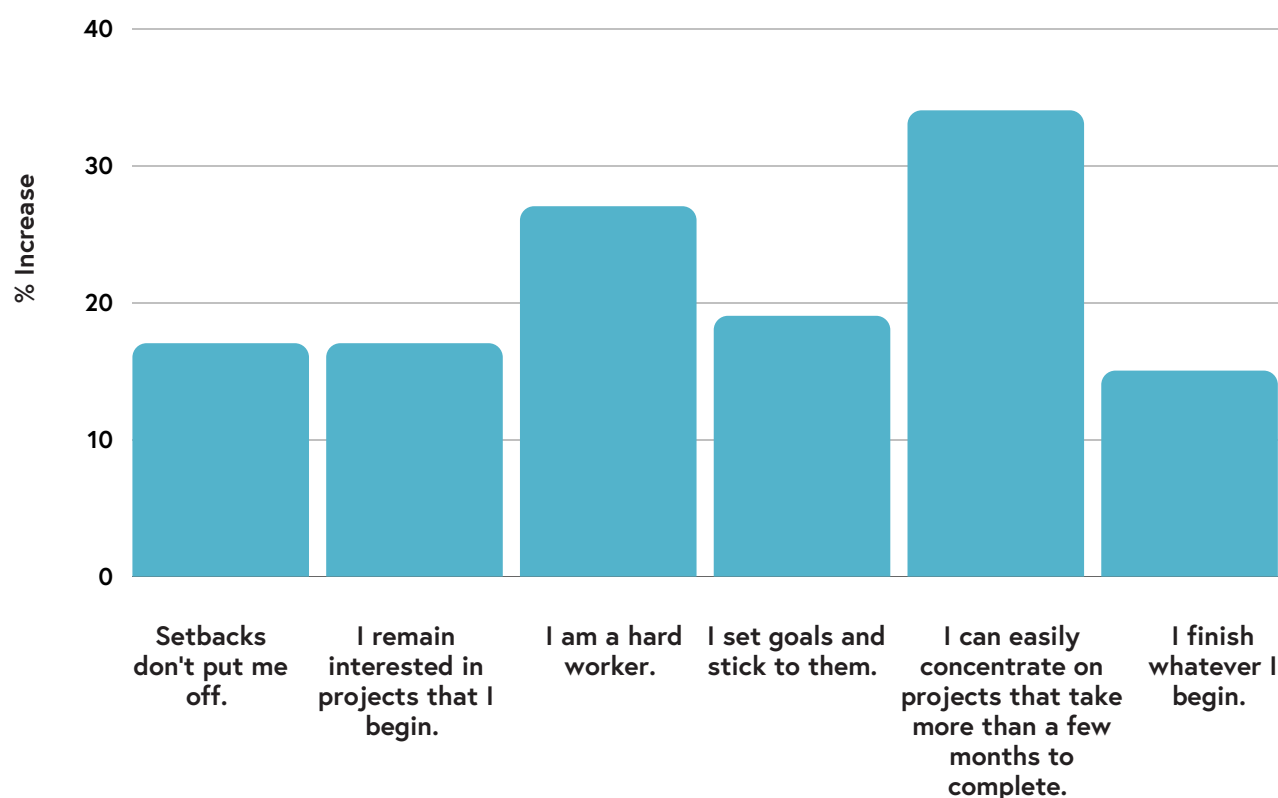
Y7 Resilience

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.

There is an 34% increase in mentees who reported being able to remain focused on long term projects. Mentoring can foster mentees' resilience by providing them with guidance and support to navigate distractions and stay committed to their goals. Mentees reported a 17% 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.

The data indicates a 27% increase in mentees who perceive themselves as hard workers. Strong role models can play a vital role in instilling a strong work ethic and perseverance in mentees, leading to increased resilience and a commitment to putting effort into their tasks.

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.



Concluding Thoughts

Oppidan was delighted to work with Malcolm Arnold 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

