LONG LEARN *ACTIVE* LEARNING MATERIALS

FOR CONTINUING PROFESSIONAL AND PERSONAL DEVELOPMENT IN

LOCAL AND REGIONAL GOVERNMENT

LOCAL LEARNING PROVIDERS

AND

EVERYONE AND EVERY ORGANISATION WITH AN INTEREST IN CREATING STABLE, VIBRANT AND PROSPEROUS LEARNING CITIES, TOWNS AND REGIONS

Chapter 7 Session 7.5:

Supporting people: Mentoring in the learning city

'the possibility that volunteers, friends, family and members of the community can all be mentors makes us all into potential teachers now, especially at the community level, and this poses interesting questions about how the talents, knowledge, experiences, skills and empathy inherent in any community can be mobilized for the good of all'
From 'Learning Cities. Learning Regions, Learning Communities – Lifelong Learning and Local Government' (Norman Longworth)

LONG LEARN LIMITED – HELPING TO SHAPE A LEARNING FUTURE

Chapter 7 Session 7.5:

Supporting people: Mentoring in the learning city

Session outline: As has happened in companies in the past, many municipalities are now beginning to realise the benefits to be gained from mentoring programmes, whether they be in the community, in schools, in universities or in adult education. This session therefore provides an introduction to mentoring in its various guises and, through a series of assignments and exercises, provides learners with insighyts into the issues involved. It also invites them to assess their own contribution and devise their own programmes within their own cities and regions.

Guidelines for using this Active Learning session

Goals
The creation of learning cities and regions is in all our interests. It promotes social stability, encourages wealth creation, and enables citizens to fulfil their potential, their dreams and their ambitions. It is a survival strategy for our future, and that of our children and grandchildren. But it won't happen unless all of us play our part in making it so. It won't be a simple transition process, to be put into practice by someone else in the local authority. That means that we all, especially local government managers, professionals and staff, need to know and understand more about what it is, why it's important and what the major issues and opportunities are. There are many of them. These sessions have been written to enable each of us to increase our understanding and knowledge of those issues and opportunities. Each one, and there are 57 of them, takes a different theme and offers the learner new insights.

Learning approach
This is an Active Learning session. Lifelong Learning has taught us that people learn best when they are actively involved in the learning. We have therefore given the ownership of the learning over to you, the learner. As well as presenting new concepts in the assignments and exercises, , we draw upon your experience, creativity, imagination and knowledge so that you can better understand the subject matter, and will be better able and more motivated to act upon it. You may, or may not, have a learning leader to help organise the groups, and to bring several learners together into discussion groups and sessions. That will certainly make it easier. We all have different learning styles – but we can also all learn from each other. That is why this session, like all the others, recommends a mixture of individual, small group and large group work, so that ideas and experiences and understandings can be bounced around people. Above all you are urged to make this an enjoyable experience. Learning can be fun. It's up to you to make it so.

Learning Organisation
You will find that the session is divided into 2 main parts

- ✓ **The Learning Space:** A set of assignments that will unlock the brain and involve learners in practical discussions and exercises leading to a greater understanding of the issue

- ✓ **The Learning Kitbag**: A set of source learning materials that provide additional information, charts, diagrams, case studies etc to stimulate further insights.

While each session could be used individually as a self-learning module, it is preferable if there is a learning leader to organise small and large group discussions and to act as a focal point. This can be a departmental manager, a staff member appointed to perform that task, or a professional educator from inside or outside of the organisation. Assignments may be studied on site, or set as preparation for group discussions in the workplace or at a learning provider.

The whole course can be incorporated into a continuous professional development programme in the workplace, or taught separately at a school, college, community centre or university. It takes its provenance, and its inspiration, from the book:

Learners taking the course are recommended to obtain this book either from Amazon.com or from the publishers at
http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth

Target Audiences

The session will be suitable for those who wish to improve their understanding of the session title's theme, in order to help influence the city, town or region's response to the realities of the 21st century. This includes:

- Elected representatives and Mayoral staff
- Managers, Professionals and staff from all departments in local government as part of a continuous development programme
- Community and Voluntary organisation leaders
- Educators at all levels in local and regional stakeholder organisations, including schools, universities, colleges and workplaces
- Industrialists and Business people as stakeholders in the local authority
- All Citizens with an interest in the development of their community
- Students in universities, adult education institutions and teacher training establishments

Further Reading

Learning Leaders wishing to update themselves on the subject matter of this module will find the following additional references useful.

- 'Lifelong Learning in Action – Transforming 21st century Education' by Longworth, (Taylor and Francis, Abingdon) http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth

- 'The Local and Regional Dimension of Lifelong Learning ' EC Policy Document found on http://europa.eu.int/comm/education/poledu/tels.pdf

Ideas for treatment particular to this session: *For seminars and courses with several participants* **it is suggested that assignments 1 to 5 are completed as an exercise for individuals with the answers and observations debated in open session afterwards, facilitated by a learning leader. All other assignments should be completed in small groups of 2 or 3 people again with the results discussed after completion. The last assignment should provide the feedback that will enable you to improve the session next time round.**

For *self-learning individuals* **all assignments will be individual efforts but try to find someone with whom you can discuss your answers and opinions either by email or face to face. In this way you can enrich the learning experience by experiencing other viewpoints**.

The Learning Space

Assignment 0: These learning materials derive from, and extend, the concepts and ideas in 'Learning Cities, Learning Regions, Learning Communities.' Reading pages 160 to 163 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

Assignment 1: Let's look at the what question. What do you understand by the term 'mentoring'

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Assignment 2: And now the who. Who might be a mentor in your city or region?

Assignment 3: And where**.** List a few places and circumstances where mentoring can take place in your city or region say who is mentored and who mentors

1	
2	
3	
4	
5	
6	
7	

Assignment 4: And Where might people be who need to be mentored

Assignment 5: What sort of attributes would you say make a good mentor.

Assignment 6: Discuss your answers to the above assignments with others and consolidate your observations.

Assignment 7: Have a look at the case studies on Actionsheets 1A and B in the learning kitbag below. Give your opinion on the following.

A: What do you think was the main purpose of the Finnish mentoring prgramme?

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B: Who would be the equivalent organisations in your own city or region?

C: What are the advantages for the mentor?

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D: What are the advantages for the mentee?

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E: Why was the Southampton project started? What problems was it meant to solve?

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_____

F: In what ways does it differ from the Finnish example?

1 _____

2 _____

3 _____

G: How, in your opinion, would it help 'people to fulfil their potential'

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_____

H: What sort of difficulties could you envisage for the programme?

_____

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_____

I: Does your city or region run a similar programme. If so where and where from?

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J: Name some celebrities from your city or region who might be useful to take part in a 'big brothers and sisters project.

K: How would such a scheme help 'at risk' children?

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L: Name some workplaces in your city or region that could participate in a scheme similar to that of Hewlett-Packard. What subjects could they cover if they were creative enough?

Workplace	Subject	Workplace	Subject

(NB You may also find the IBM-Woodberry Down Case Study in chapter 6 session 4 instructive)

M: What, in your opinion, are the advantages and drawbacks of telementoring?

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N: Why do think that in-school mentoring projects assist with reluctant learners? What would need to happen in the mentoring sessions?

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Assignment 8: Discuss your answers and observations with others, consolidating the lists where applicable. What is your overall reaction to these case studies in relation to your own city and region?

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Assignment 9: Actionsheet 2 in the learning kitbag is a tool for interesting people in mentoring and identifying what they may be able to contribute. It can be (and has been) used as a part of the Learning Audit in sessions 5.4 to 5.8. You are invited to complete it yourself and encourage as many others to do so – then analyse the results.

Assignment 10: The local education council has given you the task of putting together a mentoring programme for a failing school in your city. On Actionsheet 3 in the learning kitbag below, write down a set of guidelines that the school would need to take into account for the programme**.**

Assignment 11: Discuss and consolidate your lists with other groups . Then have a look at Actionsheet 4. Tick those aspects you have already thought of and add others that are not on the Actionsheet**.**

Assignment 12: the council has approved the programme and you now have to devise a training scheme for the mentors – what should it include?

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Assignment 13: All you are now missing is the mentors – where will you look for them? Who will you approach? Be specific for your own city and region**.**

Assignment 14: Design a poster to attract more mentors in your city or region- put it up for display.

Assignment 15: This completes this session but not hopefully your need for knowledge on this important subject. You are invited to complete the diagram on the next page by ticking the relevant box.

LEARNING CITIES AND REGIONS FOR THE FUTURE - YOUR LEVEL OF KNOWLEDGE

		High	Enough to get by	Not enough	None	Session
1	Consultation methods and levels					7.1, 7.2
2	Characteristics of a Learning Organisation					2.3
3	Your city as a learning organisation					2.4
4	Skills and competences for learning cities and regions					1.6
5	The city as an ideopolis					1.5
6	Learning Communities in all their senses					2.5
7	Smart cities, wired cities, slow cities					2.6
8	Learning Festivals for developing a learning culture					3.3
9	Learning Charters for demonstrating a city's commitment:					3.2
10	Leadership in the Learning City/Region:					3.4
11	Tools for measuring city and region performance					3.1,4.1,4.2, 4.3,4.4,4.5
12	Lifelong Learning as wealth creator					5.3, 1.5,2.3
13	Tools for activating learners – Personal Learning Audits					5.4,5.5,5.6, 5.7,5.8,5.9
14	Stakeholders in the Learning City/Region – Who? What?					6.1
14	Schools as Stakeholders in community, city and region					6.2, 8.4
15	Higher Education as a stakeholder in community, city and region					6.3
16	Business and Industry as stakeholders in community, city and region					6.4
17	Adult Education Colleges as stakeholders in the city					6.5, 8.5
18	Bringing Museums, Libraries, Archives and Galleries into the learning world					6.6
19	Family Learning					6.7
20	The power of partnerships					6.8
21	Using Technology in the learning city					7.3
22	Active citizenship and volunteering in the learning city					7.4
23	Mentoring in the learning city and region					7.5
24	Resources for the Learning City and region					7.6
25	Global roles and responsibilities for learning cities and regions					8.1
26	Internationalising Learning City Networks					8.2, 8.3
27	International projects as learning city stimulators					8.4, 8.5
28	Two-way profiting from international cooperation					8.6
29	Organisational issues in the learning city and region					9.2
30	Enabling issues in the learning city and region					9.3
31	Pedagogical issues for learning cities and regions					9.4
32	Practical Actions to become a learning city					9.1, 1.4
33	Learning Cities for Elected Representatives (Councillors					4.6
34	Individuals as learners					5.1,5.2,6.7
35	Change, society and the city/region					1.1, 1.2
36	Learning City Domains					1.3
37	Some Research results on Learning Cities and Regions					4.2,4.3, 4.4
38	Towards true Learning Societies					2.2
39	Defining Learning Cities and Regions					2.1

Assignment 16: On the lines below please put your personal reactions to working on this session, based on how much you have learned, how much you have worked creatively and how your ideas have developed as a result.

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The

LEARNING

KITBAG

An example comes from a Vocational Adult Education Partnership in Finland. Four organizations took part

 - Tekmanni, a constructional engineering enterprise

- The vocational Adult Education centre

- Helsinki Bureau of Apprenticeships Contracts

- Federation of Finnish Metal Engineering and Electrotechnical Indsutries

The aim of the project was to find new ways of combining education and work, and to use existing human resources in the enterprises as trainers, mentors and tutors. A training course was developed using a variety of methods - email, tutor visits, teamwork exercises, video-conferences and distance learning assignments. After this, employees worked in teams of two, three and four, acting as mentors for each other using the same methods as on the course. Thus mentors could act as such without being in the same physical location, and everyone in the workforce became a learner. The project was so successful that it is being extended to other organizations in Finland.

Case Study 2   Community Mentoring

    In the UK, the city of Southampton's Learning outreach project is another beacon of support, but at a different level. Its strategy is to develop and train a team of community mentors who will support the learning needs of all people in a neighbourhood. The aim is to raise levels of self-esteem and motivation amongst harder to reach learners in the city in order to both encourage them to return to learning and to provide on-going mentoring support to help them fulfil their potential. Outreach workers come from learning institutions, from other agencies in the city which have day to day contact with local people and from volunteers who are keen to encourage and support people in their local community to return to learning.

    They are trained and accredited to work at basic, intermediate or advanced level, and work through housing associations, further education colleges, community schools, careers services, the Workers educational service, parents associations, employment offices – any organization which can help them to make contact with people and spread the message of learning. They act as a support mechanism, assessing learning needs and opportunities and, most importantly, as mentors to those who most need encouragement to continue in learning. Other neighbourhood support facilities in Southampton are provided from the community centres, which run, for example, programmes for new mothers (the first babies group), parents of young schoolchildren (parents as teachers) and voices (a project to give disadvantaged people the confidence to negotiate with city offices).

   Case Study 3 – celebrity mentoring

    Even film and sports stars get themselves involved in supporting single parent families. The Scotsman newspaper reports that the 'big brother and sister' scheme, in which respected mentors spend two to four hours with children at risk, found that children with a mentor were 46% less likely to abuse drugs, 57% less likely to truant and 32% less likely to be violent. The Scotland government is so impressed that it has set up its own national scheme.

    Mentoring is not an easy task nor is it one to be taken lightly. Each organization adopts its own rules and regulations, publishes guidelines and runs courses for potential mentors. And of course there must, unfortunately in today's world, always be safeguards against those who would abuse

both the system and the person. But a properly run mentorship programme can mean the difference between success and failure for some thousands of at risk children.

Case Study 4 – Company-school mentoring

   Mentoring can be initiated by a school, a university, a community, a company, a voluntary organization or an adult education college. The Hewlett-Packard company's e-mail mentoring program is one example of the innovative ways in which new technology can be employed to provide help to needy students. Its aims are to improve mathematics and science achievement in secondary level education, to increase particularly the number of women and minorities in mathematics and science, and to help motivation in children at school. The project creates a 'telementoring relationship' by e-mail. Students and Hewlett-Packard employee mentors collaborate on classroom activities such as science projects and mathematics lessons, under the direction of a supervising classroom teacher. Teachers are an integral part of the project. They submit a lesson plan for the student and mentor to work on together (and on which the student will receive a grade), and supervize the mentor-student interaction.

   Mentors communicate with the student at least 2-3 times per week and agree to be a positive role model, using effective communication skills to encourage their students to excel in maths and science. 2,900 mentors from 14 countries have helped operate the programme in the United States, Canada, Australia, and France program. Teachers have noted increases in student attendance, better use of technology, more motivation at school, and greater self-confidence..

Case Study 5 – in-school mentoring

At St Bede's school in Blackburn mentoring is seen as a way of improving learning achievement. Each fortnight pupils are taken out of the classroom for 10-15 minutes for individual mentoring. This approach has been very effective and successful, especially for pupils with learning reluctance problems. Indeed several schools in the UK use mentoring as a way of improving both behaviour and learning. In neighbouring Wigan pupils are responsible for setting their own learning objectives and putting them into action plans, receiving help and guidance from teachers in the early years but needing less and less as they mature. These action plans are discussed with parents in line with the school's policy on home-school partnership and assessed frequently with the teacher/mentor. This has been so successful that the older pupils write their own performance report, which has to be endorsed by the tutor.

Actionsheet 2   Your contribution to the Learning of Others

Everyone has talents, skills, knowledge and experience to offer to others, and often we learn more ourselves from helping others to learn. Modern technology makes it easier to communicate in new ways to do this. Here we ask a few questions about your potential contribution to the learning of others.

1.Your talents, skills, experience and knowledge -

1.1 Knowledge and Experience:- please list which subject areas you have a working knowledge of, which might be useful for others studying these topics eg mathematics, engineering, language, accountancy, banking, plumbing, psychology etc - the list need not be confined to work.

1.2 Talents and Skills - please list your practical skills eg tennis, public speaking, meditating, woodwork, piano-playing

2. Please indicate if you are able to perform any of the following tasks for others and the amount of time per month (hours) you may be able to spare on this. If you have another idea on a mentoring type activity write it into the blank rows below

		yes	no	hours
2.1	Face to face mentoring a young person in school who is studying my subject area			
2.2	Face to face mentoring an adult who is studying my subject area			
2.3	Telementoring a young person in school who is studying my subject area			
2.4	Telementoring an adult who is studying my subject area			
2.5	Being a 'shoulder to lean on' for someone in the community			
2.6	Providing a regular contact point for a young person in trouble			
2.7	Coaching a sport or skill			
2.8	Mentoring a handicapped child			
2.9	Mentoring a handicapped adult			
2.10	Mentoring a work colleague			
2.11	Mentoring a family which needs support			
2.12	Mentoring an older student			
2.13	International mentoring to a person or family from a developing country			
2.14	Group mentoring in which you are part of a team			
2.15				
2.16				
3.	Would you be willing to train to be a mentor in any of these			

Guidelines for Community Mentoring in schools

Actionsheet 4

Guidelines for Community Mentoring with schools	yes	no
1) Ensure that everyone in the community involved with schools is part of the planning		
2) If the program is going to take place in a school, make sure the school is a keen and willing participant in the scheme.		
3) Ensure that you know why you need the mentors and the issues they address?		
4) Ensure that parents are willing participants, well-informed on what a mentoring programme means and what its benefits are.		
5) Ensure that teachers are equally well-informed and enthusiastic		
6) When recruiting mentors, ensure that all parts of the community, including business and industry, are approached		
7) Recruit only those mentors who are caring, committed, and patient, like children and with good sense of humour		
8) Conduct a thorough screening on all prospective mentors. This includes criminal background checks, reference checks, personal interviews, and examination of employment history		
9) Ensure that mentors receive training. This should include both the general principles of mentoring and the particular circumstances in which they will do the mentoring School staff, guidance counsellors, psychologists and social workers-should participate in the training. It should include strategies for building self-esteem in children; instruction on being a good listener; familiarity with the policies and procedures of the school and its authority, reporting procedures and the guidelines and back-up services that exist		
10) Set aside times each week for mentoring so that both mentors and children know when they will meet. However this can be supplemented by additional appointments where children feel the need to require them		
11) These should typically be active sessions for example working on a computer, kicking a ball, community experience, career discussions etc in which the mentee is demonstrating something to the mentor		
.2) Ensure that mentors know the importance of time-keeping and appointment keeping. Children, especially vulnerable ones, should never feel let down. (Tel;ementoring should have different rules for this		
13) Ensure that mentors have the information and the support they will need. Put together a mentoring pack		
14) Ensure that adequate insurance arrangements are made covering all circumstances		
15) Obtain written parental permission for all children who enter the programme. If the family speaks a language other than English, make sure the permission form is in their first language		
16) Establish a mentoring committee comprising school principal, teaching and support staff, local authority staff and mentors themselves, to meet at least once per month to review progress, iron out problems and improve the programme. Mentees may also be part of this if circumstances allow.		
17) Match as many mentors and children as possible to ensure that some do not feel discriminated against		
18) Identify one person at each school who is the liaison for the programme and one mentor who will represent the mentors and be the contact point.		
19) Organise regular celebration events and thank-you sessions for mentors to help them know that they are appreciated. At year-end, organise a recognition event to thank and encourage mentors		
20) You may wish to consider awards in various categories eg to the company that has recruited the most new mentors; the most enthusiastic supporter of the initiative; the school principal or staff member who has done dedicated work.		
21) If it is judged propitious, invite the family to participate in events at the program site three or four evenings a year. Organise events such as dances, bingo, shows.		
22) Establish a suggestions programme open to all participants, including mentees, on how the mentoring programme can be improved		

MATERIALS ON EARNING CITIES AND REGIONS FOR THE FUTURE – A REMINDER

	Topics	Sessions
1	Consultation methods and levels	7.1, 7.2
2	Characteristics of a Learning Organisation	2.3
3	Your city as a learning organisation	2.4
4	Skills and competences for learning cities and regions	1.6
5	The city as an ideopolis	1.5
6	Learning Communities in all their senses	2.5
7	Smart cities, wired cities, slow cities	2.6
8	Learning Festivals for developing a learning culture	3.3
9	Learning Charters for demonstrating a city's commitment:	3.2
10	Leadership in the Learning City/Region:	3.4
11	Tools for measuring city and region performance	3.1,4.1,4.2,4.3,4.4,4.5
12	Lifelong Learning as wealth creator	5.3, 1.5,2.3
13	Tools for activating learners – Personal Learning Audits	5.4,5.5,5.6,5.7,5.8,5.9
14	Stakeholders in the Learning City/Region – Who? What?	6.1
14	Schools as Stakeholders in community, city and region	6.2, 8.4
15	Higher Education as a stakeholder in community, city and region	6.3
16	Business and Industry as stakeholders in community, city and region	6.4
17	Adult Education Colleges as stakeholders in the city	6.5, 8.5
18	Bringing Museums, Libraries, Archives and Galleries into the learning world	6.6
19	Family Learning	6.7
20	The power of partnerships	6.8
21	Using Technology in the learning city	7.3
22	Active citizenship and volunteering in the learning city	7.4
23	Mentoring in the learning city and region	7.5
24	Resources for the Learning City and region	7.6
25	Global roles and responsibilities for learning cities and regions	8.1
26	Internationalising Learning City Networks	8.2, 8.3
27	International projects as learning city stimulators	8.4, 8.5
28	Two-way profiting from international cooperation	8.6
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31	Pedagogical issues for learning cities and regions	9.4
32	Practical Actions to become a learning city	9.1, 1.4
33	Learning Cities for Elected Representatives (Councillors	4.6
34	Individuals as learners	5.1,5.2,6.7
35	Change, society and the city/region	1.1, 1.2
36	Learning City Domains	1.3
37	Some Research results on Learning Cities and Regions	4.2,4.3, 4.4
38	Towards true Learning Societies	2.2
39	Defining Learning Cities and Regions	2.1

All sessions shown in the last column follow the progress of the book 'Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government' by Norman Longworth (Taylor and Francis – www.tandf.co.uk/books/) ISBN 10 0-415-37175-9, and add new dimensions. They are downloadable from www.longlearn.org.uk