Youth Mentoring Program Framework

Mallee Accommodation & Support Program Ltd

masp

Acknowledgement

Mallee Accommodation and Support Program (MASP) acknowledges Aboriginal and Torres Strait Islander peoples as the Traditional Owners and Custodians of the land on which we work and live right across the beautiful region we are privileged to call home. We pay our respects to their Elders, past, present and emerging, and the ancient connection they hold with their Country.

We extend our respects to all other Traditional Owners and all Aboriginal and Torres Strait Islander People of other nations.

We acknowledge the sovereign status of Aboriginal and Torres Strait Islander Peoples and that this land has been home for over 60,000 years. We celebrate their connections to Country, knowledge, and stories.

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Introduction

The youth mentoring program is designed to address the multifaceted challenges faced by young individuals in our community.

By offering guidance, support, and positive role models from our local communities. The program aims to foster personal growth, academic success, and social development. The target audience for this program includes young people aged 12-17 from diverse backgrounds, including those at risk of academic failure, social isolation, or involvement in unsafe behaviors. The program's overarching goal is to create a supportive environment where young people can thrive and reach their full potential.

Including the community in youth mentoring programs offers significant benefits in diverting young people from social services by:

> **Fostering a strong support network**

> **Providing positive role models**

> **Creating opportunities for meaningful engagement**

When communities actively participate, they help build a sense of belonging and accountability, reducing the likelihood of young people engaging in unsafe behaviors or requiring intervention services. Local organisations, schools, and mentors can provide early guidance, career opportunities, and emotional support, addressing challenges before they escalate.

Additionally, community involvement strengthens intergenerational relationships, encourages volunteerism, and promotes a culture of shared responsibility for youth development. By investing in proactive community-driven initiatives, young people gain access to resources, stable relationships, and structured activities that empower them to make positive life choices, ultimately reducing their dependence on social services.

MASP Youth Mentoring Program

THEORETICAL FRAMEWORK

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• Positive Youth Development
• Attachment Theory
• MASP Model of Care

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Short Term Objectives

• Improve Academic Performance and School Attendance
• Enhance Social Skills and Self Esteem
• Provide Emotional Support and Guidance

Long Term Objectives

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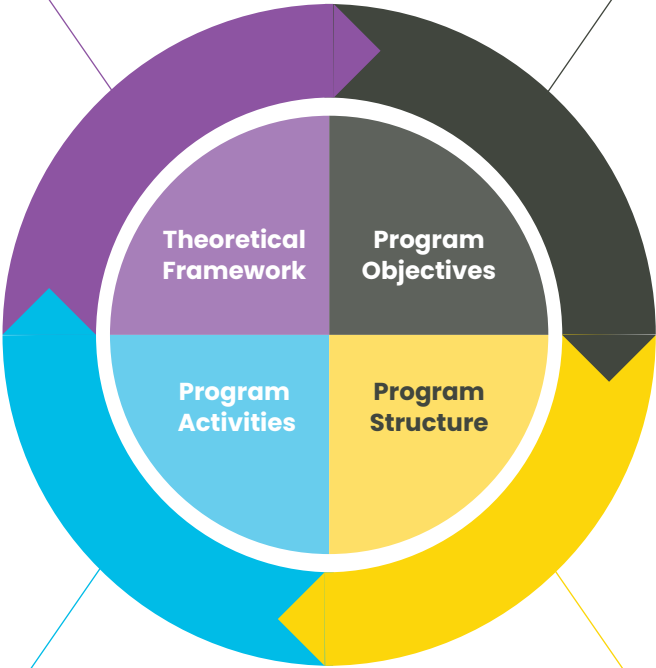
Theoretical Framework

Social Learning Theory

Social Learning Theory, developed by Albert Bandura, posits that individuals learn behaviors, skills, and attitudes through observation and interaction with others. In the context of a youth mentoring program, mentors serve as role models, demonstrating positive behaviors and attitudes that mentees can emulate. This theory emphasises the importance of observational learning, imitation, and modeling in the development of social and cognitive skills. By observing their mentors, mentees can learn effective problem-solving strategies, communication skills, and positive coping mechanisms. The theory also highlights the role of reinforcement and punishment in shaping behavior, suggesting that mentors can encourage desired behaviors through positive reinforcement and discourage negative behaviors through constructive feedback.

Positive Youth Development

Positive Youth Development (PYD) is an approach that focuses on fostering the strengths and potential of young individuals rather than merely addressing their problems or deficits. The PYD framework is built on the "Five Cs": Competence, Confidence, Connection, Character, and Caring. By promoting these attributes, the program aims to help youth develop into well-rounded, resilient, and responsible individuals. Competence refers to the development of skills and abilities in various domains, such as academic, social, and vocational. Confidence involves building a positive self-image and belief in one's abilities. Connection emphasises the importance of positive relationships with peers, family, and community members. Character involves the development of moral and ethical values, while Caring focuses on fostering empathy and compassion for others. The PYD approach also recognises the importance of providing opportunities for youth to engage in meaningful activities, make decisions, and take on leadership roles.

Attachment Theory

Attachment Theory, developed by John Bowlby, highlights the importance of secure relationships in the emotional and social development of individuals. In a mentoring context, the bond between mentor and mentee can provide a sense of security, trust, and stability. This secure attachment can help mentees develop healthy relationships, self-esteem, and emotional regulation. According to Attachment Theory, individuals with secure attachments are more likely to explore their environment, take risks, and develop a positive self-concept. Mentors can provide a secure base from which mentees can explore new experiences and challenges, knowing that they have a supportive and reliable figure to turn to. The theory also emphasises the role of consistent and responsive caregiving in the development of secure attachments, suggesting that mentors should be reliable, empathetic, and attuned to the needs of their mentees.

Competence **Confidence** **Connection** **Character** **Caring**
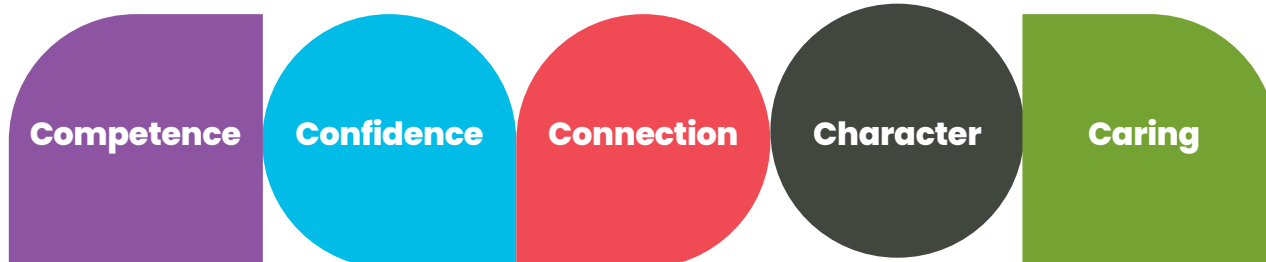
MASP Model of Care

The MASP CARES Therapeutic Model of Care, serves as a comprehensive framework designed to enhance service delivery through trauma-informed and therapeutic practices. This model emphasises the CARES values: Connected, Accountable, Responsive, Empowering, and Safe. It integrates evidence-based practices and a trauma-informed approach to support clients in overcoming homelessness, abuse, poverty, and disadvantage. By fostering a culturally safe and inclusive environment, the model aims to empower individuals and families, promoting their well-being and enabling them to lead fulfilling lives. The framework's holistic approach ensures that all aspects of service provision are aligned with these core values.

C Connected
Connected
We nurture trusting, collaborative, and inclusive relationships.

A Accountable
Accountable
We employ authentic, competent, evidence-based practice.

R Responsive
Responsive
We demonstrate kind, flexible, timely, and personalised care.

E Empowering
Empowering
We cultivate a strengths-based and enabling environment.

S Safe
Safe
We embrace a culturally safe, trauma informed, and dependable ethos.

Program Objectives

Short-Term Objectives

Improve Academic Performance and/or School Attendance

The program aims to provide academic support and encouragement to help mentees succeed in school. By addressing academic challenges and fostering a positive attitude towards learning, the program seeks to improve grades and attendance. Mentors can work with mentees to set academic goals, develop study skills, and create a structured study routine.

Enhance Social Skills and Self-Esteem

Through regular interactions with mentors, mentees will develop essential social skills, such as communication, empathy, and conflict resolution. The program also aims to boost self-esteem by providing positive reinforcement and opportunities for personal growth. Mentors can engage mentees in activities that promote teamwork, leadership, and self-expression. By celebrating mentees' achievements and providing constructive feedback, mentors can help build their confidence and self-worth.

Provide Emotional Support and Guidance

Mentors will offer a listening ear, advice, and emotional support to help mentees navigate the challenges of adolescence. This support can help mentees build resilience and cope with stress, anxiety, and other emotional issues. Mentors can create a safe and non-judgmental space for mentees to express their feelings and concerns and provide guidance on healthy coping strategies and problem-solving techniques.

Long-Term Objectives

Increase Graduation Rates and Post-Secondary Education Enrollment

By providing ongoing academic support and encouragement, the program aims to increase high school participation rates and promote enrollment in post-secondary education, including college, vocational training, and apprenticeships. Mentors can assist mentees with university and career planning, including researching educational and career options, preparing for tests, and completing applications.

Reduce Involvement in unsafe Behaviors and Juvenile Delinquency

The program seeks to reduce the likelihood of mentees engaging in unsafe behaviors, such as substance abuse and criminal activities. By providing positive role models and constructive activities, the program aims to steer young people away from negative influences. Mentors can educate mentees about the risks and consequences of engaging in unsafe behaviors and provide alternatives that promote healthy and positive development.

Foster Long-Term Personal and Professional Development

The program aims to equip mentees with the skills, knowledge, and confidence needed to succeed in their personal and professional lives. This includes career exploration, goal setting, and the development of life skills, such as financial literacy and time management. Mentors can help mentees identify their strengths and interests, set realistic and achievable goals, and create plans to achieve those goals. Additionally, mentors can provide guidance on job search strategies, resume writing, and interview skills, and connect mentees with other career development opportunities.

Program Structure

Mentor Recruitment and Training

The success of the youth mentoring program hinges on the recruitment and training of dedicated, compassionate, and skilled mentors. The recruitment process will involve outreach to community organisations, schools, and local businesses to identify potential mentors. probity checks, interviews, and reference checks will be conducted to ensure the safety and suitability of mentors. Training will be provided to equip mentors with the knowledge and skills needed to effectively support their mentees. This training will cover topics such as communication skills, cultural competency, youth development principles, and strategies for building trust and rapport.

Ongoing support and professional development opportunities will be offered to mentors throughout their involvement in the program.

Mentee Enrolment

The enrollment process for mentees will involve collaboration with schools, community organisations, and social services to identify young people who would benefit from the program. Criteria for selection will include academic performance, social and emotional needs, and risk factors such as family instability or involvement in the juvenile justice system. An application and interview process will be used to assess the needs and goals of potential mentees. The program will also provide orientation sessions for mentees and their families to explain the program's objectives, expectations, and benefits. Additionally, the program will offer ongoing support and resources to mentees and their families to ensure their successful participation in the program.

Mentor-Mentee Matching

The matching process is a critical component of the program, as it determines the compatibility and success of the mentor-mentee relationship. Matches will be made based on shared interests, goals, and personalities. Consideration will also be given to factors such as cultural background, gender, and geographic location. Regular check-ins and assessments will be conducted to ensure the effectiveness of the match and address any issues that may arise. The program will also provide opportunities for mentors and mentees to participate in joint activities and events to strengthen their relationship and build a sense of community.

Program Activities

The program will offer a variety of activities and interactions designed to support the development of mentees.

These activities will include one-on-one meetings, group activities, and community service projects. One-on-one meetings will provide opportunities for mentors and mentees to build trust, set goals, and work on specific challenges. Group activities, such as workshops, recreational outings, and team-building exercises, will foster a sense of community and peer support. Community service projects will encourage mentees to give back to their community and develop a sense of civic responsibility. The program will also provide opportunities for mentees to take on leadership roles and participate in decision-making processes, empowering them to take ownership of their development and contribute to the success of the program.

Evaluation Method

Formative Evaluation

Formative evaluation involves ongoing assessments to monitor the progress and effectiveness of the program. This will include regular feedback from mentors, mentees, and other stakeholders, as well as data collection on key performance indicators such as academic attendance, and behavioral changes. Formative evaluation will help identify areas for improvement and inform necessary adjustments to the program. The program will use a variety of data collection methods, such as surveys, interviews and observations, to gather comprehensive and accurate information.

Summative Evaluation

Summative evaluation measures the overall impact of the program at the end of a specified period. This will involve a comprehensive analysis of quantitative and qualitative data, including pre- and post-program assessments and survey interviews. The summative evaluation will assess the extent to which the program has achieved its objectives and identify any long-term outcomes for mentees. Additionally, the program will use the findings from the summative evaluation to inform future program planning and development and share the results with stakeholders to demonstrate the program's impact and value.

Feedback Mechanisms

Feedback from mentors, mentees, and other stakeholders is essential for the continuous improvement of the program. Regular surveys, focus groups, and feedback sessions will be conducted to gather insights and suggestions. This feedback will be used to refine the program, address any challenges, and ensure that it meets the needs of participants. The program will also establish a system for collecting and analysing feedback and use this information to make data-driven decisions. Additionally, the program will create opportunities for mentors, mentees, and other stakeholders to participate in decision-making processes and contribute to the program's development and success.

The Client Voice

The Client voice framework for community services emphasises the importance of actively seeking, listening to, and acting on the voices of clients to improve service quality and safety. In the context of the MASP youth mentoring framework, this approach ensures that the needs, experiences, and perspectives of young people are central to the program's design and implementation. By consistently engaging with mentees through regular check-ins, feedback sessions, and participatory activities, the program can remain relevant and tailored to the specific needs of the cohort. This continuous feedback loop helps identify gaps and areas for improvement, allowing the program to adapt in real-time. Additionally, involving young people in decision-making fosters a sense of ownership and empowerment, enhancing their engagement and commitment. This approach promotes a culture of trust and mutual respect, which is crucial for building strong, supportive relationships.

Conclusion

In conclusion, the Youth Mentoring Program aims to provide a comprehensive and supportive framework for the personal, academic, and social development of young individuals.

By leveraging the principles of Social Learning Theory, Positive Youth Development, and Attachment Theory, the program seeks to foster positive relationships, build essential skills, and promote long-term success.

Through careful planning, ongoing evaluation, and community involvement, the program has the potential to make a significant and lasting impact on the lives of young people in our community. The program's success will depend on the dedication and commitment of mentors, the engagement and participation of mentees, and the support and collaboration of community stakeholders. Together, we can create a brighter future for our young people and empower them to reach their full potential.of their development and contribute to the success of the program.