



Create a Voice

Your Voice

Our Voice

Youth Voice...



A student guide to starting a youth environment group and taking action in your school

NRM Education delivers the Australian Sustainable Schools Initiative, Waterwatch and the Weed Warriors programs. The Adelaide and Mount Lofty Ranges Natural Resources Management Board acknowledges the support of the following Councils and KESAB in the delivery of NRM Education.

Acknowledgements

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Create a Voice: Your Voice, Our Voice, Youth Voice resource was inspired by the many passionate young people involved in the Youth Environment Council of South Australia. It was created to assist students in South Australian schools to start and maintain youth environment groups, particularly in high schools. The resource has been designed for young people as a "how to" guide to encourage and support them to start their own school environment group and to take action for the environment. Case studies and other supporting resources are available online from www.nrmeducation.net.au (click on Working with Schools>Youth Voice) as part of the *Create a Voice* package.

For further information on Youth Voice programs and projects in your area, please visit:

Adelaide and Mount Lofty Ranges NRM Education
www.nrmeducation.net.au

South Australian Murray Darling Basin NRM Education
www.samdbnrm.sa.gov.au/Board_Projects/NRM_Education.aspx



References

Mitra, D (2004), 'The significance of students: can increasing "student voice" in schools lead to gains in youth development?', *Teachers College Record*, Vol. 106, No. 4, April 2004, p 651.

Susan M. Heathfield, "How to Develop Group Norms", available online http://humanresources.about.com/od/teambuilding/ht/group_norms.htm (accessed 9/03/10)

Claire Ellen Weinstein, "Becoming a Strategic Learner", available online http://www.hhpublishing.com/_onlinecourses/study_strategies/BSL/motivation/E1.html (accessed 9/03/10)



Where do funds and support for projects come from?

The group has been fortunate to receive ongoing strong support from its local Rotary Club and in the early stages from two other Rotary clubs; an initial grant of \$500 helped start the group. The local council has also been very supportive of the group, with KESAB, WOW (Wipe Out Waste), Mitre Ten, Green grants and Community Water Grants also being valuable sources of help.


What role do mentors play?

As mentors, we are the funnel through which information about grants, cleanup days, tree planting and liaising with outside organisations often occurs. Whilst the students find out about grants and push things themselves, outside groups require a teacher or admin contact point, especially for money from grants. As mentors we often need to help students think through their ideas more fully, so that they are well prepared when they approach others for help.

What difficulties has the group faced?

The biggest difficulty for students is time. They are generally very conscious of the need to do well, yet work with the group both within and outside of lesson times. Numbers have fluctuated and in the early stages having only a small group made it easier to make decisions but they had to develop strategies to have successful tree plantings and grounds maintenance. This meant they approached teachers to use classes to help and from this they gained extra members.

The other big issue is the amount of time it takes to implement bigger projects. Some took three or more years and some have not been implemented yet. However the issue of money to support projects has been a little bit easier in the last few years. This should give groups a better chance to achieve outcomes more quickly than we initially did.



Student initiative and drive is an essential ingredient to the success of a youth environment group.

Create a Voice: Your Voice, Our Voice, Youth Voice...

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*"...every person matters
and when a group of
people are committed to
something they can
change it for the better",*

Student, NRM Education Youth
Environment Forum



What is Youth Voice?

The term 'youth voice' or 'student voice' describes *"the many ways in which youth might have the opportunity to actively participate in school decisions that will shape their lives and the lives of their peers"* (Mitra 2004).

Youth voice, in its authentic form, allows you, as youths to identify issues and be the drivers of action to address those issues.

Why should Youth Voice matter?

Have you ever wished that more people would listen to young people's opinions? Have you ever wondered how you can make that happen? How about forming your own youth group that young people can join to share their thoughts and ideas? It could be in your school or local community and could address any issues that you feel are important and young people would be interested in. In this resource we're going to explore the best way that you can set up an environmental interest group in your local school or community.

Case Study:

Unley High School Environment Group



Number of students in group

This has fluctuated over the past 8 years. Initially there was only a handful, other years we have had up to 30 students. To deal with larger numbers the students broke themselves into smaller subgroups to focus on a particular project or issue e.g. waste.

How did the group form?

A couple of students were funded by the local Rotary Club to attend a conference. Students returned from the conference with a lot of enthusiasm and inspiration to take on environmental projects. Rotary were so impressed that they raised \$500 for the group so they could start implementing their ideas.

How do you recruit/sustain members?

Over the years, numbers have fluctuated and in the early stages we only had a small group. This made it easier to make decisions but students had to develop strategies to manage larger-scale projects. For example, when it came time to planting a number of trees, the group advertised in the school newsletter to attract other students to help out at lunchtime. This was quite a successful approach.

What is the key to the group's success?

Student initiative and drive is an essential ingredient and to capture and harness it it's important to note that school admin has recognized the group; early on it provided a budget line. Whilst the group has used very little school money over the years, it does make day to day running of the group easier.

The principal, business manager and subject coordinators have provided willing support to the students; so they feel empowered to make suggestions knowing that they will be heard.

The school has supported the two staff mentors of the group by providing some school time (usually fewer relief sessions from mentors) and, when requested, supporting them to take time off on Environment Group matters.



NRM Education supports education and community action for sustainability.



Who can we contact for further support?

NRM Education in the Adelaide and Mount Lofty Ranges NRM Region can support your environment group in the following ways:

- Link you to groups in other schools for ideas sharing
- Provide a mentor/expert advice on natural resources management issues
- Provide resources about Youth Voice, the environment or sustainability
- Youth Environment Forums, events and the Youth Environment Council (YEC) of South Australia
- Provide professional development for teachers.

Please refer to contacts at www.nrmeducation.net.au for an office near you! Keep an eye out on the website for case studies from other schools and find out how their students went about setting up and maintaining an environment group.

For students in schools in the South Australian Murray Darling Basin NRM Region, please visit the SA MDB NRM website for further information about how NRM Education in this region can support you. www.samdbnrm.sa.gov.au/Board_Projects/NRM_Education.aspx



What's so good about Youth Voice?

Joining or forming your own youth environment group can be a fantastic opportunity to meet people, make friends and create positive change in your world. It's a fun and interactive way to develop skills that will help you at school, university, volunteering in the community and later on in your job and career.

By joining or forming an environmental group you may:

- be exposed to new ideas and raise your awareness and understanding of environmental issues
- help lead your school in a positive direction by taking action for the environment in the school, around the home and in the community.
- actively participate in school decision making
- experience working in the local community where you can further develop your leadership qualities
- demonstrate to the community that young people care for their environment and future.

The community will also benefit by having responsible young people ready and willing to tackle community challenges. When you begin looking for work you can use these experiences to form an impressive resume!

New friends and respectful relationships with teachers, mentors and the community can blossom when you are a part of a Youth Voice group. By being a positive role model, other students may also be encouraged to take action for the environment and see their school experience as a positive one.





...develop skills that you can use while at school, university and throughout the rest of your life.

Skills and development

- Better communication
 - Media
 - Speaking
 - Writing
 - Listening
 - Running meetings
- Leadership
 - Motivating others
 - Facilitating
 - Recruiting/Promoting
 - Encouraging
 - People management
 - Mentoring younger students
- Project management
 - Planning
 - Organising
 - Reporting
 - Budgeting
- Time management
- Teamwork
- Decision-making
- Problem-solving
- Responsibility
- Respect for yourself & others
- Campaigning & advertising
- Networking
- Writing grant applications
- Reflecting & evaluating
- Better understanding of the environment
- Career pathways
- Empowerment & initiative



A mix of short and long-term projects will ensure that members don't get bored or frustrated if they don't get to see projects completed. This is particularly true of long-term projects where members may move on or finish school before seeing the project through to the end.

Ensure you have adequate recruitment strategies in place.

How to deal with group domination/representation?

Have a clear set of group rules and guidelines that all members decide upon and agree to. Ensure that a copy of the group guidelines is in clear view each meeting and they are read through as a reminder at the beginning of each meeting. This also highlights the importance of having clearly defined group guidelines and roles. During meetings, it is generally the chairperson's (and if required, the mentor's) responsibility to ensure that each member has an opportunity to put their views forward, so domination does not occur.

How do I ensure my voice is heard?

See 'How to deal with group domination/representation?' above.

How do I get my local community involved?

Contact your local environment group/Catchment Care Officer and ask them how you could become more involved with their organisation. Are there any partnerships that can be formed? Can you help them with any of their projects and vice versa.

Put articles in the local paper about what your group does each year.

Also see 'How do we gain support from our...Community?' on page 25.

How do I deal with an overbearing mentor?

Approach the mentor with the group's concerns. You may like to take a supportive teacher, principal or counselor with you when approaching your mentor.

Remind the mentor of his or her role statement/checklist and what is expected from them.



Setting long-term goals will allow you to see the bigger picture, short-term goals will allow you to see the achievements you are making along the way.



How do we recruit new members?

Advertise wherever possible. For example invite others along to sit in on your meetings, run an event that shows other students what you do (e.g. tree planting), spread the word – tell everyone you know about what the group does and hopes to achieve, advertise in school newsletters/morning notices/school assemblies.

Advertise using nametags and or t-shirts that you have made.

Hold an information session about your group. You may like to provide an incentive for people to come along such as food or drinks.

Consider targeting younger year levels and avoid having a 'top-heavy' group with all year 11 and 12 students. Try to ensure your group has representation from as many age groups/year levels as possible. This will help prevent the group from falling apart at the end of each year when older students leave school, or have exam/study commitments.

How do we deal with high turnover or retention of members?

Consider a mixture of long and short term projects. Some students will be happy to participate in short-term projects with less commitment while others may wish to work on something more substantial that carries over into the following year(s).



So...what do i need to start a group at my school?

The following page contains a checklist with some of the things you might consider when starting your own youth environment group but first of all you may wish to choose a mentor.

A mentor is someone who can help you improve your skills and reach your goals. Mentors can play an important role for your group by helping to provide you with logistical support including networking, resources, grant application writing, skills development and much more. Your mentor could be a teacher, a passionate parent or groundskeeper.

A checklist to help you and your potential mentor understand their role as a mentor is on page 15. Choose a mentor who will be supportive of your cause, and will commit time to meet and help you to plan projects and action!



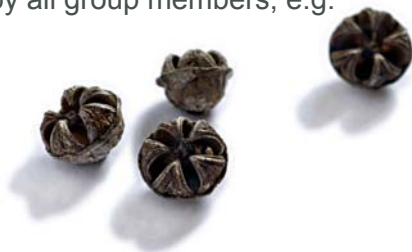


Choose a mentor who will be supportive of your cause and can commit time to helping you achieve your goals and to take action!

Checklist

Below are some factors you may need to consider when starting your own youth environment group:

- ☐ A mentor; e.g. a teacher, parent (police checked), Principal, groundskeeper etc
- ☐ A supportive teacher who can provide back up for your mentor
- ☐ Approval from the school Principal
- ☐ A clear understanding about what your school's expectations are
- ☐ A group of two or more interested students
- ☐ Develop a vision for the group to work towards
- ☐ A group structure that is agreed upon by all group members; e.g. formal or informal



If your group has worked on projects that have benefited the whole community, promote these. For example you may have put in a new bush garden in the school and opened it up to the whole community to enjoy.

How can we gain recognition from the school?

Promote! Promote! Promote! Place an article in your school newsletter about your group and the things you have achieved and highlight any current projects or future plans.

Ask to give a presentation at a school assembly, to a staff meeting and to the school governing council.

You could try wearing name-tags or t-shirts.

How do we get whole of school support?

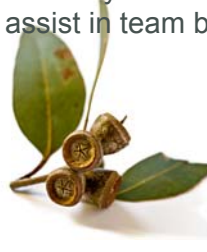
See 'How do we gain support from our...?' and 'How can we gain recognition from the school?' on pages 25 and 26.

How do we create a sense of school ownership/involvement?

Become involved in local community projects. Consider contacting your local Member of Parliament (MP) for support and place articles in local media. Not only does this promote your group, it also highlights the school and gives it a sense of pride.

How do we make our group fun?

Celebrate! Ensure that your group has set aside time to celebrate your achievements. You may wish to hold an end of year celebration or celebrate more regularly throughout the year as your group completes certain projects. Celebration events can be anything you like from having an end of year lunch to a presentation ceremony for members. You may also wish to organise out of school activities for your group to assist in team building.





Recognise your achievements...have a celebration!

How much time commitment is required?

This depends on how often you meet and the projects you hope to achieve. Your group could meet weekly, fortnightly, monthly or once a term. This all depends on the projects you wish to take on as well as your schooling commitments. Try to maintain a good balance and remember your schooling commitments always come first.

How do we gain support from our...?

School

Is there a teacher you can approach to discuss the issues you are having? Your school counsellor may also be able to help by providing you with advice on how to gain school support.

Write a document outlining the group's aims and objectives and what support you require from the school. Arrange a meeting with your Principal and discuss it with him/her.

Community

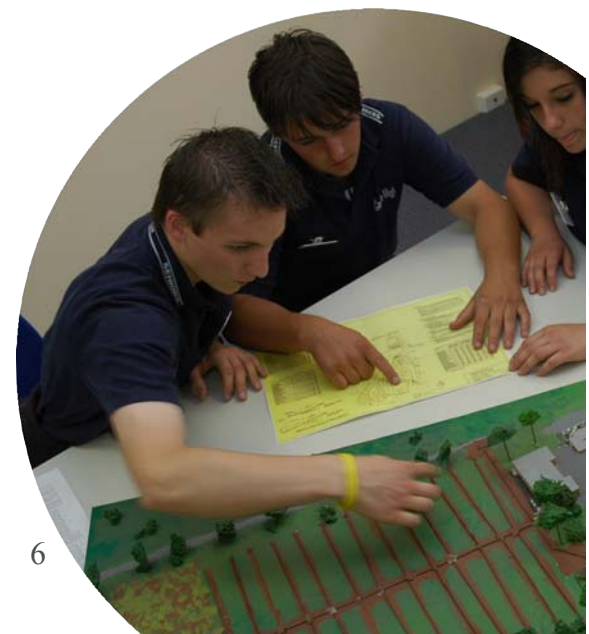
Some ideas for gaining community support could include poster displays at local council offices, libraries, or supermarkets about what your group does.

You could write an article for the local paper or council/community group newsletter.



- ☐ Group rules and guidelines decided on by the whole group (review each year)
- ☐ Short-term and long-term goals
- ☐ Clear role statements for group members in key roles
- ☐ A clear reporting structure
- ☐ Research funding opportunities available to the group
- ☐ Promotional strategies for the group
- ☐ Develop recruitment strategies to build membership
- ☐ Once the group is up and running – consider equal representation of people within your group
- ☐ The role of a proxy

All the underlined terms, are listed in “What on earth does that mean?” on page 7.





What on earth does that mean?

Develop a vision

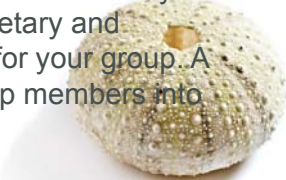
What is the purpose of the group? What does your group hope to achieve? What is your preferred future? What actions and projects will you take on?

With your group, work out the main aims of the group, break down into projects and set short or long-term goals to achieve your vision. Record all this so you can refer to it as you plan and work toward achieving your goals. You could try completing a future visioning exercise, this may help guide your group's direction. A future visioning exercise is available from www.nrmeducation.net.au under Youth Voice.

Group structure

This defines the roles and responsibilities of the members of your group. Your group may choose to have a formal or informal structure.

A formal group structure may include specific roles and responsibilities such as president, vice-president, secretary and treasurer. You may like to research the roles of president, vice-president, secretary and treasurer in order to decide if this is the best structure for your group. A formal structure could also include voting to elect group members into specific roles.



Consider whether your group could be split into sub-groups. For example, one sub-group may focus on recycling, while another may search for funding opportunities. Each sub-group could hold its own meetings with one representative from each sub-group meeting regularly to update everyone on the overall group's achievements.

You could try having a roster system where students take turns being in the group for one term and then rotate.

How do I get funding for my group?

You could start up a can and bottle recycling program at your school and use the proceeds to fund projects for your school or local community. You could also run a drink stall. If you sell bottles and cans not only will you make some money selling them to your fellow students but you'll also get to cash them in for recycling!

Think outside the square! You're not just limited to your school grounds. Have you considered delivering phone books or your local recycle bin calendars to your local community? Not only are you helping out your local community but you are also raising money for your environment group.

You could set up a chocolate fundraiser.

Research what grants may be available to you from your local Council, State and Federal Government. Try researching 'funding', 'grants' and 'environmental grants' on the internet.

Or contact your local NRM Education Officer for help, page 29.

What funding is available?

See 'How do I get funding for my group?'





If your group has any problems, your mentor and other members of the school community may be able to help you.

FAQ's - What if our group encounters problems?

Below are some frequently asked questions and some solutions to help guide you through your group's issues. Remember, your mentor and other members of the school community may also be able to help you resolve any issues.

What do I do if my group is...?

Too small

If it's too small, run a recruitment drive - see 'How do we recruit new members?', page 27.

Too big

If too big, you may consider an application process for students wishing to be a part of the group. The applications could be assessed by the mentor and, if your group has them, the President and Vice-President. Perhaps the current environment group could develop selection criteria.

You could consider putting a limit on the maximum number of students the group can sustain. If new members wish to join the group their names can be placed on a contact list and when a space becomes available in the group the spare position can be offered to the first name on the waiting list.



An informal structure may not have specific roles and responsibilities or some of these may be shared or rotated amongst group members.

Whatever you decide, it is important that the group roles and responsibilities are clearly defined. They should be made available to the person in the role and all group members.

Rules and guidelines

To be really effective, good communication between all group members and the people the group is reporting to is a must. Guidelines are a set of rules that assist members to run the group. Setting clear rules and guidelines will help you to make decisions, assign work and define the acceptable behaviours of group members. This is a very important step in creating a successfully functioning group.

The following are a series of steps that can be used to help set group rules and guidelines:

1. Hold a meeting to establish your group rules and guidelines. All members of the group **MUST** be present at the meeting to ensure that all members have a say. You can all decide on the structure of your group at this meeting and decide how to nominate roles.

Your group's preferred vision could be created using words, phrases, drawings, stories and poems.



Remember...when brainstorming, no idea is too out there! Record all discussion without making any judgements.

2. With the president or secretary facilitating, brainstorm a list of things that will help create a successful and effective group. Your mentor can provide guidance if required.

For example:

- one person talks at a time
- all team members' opinions will be respected
- we agree to be respectful to each other
- we all agree to make decision by consensus, which means the whole group is in general agreement.

Remember – when you're brainstorming no idea is too out there; record all the ideas without making any comments or judgements about whether or not they will work. Once you have all your ideas on paper, you can discuss them in greater detail.

3. Discuss ALL the ideas on the brainstorming list. Does the group agree to accept all the ideas as group rules and guidelines? Do all group members agree to adhere to these for as long as they are group members or until the rules and guidelines are revised? Not all ideas have to be accepted but they need to be discussed as a group.



Environmental Action Plan (Environment Group)

Where is the school now?
Where do we want to get to?

Who	
When	
How	
What do we want/need to do?	

Environmental Action Plan (Personal)

Where am I now?
Where do I want to get to?

Who	
When	
How	
What do I want/need to do?	

4. All group members must commit to following the group rules and guidelines.
5. After the meeting, give everyone a copy of the rules and have a copy at each meeting.
6. Before you start each meeting, remind group members of the group rules and guidelines.



(Adapted from “How to Develop Group Norms” by Susan M. Heathfield)

Short-term and long-term goals

It is important to set both short-term and long-term goals. Short-term goals are things that you will achieve in the near future; within a few days, weeks or months. Long-term goals are set to achieve things over a longer period of time; within 6 months or a year, five years, etc. Long-term goals are often the most meaningful and important goals. However, because they take longer to achieve, it is important that the group remains focused and has a positive attitude to completing them. One way to remain focussed is to set aside time to work on the long-term goals, give regular updates at meetings and work on one or more short-term goals so the group continues to achieve smaller steps along the journey. If possible, you could also break a long-term goal into smaller, more achievable short-term goals.

It is also important to review your goals at regular intervals to ensure they are being met. Once your short or long-term goals have been determined, you will need to develop some action steps. These are the actions and steps you need to take to ensure your goal is met. If your goals are not being met you may need to amend your action plans or review the goal. For further details about action planning, see pages 17-22.

(Adapted from “Becoming a Strategic Learner” by Claire Ellen Weinstein)



Role statements

Role statements clearly define the roles and responsibilities of specific positions within groups. A role statement can be used to ensure the person in the position understands and adheres to their role, and helps a proxy to understand what is required whilst they step in to the position. Page 14 has further information about the role of a proxy.

There are various examples of role statements; a quick internet search should help. A good example of role statements for a president (sometimes called a chairperson), treasurer and secretary can be found viewed on the *Guide for Incorporated Associations* website under section 3.3: www.commerce.wa.gov.au/associationsguide/Content/03_The_Management_Committee/3.3_The_role_and_duties_of_the.htm.

Expectations

Ensure that the expectations of the school and your youth group align. Ask a teacher about what the school expectations of the group could be. For example, you may need to consider, what the school expects in terms of:

- Reporting to whom and how often
- Behavioural expectations while at school and outside school grounds when representing the group/school
- Meeting times in or out of class time
- Funding
- Support - Teacher time
- Use of school rooms and equipment.

Ensure that the aims and expectations of the school and your youth environment group align.



Connecting with the 'growing a project' tree

- A tree is a habitat with many complex processes supported by it or going within it. Similarly, a project encompasses many underlying and obvious processes such as group dynamics and teamwork.
- A tree is part of a larger ecosystem, just like any project is part of a larger system, be it in a home, school or community.
- A tree depends on many things including sunlight and nutrients, which are often out of its control. A project may also depend on many things such as security of funding which are also out of the control of those trying to 'grow' the project.
- The fruit on trees can either fall or be carried off by birds allowing other trees to be sprouted. The impact of a project may also sprout other projects by like-minded people. The 'fruit' from these projects may in turn sprout further projects and so on...

What does the tree mean for you and your project?

A tree is part of a larger ecosystem, just like any project is part of a larger system, be it in a home, school or community.



Growing a project framework

1. Roots = Group work

- Does the group work together effectively?
- How can this be improved?

2. Trunk = Vision

- Why are you doing the project?
- What will it look like?

3. Branches = Identify and Planning

3.1 Identify

- Benefits
- Resources
- Challenges
- Who will be affected?
- What kind of support you'll need and from where?

3.2 Planning

- When, where and how will your project happen?

4. Leaves = Action and Evaluation

4.1 Action: JUST DO IT!

- Don't forget to have fun and celebrate when you are finished!

4.2 Evaluation: Critically analyse your project

- Have you been successful in achieving your vision?
- Why? Why not?
- Has your vision changed? How and why?
- Is this the way you want to continue, do you want to do more?

5. Fruit = Evolution

Monitor, maintain and grow your project!

- How will it continue?
- Who will continue it in the future?



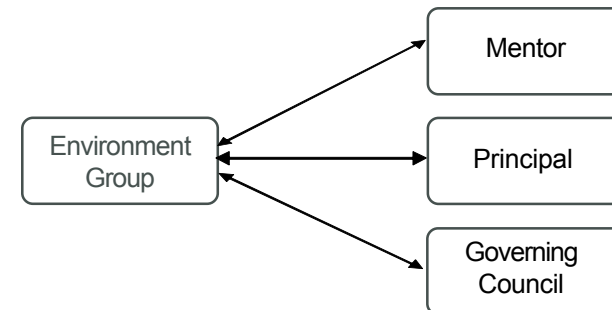
Group expectations

- What does the group expect from the school?
- Be realistic about your expectations!

Reporting structure

A reporting structure clearly defines who the group and group members report to in their school and or community. For example, a group may report to the Principal quarterly to update him or her on the group's current projects. It is most likely that your group will report directly to your mentor, however you may also report to others. A good way to describe your reporting structure is by using a flow chart or diagram.

A reporting structure example:



In this example, communication is a two-way process between the environment group to the mentor, Principal and Governing Council.





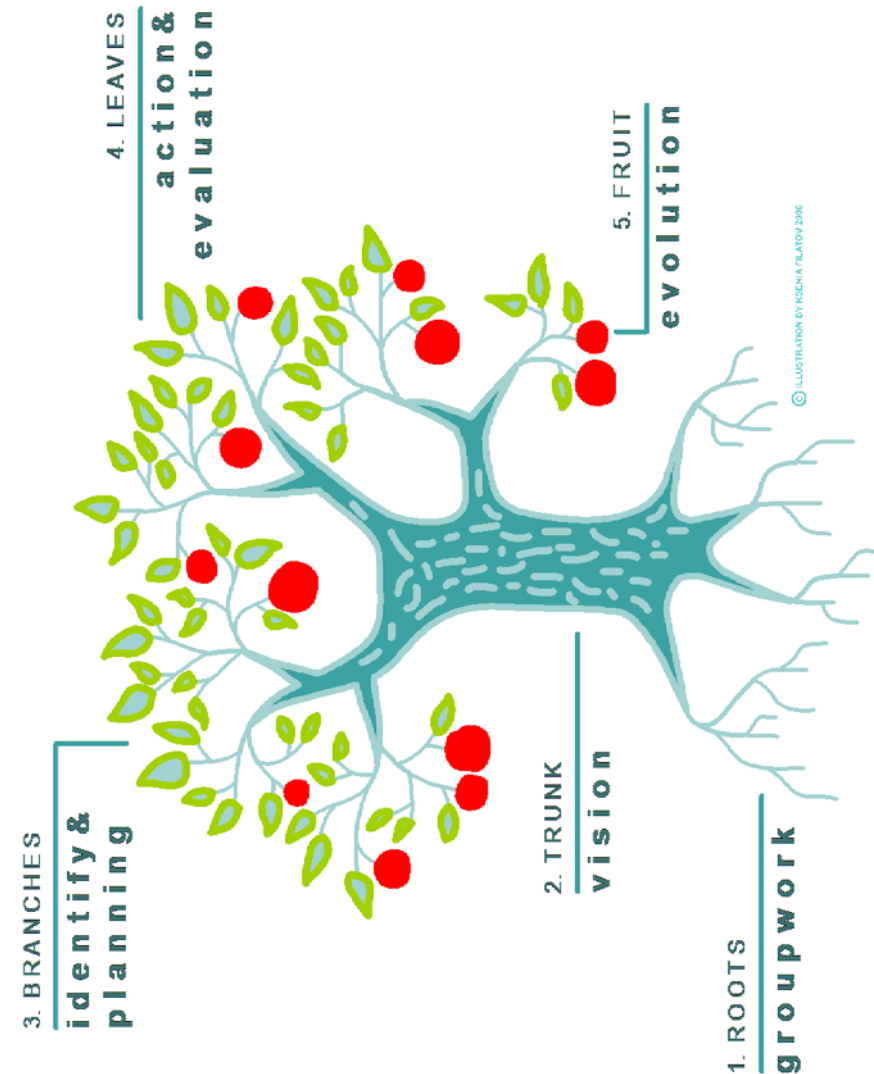
To recruit new members try holding a free lunch or invite students to your action events, e.g a planting event at the school.

Promotional strategies

A promotional strategy is a plan used to promote (publicise or advertise) and communicate with others about your group, product or service. Types of communication can include brochures, newsletter articles, posters, flyers, emails etc. Promotion for your group may be targeted at getting recognition from the school community, promoting the projects the group is involved in or recruiting new members. Careful planning is required for effective promotion of your group. For further ideas and information on promotion try an internet search.

Recruitment strategies

Like promotional strategies, recruitment strategies are ways in which you plan to promote your group but with the aim of increasing or maintaining group membership. One possible way to increase your group membership is to offer students an incentive to join. The incentive is only limited by your imagination but could be a free lunch, t-shirt or donated product from a local store. You could try an internet search using the phrase 'increase student group membership' as a starting point.



growing a project



What now?

Once you have formed a group, found a mentor and established some group rules, using some of the examples from the student checklist and 'What on earth does that mean'; it's time to look at your goals, both short-term and long-term, and start planning your action projects. The 'growing a project' tree and framework on pages 18-20, provides a simple format that will help you plan.

Another fantastic project planning resource is '*Action Projects for the Environment 2008*', Environment Protection Authority 2008. This publication is available online at http://www.epa.sa.gov.au/soe/education_resources.html under publications.

On pages 21 and 22 you will find two Action Planning Templates that may help you map your actions. They may help you to recognise **what** needs to be done, **how** it will be done, **when** it needs to be completed and **who** will be involved. There is a template for your environment group's projects as well as a personal template to help each individual plan their contribution to the group project.



Representation

This refers to the make-up or composition of your group. Will your group aim to have equal representation of males and females? Does your group require a student representative from each year level? If your school has a SRC should you also have a representative from your group on it? These are things that will need to be considered when starting up your group or when you are ready to set your group rules and guidelines. Group representations may be something the group aims to achieve rather than a solid requirement. For example, it may not be possible to have a student representative from each year level in your group.

Proxy

A proxy is a person authorised to act in place of another person at meetings and other events. The proxy should be an existing group member and agree to follow the role statement of the position they are acting in. A guideline regarding proxies, that has been decided upon by your group, should be included within the groups Rules and Guidelines.



Mentor Checklist



Job Description

- ☐ Involve young people in the whole decision making process.
- ☐ Find resources.
- ☐ Nurture and protect the individuals and the project.
- ☐ Encourage discussion.
- ☐ Ensure that each team member has a space to voice their opinions and ideas. Everyone's ideas/voice have equal value.
- ☐ Ensure that there is a safe atmosphere and working environment for sharing ideas.
- ☐ Help young people learn the skills of collaboration through demonstration, such as respect, listening, and constructive feedback.
- ☐ Provide logistical support and support young people to learn logistical skills including:
 - funding support
 - being prepared to assist students in writing and submitting grant applications
 - networking
 - administration
- ☐ Develop skills – interest, involvement, leadership.
- ☐ Allow time for guidance and preparation purposes, including individual mentoring when necessary.
- ☐ Pick up on the ideas that young people are already interested in.
- ☐ Provide opportunities for involvement and challenges.
- ☐ Foster young people's passions.
- ☐ Where possible, incorporate a variety of mentors.
- ☐ Advocate for students with school governing councils, management teams, staff, community, parents etc.
- ☐ A clear understanding of what the school expects of me as a mentor.



- ☐ Organise a proxy for meetings or events where I may be an apology.
- ☐ Assist students in gaining recognition from the school community.

Person Specification

- ☐ Have a shared understanding of the group's vision, purpose short-long term goals and projects.
- ☐ A clear understanding of the structure and function of the group.
- ☐ Be equally committed and passionate.
- ☐ Be willing and able to work with young people.
- ☐ Be able to work on personal as well as professional levels.
- ☐ Value all people's input.
- ☐ Be open minded and willing to challenge your own perspective.
- ☐ Be flexible and adaptable to changing circumstances.
- ☐ Recognise that young people and adults are interdependent.
- ☐ Recognise the barriers to collaboration, trust, risks etc.

*"Every student
deserves to be
treated as a potential
genius".*
- Anton Ehrenzweig

