

CREATIVE PARTNERSHIPS ARTS AND CULTURAL ORGANISATIONS MENTORING SCHEME LONDON EAST AND LONDON SOUTH

RESULTS OF FINAL SURVEY OF MENTORS AND MENTEES

INTRODUCTION

In Autumn 2003 an arts and cultural industries mentoring scheme for Creative Partnership coordinators was established in the schools of London East and London South Creative Partnership Zones.

40 one-to-one mentoring partnerships were initially established. Of those,

- 8 partnerships were inactive. Because of unexpected illness (3), change of job (3), or mentee deciding not to proceed (2), the partnerships did not start.
- 4 partnerships were ineffective. In each case the mentor and mentee were not able to agree on a task and proceed to work together, usually because the organisation of the school made this process difficult.
- 28 partnerships were effective.
- Questionnaires were issued to 32 mentors and mentees ie 28 effective partnerships and 4 ineffective at the end of the programme in June 2004. 30 mentors returned questionnaires, 2 mentors gave written reports, and 21 mentees returned questionnaires.
- A detailed analysis of the responses of the 28 mentors and 21 mentees is set out below.

METHODOLOGY

At the outset of the mentoring programme, each mentoring partnership was asked to complete a planning grid showing the aim, objectives, and success measures of the task they had agreed to work on together.

26 out of 28 partnerships completed and returned a planning grid.

The questionnaire issued to mentors and mentees asked for assessments from mentors and mentees separately as to whether they had been successful in meeting their aims, objectives and success measures.

A further set of questions explored how successful the mentoring partnerships had been in meeting the main objectives of the programme which were:

- To set up arrangements which enable individual teachers in London East and London South to work directly with and experience the work of artists and key players in cultural and creative organisations.
- To strengthen and develop the organisation of programme delivery in Creative Partnership schools
- To offer opportunities for professional or personal development to both sides of the mentoring partnership
- To strengthen and develop the quality of the partnerships between Creative Partnership schools and cultural and creative organisation.

OVERVIEW

Responses of mentors and mentees are set out on a question-by-question basis below. One general point stands out. Mentors and mentees, by their own assessment, were successful in meeting the aims and objectives they had set themselves, and the mechanism of establishing mentoring partnerships was a broadly successful method of achieving the overall goals of the programme.

	10	9	8	7	6	5	4	3	2	1
Mentors	60	27	56	48	24	24	4	11	6	13
273	22%	10%	21%	18%	9%	9%	1%	4%	2%	5%

9-10	6-8	5-
87	128	58
32%	47%	21%

	10	9	8	7	6	5	4	3	2	1
Mentees	71	29	31	25	6	15	4	6	3	7
197	36%	15%	16%	13%	3%	8%	2%	3%	2%	4%

9-10	6-8	5-
100	62	35
51%	31%	18%

	10	9	8	7	6	5	4	3	2	1
Both	131	56	87	73	30	39	8	17	9	20
470	28%	12%	19%	16%	6%	8%	2%	4%	2%	4%

9-10	6-8	5-
187	190	93
40%	40%	20%

QUESTIONS A1a TO A1g: SCORES

Mentors and mentees were asked the following question:

“To what extent were the original aims and objectives agreed by you and your mentoring partner at the outset - or revised aim - achieved?”

Analysis of 28 partnerships

Mentors and mentees were asked to score the answer to the above question on a range of 1 - 10, from 1 = *not at all*, and 10 = *completely*

QUESTION A1a: ORIGINAL AIM

Score	9-10	6-8	5 or below	Av.
Mentors (26)	27%	54%	19%	7.3
Mentees (20)	35%	45%	20%	7.6

Average
7.4

26% of all answers were 10
 28% of all answers were 7
 6% of all answers were below 5
 One of the 46 answers was below 4

QUESTION A1b: REVISED AIM (IF APPLICABLE)

Score	9-10	6-8	5 or below	Av.
Mentors (6)	17%	83%	0%	7.7
Mentees (3)	67%	33%	0%	9.0

Average
8.1

One of the 9 answers was below 7

QUESTION A1c: FIRST OBJECTIVE

Score	9-10	6-8	5 or below	Av.
Mentors (26)	38%	50%	12%	8.0
Mentees (20)	45%	40%	15%	8.1

Average
8.0

30% of all answers were 10
 84% of all answers were 7 or above
 2 of the 46 answers were below 5

QUESTION A1d: SECOND OBJECTIVE

Score	9-10	6-8	5 or below	Av.
Mentors (26)	38%	46%	15%	7.7
Mentees (19)	58%	26%	16%	8.1

Average
7.8

42% of mentees' answers were 10
 23% of mentors' answers were 10
 63% of all answers were 8 or above

QUESTION A1e: THIRD OBJECTIVE

Score	9-10	6-8	5 or below	Av.
Mentors (22)	36%	50%	14%	7.5
Mentees (16)	69%	19%	13%	8.3

Average
7.8

31% of mentees' answers were 10
 14% of mentors' answers were 10
 87% of all answers were 7 or above
 3 of the 38 answers were 1

QUESTION A1f: FOURTH OBJECTIVE

Score	9-10	6-8	5 or below	Av.
Mentors (18)	28%	44%	28%	7.1
Mentees (12)	42%	33%	25%	7.8

Average
7.3

23% of all answers were 10
 30% of all answers were 8
 2 mentors gave a score of 1

QUESTION A1g: FIFTH OBJECTIVE

Score	9-10	6-8	5 or below	Av.
Mentors (12)	42%	42%	17%	7.3
Mentees (8)	50%	38%	13%	8.3

Average
7.7

70% of all answers were 8 or above
 30% of all answers were 9
 No mentees' answers were below 5

QUESTION A2: COMMENTS, IF ANY, ON AIMS, OBJECTIVES AND SUCCESS MEASURES

Respondents who gave a score of 9-10 for achievement of aims or revised aims gave the following comments:

- *Ambitious project for someone learning fundraising skills for the first time*
- *We have achieved aim to develop a fundraising strategy*
- *The project itself was an outstanding success*
- *Takes a long time to effect curriculum change*
- *I am pleased to have had to prepare documentation for bids before it was absolutely necessary*
- *It was an ambitious project for my first attempt at fundraising*
- *We went for a simple clear objective - 'a policy' we now have one I am happy with and makes sense*

Respondents who gave a score of 6 - 8 for achievement of aims or revised aims gave the following comments:

- *New revised project for next academic year*
- *As the programme progressed it appeared that our original aims and objectives were irrelevant to the workings of the school. However on the completion of the scheme we seemed to have gone full circle and achieved our goals most successfully*
- *We each missed meetings because both mentor and mentee suffered from intermittent bad health which held up the progress*
- *It would have been useful to have spent more time talking about the aims - she was too far into the planning. The timescale wasn't right in relation to the task in hand*
- *It was decided the aim was to put together a sustainable resource and grant application pack for the whole school to use. The aim of developing a fundraising strategy was not successful. The scheme was not a high priority and the school felt pressurised into entering into it*
- *Mentee's work with another arts organisation seemed to be "doubling up " on our task. Consequently my role became more about monitoring the success of their relationship, as I was conscious of not 'interfering' too much*
- *It would have been useful to have set aim and objectives later than the first meeting after initial projects had been set up and relationship established*
- *The mentee is not part of the senior management team therefore despite best intentions some aspects of project management are compromised because she does not have final decision making remit*
- *Mentor involvement began to occur at quite an advanced stage, so we were often playing catch-up. It would have helped to have met at the start of the school year*
- *Perhaps more time is needed to complete objectives*
- *It's been a good process and there is a good structure set up*
- *Fundraising strategy was a solid, worthwhile aim - perhaps underestimating resource requirements*
- *There have been several managerial barriers during the project due to the schools staffing structure*
- *We decided to produce a file/documentation as a resource for information for anyone who wants to apply for funding*
- *The process is in place but until the first projects have taken place the success measure cannot be assessed*
- *OFSTED inspections sabotaged by mentee's efforts to engage staff during our timescale. It took 9 weeks effectively out of the period.*
- *With hindsight the overall aim might have been a little ambitious, but objective 1 has been a key objective from which further work should follow*
- *Timescale difficult, to be able to realise objectives one process had to change. Identify the weaknesses of my role*

Respondents who gave a score of 5 or below for achievement of aims or revised aims gave the following comments:

- *Takes a longer time than you think to effect curriculum change and to come to shared objectives and understanding*
- *We completed a preparatory phase: we couldn't meet the time line. We will complete secondary phase next year*
- *I was due to leave the school soon so had to terminate this project at the school by the Headteacher's instructions*
- *OFSTED scuppered fulfilment*
- *Teacher left at May half term and school decided that she should not continue with the mentoring as other things had higher priority*

CP Directors gave the following comments:

- *I believe that the aims and objectives of the mentoring programme have been achieved. I think the aims were clear and the objectives realisable in the time frame*

QUESTION A3: WHAT IF ANY WERE THE UNEXPECTED OUTCOMES OF YOUR PARTNERSHIP? (PLEASE LIST)

Respondents who gave a score of 9-10 for achievement of aims or revised aims gave the following comments:

- *I now have the first hand experience of the power of the arts to inspire creativity in a primary school; sorry to be cheesy but life enhancing is the only word for it*
- *The possible future collaboration between my organisation and the school*
- *After undertaking some research and after reading the school's funding guide, my mentee wrote a fundraising policy for the school, in collaboration with the head. This set out basic guidelines and boundaries.*
- *Seeing how the mentee coped with a very demanding workload and the additional project - with limited help from her immediate line manager. Huge admiration for her.*
- *I found that the experience focussed me and made me think about lots of issues in terms of fundraising for my organisation too*
- *Still don't have some data regarding students achievements and students restricted in choosing music because of how options are set up*
- *That we got along and supported each other creatively*
- *To have a mentor who was so in touch with education*
- *Having an outsider to ask questions about why we do things was excellent in making my colleagues and me think about our philosophy and vision*
- *Possibility of future collaboration*

- *I wrote a fundraising policy for the school and we had to start from scratch*
- *Different management style, seeing a different workplace*
- *The range of work covered has been really broad and so useful setting me on course*

Respondents who gave a score of 6 - 8 for achievement of aims or revised aims gave the following comments:

- *Friendship. An understanding of each other an affirmation/confirmation that what we are doing is right*
- *INSET - possible partnership with arts organisation*
- *The most unexpected outcome of our partnership was the very success of the partnership overall, in that we get on exceptionally well both professionally and personally which I am sure shall continue in the future*
- *A good and surprisingly satisfying relationship. This was unexpected.*
- *Establishment of dialogue with CP London South, which led to my organisation hosting two CP events*
- *The production of a book and CD of paintings/drawings/poetry and music made by children. Gallery beginning to work more with Lewisham schools*
- *Has built closer working relationships with mentor's organisation*
- *We will continue to meet next year and to explore options for collaboration*
- *Well, I suppose I didn't know ahead of time how inspiring my mentee would be to work with. She really has put my faith into how ambitious you can be in schools*
- *Proposal put together for a residency with a high profile poet*
- *Benefits of brainstorming with successful, creative teachers*
- *Hope to work with the school on an INSET project in the autumn*
- *From my side, I found it extremely useful in deepening my knowledge of arts education within schools*
- *My partnership with the arts organisation has evolved into an honest two way relationship*
- *Ability to talk to mentor about a challenging situation that developed. A trip to the opera! - for my staff - opening new horizon*
- *We didn't focus on drama but looked at other areas that the school had a funding need for*
- *Opportunities for more reflective, philosophical discussions about why we think arts in schools is important*
- *Involvement in future projects*
- *That my mentee is still keen to complete the tasks given the setbacks*

Respondents who gave a score of 5 or below for achievement of aims or revised aims gave the following comments:

- *To meet such a calm, reflective person, who has such a lot on her plate.
Seeing good management*
- *Possible collaboration in future projects i.e. radio*

QUESTION A4: COMMENT

Respondents who gave a score of 9-10 for achievement of aims or revised aims gave the following comments:

- *This was a positive and unexpected outcome and showed how committed the school was to the task*
- *A positive approach to achieving the objectives - full support from the school. Recognition through Artsmark legacy assured*
- *Enjoyed the meetings - especially visiting the school*
- *Arts organisation hosted an INSET at school*
- *Project should continue*
- *The work covered has gone beyond the objective of developing a strategy for the year*

Respondents who gave a score of 6 - 8 for achievement of aims or revised aims gave the following comments:

- *I felt I could have pushed more to get my aims and objectives met*
- *We both felt that my role was more akin to counselling and that she was using me as a 'sounding board'*
- *I greatly enjoyed working with my mentee and look forward to continuing*
- *Initiated by the school. This was related to the goals and provided a useful case study*
- *I feel that this relationship would benefit from a further year since the questions and answers are of some complexity and need time to formulate*
- *It has been a real privilege to work with my mentor. She is insightful, enthusiastic and gets me thinking in new ways*
- *New time line - meet new staff in September. Proposal complete by November 2004; implement pilot by April 2005*

There were no comments from respondents who gave a score of 5 or below for achievement of aims.

QUESTIONS B1 TO B14: SCORES

Mentors and mentees were asked the number, length, location, and type of mentor/mentee meetings that took place and about the obstacles.

Analysis of 28 partnerships

B1: HOW MANY FORMAL MEETINGS TOOK PLACE?

Number	2	3	4	5	6	7	Average
Freq.	3	8	9	6	1	1	
Percent	11%	29%	32%	21%	4%	4%	

QUESTION B2: COMMENT

- *The first meeting was fairly informal in that I attended a performance and got a tour of the school rather than a one to one discussion, but it was a great way to start*
- *Relaxed, friendly and positive. I wrote an agenda for most meetings to give a structure, and we worked through the planning grid, to meet our objectives.*
- *5 excellent and fulfilling meetings (mentee)*
- *I felt that the mentor valued our meetings and that I gave her sufficient time. We would have liked more.*

QUESTION B3: HOW LONG ON AVERAGE DID EACH FORMAL MEETING LAST?

Hours	1	1.5	2	2.5	Average
Freq.	3	13	8	4	
Percent	11%	46%	29%	14%	

QUESTION B4: COMMENT

- *Mentee was given support from school to attend meetings*
- *First meeting was much longer due to attendance at show (more like 4 hours). I would have liked a bit more formality generally.*
- *At each we had a great deal to discuss, and after the first, could have been longer- probably due to low number of meetings*
- *Each session was extremely valuable and almost therapeutic*

QUESTION B5: HOW MANY FORMAL MEETINGS TOOK PLACE AT THE SCHOOL?

Number	1	2	3	4	5
Freq.	5	8	8	6	1
Percent	18%	29%	29%	21%	4%

Average
2.6

QUESTION B6: COMMENT

- *Good to do half and half; she was good at not being interrupted but I think felt more relaxed when off site whereas I didn't really mind hosting it in fact I was probably more relaxed when I did host.*
- *We alternated the 5 meetings in turn, to share the time it took to travel.*

QUESTION B7: HOW MANY MEETINGS TOOK PLACE AT THE MENTOR'S WORKPLACE?

Number	0	1	2	3	4
Freq.	7	8	11	1	1
Percent	25%	29%	39%	4%	4%

Average
1.3

QUESTION B8: COMMENT

- *School had allocated Wednesday afternoon for leader to do CP work. They discouraged her (and all staff, I think) from leaving the school site.*
- *Teacher appeared unwilling to travel*
- *One meeting involved the unexpected and unannounced presence of the school's deputy head, which made open discussion of problems difficult.*
- *Too much teaching time would have been lost travelling from west to east.*
- *I have enjoyed visiting the gallery. It has been insightful to see the "inside story".*
- *It was much easier to focus totally on the meetings when I visited my mentor. It was good to get out of my busy environment.*

QUESTION B9: HOW MANY INFORMAL MEETINGS DID YOU HAVE?

Number	0	1	2	5
Freq.	20	5	2	1
Percent	71%	18%	7%	4%

Average
0.5

QUESTION B10: COMMENT

- *We spoke on the telephone quite often*
- *We did a lot of work by e-mail and on the telephone*
- *We met at regular intervals throughout the project*
- *We plan to meet again in the autumn*

QUESTION B11: HOW MANY PLANNED MEETINGS HAD TO BE REARRANGED?

Number	0	1	2	3	4
Freq.	9	10	7	1	1
Percent	32%	36%	25%	4%	4%

Average
1.1

QUESTIONS B12/13/14: PROBLEMS OR OBSTACLES

Both mentors and mentees were asked to give details of obstacles they encountered in setting up and attending meetings. Mentors listed a range of obstacles whereas mentees tended to suggest that they were not aware of any.

Obstacles identified by mentors included:

- *Both of us had child care issues that affected one meeting*
- *Demands of teaching responsibilities*
- *On one occasion the teacher failed to turn up – without notice*
- *I think it would have been more beneficial to schedule more meetings at my offices mainly to give my mentee the opportunity to be able to focus solely on our meetings, without being interrupted by the workings of the school day. However due to practicalities of both time and location this was not possible.*
- *Ill health and the fact that the mentoring relationship was not as prioritised as it could have been. The relationship was held up by a dispute about who was to be the cp coordinator ie the head or the deputy head. In the end the head led the project but the deputy head was the cp coordinator and so had the mentor. All this created a complex situation and we spend a lot of time clarifying roles.*
- *My availability as I am director of the company in a relatively small organisation means that I am the only member of staff available for schemes such as this. My education manager is part time and so I didn't think it was appropriate for her to be a mentor.*
- *Lack of time on both sides. Often it would take a while for meetings to be set. Generally I felt I had to be proactive in keeping the momentum going.*
- *Timing was difficult. The teacher was available only in school at limited specific times. Planning for subsequent meetings was not great.*

- *“Technical problems” with mentees e-mail resulted in a significant delay in being able to arrange third meeting. Making contact at school by phone was extremely difficult.*
- *At first it felt that this project was not a priority and that the meetings were a hassle for the teacher but this soon change.*
- *Both planning and implementation remained centred on mentee having available time.*

Mentees responded to this section on the following basis:

- 10 mentees reported that there were no problems
- A number left this section blank
- *Getting back to school to collect my car*
- *The head teacher felt that my time should be spent focussed in the class room to finish off projects and schemes of work*
- *School timetable and other school responsibilities.*

Directors responded to this section:

- *It was new and therefore difficult for all potential participants to judge its potential value and benefit. It was added on to but not built in to the overall development process*
- *The time to set up and realise the programme was considerable*

QUESTION C1: SCORES

Mentors and mentees were asked, "From your perspective, how relevant was the CP Mentoring Programme to the delivery of the Creative Partnerships Programme in your school/your mentee's school?"

Analysis of 28 partnerships

Mentors and mentees were asked to score the answer to the above question on a range of 1 - 10, from 1 = *not at all*, and 10 = *completely*

Score	9-10	6-8	5 or below	Av.
Mentors (27)	30%	41%	30%	6.8
Mentees (19)	58%	16%	26%	7.5

Average
7.1

28% of all answers were 10
 3 of the 46 answers were 1
 16% of all answers were 3 or below

QUESTION C2: COMMENT

Comments by both mentors and mentees either explained why the Mentoring Programme had been relevant or why it had not.

Relevant:

- *The teacher often commented on how he felt he would be able to deliver a similar project more effectively now*
- *The CP Programme is already well in place - this was one aspect that supported the programme*
- *The mentee was extremely well versed in the delivery of the programme*
- *A summative evaluation has been prepared and the process of collecting and validating the evidence is well understood*
- *The relationship has helped me grow and develop as a school leader. I have gained skills in fundraising that will help me in my future work*
- *As I said it added a reflective element to the whole process which I valued GREATLY*
- *Really useful to the development and survival of the work*
- *Discussions on projects enabled me to expand and enhance the proposals*

Not relevant:

- *I was vaguely aware that there was a CP Programme in the school but we couldn't gear our fundraising strategy towards that ...it had no relevance*
- *Needed the right time scale*
- *Although mentee is school's coordinator I had some doubts as to her role with regard to overall policy and strategy for CP in the school*
- *It was felt to be a useful exercise from CPD point of view; the school now has a resources library for fundraising. I am not sure how much it contributed to the CP programme and had very little contact with Headmistress.*
- *Bore no relationship to my CP projects*
- *CP is one of many things that happen in the school. Mentoring is completely different to the projects that CP has funded - difficult to comment.*

CP Directors commented:

- *The scheme did impact on the way in which teachers and schools are planning to build on what they have already achieved*
- *I believe the mentoring scheme complements and supports the realisation of the work – as part of a broader programme of support and investment*

QUESTION D1: SCORES

Mentors and mentees were asked, "To what extent do you feel that your participation in the mentoring programme contributed to your professional development?"

Analysis of 28 partnerships

Mentors and mentees were asked to score the answer to the above question on a range of 1 - 10, from 1 = *not at all*, and 10 = *completely*

Score	9-10	6-8	5 or below	Av.	Average
Mentors (28)	25%	68%	7%	7.6	7.9
Mentees (21)	43%	48%	10%	8.3	

24% of all answers were 10

33% of all answers were 8

All mentees' answers were 5 or above

Only one of the 49 answers was below 5

QUESTION D2: IF SO IN WHAT WAY?

Mentors and mentees were asked if participation had contributed to their professional development to say in what way.

Responses fell into three broad categories: enhancement of skills, increased knowledge and understanding, and confidence building.

7 mentors and mentees identified enhancement of skills:

- *Fed into my ...year long course on Innovative Management, Team Development and Empowering Staff*
- *It helps you reflect on your own practice and make improvements*
- *It prompted me to re evaluate the principles of fundraising and to be able to articulate what the basics are*
- *This experience enhances my CV*

25 mentors and mentees identified increased knowledge and understanding:

- *Understanding of curriculum planning, what hinders it and seeing a good manager with good relational skills (mentor)*
- *I found it very interesting to talk to a teacher about how project management works in schools*
- *It was useful to get an insight into the school's perspective on difficult or unsuccessful residencies*

- *Useful to reconcile official government arts education policy with "grass roots" implementation*
- *Increased knowledge of fundraising sources and application*
- *I learned a lot about fundraising which is an area which I have not previously had much experience in*

13 mentors and mentees identified confidence building:

- *Confirms that you are doing a good job*
- *Confidence in being a mentor, it changes your outlook on how respected your profession is*
- *Made me realise my skills*
- *Useful to be able to bounce ideas re future curriculum planning*
- *It may me question what I am doing and why*

CP Directors commented:

- *Provided opportunity for teachers to:*

Think outside the box

Reflect on their own and others practice

Look at their own issues and challenges through the eye of a professional from outside their own institution

- *I feel the establishing of an external relationship, target setting, and focussed communication has re-enforced the role and status of the co-ordinator in the CP schools; space for reflection, brainstorming and learning has been invaluable and has contributed to the professional development of the individual involved*

QUESTION D3: IF NOT, PLEASE COMMENT

Mentors and mentees were asked if participation had not contributed to their professional development to comment.

Two mentors commented:

- *Because the task was not "tested" I didn't really feel I could help after the initial - good - stages of planning*
- *I would benefit from having "training" in mentoring or having a mentor myself*

Two mentees commented:

- *We were not looking for professional development*
- *General chats more useful for my development than the task itself as able to learn about other activities outside zone*

QUESTION E1: SCORES

Mentors and mentees were asked, "To what extent do you feel that your participation in the mentoring programme contributed to your personal development?"

Analysis of 28 partnerships

Mentors and mentees were asked to score the answer to the above question on a range of 1 - 10, from 1 = *not at all*, and 10 = *completely*

Score	9-10	6-8	5 or below	Av.	Average
Mentors (26)	27%	54%	19%	7.1	7.3
Mentees (19)	42%	37%	21%	7.5	

29% of all answers were 10

40% of all answers were 7 or 8

4 of the 45 answers were 1

QUESTION E2: IF SO, IN WHAT WAY?

Mentors were asked if participation in the mentoring programme had enhanced their professional development to say in what way.

Responses fell into two broad categories: increased knowledge and understanding, and confidence building.

15 mentors and mentees gave increased knowledge and understanding:

- *Good to get out and gain a perspective external to the theatre*
- *It brought me closer to an understanding of the value of teachers and the many skills/resources they draw on in their day to day work*
- *It exposed me to the challenges to running a primary school in a disadvantaged area and to the role of the arts in overcoming them. Inspiring to see what teachers are achieving in very difficult circumstances*
- *I am more aware of the roles of the school management scheme and this has helped me to develop strategies and suitable ways to liase with them*
- *It has been an unexpected bonus, I feel very fortunate to have been able to work with and learn from my mentor.*

16 mentors and mentees identified confidence building:

- *Made me confident in my people skills*
- *We became good friends over this period and I personally very much enjoyed the process*

- *Seeing how people in a different sector work broadened my personal experience*
- *It was a major challenge to mentor someone who knew nothing at all about fundraising in a school with no history of fundraising. The final product has given me a confidence boost and served as a reminder that people can rise to the challenge*
- *The mentoring programme has made me more confident; fundraising has always been quite daunting*
- *Confidence to approach areas in which I have had no experience. Gaining insight into other professional arts organisations.*

CP Directors commented:

- *Difficult to be precise. General sense of increased confidence and being less 'isolated'*
- *It is difficult to evidence personal development but I feel the co-ordinators who have participated have developed a confidence, clarity and security in their thinking which has moved them on personally*

QUESTION E3: IF NOT, PLEASE COMMENT

Mentors were asked if participation in the mentoring programme had not contributed to their personal development to comment.

One mentor commented:

- *"Personal development" seems a rather over weighted issue*

One mentor and mentee partnership commented:

- *Why should it?*

QUESTION F1: SCORES

Mentors and mentees were asked, "How much change or improvement has or is likely to come about in the way your organisation relates to schools - or your school relates to arts and cultural organisation - generally as a result of your participation in the mentoring scheme?"

Analysis of 28 partnerships

Mentors and mentees were asked to score the answer to the above question on a range of 1 - 10, from 1 = *none at all*, and 10 = *a great deal*.

Score	9-10	6-8	5 or below	Av.	Average
Mentors (28)	4%	25%	71%	4.0	5.0
Mentees (20)	40%	25%	35%	6.3	

44% of all answers were 3 or below

21% of all answers were 3

50% of mentees' answers were 7 or above

QUESTION F2: IF SOME CHANGE PLEASE SPECIFY

13 mentors and 15 mentees identified some changes. Mentors' entries mostly focussed on the relevance of a better understanding of school processes:

- *The importance of involving teachers directly in planning projects rather than importing projects has been reinforced*
- *Understanding school planning and lead times*
- *It made me more aware of the relevance of our marketing materials to primary schools in terms of our expectations of what primary schools are able to do*
- *The need for long term relationships with teachers and their schools*
- *We are much more conscious now of the need to develop specifically tailored programmes to schools to encourage participation*

Mentees entries mostly focussed on the benefits to the school of working with arts organisations:

- *It reinforced the importance and fundamental benefits gained from an educational establishment working with an arts cultural organisation*
- *I think that the department has gradually gained a more realistic view of the arts and the need to fundraise after CP has finished.*
- *Helped a lot and gave confidence*

15 mentors and 6 mentees identified no change

Mentors and mentees explained that they already had good relationships with the other sector:

- *Much of what we came across is currently in place: the experience will highlight certain areas of best practice*
- *It contributes to an ongoing process*

CP directors commented:

- *Very early to see or measure 'change'*
- *I think through talking and listening a dialogue and a way of communicating between both sectors has been established. By creative a framework for discussion and reflection a common vocabulary is developed and shared – this can only be a positive move for more effective collaboration and partnership practice between both sectors*

QUESTION G1: SCORES

Mentors and mentees were asked, "On the basis of your personal experience, do you think that the one to one mentoring process between arts and cultural organisations and teachers is a model worth repeating?"

Analysis of total respondents

32 mentors responded 30 in the form of a questionnaire, and 2 in the form of a written report. 21 mentees responded.

All mentor and mentee respondents (53) replied that the one to one mentoring process was a model worth repeating.

Analysis of 28 partnerships

Mentors and mentees were asked to score the answer to the above question on a range of 1 - 10, from 1 = *no not at all*, and 10 = *yes certainly*

Score	9-10	6-8	5 or below	Av.	Average
Mentors (28)	64%	32%	4%	8.9	9.0
Mentees (21)	71%	24%	5%	9.1	

57% of all answers were 10
 96% of all answers were 7 or above
 No answers were below 5

QUESTION G2: IF WORTH REPEATING, GIVE REASONS

Mentors and mentees were asked if they thought the model worth repeating, to give their reasons:

14 mentors and 3 mentees gave as reasons the benefit to the organisation:

- *Gives schools a deeper understanding of how arts organisations work*
- *Useful for arts organisations to understand constraints and opportunities within school context - mainly constraints*

- *There is a great deal that both organisations can learn from each other*
- *Great mechanism for linking schools with cultural organisations*

12 mentors, 14 mentees and 2 Directors gave as reasons the benefits to individuals:

- *Mentee appreciated input from a relevant outsider in formulating strategy*
- *Great to have a person from outside education to talk to*
- *It gives teachers quality time to evaluate their practice*
- *Privilege working with my mentor who has so many strengths from her position*
- *Gives a much broader dimension to the work*

CP Directors commented:

- *Informal feedback has been generally very positive*
- *I feel it is. The model needs verifying and developing*

QUESTION G3: IF WORTH REPEATING WHAT IMPROVEMENTS COULD BE MADE IF ANY?

Mentors and mentees were asked to say if the model was worth repeating what improvements could be made.

- 3 mentors suggested that arts organisations should be remunerated
- 9 mentors and 10 mentees suggested improvements to the organisation of the project, in particular that it should start earlier in the academic year and that the mentee's timetable should be carefully constructed to enable the mentee to participate fully. 2 mentors and 1 mentee suggested a reduction in paper work.
- 19 mentors and 6 mentees suggested improvements to the organisation of mentoring relationships. Suggestions included better matching of mentors and mentees, better training for mentees, a launch meeting for mentors and mentees together, and clearer and simpler objectives for the partnerships - perhaps as a result of a more careful process of consideration of the task by each mentor and mentee together.

CP Directors commented:

- *Better linked to planning cycle of teachers and schools*
- *I feel that the choice of task needs to involve a process where mentee and mentor explore how they choose to work together*

QUESTION G4: IF NOT WORTH REPEATING, GIVE REASONS

No responses were received to this question

QUESTION H1: OTHER COMMENTS IF ANY

Comments were received from 22 mentors and 10 mentees.

A number of entries emphasised how much they had appreciated being involved in the scheme:

- *It was a pleasure to get to know the mentee*
 - *It has been a wonderful excuse to get to know another professional working in arts education, thank you*
 - *A VERY valuable programme*
 - *I am very pleased I took part in this scheme, I feel I have learned a lot and I have enjoyed working with my mentee*
 - *Thank you*
 - *The whole experience was positive and extremely beneficial*
 - *I had a great relationship with my mentor which I would like to continue if possible*
 - *An excellent experience with an excellent mentor. Thank you*
- A number of suggestions for improving the structure and organisation of the programme were made in this section: they overlapped with those given in G3 above and included an earlier start date, networking opportunities for mentors and mentees, making sure that the scheme fits the teacher timetable and workload.
 - One mentor queried whether the scheme was a mentoring scheme or a coaching scheme. Another warned that it was important to ensure that a mentoring scheme did not become an excuse for establishing a partnership project. A third felt that it was important that a mentor did not "tread on the toes" of another arts organisation already working in the school.
 - One mentor suggested that outcomes of tasks should be shared across schools.
 - Some mentors/mentees commented on the amount of paperwork, while others commented on how useful the structure and literature provided had been.

An alternative model – the master class /working party

Three organisations, the British Film Institute (BFI), Film London (FL) and the Royal Institute of British Architects (RIBA) each hosted a master class working party of around 12 – 15 teachers, each of which planned to meet 3 times. The aim was to investigate respectively the use of the moving image, or the introduction of the built environment into the curriculum. All mentors and mentees in the BF/FL group, and most mentors in the RIBA group felt the model was worth

repeating, with the BFI/FL averaging a score of 9.4, and RIBA 6.8. Recommendations for improvement overlapped with those for one to one mentoring. The model appeared particularly relevant to primary school curriculum development. The logistical problem was the difficulty in London of arranging for the same group of teachers from a number of different schools to meet with each other and an expert mentor on three successive occasions.

08 September 2004
FM/LP