

# CHAPTER FIVE

## MENTOR RECRUITMENT, SCREENING, TRAINING AND MANAGEMENT

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## WHO ARE THE MENTORS?

The mentors primarily come from four main sectors of the community:

- Retirees
- Business People Businesses may choose to nominate staff members to mentor as part of their paid work, for approximately 2 hours per week for a year. Please refer to the document *Workplace Relevance of Mentoring Skills* in chapter 11.
- University Students. Some School-Based Mentoring Programs have also tapped into Teacher Education students at university. This provides extra value in providing pre-service teachers with an insight into youth at risk of not completing their education. The only disadvantage in tapping into university students is that they may not yet have the networks, contacts and influence in the community to be able to assist a young person. Many programs also have an age restriction of a minimum of 25 years.
- TAFE Outreach students (mature-aged job seekers)

## MENTOR SELECTION AND RECRUITMENT

Mentor selection should identify mentors who:

- want to be involved in the life of a young person
- respect young people
- listen actively, suspend judgment, and ask thoughtful questions
- empathise with young people
- seek solutions and opportunities for their mentees

### Note

Highly qualified/skilled people are not necessarily the best mentors. People with rich life experiences (positive and negative) who have developed coping and problem solving skills can bring a lot to a mentoring relationship

Experience has shown that mentors in the program are recruited through a number of sources. The most powerful form of recruitment is by word-of-mouth – when mentors tell their friends and family what a great program they're involved with and suggest that they might like to do similar.

Other methods/avenues for promotion that have proven to be successful are:

- Radio interview
- News stories –on radio, television and newspapers
  - This works best when you have something specific to tell so it hits the morning /afternoon news every half hour or so. Something like:  
*A new program will be starting in the Black Stump region this year that will involve local people working one-on-one with high school students to help them identify and plan what they'll do when they leave school. The program matches mentors with a young person who is considering leaving school before they complete their education. Retirees are ideally suited to this role. Research has shown that over 90% of young people in this program go into positive futures – like TAFE, apprenticeship or*

*traineeship....or even decide to stay at school. The mentors receive free TAFE training and have the support of a local co-ordinator. If you're interested call Jane on 0123456789.*

- A program launch (which might also attract media attention)
- Approaching service clubs – Rotary, Lions, Probus etc
- Posters and brochures at retirement villages
- Posters and brochures at doctor's and dentist's surgeries
- Retired Principals associations
- Talks at Business Breakfasts etc (these people may not become your mentors but they will most certainly know people who will)
- Local govt newsletters
- Retirees Associations
- School Newsletters
- Recruitment Stand at shopping centre
- Recruitment postcards

A few programs have tapped into trainee teachers at their local university. The mentors get credit towards their degree and are required to make a full 12-month commitment to the young person – even though their university subject may only be one semester long. The bonus of this approach is that new teachers gain a greater understanding of the issues facing young people and of the benefits of a mentoring program.

All prospective mentors should be provided with a position description that includes:

- an explanation of the program
- desired mentor attributes
- an outline of training required
- a description of the mentor's roles and responsibilities
- a time-line and duration of commitment.

Prospective Mentors should also be provided with an application form (see sample) to complete before enrolling in the mentor-training course.

## MENTOR SCREENING

There are a number of steps involved in the process of screening mentors. The process is to ensure that the mentors are the right kind of people to take on this role. Screening involves four parts:

### 1. Criminal Records Check /Police Check

This is carried out by the police – often in association with a Dept of Education – and should check all criminal records both within the state and on a national basis. The check will identify if a person has any child related offences that would preclude them from becoming a mentor.

### 2. Reference Check

All prospective mentors are required to provide details of two personal referees who can attest to the mentor's suitability. These referees should ALWAYS be contacted. A common question asked of the referees is 'Would you be happy for this person to mentor your child?'

### 3. Extended Training

The extended mentor-training program (3 hours per week over 10 weeks) allows mentors to be observed by the TAFE teacher over an extended period of time. This gives the mentors time to reflect on issues and discuss them with family and friends, often resulting in a change of attitude. For example...some prospective mentors go into the training with the attitude of 'what some young people today need is a good kick up the backside'. If they are still making comments like this towards the end of the training it's highly unlikely that they will be suitable mentors.

### 4. Interview

Towards the end of the training and when all the other parts of the screening process are complete an interview should be scheduled with each prospective mentor. The interview should include the co-ordinator and the TAFE teacher. This allows the co-ordinator to get to know the mentor and ask and answer any questions either party may have. It also allows the mentor to express which school they would like to be placed at and discuss other options (if appropriate). The co-ordinator will have the opportunity to ask the mentor's reasons for wanting to be a mentor and the TAFE teacher will be able to call on his/her experiences with the mentor over the preceding 8 or 9 weeks.

## MENTOR TRAINING

All mentors in School-Based Mentoring Program must complete the TAFE mentor-training program prior to being matched with their mentee. The training helps the mentors:

- understand the issues involved in mentoring
- become more confident
- be better prepared
- demonstrate commitment

- have the support of fellow mentors

Many retired principals or ex-teachers often try to convince the co-ordinator that they don't need to do the training but it is important that ALL mentors have completed the course. Mentoring is a very different skill set to those involved in teaching and most mentors report that it is a valuable experience.

The Mentor Training is delivered through a partnership with TAFE. The course code is 9803A and is offered through TAFE NSW. Other states can purchase it from the national register. The course in its entirety is 90 hours. Mentors do the first 30 hours in class spread over 8 -10 weeks. When the mentor is matched with a student for the first phase of the program, this counts for the next 30 hours. If the mentor wishes to receive the full certification he/she must attend TAFE classes for the remaining 30 hours (under special arrangement with the local TAFE and depending on local need). By completing the first 60 hours of the course the Mentor receives a Statement of Attainment. The course covers a range of skills including:

- Interpersonal Skills
- Effective Listening
- Conflict Resolution
- Mentor roles, rights & responsibilities
- Problems faced by today's youth
- Managing difficult behaviour
- Child Protection Legislation
- Confidentiality
- Employment & Training Opportunities and.....
- Topics which meet the needs of the group

## **MENTOR MATCHING**

So... you've recruited, screened and trained your mentors. Now you are at the stage where you are ready to make the one-on-one match. You will need to decide whether you will match male mentors with female mentees and vice versa before you begin the matching process. You'll also need to consider what basis you will match on – will it be on personality or on career experience. Many programs have found that matching based on personality works best. The problem with matching based on the mentor's career experience is that they may not 'think outside the square' and encourage their mentee to look at other career opportunities. Also if the mentee has been retired for quite a while the industry may have changed significantly and he/she may provide incorrect advice.

When the students are initially introduced to the program they should be told that the matching process is not exhaustive as there are only X number of mentors for X number of students. This means that whilst every effort is made to create a good match between mentor and mentee... at the very least the mentee will get a mentor who cares about them and is willing to help work through their planning process.

The following is an outline that has proven to be successful in a number of programs.

## **Orientation Day**

A day where the mentors and mentees come together as a group to meet each other and understand how the program will work. Many programs call this Jitters Day because everyone seems to be a bit nervous. This day is organised and run jointly by the co-ordinator and the school contact and relief for this day needs to be organised with the school. Activities are planned around the mentors getting to know the mentees and vice versa without anybody having been matched. It's a great idea for individual students to take individual mentors on a tour of the school so that the mentors get an idea of where everything is located. Students should be provided with a list of important points of interest and they will no doubt add their own. Places that should be included are:

- Principal's Office
- Careers Advisor
- School Counsellor
- Staff Toilets (that can be used by the mentors)
- Library
- Front Office (sign-on book for mentors)

Included in this chapter is an agenda for the Orientation Day and instructions for playing Network *Bingo*. Basically any activities that force the mentors to talk to the mentees are ideal – remembering both groups will be nervous. A barbeque lunch is a great way to get everyone together and having lots of jobs to do makes everyone feel a part of the day.

Towards the end of the day the mentees are asked to write their name on a piece of paper and then the name of three mentors they would be happy to be matched with. No guarantees are made that they will be matched with one of the three but strangely enough this usually works out.

## **At the end of the Orientation Day**

The co-ordinator and the teacher contact from the school sit down and try and match the students' requests with the mentors. Personality and interest are also taken into account. Once the matching is finalised, the co-ordinator contacts the mentors with the name and telephone number of their mentee. The mentor should telephone his/her mentee that evening to let him/her know that they have been matched and that he/she looks forward to next week's meeting. It's important to do this on the day of the orientation so that the students know who they have been matched with (if left for a couple of days they may forget who was who). All permissions relating to providing student/mentee contact details to the mentor should have been obtained prior to the Orientation Day.

# **WHAT DO THE MENTORS DO?**

Prospective mentors and parents of mentees often ask this question. Whilst every school will have some limits and restrictions the program encourages Mentors and Students to do and go wherever they can to explore the Mentee's post-school options. Usually the first couple of weeks are spent talking and planning what sort of investigations they will make. There is a booklet to help with these discussions but this is NOT mandatory. The co-ordinator will encourage the Mentor to take the

Mentee on lots of excursions (usually during school time). The excursions could be to TAFE, businesses, Career Information Centre, University and often to places where the Mentee will have the opportunity to talk to young employees in the kind of job they are interested in. For example a Mentee might be interested in becoming a policeman so the Mentor could arrange a visit to the Police Training Academy as well as a visit to a local police station to talk to a newly appointed constable – to hear about the job from that perspective. Much of the time that the Mentees spend at school with the Mentors is spent planning other excursions. The excursions not only provide a wealth of information and contacts for the Mentee but they also provide an opportunity for the Mentee and Mentor to talk about their career options... and other life issues!

## **LEAD MENTORS**

To enable the program to expand and still stay within reasonable resourcing and funding limitations, an option may be to utilise the skills of existing mentors to assist the co-ordinator by identifying a Lead Mentor. This person could take on co-ordination responsibilities on alternate weeks, freeing up the co-ordinator to attend other schools.

A Lead Mentor is a trained and experienced voluntary mentor who is willing to take on extra responsibilities in supporting other mentors. Before being offered the position of lead mentor the co-ordinator should assess the mentor's skills and abilities in mentoring as well as his/her potential to offer guidance and support to new and /or inexperienced mentors without offending other mentors.

## **SAMPLE DOCUMENTS**

The following documents are samples that you may choose to alter to suit your program.

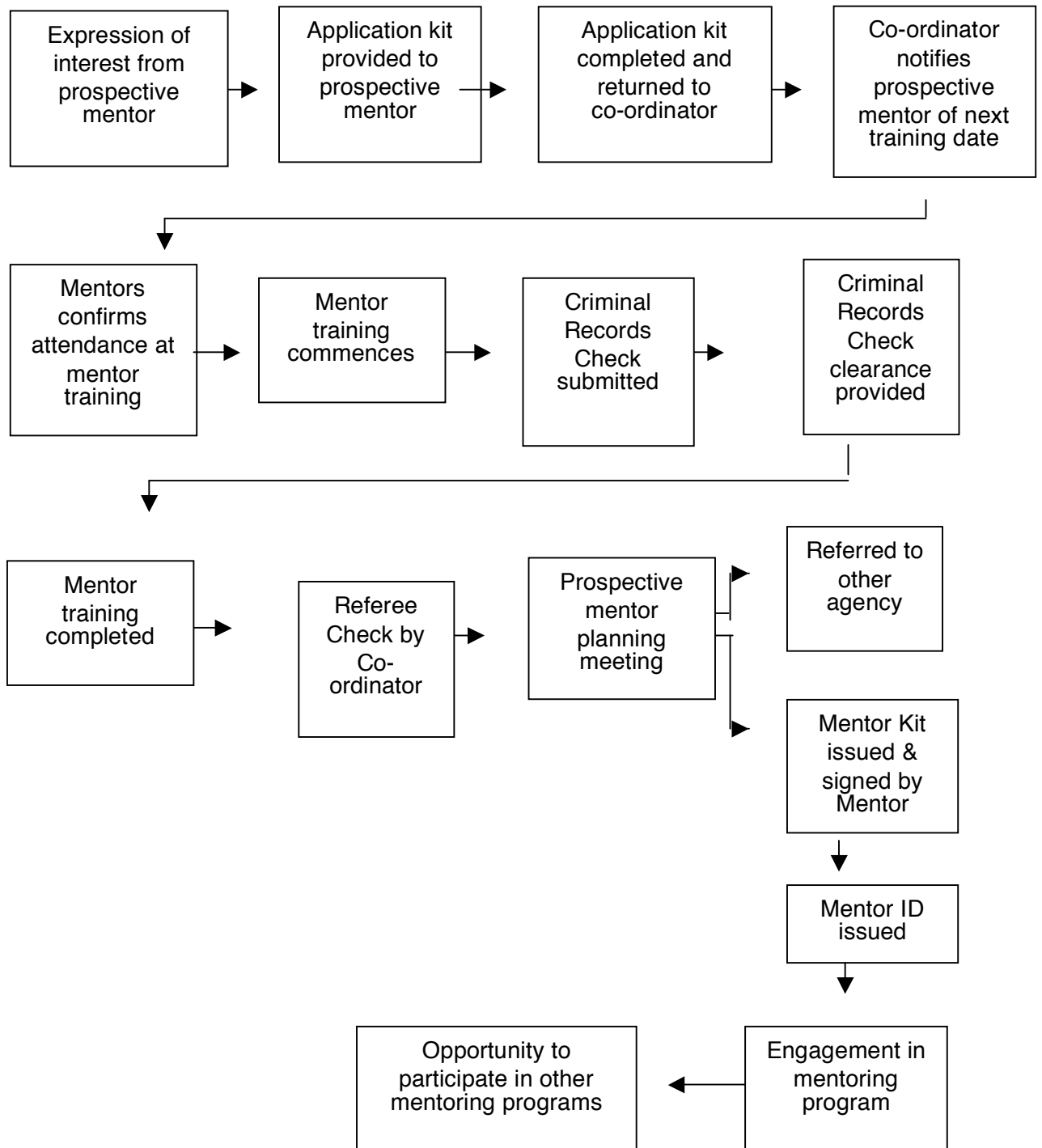
Samples 5.1 to 5.9 relate to the application and screening process

Samples 5.10 to 5.16 are documents which should be provided to the mentor (most of these need to be signed by the mentor and/or the mentee and/or the co-ordinator)

Samples 5.17 and 5.18 are documents that may be used if the Lead Mentor approach is adopted.

## SAMPLE 5. 1 - MENTOR APPLICATION FLOW CHART

This chart shows the various stages that lead to a Mentor being approved. The process takes approximately 12 weeks





## SAMPLE 5.2 - EXPRESSION OF INTEREST TO BECOME A MENTOR

Yes I am interested in becoming a mentor in the program

Yes I will be enrolling in the FREE TAFE course at .....  
(TAFE location)

TAFE on ..... at .....  
(date) (time)

Name:.....  
(PLEASE PRINT)

Address:.....

.....Postcode.....

Telephone:..... Mobile:.....

Email.....

I heard about the program through (please cross the appropriate box/es)

- A Friend
- Rotary
- Probus
- The local Newspaper
- Television
- Radio Station.....
- Other**.....

## SAMPLE 5.3 - MENTOR APPLICATION

### Personal Details

Name: _____	<input type="checkbox"/>
<i>Male</i>	
	<input type="checkbox"/>
<i>Female</i>	
Home Address: _____	
_____	
_____	
_____	Postcode: _____
Home Phone Number: _____	
Mobile: _____	Email: _____
_____	

### Current Situation

<input type="checkbox"/> Retired	<input type="checkbox"/> Looking for Work
<input type="checkbox"/> <b>Employed - Part Time/ Casual</b>	<input type="checkbox"/> Other ( please specify)
<input type="checkbox"/> Employed - Full Time	.....

### Current Work Details (if applicable):

Name of Organisation: _____
Position Held: _____
Address: _____

\_\_\_\_\_ *Postcode:* \_\_\_\_\_  
*Phone Number:* \_\_\_\_\_

**Referees:**

*Please provide contact details of two people who could provide a personal/character reference for you. These referees should have known you for more than two years.*

**Referee (1)**

Name \_\_\_\_\_

**Address** \_\_\_\_\_

\_\_\_\_\_ *Postcode* \_\_\_\_\_

*Telephone Number* \_\_\_\_\_

Relationship to you (please tick):

- friend*
- relative*
- neighbour*
- employer*
- other (please provide details) .....*

**Referee (2)**

Name \_\_\_\_\_

**Address** \_\_\_\_\_

\_\_\_\_\_ *Postcode* \_\_\_\_\_

*Telephone Number* \_\_\_\_\_

Relationship to you (please tick):

- friend*

<input type="checkbox"/> <i>relative</i> <input type="checkbox"/> <i>neighbour</i> <input type="checkbox"/> <i>employer</i> <input type="checkbox"/> <i>other (please provide details) .....</i>
---

**Previous Experiences:**

(Not essential but can be useful information for the program co-ordinator)

Have you completed the TAFE mentor training program?

Yes .....When? \_\_\_\_\_ Which TAFE

Campus? \_\_\_\_\_

No

Please list any courses or experience you have had which may enhance your role as a mentor  
 eg. scout/guides leader, teacher's aide

<i>Type of Experience</i>	<b>Year</b>

**Other Interests:**

*In the spaces provided below please list other areas of interest, hobbies, expertise or experience.*

<i>Area of Interest/Knowledge/Experience # 1:</i>
---

<i>Description of Area #1:</i>
--------------------------------

Area of Interest/Knowledge/Experience # 2:

Description of Area #2:

### Work/Community Experience

Please list previous work experiences or community involvement (this sometimes helps to make a better match).

Name of Company/Organisation	<u>Position Held</u>	<u>Period of Employment/Involvement</u>

I declare that the information in this mentor application is, to the best of my knowledge, correct.

Signed:.....

Dated:...../...../.....

## **SAMPLE 5.4 - INVITATION TO MENTOR APPLICATION MEETING**

Name of Applicant \_\_\_\_\_

Date \_\_\_\_\_

You are invited to attend a preliminary meeting regarding your application for the Mentoring program. The meeting will involve your TAFE teacher and a representative from the program.

Date of Interview \_\_\_\_\_

Time of interview \_\_\_\_\_

Venue \_\_\_\_\_

Please advise if you are unable to attend by telephoning

..... on .....

I look forward to meeting with you.

Regards

Program Co-ordinator

## **SAMPLE 5.5 - MENTOR REFEREE CHECK**

Mentor's Name:.....

Referee One:.....

### **EXPLAIN CONFIDENTIALITY AGREEMENT**

1. How long have you known .....
2. How do you know .....
3. .... has applied to be a mentor to a high school student. Would you recommend him/her for this role?
4. Would you have any reservations if ..... was mentoring your child?

Referee Two:.....

- How long have you known .....
- How do you know .....
- .... has applied to be a mentor to a high school student. Would you recommend him/her for this role?
- Would you have any reservations if ..... was mentoring your child?

## **SAMPLE 5.6 - GUIDELINES FOR MENTOR INTERVIEW/MEETING**

*Information for Co-ordinator only*

***These guidelines relate to the interview which is conducted AFTER the TAFE training but PRIOR TO the mentor being accepted.***

1. Provide interview notice last week of training
2. Include mentor application
3. Interview panel to include two of the following:
  - TAFE teacher
  - Co-ordinator
  - Lead Mentor (if applicable)
4. Allow approximately half an hour PLUS 10 minutes for discussion prior to interview.  
Discussion of current program needs and possible referrals available.
5. Make provision for telephone follow up for any referrals to other programs.



## **SAMPLE 5.7 PRE- INTERVIEW REPORT**

*Information for Co-ordinator ONLY*

### **PRE INTERVIEW DISCUSSION**

Name of Applicant: \_\_\_\_\_

Criminal Records Check /Police Check

Recommendation by TAFE teacher

Mentoring

Other activity .....

Referral

Not Suitable

Check application (including referees)

## **SAMPLE 5.8 – RECORD OF INTERVIEW**

Name of Applicant: \_\_\_\_\_

1. Why mentoring?

\_\_\_\_\_  
\_\_\_\_\_

2. Alternatives?

\_\_\_\_\_  
\_\_\_\_\_

3. Geographic location preference \_\_\_\_\_

4. Transport: Private Transport Available  Uses Public Transport

5. Availability: Day/Time \_\_\_\_\_

6. Commitment: Discuss minimum requirements of 2 hours per week for 12 months

Hours per week \_\_\_\_\_

Duration \_\_\_\_\_

Recommendation \_\_\_\_\_

School Appointed To: \_\_\_\_\_

Start Date: \_\_\_\_\_

### **Names and Signatures of Interview Panel:**

Name ..... Signature.....

Name ..... Signature.....

Name ..... Signature.....

## **SAMPLE 5.9 - MENTOR LETTER**

.....  
.....  
.....  
.....

Dear .....

Congratulations on completing your mentor training and welcome to Mentor Program.

As discussed at the application meeting I would like to confirm that your first mentoring program will be at.....  
(location)

commencing on ..... at ..... am/pm.  
(date) (time)

Your co-ordinator is .....

Please meet at ..... at ..... am/pm  
(venue) (time)

If you have any inquiries regarding the program, please do not hesitate to contact me on .....

Yours sincerely

Program Co-ordinator

## **SAMPLE 5.10 (DOCUMENTS FOR MENTORS)**

*This is a useful document to provide to prospective mentors. You can add extra questions to this document as they arise.*

### Some Questions You Might Have About Becoming a Mentor

#### **1. Does everyone have to do the mentor training?**

Yes, the mentor training gives everyone an opportunity to decide whether mentoring is what they really want to do – to test out their commitment. It can be devastating for a young person to be let down after the program has commenced. The training also provides opportunities for the mentors to bond as a team and to discuss relevant issues and reflect on the opinions of others.

#### **2. Does the mentor training cost anything?**

No, the training is FREE for the mentors

- **I used to be a teacher; do I still have to do the training?**

Yes. Mentoring is a very different kind of relationship – it relies more on listening, supporting and encouraging, rather than imparting knowledge.

- **Who delivers the Training?**

A qualified TAFE teacher delivers the training. Relevant guest speakers from the community also contribute to the training.

- **How long does the training last?**

The course is usually conducted in three-hour sessions over an eight to ten week period

- **After I complete the training program, where will my mentoring assignment be?**

There are a number of opportunities for mentoring. Before you are placed into a program, a meeting with the program co-ordinator and the TAFE teacher will be scheduled. This will allow you to discuss which program you would prefer to be placed in and where your skills can be best utilised.

- **What sort of time commitment do I need to make?**

The training is usually 3 hours a week and after you are placed in a program, you should allow approximately 2 hours per week, however the amount of time spent is an individual choice. The School-Based Mentoring Program requires a minimum commitment of 12 months but don't worry if you are away on holidays etc – just drop a postcard to your mentee so he/she knows you're thinking of them.

- **What sort of support is available when I become a mentor?**

You will have the support of the Program Co-ordinator and a contact teacher at the school. Regular mentor meetings are also an opportunity to share ideas and problems and gain feedback from other mentors.

- **How will I be matched with a student?**

The program co-ordinator, in consultation with the school contact and the TAFE teacher will match you with a student based on mutual needs, interests and personality.

- **Do I have to provide my personal details to the student?**

This is a personal choice. Most mentors do end up swapping contact details with their mentee but you should wait until you feel ready to do this. You will be provided with a Mentor ID card that has your photograph and your name.

- **What sorts of security checks are carried out on the mentors?**

To ensure the safety of the students, all mentors are required to have their backgrounds checked by the police. Depending on which State your program is operating in you will have different forms of criminal records checks. For Example, in Queensland all volunteers working with children are required to have a Blue Card.

All applications for screening are strictly confidential and the co-ordinator is only advised of the outcome.

Mentors are also required to provide details of two personal referees who can attest to good character of the mentor (this is done by phone).

## **SAMPLE 5.11 - POLICIES RELATING TO MENTORS**

### **1. TRAVEL**

The Program co-ordinator needs to check with relevant governing bodies (the school, Dept of Education etc) whether mentors are permitted to transport school students in a private vehicle. If this is allowed, the vehicle must be currently registered, including third party person insurance, and the driver must hold a current full driver's licence (not provisional).

Mentors should only transport students by private vehicle when public transport is either not available or is unreasonable. This is at the discretion of the school principal or the co-ordinator.

### **2. PERMISSION**

If the mentee is a school student, mentors must ensure parental permission and school permission is obtained before meeting the mentee or conducting mentoring activities, anywhere or any time other than the usual School-Based Mentoring meetings held within the school premises during normal school hours.

### **3. DISCLOSURE**

Mentors are required to inform the School Principal or Program Co-ordinator if they have any concerns regarding the physical or moral safety of their mentee. This is in line with Child Protection Legislation in most states.

### **4. NO TOUCHING**

The School-Based Mentoring Program supports the current policy of strict adherence to students not being touched by adults, including teachers and mentors.

### **5. CHILD PROTECTION LEGISLATION**

All active mentors in the School-Based Mentoring program must successfully complete the relevant Child Protection Legislation training prior to being engaged as a mentor.

### **6. GENERAL POLICY**

It is the School-Based Mentoring Program's Policy to follow all current policy, legislation and practices of the relevant State Government Dept that oversees education. The relevant policies need to be explained by the co-ordinator and/or teacher prior to the mentors commencing their duties.

## **Sample 5.12 - MENTOR'S CODE OF ETHICS**

All mentors should understand and agree to work in accordance to the following Code of Ethics:

- All mentors are required to complete the Mentor Training Program through TAFE.
- All mentors are required to have completed the Child Protection Legislation Course.
- All mentors are required to wear Mentor Identification when involved in mentoring activities in schools.
- All information discussed between Mentor and Mentee shall be held in strict confidence – unless the information places the Mentee in moral or physical danger – in which case the Mentor will report the information to the school principal.
- All mentors shall maintain moral and ethical standards.
- All mentors determine prior to mentoring if a conflict of interest exists with the mentee.
- All mentors shall inform the co-ordinator or School Principal if they feel they are not competent to provide support in a specific area, or that a mentee is at risk of being in physical or moral danger.
- All mentors shall follow current policy, legislation and practices of the NSW Department of Education and Training as advised by the co-ordinator or school.

I, (print full name) ..... acknowledge and agree to abide by the Mentor's Code of Ethics stated above.

**Signed**.....

**Date**.....

## **SAMPLE 5. 13 - PARAMETERS OF THE MENTORING RELATIONSHIP**

*Mentors to read and sign*

*Copy to be kept by Co-ordinator and Mentor*

The purpose of the mentoring relationship is to assist the mentee to make a satisfactory transition from compulsory education to further education, training or employment or a combination of these. The following points are guidelines for each program.

- The School-Based Mentoring Program allows Mentors to mentor up to two (2) students concurrently, providing only one Mentee is in Stage One. (Please refer to Stages in the Mentor's Contract)
- A Mentor is not permitted to attend the Mentee's home unless the parent/guardian is in attendance. In the absence of a parent/guardian, all visits/meetings should be conducted in a public place.
- A Mentee is not permitted to attend the Mentor's home unless accompanied by a parent/guardian.
- Mentors, in general, are not permitted to give gifts to their Mentee. In some circumstances, a Mentor may be permitted to cover the cost of an approved activity\*. This is at the discretion of the Program Co-ordinator.
- Mentors and Mentees are encouraged to exchange personal contact details once written permission has been obtained from the Mentee's parents (prior to commencement of the program) In the case of students who are at TAFE or have left school, the program co-ordinator can provide authority.
- All approved activities \* should be directly related to the purpose of the relationship (as stated in the Mentoring Agreement) between the Mentor and the Mentee. Mentors are not permitted to engage in activities with or for the parent/guardian (eg shopping, job seeking). Other activities where the Mentor is invited to participate with the Mentee and the parent/guardian (eg BBQ) are at the Mentor's discretion.



- All Mentors shall determine prior to entering into a mentoring relationship if a conflict of interest exists with the Mentee. Any potential conflict should be discussed with the Program Co-ordinator prior to the commencement of the relationship.
- All information discussed between Mentor and Mentee shall be held in strict confidence.
- All Mentors shall inform the co-ordinator or School Principal if they feel they are not competent to provide support in a specific area, or that a mentee is at risk of being in physical or moral danger.
- All Mentors shall follow current policy, legislation and practices of the relevant Govt Dept. as advised by the Program Co-ordinator or School Co-ordinator.
- All Mentors shall maintain moral and ethical standards.

\* An approved activity is an activity involving the Mentor and Mentee, which is not based at the School/TAFE and approved by the parents, the school and the Program Co-ordinator.

*I, (print full name) ..... acknowledge and agree to abide by the Mentoring Parameters as stated above.*

Signed..... Date.....



## **SAMPLE 5.14 - MENTORING AGREEMENT**

**To be signed by the Mentor and the Mentee**

*Copy to be kept by the Co-ordinator, Mentor and Mentee*

This agreement will remain current for 12 months from the date of signing.  
This agreement is signed in conjunction with the Mentor's contract.

Mentoring is voluntary and the obligations of both parties are based on the desire to help and receive guidance. The relationship is not binding and there is no legal or contractual obligation. However, both parties agree that:

- There must be an honest and friendly environment.
- Goals and expectations must be mutual but some expectations may go unfulfilled.
- The relationship must be based on mutual respect and commitment to the "partnership".
- The mentor's role is to assist, help and support the mentee.
- Both the mentor and mentee must want the relationship to work.
- The mentor agrees to keep all information about the mentee in strict confidence unless the information places the mentee in moral or physical danger, that is, it contravenes the Child Protection Legislation.
- The mentor agrees to abide by all policies
- The mentor and mentee agree that the purpose of the relationship is (please provide details):

.....  
 .....  
 .....  
 .....  
 .....

Signed.....  
(Mentor )

Signed.....  
(Mentee)

Date .....

Date .....

## **SAMPLE 5.15 - THE MENTOR'S CONTRACT**

*To be signed by the Mentor and the Co-ordinator*

*Copy to be kept by the Co-ordinator and Mentor*

***The following Mentor's Contract has provision for signing at various stages of the mentoring relationship:***

- Introductory Stage – the Mentor is in training
- Stage One - working in the structured component of the program where the Mentee and Mentor meet each week at school
- Stage Two - the Mentor and Mentee (who is still at school) have agreed to continue the partnership after the structured component of the program until the twelve month anniversary of entering Stage One
- Stage Three - the Mentor and Mentee have agreed to continue the partnership for the second year while the Mentee is still at school.
- Stage Four - the Mentor and Mentee have agreed to continue the partnership after the Mentee has left school/TAFE for a period up to two (2) years

## THE MENTOR'S CONTRACT

Mentor's Name: ..... Mentee's Name: .....

The first Stage of this Contract is to be signed prior to being matched with a Mentee. Subsequent stages of the contract will be signed at the relevant points in the partnership.

**INTRODUCTORY STAGE:** Mentor in training

### STAGE ONE PARTNERSHIP

A Stage One Mentor is working in the structured component of the program where the Mentee and Mentor meet each week at school.

A Stage One Mentee is one who is commencing a partnership with a mentor and is in the structured component of the program where the Mentee and Mentor meet each week at school.

The Mentor has:

- Completed the Mentor Training Program through TAFE.
- Completed the Child Protection Legislation Course (as part of the TAFE training)
- Been cleared through a Criminal Records Check
- Read and signed off the program policies especially those relating to Duty of Care, Parameters of the Relationship, Travel, Excursions and Grievance procedures.

The Mentor agrees to:

- Wear Mentor Identification when involved in mentoring activities in schools.
- Be in contact with his/her mentee at least every week.
- Only work with one Stage One Mentee at any one time
- Only work with two Mentees at any one time
- Develop a Mentoring Agreement with his/her Mentee which clearly states the purpose of the partnership

Signed:.....

Date: .....

(MENTOR)

Signed:.....

Date: .....

(CO-ORDINATOR)

Mentor's Name: ..... Mentee's Name: .....

**STAGE TWO PARTNERSHIP:**

A Stage Two partnership is where the Mentor and Mentee (who is still at school) have agreed to continue the partnership after the structured component of the program until the twelve month anniversary of entering Stage One.

The Mentor agrees to:

- Negotiate the terms of the relationship with the Mentee including:
  - agreed frequency of contact/communication
  - method of contact/communication
  - purpose of the partnership

which results in the development of a new Mentoring Agreement with his/her Mentee

- Be in contact with his/her mentee at least every two weeks
- Notify the program co-ordinator if the Mentee leaves school/TAFE
- Provide information regarding student contact/progress to the Program Co-ordinator each month
- Refer the Mentee to other services where appropriate
- Follow program policy

Signed:.....

Date: .....

(MENTOR)

Signed:.....

Date: .....

(CO-ORDINATOR)

Mentor's Name: ..... Mentee's Name: .....

**STAGE THREE PARTNERSHIP:**

A Stage Three partnership is where the Mentor and Mentee have agreed to continue the partnership for the second year while the Mentee is still at school.

The Mentor agrees to:

- Negotiate the terms of the relationship with the Mentee including:
  - agreed frequency of contact/communication
  - method of contact/communication
  - purpose of the partnership

which results in the development of a new Mentoring Agreement with his/her Mentee

- Maintain contact with his/her Mentee at least monthly
- Provide information regarding student contact/progress to the Program Co-ordinator three times each year in January, June and October.
- Follow School-Based Mentoring policies

Signed:.....

Date: .....

(MENTOR)

Signed:.....

Date: .....

(CO-ORDINATOR)

Mentor's Name: ..... Mentee's Name: .....

**STAGE FOUR PARTNERSHIP:**

A Stage Four partnership is where the Mentor and Mentee have agreed to continue the partnership after the Mentee has left school/TAFE for a period up to two (2) years

The Mentor agrees to:

- Negotiate the terms of the relationship with the Mentee including:
  - agreed frequency of contact/communication
  - method of contact/communication
  - purpose of the partnership

which results in the development of a new Mentoring Agreement with his/her Mentee

- Maintain contact with his/her Mentee at least monthly
- Provide information regarding student contact/progress to the Program Co-ordinator three times each year in January, June and October.
- Follow the School-Based Mentoring Program policies
- Sign off policies relevant to Stage Four ie Insurance, Duty of Care

Signed:.....

Date: .....

(MENTOR)

Signed:.....

Date: .....

(CO-ORDINATOR)

## **SAMPLE 5.16 - MENTOR REIMBURSEMENT VOUCHER**

*This voucher should be included in the mentor's kit*

The School-Based Mentoring program understands some mentors cannot carry the out-of-pocket expenses incurred in mentoring program. If you would like to be reimbursed for out-of-pocket expenses during the structured component of School-Based Mentoring please complete the voucher below and give it to the Co-ordinator at the end of the first phase.

Reimbursement is available at the following rates:

Category A: \$10 per month for a maximum of 3 months

Category B: \$20 per month for a maximum of 3 months

Category C: \$5 per month for a maximum of 12 months

Mentor's Name:.....

Telephone Number .....

I wish to apply for \$..... for reimbursement of costs associated with Plan –It Youth for mentoring activities associated with [INSERT MENTEE'S NAME] .....

Signed.....

Date: .....

In accepting this reimbursement of costs I hereby declare that I have expended at least this amount on the following items:

petrol / car maintenance

telephone calls

other - please specify

.....

Signed.....

Date: .....



## **SAMPLE 5.17 - LEAD MENTOR STATEMENT OF DUTIES**

- To support a team of mentors on alternate weeks
- Facilitate mentor support meetings and other mentor networking activities.
- Contact the Program Co-ordinator after the Mentoring Session to report on the day's activities
- Alert the Program Co-ordinator to possible problems, including any issues arising from the Child Protection Legislation.
- To advise the Program Co-ordinator of any mentor resignations/withdrawals.
- To complete a Mentor Activity report and return it to the Program Co-ordinator.
- Other duties and responsibilities as agreed to in consultation with the program co-ordinator.

## SAMPLE 5.18 - LEAD MENTOR STATUS REPORT

*Mentees and Mentor's Names should be completed by Co-ordinator*

Lead Mentor:..... Date:.....

		Attended Session	Phoned in absent	Planned excursion	Stayed for debrief
MENTOR'S NAME	MENTEE'S NAME	1	2	3	4
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

# CHAPTER SIX

## MENTEE MANAGEMENT

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## **STUDENT PARTICIPATION FLOW CHART**

The student participation flow chart (see sample 6.1) shows a step-by-step account of how the students are selected to participate in the program.

### **STUDENT SELECTION**

Although it would be ideal to be able to offer a Mentor to every student who wanted one, the number of places on offer is limited by the number of mentors available. For this reason priority is given to those students who are thinking about leaving school before they complete Year 12. Participation in School-Based Mentoring Program should always be voluntary and the program should not be seen as a program for students with behaviour management issues.

### **YEAR 10 SURVEY**

A survey (see sample 6.2) is conducted in the early stages of Year 10 – preferably around March. It can be repeated in the middle of the year if the school is a second program can be offered. The survey is very simple and only requires students to tick a box if they are considering leaving school in the near future.

### **STUDENT MEETING**

After the survey has been completed by all Year 10s (remember to include those who are absent on the day of the survey as they may be likely candidates for the program), those who ARE intending to leave school (or are thinking about it) attend a meeting where they learn about the School-Based Mentoring Program and what it might offer them. Ideally a previous mentor and student will be able to speak about their experiences in the program.

### **EXPRESSION OF INTEREST**

At the end of this meeting students complete the Expression of Interest (see sample 6.3) and those who are interested in finding out more are invited to attend an information session with their parents.

### **COMMONLY ASKED QUESTIONS**

Many students will have questions that they may be too embarrassed to ask so this sheet is useful to hand out at both information sessions. Feel free to add questions to this sheet (sample 6.4).

## **INFORMATION SESSION**

Students who are interested in being involved in the program are invited to attend a further information session with their parents. Whilst students would not be excluded if their parents don't attend it is advisable to have the support and understanding of the parents in the early stages of the program. The mentors from the current group in training are usually invited to attend this session, as many parents want to meet some of the mentors to allay any fears they may have. The Mentors find this session valuable as it also gives them a greater understanding of how the program will work.

## **STUDENT APPLICATION FORM**

At the end of the Information Session those students who decided to participate complete the Student Application Form (see sample). This form not only seeks their contact details but it also asks questions about their home life, hobbies and interests which will be valuable to their mentor. This form needs to be signed off by the parents, giving permission for the student to participate in the program and to provide his/her contact details to the mentor.

## **MATCHING**

When the students are initially introduced to the program they should be told that the matching process is not exhaustive as there are only X number of mentors for X number of students. This means that whilst every effort is made to create a good match between mentor and mentee.....at the very least the mentee will get a mentor who cares about them and is willing to help work through their planning process.

Once selected for the program students and mentors participate in an Orientation Day where the mentors and mentees come together as a group to meet each other and understand how the program will work. Many programs call this Jitters Day because everyone seems to be a bit nervous. Activities are planned around the mentors getting to know the mentees and vice versa without anybody having been matched. It's a great idea for individual students to take individual mentors on a tour of the school so that the mentors get an idea of where everything is located. Students should be provided with a list of important points of interest and they will no doubt add their own. Places that should be included are:

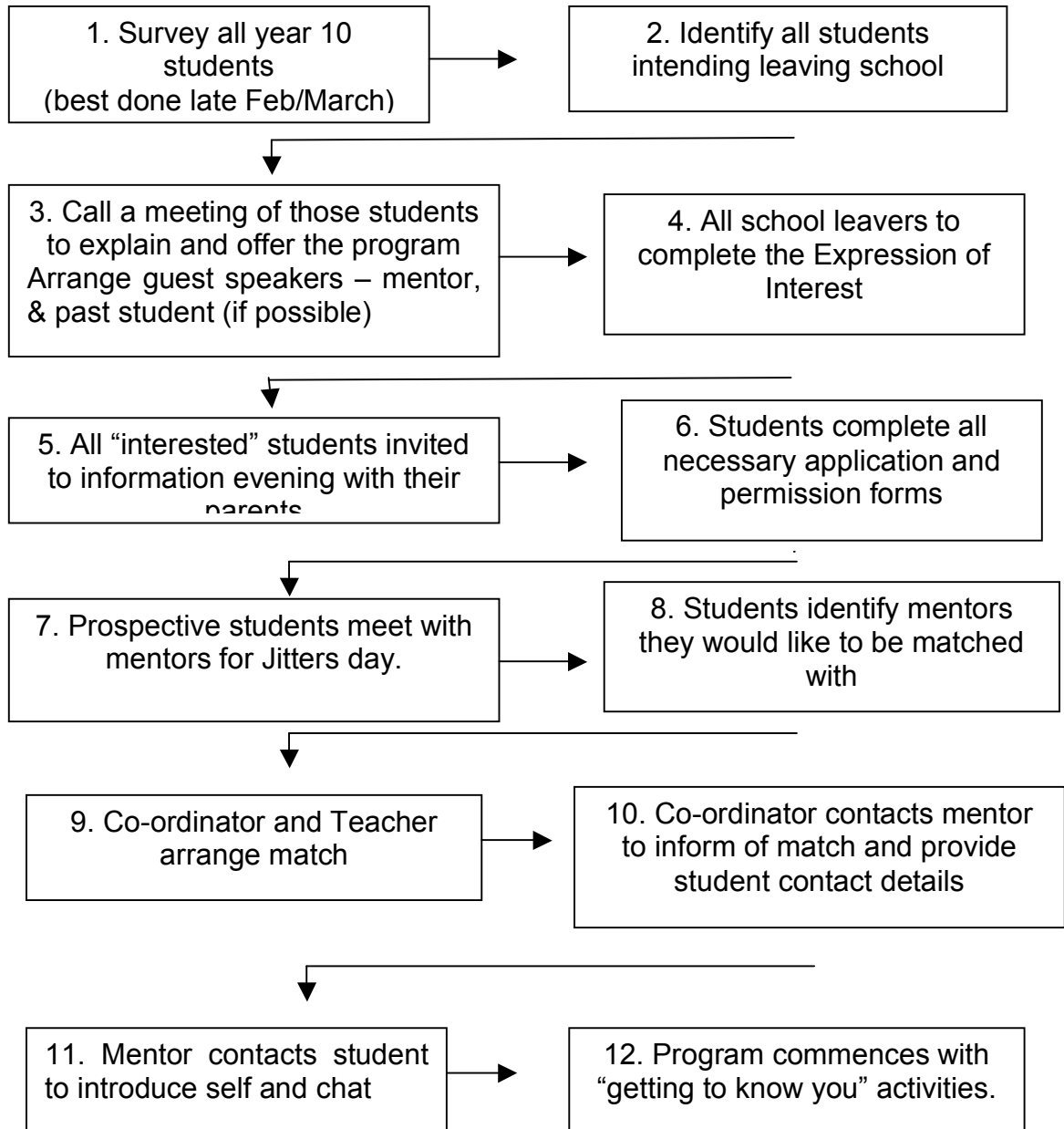
- Principal's Office
- Careers Advisor
- School Counsellor
- Staff Toilets (that can be used by the mentors)
- Library
- Front Office (sign-on book for mentors)

A barbeque lunch is a great way to get everyone together and having lots of jobs to do makes everyone feel a part of the day.

Towards the end of the day the mentees are asked to write their name on a piece of paper and then the name of three of the mentors they would be happy to be matched with. No guarantees are made that they will be matched with one of the three but strangely enough this usually works out.

At the end of the Orientation Day the co-ordinator and the teacher contact from the school sit down and try and match the students' requests with the mentors. Personality and interest are also taken into account. Once the matching is finalised, the co-ordinator contacts the mentors with the name and telephone number of their mentee. The mentor telephones his/her mentee that evening to let him/her know that they have been matched and that he/she looks forward to next week's meeting. It's important to do this on the day of the orientation so that the students know who they have been matched with (if left for a couple of days they may forget who was who). All permissions relating to providing student/mentee contact details to the mentor should have been obtained prior to the Orientation Day.

## SAMPLE 6.1 - STUDENT PARTICIPATION FLOW CHART



## SAMPLE 6.2 – STUDENT SURVEY

Name..... Class.....

- At this stage I think I will be going continuing school next year  
or  
 At this stage I think I will leave school at the end of this year

Please tick below where you think you will go after you leave school.

- TAFE  
 Full-time work  
 Part-time work  
 Apprenticeship  
 Traineeship  
 Don't know
- 

Name..... Class.....

- At this stage I think I will be going continuing school next year  
or  
 At this stage I think I will leave school at the end of this year

Please tick below where you think you will go after you leave school.

- TAFE  
 Full-time work  
 Part-time work  
 Apprenticeship  
 Traineeship  
 Don't know



### **SAMPLE 6.3 - STUDENT EXPRESSION OF INTEREST**

Name:..... Roll Class:.....

School/College .....

Yes I am interested in participating in the School-Based Mentoring Program.  
I understand this involves having a mentor.

or

No, I don't wish to participate in the School-Based Mentoring Program

---

### **Student Expression of Interest**

Name:..... Roll Class:.....

School/College .....

Yes I am interested in participating in the School-Based Mentoring Program.  
I understand this involves having a mentor.

or

No, I don't wish to participate in the School-Based Mentoring Program

## **SAMPLE 6.4 - COMMONLY ASKED QUESTIONS BY STUDENTS/ MENTEES**

*To be provided to the students at the Student Meeting and again at the parent information session*

### **Who are the mentors?**

The mentors come from a range of backgrounds. Some are retired, some are employed in local businesses and some are looking for work.

### **Do the mentors get paid?**

No – mentoring is a voluntary service.

### **What if I do not like my mentor? Or if my mentor doesn't like me?**

Hopefully this situation won't arise but if it does, speak to the co-ordinator who will discuss the situation with you to see if a solution can be found. This may mean finding another mentor for you.

### **Should I give my mentor my home contact details?**

This is a decision you should make with your parent/s. It is important to build up a feeling of trust between you and your mentor- this takes time.

### **Do the mentors report back to the school or my parents?**

The school is very supportive of students involved in the program and ideally your parent/s will also be supportive of it but the partnership is between you and your mentor and there is no "reporting" as such.

## SAMPLE 6.5 - STUDENT APPLICATION

### PERSONAL DETAILS

Name: \_\_\_\_\_

Male  Female

Home Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Postcode: \_\_\_\_\_

Home Phone Number: \_\_\_\_\_ Date of birth: \_\_\_\_\_

Mobile Phone Number \_\_\_\_\_

Email: \_\_\_\_\_

### SCHOOL DETAILS

Name of School/College: \_\_\_\_\_

Year: \_\_\_\_\_

Roll class: \_\_\_\_\_

### WORK DETAILS

• Do you have a casual job? Yes  No

If so, how many hours (approximately) do you work each week? \_\_\_\_\_

• Where do you work? \_\_\_\_\_

• **Do you have a resume?** Yes  No

## FAMILY DETAILS

1. Do you live with your family?  yes  no
  2. Do both your parents live with you?  yes  no
  3. Are there any other languages spoken at home?  yes  no  
If yes, which language?
- 

4. Do you speak any other language?  yes  no  
If yes, which language?
- 

5. What is your father's occupation?

---

6. What is your mother's occupation?

---

## LEISURE & HOBBIES

1. Are you a member of the following clubs/groups? (Please tick)

<input type="checkbox"/> Surf Club	<input type="checkbox"/> Red Cross
<input type="checkbox"/> Swimming Club	<input type="checkbox"/> Sporting Club.....
<input type="checkbox"/> Guides/Scouts/Rangers	<input type="checkbox"/> Army/Airforce Cadets
<input type="checkbox"/> Other Clubs (please specify) _____	

2. Do you do any voluntary or community work?  Yes  No

If so, please list: \_\_\_\_\_

---

3. Do you play a musical instrument?

Yes (Please specify).....

No

4. Do you participate in sport out of school hours?  
If yes, please indicate which ones

Yes

No

Swimming

Hockey

Basketball

Baseball

Netball

Tennis

**Cricket**

**Surfing**

Surfing

Football

Soccer

Other (please specify) .....

5. Please list two things that you like to do in your leisure time eg computers, reading, play music, surfing

A. \_\_\_\_\_

B. \_\_\_\_\_

## YOUR FEELINGS ABOUT SCHOOL

• In the boxes below, tick the box that best describes how you feel about school?

love it

it's OK

find it difficult

hate it

• What is your favourite subject/s?

---

---

• Are there any subjects that you feel you need to improve?

---

---

• What do you think might stop you from doing well while you are at school?

---

---

5. When do you think you will leave school? \_\_\_\_\_

6. Is there a course or job that you are interested in doing when you leave school?

Yes       No

If so, please specify: \_\_\_\_\_

\_\_\_\_\_

If not, what other hobbies and interests do you have outside school? \_\_\_\_\_

\_\_\_\_\_

I would like to apply to have a mentor in the School-Based Mentoring Program.

Signed: .....

Date .....

**Parent's Permission:**

I give permission for my son/daughter/ward .....

(insert name)

to participate in the School-Based Mentoring Program and to provide his/her contact details to the Mentor. I understand that all excursions and meetings outside school with the mentor require my written permission.

Signed.....

Name.....

Date.....

## **SAMPLE 6.6 – PROCEDURE FOR STUDENTS TO LEAVE THE SCHOOL DURING SCHOOL TIME**

This information will be needed when your child wishes to attend a venue outside the school in regards to their program (which does not include the group as a whole).

It is the responsibility of the student involved to ensure their permission note is handed .....at least two school days before their intended excursion. In addition to this a “Variation To Routine” form will need to be completed at least one day prior to the date.

On the permission note you will need to include -

- \* Name
- \* Roll Class
- \* Year
- \* Date of excursion
- \* Name of organisation you will be visiting
- \* Contact person within organisation
- \* Location/s planned to visit
- \* Method of transport
- \* Time departing school - if leaving part way through the day
- \* Time arriving back at school - if returning  
(MUST report immediately to ..... before returning to class)
- \* Emergency contact name and number
- \* Parent/Guardian consent and signature

Thank you for your support

## **SAMPLE 6.7 - IMPROMPTU VARIATIONS – STUDENT FORM**

Before you are permitted to participate in any activity which removes you from your formal lessons the following procedures must be followed.

1. Fill in the following details.

Name: \_\_\_\_\_ Home Group: \_\_\_\_\_ Year: \_\_\_\_\_

Activity: \_\_\_\_\_ Venue: \_\_\_\_\_

Date: \_\_\_\_\_ Supervising Teacher: \_\_\_\_\_

2. You must obtain permission from all teachers of any subject you may miss. By signing this document you are agreeing to catch up on any work missed.

<b>PERIOD</b>	<b>SUBJECT</b>	<b>STAFF SIGNATURE</b>	<b>STUDENT SIGNATURE</b>

3. **RETURN THIS SHEET TO .....**  
**IF IT IS NOT COMPLETED AND HANDED IN BY.....**  
**YOU WILL NOT BE PERMITTED TO PARTICIPATE IN THIS ACTIVITY.**



## **SAMPLE 6.8 - STUDENT EXCURSION PERMISSION**

---

Date: .....

Dear.....

I give my permission for my son/daughter/ward.....  
from roll class ..... to attend an excursion with his/her mentor from the  
School-Based Mentoring Program. I understand the details of the excursion are:

Date: .....

Time:.....

Location:.....

Transport details:.....

Purpose of the Excursion: .....

.....

Authorising Teacher: (please print name).....

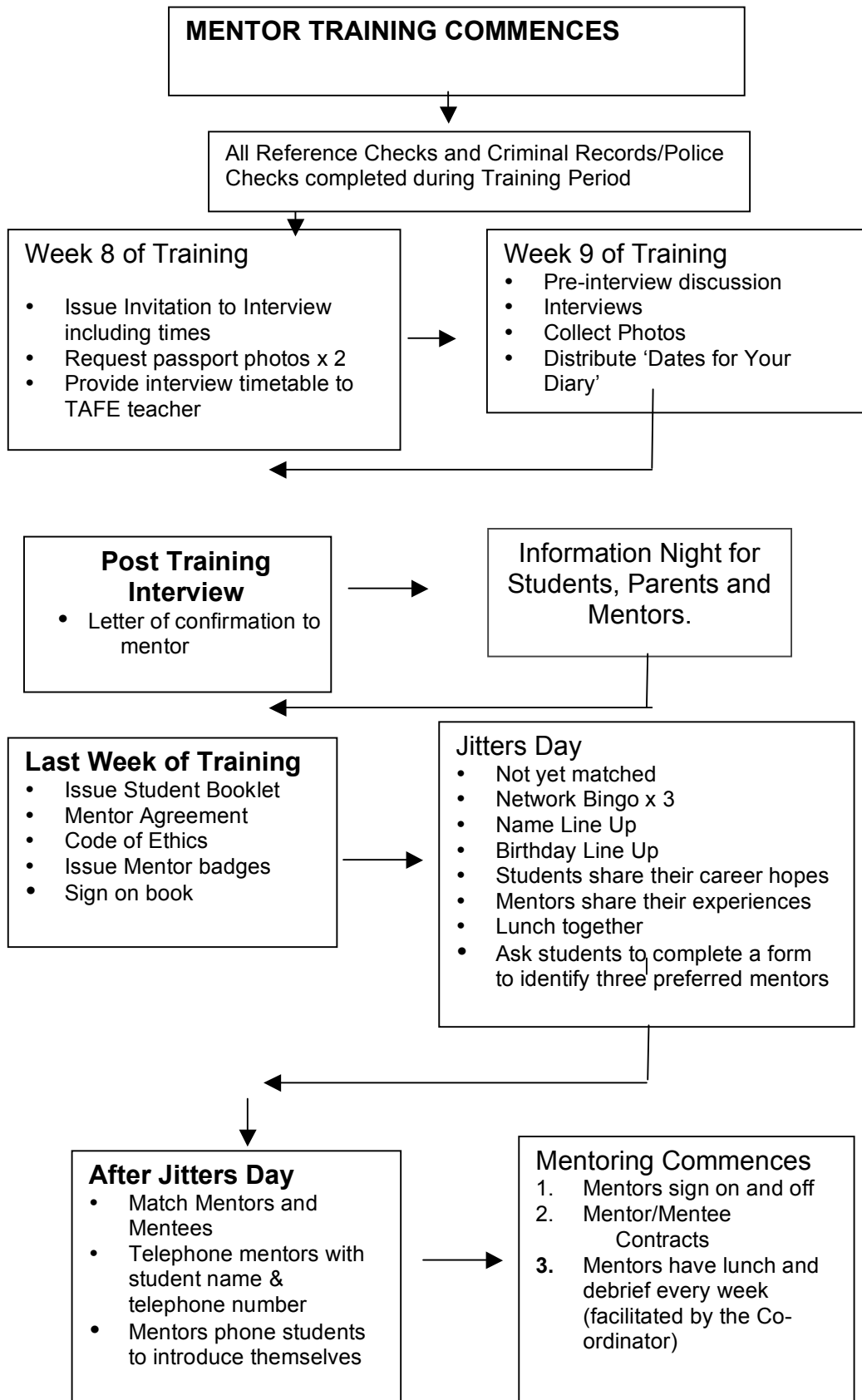
Teacher's signature:.....

Mentor's name: (please print name).....

Mentor's signature.....

Parent's Signature: ..... Date: .....

## SAMPLE 6.9 – FLOW CHART FOR MATCHING



## **SAMPLE 6.10 – JITTERS DAY AGENDA**

---

- 10:30am Teacher & students meet mentors at gate and accompany them to allocated space
- 10:45am Welcome to mentors and students by the Program Co-ordinator  
Introduction of school co-ordinator  
Principal welcomes all
- 11:00am Games/Activities**
- Name Line up (mentors and students form an alphabetical line up based on their first name – in order to place themselves in the line they'll need to ask each other's names)
  - Birthday Line up – same as name line up but based on mentors and students birthdays
  - Network Bingo x 3
  - Round the room self introductions - students and mentors tell their career interests/experiences
- 12:00pm Mentors & students are randomly paired to go on school tour.  
Students take mentors on tour
- 12:30pm BBQ Lunch
- 1:15pm Students complete Mentor Preference Sheet
- Confirm next two meeting dates including arrangements for mentors to contact their mentee before next meeting  
\*Co-ordinator matches each mentor and student and contacts each mentor with his/her student details. Each mentor then rings his/her mentee to introduce him/herself before the next scheduled meeting
- 1:30pm Students return to class
- Mentors remain for coffee and further discussion / raising any issues
- 2:00pm Teacher and co-ordinator thanks Mentors & escorts them to sign-off book.

## **SAMPLE 6.11 - NETWORK BINGO**

The aim of Network Bingo is to encourage the mentors and mentees to start talking to each other and relax a little.

### *How the Game Works*

Each mentor and each mentee has to approach three members of the opposite role (mentor/mentee) and ask them their name. Their favourite food, what pets they have and their favourite colour. When all mentees and mentors have their card complete, the co-ordinator draws out the names from a hat - first the mentors and then the mentees. When a mentee or mentor has all three names on their card called, he/she calls 'Mentoring ' and then has to introduce the three people on his her card – stating their name, their favourite food, their pets and their favourite colour.

For example: This is John. His favourite food is Italian, he has a cat called Spanky and his favourite colour is blue.

There should be a small prize for the Mentor and Mentee that score Bingo (a chocolate or similar)

# Network Bingo – Mentees Card

Your Name:

---

Mentor	Mentor	Mentor
<p>Name:</p> <hr/>	<p>Name:</p> <hr/>	<p>Name:</p> <hr/>
<p>Favourite Food:</p>	<p>Favourite Food:</p>	<p>Favourite Food:</p>
<p>Pets:</p>	<p>Pets:</p>	<p>Pets:</p>
<p>Favourite Colour:</p> <hr/>	<p>Favourite Colour:</p> <hr/>	<p>Favourite Colour:</p> <hr/>



## Network Bingo – Mentors Card

Your Name: \_\_\_\_\_

Mentee	Mentee	Mentee
Name:  _____	Name:  _____	Name:  _____
Favourite Food:	Favourite Food:	Favourite Food:
Pets:	Pets:	Pets:
Favourite Colour:	Favourite Colour:	Favourite Colour:

## **SAMPLE 6.12- DATES FOR YOUR DIARY**

*This can be a useful sheet to give to Mentors in their final weeks of training*

<b><u>Date</u></b>	<b><u>Time</u></b>	<b><u>Venue</u></b>	<b>Purpose</b>
3 Weeks before program commences			Mentor Orientation
2 Weeks before program commences			Information Evening for Students, Parents, Mentors
1Week before program commences			Student & Mentor Matching Activities
Week 1 of program			Goal Setting Activities
Week2, 3 or 4			Mentor/Mentee Research Guest Speaker: TAFE Counsellor
Week 2-6			Mentor/Mentee Research
Week 6/7			Guest Speaker: Group Training
Week 7-10			Mentor/Mentee Research
Week 7			Mentor/Mentee Research Guest Speaker: Local Youth Employment Specialist
Week 8			Mentor/Mentee Research: Guest Speaker: Centrelink
Week 9			Preparation for Presentation
Week 10/12			Presentation Parents, Mentors and Interested Friends welcome.

**SAMPLE 6.13 - AUTHORISATION TO CONTACT LEAVING STUDENTS**  
(to be completed by students leaving school)

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ Postcode: \_\_\_\_\_

Telephone: \_\_\_\_\_ Mobile: \_\_\_\_\_

**Please tick the appropriate boxes below:**

Do you live at home with your parents/guardians/relatives?

Yes

No

*What do you think will you be doing when you have leave school?*

Apprenticeship      Name of Employer if known.....

Traineeship      Name of Employer if known.....

Work      Name of Employer if known.....

TAFE      Course? .....

Other (please specify \_\_\_\_\_

.....

Yes I agree to be contacted by the School-Based Mentoring Program

No I do not wish to be contacted by School-Based Mentoring Program

Signed: ..... Dated: ...../...../.....