Chapter Three
Risk Management and
Volunteer Insurance

Introduction

The Australian Council for Volunteering recognises the importance of good insurance coverage for those people working as volunteers and the organisations and groups that employ them. Mentors in the Plan-It Youth project are classified as volunteers.

Agencies and, where applicable, volunteers are urged to consult their insurance broker or advisor to discuss their specific concerns and to determine a course of action that would best meet their needs.

Agencies and volunteers in all States and Territories should investigate local statutory requirements

Why Volunteer Insurance?

Mentors give their services free of charge, yet in doing so expose themselves to a variety of risks. All volunteers need to be confident that in carrying out their voluntary work they are insured against the risk of personal injury and liability.

Equally, an agency using volunteers may find itself legally responsible for injuries and damage. It is in the agency's best interest to ensure that it has the appropriate and adequate insurance for its volunteer workers.

Volunteer insurance protects an agency from financial cost in the event of liability being established for a volunteer's action or injury. It also gives recognition to the importance of volunteer work and it protects volunteers from unnecessary financial hardship.

Duty of Care

Both the organisation and the volunteer have the responsibility to exercise "duty of care". That is, they must take reasonable care to avoid actions or oversights which might reasonably be foreseen to injure others. Legal liability arises where, in the eyes of the court, an organisation or individual has been negligent. In short, agencies are liable for the actions of their volunteers, as for any paid staff member.

The aim should always be to minimise the risk of injury, and the need for volunteers or a member of the public to take legal action, through **good risk management practices and appropriate insurance cover**. An agency can protect itself against a wide variety of risks by having adequate insurance.

Risk Management

Risk management is where a reasonable person would foresee the likelihood of injury resulting from an activity or event and therefore not expose their workers or volunteers to that possible injury. The risk management procedure is therefore one which actually prevents the likelihood of injury or shows that you have reasonably tried to prevent the likelihood of injury.

The following measures will help to minimise risks and help protect the agency and its volunteers. Remember the law does not distinguish between paid workers and volunteers in matters of liability!

1. **Ensure Premises and Equipment are Safe.**
   - Inspect premises and equipment regularly for defects and take steps to protect people from injury.
   - Ensure all equipment and machinery is in good condition and safe working order.
2. **Good Recruitment and Training of Volunteer Staff**
   3. Ensure selection procedures succeed in recruiting volunteers suitable for the task. Provide sufficient training to enable volunteers to carry out their tasks.
   4. Define the nature and the limit of the volunteer's work.
   5. Adequately supervise volunteers, especially those new to the position.
3. **Provide Good Communication**
   - Ensure volunteers have an effective means of communication with those in a supervisory role. This means volunteers have a means of contacting a supervisor whenever they are volunteering.
4. **Record Volunteers' Working Hours**
   - A signing on and off book and a personal log book which is checked monthly by a supervisor is an effective means of knowing when your volunteers are active.
5. **Keep Your Insurance Company Informed**
   - If in doubt about an event or activity ask your insurance broker for advice. Community organisations often undertake activities which are unusual from a business perspective but are neither dangerous nor foolish.
   - In most cases the activity will fall within the current insurance policy. However it may be possible to have an extension noted to an existing policy for a small extra charge rather than taking out a new policy.
   - Remember, if it is not stated in your policy, presume it is not covered, or check to see if it is an excluded event.
   - If your organisation changes activities or takes on special events, your insurance broker should be notified prior to the event.

IMPORTANT NOTE:
Any payment to volunteers in the form of a token hourly rate or treating them as f they were sub-contractors effectively means they are not volunteers. Such action leaves the organisation open to a great many risks and legal liabilities. Any payments to cover expenses incurred, should clearly state the nature of the expenditure and should identify it as a reimbursement rather than a payment.

Types of Insurance

1. Public Liability
Protection against your legal liability for the organisation's (including employees and volunteers) legal liability for third party personal injury or property damage resulting from the actions of the organisation. It is essential protection for all agencies.

$10m public liability is commonly available (most funding agreements require public liability cover of up to $10m).

Circumstances or activities that should be covered by Public Liability Insurance include:
- all activities, functions services carried out by the organisation (including the volunteers) for example, social functions, fundraisers, fetes, door knocks, services to clients, information and referral services.
- products manufactured and sold, for example, crafts, food, drink.

When reading a Public Liability policy, ensure that volunteers are specifically noted on the policy or covered as members of the organisation.

Incorporated organisations (in NSW) must by law carry a minimum amount of public liability cover and this amount may be increased to suit an organisation's needs. Ensure cover includes on and off the premises. Also ensure that the cover insures against negligent advice being given by members of the organisation, including your volunteers, not just against defective goods (see Professional Indemnity).

The better public liability insurances:
- Offer $5m cover or more;
- Provide cover for goods sold;
- Cover actions by both paid and volunteer staff;
- Insure against negligent advice given by volunteers and can extend to provide professional risk for the organisation's paid workers (see Professional Indemnity);
- Extend the policies to cover special risks when required, eg concerts, one off special events.

2.   Personal Accident

Personal accident insurance is essential for volunteers. People who are paid for their services (employees, contractors etc) are covered against accident and injury by Worker's Compensation; clients and the public are covered by Public Liability. Volunteers, including management committee members where applicable, do not qualify for cover in these categories.

Personal Accident Insurance for Volunteers covers volunteers for any accidental injury, disability or death in the course of their voluntary activities. Ideally, it should also cover volunteers while they are travelling to and from the place where they perform their voluntary duties.

The better volunteer accident insurances:
- Provide a death or capital benefit of $25,000 to $100,000 or higher as required;
- Do not limit the age of the volunteer;
- Cover volunteers from the moment they leave home until they return;
- Pay set maximum weekly benefits for temporary disablement;
- Cover extra expenses such as for home help, tutorial benefits and hire of wheelchairs;
- Cover physiotherapy and other non-Medicare expenses;
- Allow for home or car renovations should the volunteer accidentally become a paraplegic or quadriplegic;
- Have small or no deductibles.

3.   Motor Vehicles

Comprehensive:

Provides for vehicles owned by the volunteer organisation for loss and/or damage to the owned vehicle or property damage to other vehicles or property.

Non-owned:

An organisation can obtain insurance to cover the motor vehicle owned by a volunteer while it is being used on behalf of the organisation. Cover includes while driving to and from the place of voluntary work and driving as part of the volunteer job for reimbursement of excess and loss of no claim bonus only.

A usual requirement of such a policy is that the volunteer's privately owned vehicle has its own comprehensive insurance. Check this point with your insurance broker or advisor and, if it is applicable to your policy, annually sight proof of your volunteer's insurance document.

Third Party Personal Injury:

Cover for injury to passengers and third parties resulting from a motor vehicle accident is usually covered by the vehicle's registration in each state of Australia. Each volunteer organisation should check local legislation and ensure that all vehicles used have the appropriate registration and insurance cover.

Chapter Four
Databases

In any project where people management is an integral component, information management is of vital importance. The Central Coast program developed its own database using Filemaker Pro. The following pages show samples of the type of information that is stored in the database. Because of the individual nature of each regional program, the co-ordinator will need to develop a database that meets the needs of the program, including specific fields and data.

Mentor/Mentee Details: Contact Information/Program/School etc

Plan-It Youth Database

☐ ARM
☐ Teacher
☐ Potential Mentor
☐ Steering Committee
☐ NOT Suitable to Mentor
☐ ALL MENTORS
☐ MENTOR II

☐ Mentor Training Complete
☐ BVCHS Mentor June 98
☐ BVCHS Mentor June 99
☐ Literacy Mentor
☐ Starlink Mentor
☐ 627Mentor
☐ BVCHS Mentor Oct 99
☐ BVCHS Mentor Mar 00
☐ Gorokan HS Mentor May 00
☐ WYONG TAFE Mentor May 00
☐ GOSFORD TAFE Mentor May 00
☐ Kincumber HS Mentor 00

☐ Life Management Student
☐ BVCHS June Mentee 98
☐ STW Mentee June 99
☐ Literacy Mentee
☐ Starlink Mentee
☐ 627Mentee
☐ BVCHS Mentee Oct 99
☐ BVCHS Mentee Mar 00
☐ Gorokan HS MenteeMay 00
☐ Wyong TAFE MenteeMay 00
☐ GOSFORD TAFE MenteeMay 00
☐ Kincumber HS Mentee 00

☐ BVCHS Potential School Leaver March 2000

TAFE CLASS TAFE CLASS

SURNAME SURNAME   FIRST NAME First_Name

ADDRESS ADDRESS   Probity Number Probity_Number

CITY/SUBURB CITY SUBURB   STATE STATE   Roll Roll_Class

COUNTRY COUNTRY   POSTCODE POSTCODE

0011 TRY AREA CO PHONE   FAX   STD HOME PHONE   HOME FAX
ISD CODE COUNTRY CODE AREA CODE PHONE   FAX   HOME AREA CODE PHONE   FAX

EMAIL E MAIL   MOBILE MOBILE PHONE   WWW ADDRESS WWW ADDRESS

PREFERRED CONTACT TIMES PREFERRED CONTACT TIMES

CREATION DATE CREATION DATE
LAST MODIFIED LAST MODIFIED

The next two screens provide information about the student prior to participation. This data is useful for comparison when the student has comple
the program.

PRE PROGRAM ASSESSMENT BY SCHOOL (2000 ONWARDS)

First Name   SURNAME

Year 10 2000 ☐

⬭ Go to Post Layout

| Post School Destination (Pre) | Post School Destination (Pre) | ☐ Intends Leaving School |
| | | ☐ Intends to do Yr 11/12 |

Predicted SC English — Predicted SC English

Predicted SC Maths — Predicted SC Maths

Days Absent Year 9 — Days Absent Year 9

Days Late Year 9 — DAYS LATE Year 9

Positive DRS Year 9 — Positive DRS Year 9

Negative DRS Year 9 — Negative DRS Year 9

ACTUAL POST PROGRAM DESTINATION

Left School ☐

Year 10 ☐

Year 11 ☐

Gone to TAFE ☐

Interested Plan-It Youth   ☐ **Yes**   ☐ **No**

First Name   SURNAME

In Plan-It Youth   ☐ **Yes**   ☐ **No**

Why attend school ?
- ☐ To learn
- ☐ I have to, no choice
- ☐ Get Youth Allowance
- ☐ Prepare for better job than I could get now
- ☐ Just here till get job
- ☐ Nothing else to do
- ☐ Like school
- ☐ Couldn't find a job

What do next year?
- ☐ More school
- ☐ Don't have a clue
- ☐ Find a job
- ☐ Get a traineeship/apprenticeship
- ☐ Go to TAFE
- ☐ Go to Uni
- ☐ Nothing

Know subjects next year?   ☐ Yes ☐ No

List subjects: List subjects1

What like about school?
- ☐ Being with friends
- ☐ Learning things
- ☐ Fun
- ☐ Gets me away from home
- ☐ Improve my job chances
- ☐ Nothing

Achieve this year?
- ☐ Pass subjects
- ☐ Improve results at school/tafe
- ☐ Work out where I'm going next year
- ☐ Nothing
- ☐ Don't know
- ☐ Find a job so leave school
- ☐ Get a casual job
- ☐ Get a better report

When leaving school?   Whenleavingschool1

Know destination?   ☐ Yes ☐ No

Destination: Destination1

Destination Knowlegde Rating ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11

This screen provides information on the Mentor's status- not only which school/program he/she is involved with but whether he/she is curren active in the program. Mentors may have been trained but for various reasons may not have taken on the role of a mentor – or they may be havin break. This information is important for many reasons, not least of which is the need to provide accurate information to your insurance company .

MENTOR HISTORY

First Name | Surname

☐ ACTIVE MENTOR

☐ NOT ACTIVE
STILL INTERESTED

☐ NOT ACTIVE
NOT INTERESTED or
UNSUITABLE

☐ BVCHS Mentors June 98
☐ BVCHS Mentor June 99
☐ BVCHS Mentor Oct 99
☐ BVCHS Mentor Mar 00
☐ Gorokan HS Mentor May 00
☐ WYONG TAFE Mentor May 00
☐ GOSFORD TAFE Mentor May 00
☐ Kincumber HS Mentor 00

Address

CITY SUBURB | STATE | POSTCO

☎ PHONE

👉 **Go to Exit Details**

These screens highlight the need to keep accurate records on each mentor's participation and their reasons for leaving the program. The mentor history allows the co-ordinator to access an instant overview of every mentor who has ever participated in the program. Exit details provide important information for mentor recruitment and sustainablity of the program.

MENTOR EXIT DETAILS

First Name _____ Surname _____

- ☐ BVCHS Mentors June 98
- ☐ BVCHS Mentor June 99
- ☐ BVCHS Mentor Oct 99
- ☐ BVCHS Mentor Mar 00
- ☐ Gorokan HS Mentor May 00
- ☐ WYONG TAFE Mentor May 00
- ☐ GOSFORD TAFE Mentor May 00
- ☐ Kincumber HS Mentor 00

Address _____

CITY SUBURB _____ STATE _____ POSTCO _____

☎ PHONE _____

REASONS FOR EXIT

☐ Requests no further contact

- ☐ Moved From Area
- ☐ Employment (not Related To Mentoring)
- ☐ Employment (as A Result Of Mentoring)
- ☐ Illness
- ☐ Family Commitments
- ☐ Too Busy
- ☐ Distance From School
- ☐ Cost Of Volunteering
- ☐ Don't Like It/ Not Interested
- ☐ Too Much Time Commitment
- ☐ Not Suitable

Plan-It Youth Skills Logbook

Each student participating in the Plan-It Youth Project has an opportunity to identify the skills that they have gained through being involved in Pla It Youth. Students are asked to check the boxes of the skills they believe they have gained and their mentor must "sign off" on these skills, verifyi that the student has actually demonstrated these skills.

The skills logbook is introduced to the student halfway through the program and completed prior to the presentation night. The skills list is presen (signed by the co-ordinator) to the student as an attachment to their Certificate of Achievement.

Plan-It Youth Skills Logbook

Name | Name |

1. Communication Skills

| Firstname | Surname |

Reading

- ☐ Read career information guides to seek job-specific details
- ☐ Read employment section of newspaper
- ☐ Use the TAFE course handbook to seek information

Writing

- ☐ Take notes during a worksite visit
- ☐ Take notes during OH & S course
- ☐ Write letters to employers
- ☐ Write an excursion report
- ☐ Keep a project diary

Speaking

- ☐ Deliver a speech/presentation to an audience
- ☐ Answer questions relating to your presentation
- ☐ Prepare cue cards
- ☐ Speak clearly and confidently
- ☐ Use presentation material

Communicating

- ☐ Listen to instructions and follow them
- ☐ Pass on information to or from my mentor
- ☐ Pass on information to or from an employer
- ☐ Use a fax to communicate
- ☐ Use the telephone to communicate
- ☐ Use email to communicate

Relating to Others

- ☐ Meet employers with confidence
- ☐ Talk to my mentor and get to know him/her
- ☐ Pass on my interest to others
- ☐ Negotiate with my teachers
- ☐ Be friendly and enthusiastic

2. Computer Skills

- ☐ Use a word processor
- ☐ Design a layout
- ☐ Use a digital camera
- ☐ Print a document or brochure
- ☐ Use the internet
- ☐ Send a computer fax
- ☐ Send an email

3. Organisational Skills

- ☐ Meet a deadline
- ☐ Plan and organise a meeting with an employer
- ☐ Plan and organise an excursion
- ☐ Organise alternative meetings with my mentor

4. Research Skills

- ☐ Identify sources of information about jobs and careers
- ☐ Find relevant information about a specific job/career
- ☐ Use the internet to gather career information
- ☐ Listen to and record information
- ☐ Compile information in preparation for my presentation
- ☐ Use communication tools to gather information
- ☐ Visit TAFE Colleges or Universities to seek information
- ☐ Visit a worplace to seek information

5. Job Seeking Skills

Research

☐ Research different types of jobs
☐ Discuss possible work experience choices
☐ Speak to employers about future employment
☐ Discuss my career choices with my mentor

Interview

☐ Fill in a job application
☐ Link a job application to a job description
☐ Prepare a resume
☐ Plan and prepare questions for a job interview
☐ Be punctual and dress appropriately for a job interview
☐ Maintain eye contact during an interview
☐ Smile confidently at an interview
☐ Answer interview questions without repeating myself
☐ Appear neat and tidy throughout an interview
☐ Sound confident when speaking about myself
☐ Receive feedback and take note of the suggestions

6. Group and Individual Work Skills

Working in group

- ☐ Work enthusistically as a team member
- ☐ Report back on my investigation
- ☐ Motivate others
- ☐ Show initiative
- ☐ Be relied on
- ☐ Be polite to others

Working with my mentor

- ☐ Respond to my mentor
- ☐ Return my mentor's phone calls
- ☐ Initiate a phone call to my mentor
- ☐ Show enthusiasm and appreciation of my mentor
- ☐ Acknowledge the role of my mentor
- ☐ Plan an activity/excursion with my mentor

Signed:..   Signed:..
       (mentee)   (mentor)

Dated:..   Dated:..

Chapter Five
Assessment and Evaluation

Assessment and Evaluation is an important aspect of the program if you are to continue to seek funding from schools and community groups. It is also important that you know what is working in your program and what you are achieving. This information is useful marketing material also. Eg 80% of all the students in the Plan-It Youth program have decided to return to school to complete Year 11/12 despite all of the students identifying that they would leave school at the end of Year 10.

The evaluation needs to identify the points of difference that have occurred as a result of the program. The data needs to be both qualitative and quantitative. The following pages show the type of information that was obtained from the students and mentors before, during and after participation in the program.

Sample 1

Student Pre-Program Questionnaire

*To be completed by all students applicants prior to selection and commencement of the program

Name:………………………………..   Date……………………

School/TAFE………………………………..   Year/Course……………

1. What are the main reasons why you attend school/TAFE?
   (you may tick more than one)

☐   To learn

☐   I have to, I've got no choice

☐   To get Youth Allowance

☐   To prepare for a better job than I could get now

☐   I'm just here until I get a job

☐   Nothing else to do

☐   I like school

☐   I couldn't find a job

2. Do you know what you want to do next year?

☐   More school

☐   No, I don't have a clue

☐   Find a job

☐   Get a traineeship/apprenticeship

☐   Go to TAFE

☐   Go to University

☐   Do nothing

3. If you are coming back to school next year, do you know any of the subjects you will study?

☐   Yes? Please list them here.   Or   ☐   Don't know any

……………………………………………………………………………………………

………Dusseldorp Skills Forum…………………………………………………………………

4. What do you like about being at school?

☐	Being with my friends	☐	Learning things
☐	It's fun	☐	It gets me away from home
☐	It'll improve my job chances	☐	Nothing

5. What do you think you will achieve this year?

☐ Pass my subjects

☐ Improve my results at school

☐ Work out where I'm going next year

☐ Nothing

☐ I don't know

☐ Find a job so I can leave school

☐ Get a casual job

☐ Get a better report

6. When do you intend to leave school?……………………………………………………

7. Do you know what you want to do when you leave school?

☐ Yes- please indicate………………………………………………………..

☐ No

8. What do you know about this job/career?

Educational requirements (HSC? Yr 10)………………………………………………

Post school training (TAFE, Uni etc) Name course………………………………………

Other requirements for this job?………………………………………………………

What experience do you have in this area?………………………………………………..

Have you done any work experience in this type of work? …………………………..

Do you know someone who works in this area?……………………………………………..

How did you find out about this job?……………………………………………………..

What is the starting pay for this job? ……………………………………………………..

What is the thing you would like most about this job?…………………………………

Where would/could you work if you had this job? ………………………………….

Is there plenty of work available in this industry area? …………………………..

Sample 2

Pre-Program Assessment by School
*To be completed by all students applicants prior to selection and commencement of the program

Student's Name:……………………………………………………

School/Campus ……………………………………Date: …………………………

Predicted School Certificate Result English	
Predicted School Certificate Result Maths	
Days Absent Year 9	
Days Late Year 9	
Positive Referrals Year 9	
Negative Referrals Year 9	

………………………………………………………………………………………

Pre-Program Assessment by School
*To be completed by all students applicants prior to selection and commencement of the program

Student's Name:……………………………………………………

School/Campus ……………………………………Date: …………………………

Predicted School Certificate Result English	
Predicted School Certificate Result Maths	
Days Absent Year 9	
Days Late Year 9	
Positive Referrals Year 9	
Negative Referrals Year 9	

Sample 3
* Completed by the Mentor at the end of Week One

Mentor/Mentee Progress Report
Week One

Mentor's Name: _____ Date: _____

Mentee's Name: _____

My Mentee wants to leave school because:

……………………………………………………………………………………………

……………………………………………………………………………………………

My mentee is interested in finding out about:

……………………………………………………………………………………………

……………………………………………………………………………………………

Ways I think I can assist my mentee:

……………………………………………………………………………………………

……………………………………………………………………………………………

Contacts who might help:

……………………………………………………………………………………………

……………………………………………………………………………………………

Comments:

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

Sample 4

* Completed by the Mentor at the end of Week Seven

Mentor/Mentee Progress Report
Week Seven (optional)

Mentor's Name:＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿Date: ＿＿＿＿＿＿

Mentee's Name:＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Excursions taken or planned:

……………………………………………………………………………………………

……………………………………………………………………………………………

Ways I have been assisting my mentee:

……………………………………………………………………………………………

……………………………………………………………………………………………

New things I think my mentee has learnt

……………………………………………………………………………………………

New things I think I have learnt

……………………………………………………………………………………………

I /We need help with:

……………………………………………………………………………………………

……………………………………………………………………………………………

Comments:

……………………………………………………………………………………………

……………………………………………………………………………………………

Sample 5

* Completed by the Mentor at the end of the last week in the program

Mentor/Mentee Progress Report
Week Twelve

Mentor's Name:_____ Date: _____

Mentee's Name:_____

Comment on Mentee's Presentation of Report

………………………………………………………………………………………

………………………………………………………………………………………

What do you think your mentee has gained by doing this project?:

………………………………………………………………………………………

………………………………………………………………………………………

What have you gained by doing this project with your mentee?

………………………………………………………………………………………

………………………………………………………………………………………

What is your mentee's post school destination (after the project)?

………………………………………………………………………………………

………………………………………………………………………………………

Will you continue to support your mentee for the next 6-9months?
(Weekly or fortnightly contact)
………………………………………………………………...
Have you noticed any changes in your Mentee since the beginning of the project?
Please describe

………………………………………………………………………………………

………………………………………………………………………………………

Recommendations / Suggestions for Improvement

………………………………………………………………………………………

Sample 6

* Completed by the Mentor at the end of the Year

Mentor/Mentee Progress Report
End of Year

*A separate evaluation form should be completed for each student mentored during the year

Mentor's Name:_____ Date: _____

Mentee's Name:_____

What is your Mentee 's current situation (school, TAFE, job etc)
…………………………………………………………………………………

What do you think your mentee has gained by doing this project?:

…………………………………………………………………………………

…………………………………………………………………………………

What have you gained by doing this project with your mentee?

…………………………………………………………………………………

…………………………………………………………………………………

Will you continue to support/remain in contact with your mentee?
…………………………………………………………………………………

Have you noticed any changes in your Mentee since the beginning of the project?
Please describe
…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

Recommendations / Suggestions for Improvement
…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

Sample 7

Student Post-Program Questionnaire
*To be completed by all students after their presentation

Name:……………………………………..   Date……………………

School/TAFE……………………………..   Year/Course……………

1. What are the main reasons why you attend school/TAFE?
    (you may tick more than one)

☐   To learn

☐   I have to, I've got no choice

☐   To get Youth Allowance

☐   To prepare for a better job than I could get now

☐   I'm just here until I get a job

☐   Nothing else to do

☐   I like school

☐   I couldn't find a job

2. Do you know what you want to do next year?

☐   More school

☐   No, I don't have a clue

☐   Find a job

☐   Get a traineeship/apprenticeship

☐   Go to TAFE

☐   Go to University

☐   Do nothing

3. If you are coming back to school next year, do you know any of the subjects you
    will study?

☐   Yes? Please list them here.   Or   ☐   Don't know any

………………………………………………………………………………………………

……………………………………………………………………………………………

4.   What do you like about being at school/TAFE?

☐   Being with my friends   ☐   Learning things

☐   It's fun   ☐   It gets me away from home

☐   It'll improve my job chances ☐   Nothing

5.   What do you think you will achieve this year?

☐   Pass my subjects

☐   Improve my results at school/TAFE

☐   Work out where I'm going next year

☐   Nothing

☐   I don't know

☐   Find a job so I can leave school/TAFE

☐   Get a casual job

☐   Get a better report

6. When do you intend to leave school?………………………………………………

7. Do you know what you want to do when you leave school/TAFE?

☐ Yes - Please indicate …………………………………………………..

☐ No

8. What do you know about this job/career?

Educational requirements (HSC? Yr 10)……………………………………………

Post school training (TAFE, Uni etc) Name course…………………………………

Other requirements for this job?……………………………………………………

What experience do you have in this area?…………………………………………

Have you done any work experience in this type of work? …………………………..

Do you know someone who works in this area?…………………………………………..

How did you find out about this job?…………………………………………………...

What is the starting pay for this job? …………………………………………………...

What is the thing you would like most about this job?…………………………………

Where would/could you work if you had this job? …………………………………….

Is there plenty of work available in this industry area? ………………………………..

Sample 8

School Post-Program Assessment

*To be completed by the School after School Certificate/Year 10 results are available

Student's Name:………………………………………………………

School/Campus ……………………………………Date: …………………………

School Certificate Result English	
School Certificate Result Maths	
Days Absent Year 10	
Days Late Year 10	
Positive Referrals Year 10	
Negative Referrals Year 10	

School Post-Program Assessment

*To be completed by the school after School Certificate/Year 10 results are available

Student's Name:………………………………………………………

School/Campus ……………………………………Date: …………………………

School Certificate Result English	
School Certificate Result Maths	
Days Absent Year 10	
Days Late Year 10	
Positive Referrals Year 10	
Negative Referrals Year 10	

Sample 9

Project Evaluation

To ensure the standard of support and quality of the mentoring is maintained it is recommended that an evaluation report be conducted twice yearly.

The survey should be conducted via telephone by or on behalf of the Project Co-ordinator.

Date:………………………………………………………

Mentor's Name……………………….……………

Telephone Number:…………………

Interviewer………………………………

1. Introduction
I'm calling from the Plan-It Youth Project. We're conducting an evaluation of the program Can you spare ten minutes to answer a few questions?

2. Current Mentor Status
☐Active   ☐Temporarily Inactive   ☐Awaiting Project
☐Project Complete   ☐Withdrawn/Left……….Why?

………………………………………………………………………..…………

3. Which site are/were you assigned to? ……………………………………

4. How many students do/did you mentor? …………………………………….

5. Have you enjoyed being a mentor? ☐ Yes   ☐ No   ☐ OK

Why? ………………………………………………………………………

6. Have you experienced any problems or difficulties?   ☐Yes   ☐ No

………………………………………………………………….…………

7. How would you rate your assistance to your mentee?

☐   Made a very positive difference

☐   Made small positive difference

☐   Made no difference

8. Do you have any suggestions for improving the program? ☐ Yes   ☐ No
………………………………………………………………….…

Recommendation: Follow-up required by co-ordinator?   ☐ Yes   ☐ No

Chapter Six
Co-ordination

This chapter deals with the flow of events that occur in each program and provides th documentation/permission notes to support the co-ordinator.

FLOW CHART FOR SELECTION AND MATCHING

1.PRE-PLACEMENT TRAINING

2. Week 9 of Training

- End of training
- Issue Invitation to Interview including times
- Highlight Referees telephone numbers etc
- Ask for photos x 2
- Provide interview timetable to TAFE teacher

3. Week 10 of Training

- Complete pre-interview discussion
- Interviews
- Collect applications
- Collect Photos
- Complete Interview sheet

4. Post Training Interview

- Letter of confirmation to mentor

5. Information Night for Students, Parents and Mentors.

6. Pre-Placement Orientation Day

- Issue Student Booklet
- Mentor Agreement
- Code of Ethics
- Week One report
- Issue ID TAGS
- Sign on book

7.Week One with Students

- Student nametags issued
- Not yet matched
- Network Bingo x 3
- Name Line Up
- Birthday Line Up
- Students share their career hopes
- Mentors share their experiences
- Lunch together
- Ask both students and mentors to complete a form to identify their preferred partner

8. After Week One meeting

- Do match
- Telephone mentors with student name & telephone number
- Mentors ring the students to introduce themselves

9. Week 2

- Mentors sign on and off
- Mentor/Mentee Information Sheet
- Start working through the booklet
- Mentors have lunch and debrief

Sample 1

Week One - Jitters/Matching Day
Agenda

12:00   Teacher & students meet mentors at gate, give mentors books

12:00   Start BBQ (students)

12:05   While students & mentors wait for all to arrive,
          students and mentors complete their student profiles

12:14   Welcome to mentors and students

12:15   Network bingo – 3 rounds

12:25   Mentors & students gather to organise school tour.
          Students identify important locations for mentors to
          know including the following:

sign on book	toilets – staff
library	front office
hall	common room

12:30   BBQ - link students & mentors for tour
          – using names from bingo recorded on butchers paper

12:55   Student take mentors on tour – to return by 12:50

1:05   Intro activity
        Find a mentor/student – find out their name, and
        three interesting things.
        Introduce your partner to the whole group.
        All students must partner with a mentor –
        even if it's the mentor's second student

1:20   Round the room self intros
        Students and mentors tell their career interests/experiences

1:40   Confirm next two meeting dates including arrangements
        for mentors to contact their mentee before next meeting
        *Co-ordinator creates match 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

1:45   Students return to class
        Mentors remain in common room for coffee and further
        discussion and raising any issues then teacher and co-ordinator thanks
        them & sees them to sign-off book.

Network Bingo

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

Sample 2

Network Bingo

Your Name: _____

Mentor	Mentor	Mentor
Name: _____	**Name:** _____	**Name:** _____
Favourite Food: 	**Favourite Food:** 	**Favourite Food:**
Pets: 	**Pets:** 	**Pets:**
Favourite Colour: _____	**Favourite Colour:** _____	**Favourite Colour:** _____

Sample 3

Network Bingo

Your Name: _____

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

Sample 4

Berkeley Vale Community High School
Dates for Your Diary March 2000

Date	**Time**	**Venue**	**Purpose**
Wednesday 8th March	12:30pm-2:45pm	Berkeley Vale Community High School	Mentor Orientation
Monday 13th March	7:00pm	Berkeley Vale Community High School Common Room	Information Evening for Students, Parents, Mentors
Wednesday 15th March	12:30pm-2:45pm	Berkeley Vale Community High School	Student & Mentor Matching Activities
Wednesday 22nd March	12:30pm-2:45pm	Berkeley Vale Community High School	Goal Setting Activities
Wednesday 29th March	12:30pm-2:45pm	Berkeley Vale Community High School	Mentor/Mentee Research Guest Speaker: TAFE Counsellor
Wednesday 5th April	12:30pm-2:45pm	Berkeley Vale Community High School	Mentor/Mentee Research
Wednesday 12th April	12:30pm-2:45pm	Berkeley Vale Community High School	Project Proposals Due Guest Speaker: Group Training
Monday 17th April – Friday 28th April School Holidays			

Wednesday 3rd May	12:30pm-2:45pm	Berkeley Vale Community High School	Mentor/Mentee Research
Wednesday 10th May	12:30pm-2:45pm	Berkeley Vale Community High School	Mentor/Mentee Research Guest Speaker: JPP
Wednesday 17th May	12:30pm-2:45pm	Berkeley Vale Community High School	Presentation Review
Wednesday 24th May	12:30pm-2:45pm	Berkeley Vale Community High School	Mentor/Mentee Research: Guest Speaker: Centrelink
Wednesday 31st May	12:30pm-2:45pm	Berkeley Vale Community High School	Mentor/Mentee Research
Wednesday 7th June	12:30pm-2:45pm	Berkeley Vale Community High School	Final Preparation for Presentation
Wednesday 14th June	7pm	Berkeley Vale Community High School	Presentation Evening Parents, Mentors and Interested Friends welcome.

Sample 5

Mentor Excursion Authority
- to be used in conjunction with permission notes in student workbook

To ensure students have the correct authority before proceeding on an excursion with you, please complete the following details and have it signed by the school co-ordinator

The excursion planned for…. …………………………………………….
                     INSERT MENTOR'S NAME

and ……………………………………………………………
        INSERT STUDENT'S NAME

to ………………………………………………………………..
        INSERT LOCATION OF EXCURSION

on …………………………………………………………….
        INSERT DATE OF EXCURSION

by …………………………………………………………….
        INSERT MODE OF TRANSPORT

……………………….as part of the Plan-It Youth Project has the permission of the student's parent/s and the school.

Signed…………………………………………….
        (school co-ordinator/teacher)
Dated:…………………………………………….

Sample 6

Authorisation to Provide Student Contact Details to Plan-It Youth
* to be completed by students leaving school prior to completion of Year 12

Name: _____

Address: _____

_____ Postcode: _____

Telephone: _____ Mobile: _____

Please tick the appropriate boxes below:

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

☐ Yes ☐ No

What will you be doing when you have leave school?

☐ Apprenticeship   Name of Employer …………………………….………

☐ Traineeship   Name of Employer
……………………………….………

☐ Work   Name of Employer
……………………………….………

☐ TAFE   Course?
……………………………………………..…………..…

☐ Other (please specify   _____
....

☐ Yes I agree to be contacted by Plan-It Youth

☐ No I do not wish my details be provided to Plan-It Youth

Signed: …………………………………… Dated: ……/……/……

Sample 7

Co-ordinator's Monthly Mentor Report				
Mentor	**Start Date**	**Training Hours**	**Contact Hours**	**Mentee's School**

Lead Mentors

What is a Lead Mentor?

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. This person is called a Lead Mentor.

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.

Lead Mentor Statement of Duties

- To co-ordinate and support a team of no more than ten mentors

- To ensure all mentors in the team are registered on the ARM database, have completed necessary registration and have been issued with a probity number and Mentor ID card.

- To be a member of the Mentor Interview Panel.

- Facilitate mentor support meetings and other mentor networking activities.

- To liaise with the relevant school regarding arrangements for contact with teachers, mentors, parents and students/mentees.

- Meet with the Program Co-ordinator on a regular basis, to discuss team progress.

- Alert the Program Co-ordinator to possible problems, including any issues arising from the Child Protection Legislation.

- Liaise with other Lead Mentors.

- To advise the Program Co-ordinator of any mentor resignations/withdrawals.

- To complete a Mentor Activity report every month and return it to the Program Co-ordinator.

- Other duties and responsibilities as agreed to in consultation with the program co-ordinator.

Sample 8

Lead Mentor
Monthly Status Report

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

1-Active   2-Temporarily Inactive   3- Project Complete
4 – Awaiting Project   5- Withdrawn

MENTOR'S NAME	MENTEE'S NAME	1	2	3	4	5
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

Chapter Seven
Mentor Recruitment, Screening
Training and Management

Mentor Application Flow Chart

```
┌──────────────────┐     ┌──────────────────┐     ┌──────────────────┐     ┌──────────────────┐
│  Expression of   │     │  Application     │     │  Application kit │     │  Co-ordinator    │
│  interest from   │ ──▶ │  kit provided    │ ──▶ │  completed and   │ ──▶ │  notifies        │
│  prospective     │     │  to prospective  │     │  returned to     │     │  prospective     │
│  mentor          │     │  mentor          │     │  co-ordinator    │     │  mentor of next  │
│                  │     │                  │     │                  │     │  training date   │
└──────────────────┘     └──────────────────┘     └──────────────────┘     └──────────────────┘

┌──────────────────┐     ┌──────────────────┐     ┌──────────────────┐     ┌──────────────────┐
│  Mentors         │     │  Mentor          │     │  Probity         │     │  Mentor          │
│  confirms        │     │  training        │     │  application     │     │  training        │
│  attendance at   │ ──▶ │  commences       │ ──▶ │  form            │ ──▶ │  completed       │
│  mentor          │     │                  │     │  completed       │     │                  │
│  training        │     │                  │     │                  │     │                  │
└──────────────────┘     └──────────────────┘     └──────────────────┘     └──────────────────┘

┌──────────────────┐     ┌──────────────────┐     ┌──────────────────┐
│  Probity         │     │  Prospective     │ ──▶ │  Referred        │
│  number          │ ──▶ │  mentor          │     │  to other        │
│  issued          │     │  planning        │     │  agency          │
│                  │     │  meeting         │     └──────────────────┘
└──────────────────┘     └──────────────────┘
                                   │
                                   ▼
                         ┌──────────────────┐
                         │  Mentor Kit      │
                         │  completed       │
                         └──────────────────┘
                                   │
                                   ▼
                         ┌──────────────────┐
                         │  Mentor ID       │
                         │  issued          │
                         └──────────────────┘
                                   │
                                   ▼
                         ┌──────────────────┐
                         │  Introductory    │
                         │  Project         │
                         │  Mentoring       │
                         └──────────────────┘
                                   │
                                   ▼
                         ┌──────────────────┐
                         │  Opportunity to  │
                         │  participate in  │
                         │  other           │
                         │  mentoring       │
                         │  project         │
                         └──────────────────┘
```

Sample 1

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.

2. Does the mentor training cost anything?
No, the FREE training is provided by TAFE Outreach

3. 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.

4. Where is the mentor training held?
Mentor Training is conducted at Wyong TAFE and Gosford TAFE

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

6. How long does the training last?
The course is usually conducted in three hour sessions over an eight week period

7. After I complete the training program, where will my mentoring assignment be?
There are a number of opportunities for mentoring across the Central Coast. 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.

8. 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.

9. 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.

10. 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.

11. What type of programs need mentors?
There is a variety of programs where mentors are required- Year 9 & 10 Career planning, Year 8 literacy, Year 9 & 10 homework , Year 11 students who leave school prior to completing their HSC. There is also an opportunity to mentor young people who have left school and are in their first casual job.

12. 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 which has your photograph, your name and your Probity number.

13. What sort 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 - this is called a Probity check. This simply means you provide your personal details to the program co-ordinator who refers it to the Police through Dept of Education and Training. All Probity applications are strictly confidential and the co-ordintor 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.

Sample 2

Expression of Interest to Become a Mentor

☐ Yes I am interested in becoming a mentor in the Plan-It Youth project

☐ 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:……………………………..

I heard about Plan-It Youth through (please cross the appropriate box/es)

☐ A Friend

☐ Rotary

☐ Probus

☐ The local Newspaper

☐ Television

☐ Radio Station………………………

☐ Other…………………………..

Sample 3

Mentor Application

Personal Details

Probity Number:

Name:_____

☐ *Male*

☐ *Female*

Home Address:_____

_____*Postcode:*_____

Home Phone Number:_____*Mobile:*_____

Current Situation

☐*Retired*

☐*Employed – Part Time/ Casual*

☐Employed – Full Time

☐*Looking for Work*

☐*Other (please specify)*

………………………………..

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*

☐ *relative*

☐ *neighbour*

☐ *employer*

☐ *other (please provide details)* ………………………………………

Previous Experiences:

(Not necessary but important 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

Type of Experience	Year

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

Area of Interest/Knowledge/Experience # 1:

Description of Area #1:

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	*Type of Company*	*Position Held*	*Period of Employment*

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

Signed:……………………………….   *Dated:……../……../………*

Sample 4

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:………………………………………………………….

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?

PROBITY APPLICATION DOCUMENT SHOULD BE INSERTED HERE.
EACH STATE IN ASUTRALIA MAY HAVE A DIFFERENT DOCUMENT. THEY ARE USUALLY
AVAILABLE FROM THE STATE DEPARTMENT OF EDUCATION.

Sample 5

Mentoring Policies

1. TRAVEL
Whilst mentors are legally permitted to transport school students in a private vehicle, the vehicle must be currently registered, including third party person insurance, and the driver must hold a current driver's license (not provisional).

It is the policy of Plan-It Youth for mentors to <u>only</u> 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. PARENTAL PERMISSION
If the mentee is a school student, mentors must ensure parental permission is obtained before meeting the mentee or conducting mentoring activities, anywhere other than school premises, within normal school hours.

3. SCHOOL PERMISSION
If the mentee is a school student, mentors must ensure permission is obtained from the school, before meeting the mentee or conducting mentoring activities, anywhere other than school premises, within normal school hours.

4. DISCLOSURE
Mentors are required to inform the School Principal or Plan-It Youth Program Co-ordinator if they have any concerns regarding the physical or moral safety of their mentee.

5. NO TOUCHING
Central Coast ARM supports the NSW Department of Education and Training policy of strict adherence to students not being touched by adults, including teachers and mentors.

6. CHILD PROTECTION LEGISLATION
All active mentors in the Plan-It Youth program must successfully complete the Child Protection Legislation Course prior to being engaged as a mentor.

7. GENERAL POLICY
It is Plan-It Youth's Policy to follow all current policy, legislation and practices of the Dept of Education & Training, as explained by the co-ordinator and teacher.

Sample 6

Mentor's Code of Ethics

All PLAN-IT YOUTH mentors should understand, and agree to work in accordance to the following Code of Ethics:

1. All PLAN-IT YOUTH mentors are required to complete the Mentor Training Program through TAFE.
2. All PLAN-IT YOUTH Mentors are required to have completed the Child Protection Legislation Course.
3. All PLAN-IT YOUTH Mentors are required to wear Mentor Identification when involved in mentoring activities in schools.
4. All information discussed between Mentor and Mentee shall be held in strict confidence.
5. All PLAN-IT YOUTH mentors shall maintain moral and ethical standards.
6. All PLAN-IT YOUTH mentors determine prior to mentoring if a conflict of interest exists with the mentee.
7. All PLAN-IT YOUTH 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.
8. All PLAN-IT YOUTH 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 PLAN-IT YOUTH Mentor's Code of Ethics stated above.

Signed…………………………………   Date………………………………

Sample 7

Mentoring Agreement

Mentoring is voluntary and the obligations of both parties are based on the desire to help and receive guidance. The relationship is not binding: 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.

Signed…………………………… Signed…………………………………
    (Mentor)   (Mentee)

Date …………………………….   Date ………………………………

Sample 8

Mentor Reimbursement Voucher

Mentor's Name:……………………………………………………

Telephone Number …………………………………………………….

I wish to apply for $15 for reimbursement of costs associated with Plan –It Youth
for the month of …………………………….

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 9

Guidelines For Mentor Interview/Meeting

Information for Co-ordinator only

1. Provide interview notice last week of training

2. Include mentor application

3. Interview panel to include two of the following:
    _   TAFE teacher
    _   ARM Committee Member
    _   Plan-It Youth 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 10

Invitation to Mentor Application Meeting

Name of Applicant_____

Date_____

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

Date of Interview_____

Time of interview_____

Venue _____

Please advise if you are <u>unable</u> to attend by telephoning

…………………………………….. on …………………………………..

I look forward to meeting with you.

Regards

Plan-It Youth Project Co-ordinator

Sample 11

Interview Report

Information for Co-ordinator ONLY

PRE INTERVIEW DISCUSSION

Name of Applicant:_____

☐ Probity approval

☐ Recommendation by TAFE teacher

☐ Mentoring

☐ Other ARM activity

☐ Referral

☐ Rejection

☐ Check application
   (including referees)

Interview

Name of Applicant:_____

1. Why mentoring?

2. Alternatives?

3. Program preferences

☐ Literacy   ☐ Homework   ☐ Careers

☐ School Leaver   ☐ Casual Worker

4. Age group preference_____

5. Geographic location preference_____

6. Transport:: Private Transport Available ☐ Uses Public Transport ☐

7. Availability: Day/Time   _____

8. Commitment: Discuss minimum requirements of 2 hours per week

    Hours per week_____

    Duration_____

9. Discuss first project offer or other role.

Recommendation _____

Names and Signatures of Interview Panel:

Name …………………………… Signature……………………………………

Name …………………………… Signature……………………………………

Name …………………………… Signature……………………………………

Sample 13

Mentor Letter

……………………………………………….

……………………………………………….

……………………………………………….

……………………………………………….

Dear …………………………..

Congratulations on completing your mentor training and welcome to the Plan-It Youth Mentor Program.

As discussed at the application meeting I would like to confirm that your first mentoring project 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 project, please do not hesitate to

contact me on ……………………………………………………..

Yours sincerely

Plan-It Youth
Project Co-ordinator

Mentor Training Course Details

NSW TAFE
ACCESS OUTREACH PROGRAM AREA
Course No: 9803 Mentoring in the Community
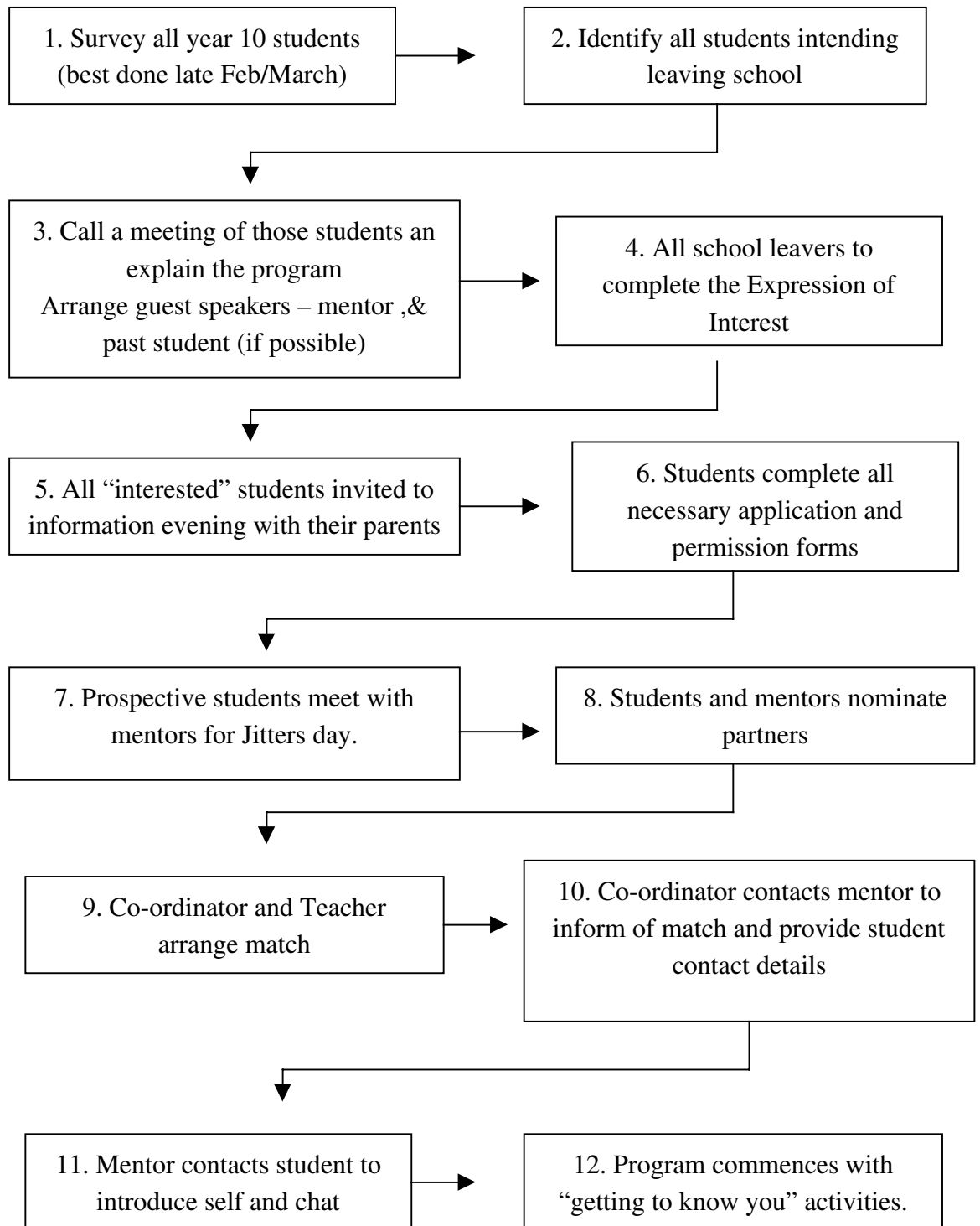Implementation Date: 01/01/00
Review Due Date: 01/10/04

For information on the Community Mentor Training Program please contact Derek Waddell at Wyong
TAFE Outreach on (02) 4350 2305

Chapter Eight
The Mentees

Student Participation Flow Chart

1. Survey all year 10 students (best done late Feb/March)

2. Identify all students intending leaving school

3. Call a meeting of those students an explain the program
Arrange guest speakers – mentor ,& past student (if possible)

4. All school leavers to complete the Expression of Interest

5. All "interested" students invited to information evening with their parents

6. Students complete all necessary application and permission forms

7. Prospective students meet with mentors for Jitters day.

8. Students and mentors nominate partners

9. Co-ordinator and Teacher arrange match

10. Co-ordinator contacts mentor to inform of match and provide student contact details

11. Mentor contacts student to introduce self and chat

12. Program commences with "getting to know you" activities.

YEAR 10 Survey

This survey 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 prepared to offer a second round of the program.

Students who identify themselves as Year 10 leavers are then invited to an information session about the program and are offered voluntary participation in the program. The information session should involve a mentor and a past student (where possible) talking about the value of the program from their experience.

Students who elect to go into the program are invited to attend a further information session with their parents held in the evening. 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.

Sample 1

Name………………………………………… Home Group…………………

☐   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………………………………………… Home Group…………………

☐   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 2

Student Expression of Interest

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

School/College …………………………………………………………..

☐ Yes I am interested in participating in the Plan-It Youth Project .
   I understand this involves having a mentor.

or

☐ No, I don't wish to participate in the Plan-It Youth Project

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Student Expression of Interest

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

School/College …………………………………………………………..

☐ Yes I am interested in participating in the Plan-It Youth Project .
   I understand this involves having a mentor.

or

☐ No, I don't wish to participate in the Plan-It Youth Project

☐ No, I don't wish to participate in the Plan-It Youth Project

Commonly Asked Questions
by Students/Mentees

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 3

Student Application

PERSONAL DETAILS

Name: _____

Male ☐   Female ☐

Home Address: _____

_____Postcode:_____

Home Phone Number:_____Date of birth: _____

SCHOOL DETAILS

Name of School/College: _____

If at School:
Year: _____

Roll class: _____

English Teacher's Name: _____

WORK DETAILS

1. Do you have a casual job?   Yes ☐   No ☐

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

2. Where do you work? _____

3. Do you have a resume?   Yes ☐   No ☐

FAMILY DETAILS

1. Do <u>both</u> your parents live with you? ☐ yes ☐ no
    If no, please give details:

    _____

    _____

2. Do you live with your family? ☐ yes ☐ no
    If no, please give details

    _____

    _____

3. How many brothers/sisters do you have – write their names and ages.
    If any of them have left school, please indicate their job/place of study

    _____

    _____

    _____

    _____

4. Are there any other languages spoken at home? Do you speak any other
    language? (Give details)

5. What is your father's occupation?

    _____

6. Mother's occupation?

    _____

7. Grandfather's (1) occupation (if known)?

    _____

8. Grandfather's (2) occupation (if known)?

    _____

9. Grandmother's (1) occupation (if known)?

    _____

10. Grandmother's (2) occupation (if known)?

    _____

LEISURE & HOBBIES

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

☐ Surf Club	☐ Red Cross
☐ Swimming Club	☐ Scouts/Rangers
☐ Guides	☐ Army/Airforce Cadets
☐ 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? ☐Yes   ☐ No
If yes, please indicate which ones

☐	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, surf

A._____

B._____

YOUR FEELINGS ABOUT SCHOOL

1. 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

2. What is your favourite subject/s?

   _____

   _____

3. Are there any subjects that you have particular difficulty with?

   _____

   _____

4. What do you hope to achieve while at school?

   _____

   _____

5. What things do you think could stop you from doing well while you are at school?

   _____

   _____

7. When do you intend to leave school? _____

8. Do you have a career/course/job that you are interested in doing when
   you leave school?   ☐ Yes   ☐ No

   If so, please specify: _____

   _____

Sample 4

Student Interviews
* Optional

Student's Name:_____

1. What do you know about the Plan-It Youth Project?

2. Why have you decided to do the project?

3. Do you know anyone who has participated before?

4. Do your parents know you want to participate it? If so, how do they feel about it?

5. Are any of your friends participating in the project?

6. Do you have a particular job/career that you're interested in finding out about?
   If so, what.

7. Interviewer should now explain involvement of community mentors.
   What do you think about the idea of having a Mentor?